

EVALUATION OF CORRECTIONAL SERVICES LIBRARIES IN OFFENDER
REHABILITATION PROGRAMMES IN GAUTENG PROVINCE, SOUTH AFRICA

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DECLARATION

I, Mmakwena Raymond Molala, do hereby declare that this dissertation is the result of my investigation and research and that this has not been submitted in part or full for any degree or for any other degree to any other university.

Mmakwena Raymond Molala

Date:

DEDICATION

“Fear isn’t an excuse to come to a standstill. It is the impetus to step up and strike.”

Arthur Ashe

This dissertation is dedicated to my wife **Phuti**, son **Tshegofatso**, daughters **Naniki** and **Mafora**, and nephew **Kgothatso**. They understood when I spent Saturday and Sunday nights to focus on this study: **Evaluation of Correctional Services Libraries in Offender Rehabilitation Programmes in Gauteng Province, South Africa.**

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LIST OF ACRONYMS OR ABBREVIATIONS

Acronyms or abbreviations	Description
DAC	Department of Arts and Culture
DCS	Department of Correctional Services
CSP	Correctional Services Plan
FET	Further Education and Training
IFLA	International Federation of Library Associations
LIS	Library and Information Services
LSDP	Libraries Servicing Disadvantaged Persons
PWD	Persons with Disabilities
UN	United Nations
UNISA	University of South Africa
TREC	Turfloop Research Ethics Committee
SAHRC	South African Human Rights Commission
DSRAC	Department of Sports, Recreation, Arts and Culture

ABSTRACT

Correctional services libraries have a bigger role to play in offender rehabilitation programmes in South African correctional services centres (CSC's). However, the literature studies on the restoration and rehabilitation of inmates in South Africa barely mentions the role of correctional services' libraries' in offender rehabilitation programmes. The aim of this study was to evaluate the correctional services libraries in terms of offender rehabilitation programmes in Gauteng province, South Africa. The objectives of the study were to analyse whether the correctional services library policies aligns to the support of correctional services rehabilitation programmes; to assess the performance of the correctional services libraries in terms of services and programmes, staff qualifications, resources and access to information for the inmates; to determine the correctional services library management support to the correctional services librarians; and to establish if there was proper access to the correctional services libraries in terms of physical facilities and information and communications technology (ICT) infrastructure. The study adopted a qualitative research approach and used semi-structured mediated interviews for data collection. The targeted population for the study was sixteen (16) offender librarians within various correctional centre facilities in Gauteng province, of those, librarians from twelve (12) correctional centres participated. Data were analysed thematically. The major findings of the study revealed that there was no written library CSC policy in any of the CSC libraries, and that offender librarians reported to the Department of Basic Education and the Department of Sports, Recreation, Arts and Culture (DSRAC). Furthermore, offender libraries were resourced in terms of publications and providing information and recreational support to the inmates, including inmates in restricted houses and the disabled. However, in respect to the educational qualifications of librarians attached to prisons libraries, it was found that most did not have requisite Library and Information Science qualifications. CSC libraries' floor planning varied and no ICT facilities were available for inmates to access information. The study recommends that the Department of Correctional Services (DCS) through its Act (Act no 11 of 1998) should provide clear guidance on access to information and reading materials; formulate prison LIS policies and review its policy to employ qualified librarians; ensure its libraries have access to ICT's for inmates, thus allowing transfer of skills; and stipulate that new

CSC's built in South Africa must do their floor planning as per International Federation of Libraries and Information Services Association (IFLA) Guidelines for Library Services to Prisoners (Lehman & Locke 2005).

KEYWORDS: Correctional services libraries, prison libraries, offender rehabilitation programmes, Gauteng province, South Africa.

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 INTRODUCTION

Before 1994, the core function of prisons in South Africa (SA) was to punish inmates by separating them from the community (Dissel & Ellis 2002; Korff 2010; Muyobela & Strydom 2017; Van Ginneken & Hayes 2017). However, following the new dispensation after the 1994 democratic elections, the enactment of the Republic of South Africa Constitution Act (Act 108 of 1996) and the recognition of the Bill of Rights as enshrined in Chapter Two (2) of the Constitution, the Ministry of Correctional Services formally dedicated itself to formulating a policy to make prisons more empathetic and humane dwellings than they used to be under the apartheid regime. This was done with a view to restoring and rehabilitating the wrongdoers and reintegrating them into society (Dissel & Ellis 2002; Muthaphuli 2008; Khumalo, 2020). The Correctional Services Act (Act 111 of 1998) states that the Department of Correctional Services (DCS) has the responsibility “to enforce the sentences of the court in the manner prescribed by the Act; to detain all people in safe custody whilst ensuring their safety in custody; and to promote the social responsibility and human development of all inmates”. This is also evidenced by changing the name of these establishments from prisons or jails to correctional facilities. The major line of distinction between the prison (jail) and the correctional facility lies in the fact that the prison exists to restrain the serious crime, while the correctional facility is to rehabilitate the confined criminals. Correctional facilities try to rectify offenders, while the purpose of prison is to punish a criminal. Although correctional facilities pertain to prisons or centres that serve as a place for incarceration by the government, prisoners can still engage in activities or programmes that contribute to their education and development. Lehmann and Locke (2005:4) maintain that “a modern society should gradually adopt a more humane and enlightened practice approach to criminal justice and incarceration in accordance with the United Nations (UN) Universal Declaration of Human Rights”. In SA, the transition from “prison system” to “correctional services” emphasises the aim not to punish but to rehabilitate the behaviour of wrongdoers and ensure that they are

reintegrated into the community as productive and responsible citizens. The White Paper on Correctional Services (1994:7) confirms that:

[T]he DCS [should] gear all its activities to serve a rehabilitation mission that ensures, through delivery of appropriate programmes, that the people who leave correctional centres have appropriate attitudes and competencies enabling them to successfully integrate back into society as law-abiding citizens.

This entails that prison authorities should shift their focus from punishment to education, rehabilitation and constructive use of time, which in turn indicates that the provision of library and information services (LIS) materials for the education and development of inmates is also acknowledged as a right. The rights of people in prisons must be assured and acknowledged by providing them with access to (LIS) (LIS Transformation Charter 2014:96). This suggests that there is a responsibility on the part of government – and specifically the DCS to ensure that those who are illiterate should be provided with tools and materials to become literate. Such provision is made in the legislation for libraries in correctional service facilities. As such, the correctional services' library becomes one of the core mandates of the whole correctional services setting in its support for education, recreation and rehabilitation programmes. Lehmann (2000:5) notes that “incarcerated persons generally have the same reading interests and information needs of individuals in the free world. Their only disadvantage is that they do not have physical access to libraries in the outside community”. These sentiments are supported by several regulations. Firstly, the Correctional Service Regulation Government Gazette Notice No. 26626 (2004, section 13) states that:

A properly organised library containing literature of constructive and educational value, as prescribed by Order, must as far as reasonably practicable, be established and maintained at every prison.

Secondly, the Correctional Services Act (Act 111 of 1998), section 18, reinforces the same idea and states that:

(1) Every inmate must be allowed access to available reading material of his or her choice, unless such materials constitute a security risk or is not harmful to his or her rehabilitation”, (2) “Such reading material may be drawn from a library in the correctional centre or may be sent to the inmate from outside the correctional centre in a manner prescribed by regulation”.

Thirdly, Correctional Services Act (Act 111 of 1998) Section 41 (2) of the Act further states that:

[S]entenced adults who are illiterate may also be compelled to undergo literacy training and may also have the right to participate in other available training programmes.

In the same vein, rehabilitation is defined by the White Paper on Corrections in SA (1994:39) as “the result of a process that combines the correction of offending behaviour, human development and the promotion of social responsibility and values”. Rehabilitating an offender in a controlled facility requires proper planning and engagement and skilled employees. The White Paper on Corrections in SA (1994:39) states that “rehabilitation is achieved through the delivery of key services to inmates, including both correction of the offending behaviour and the development of the human being involved”.

Stevens and Usherwood (1995) study prison rehabilitation in England and Wales. The study addressed the role played by prison LIS in the reform and rehabilitation of inmates. The study examined the various modules of prison LIS functions and their impact on the rehabilitation process, as well as the role of the prison library as an educational resource centre, information provider and supplier of recreational reading materials. It also discussed the influence of religious materials offered by the library (Stevens & Usherwood 1995). However, there are different dynamics at play in international prison LIS versus local prison LIS that operate against the background of the apartheid regime. The previous SA government used prisons as punishment facilities before the democratic mandate of 1994, which transformed the prisons into correctional facilities. The aim of the prison facilities is now concerned with correcting the offender behaviour and rehabilitating inmates to reintegrate into society. While there are similarities in terms of provision of LIS to the inmates, the current study aims to directly engage the prison librarians to solicit information on their role in the DCS’ rehabilitation programmes. This includes the correctional services policy support to rehabilitation programmes; how correction development is done in line with the offender population and offender correctional sentence plan (CPS); how accessible the library is to inmates; the library staff training, the programmes the library has developed and implemented in support of the

DCS' rehabilitation programme; and marketing and communication of the library activities and programmes.

1.2 BACKGROUND INFORMATION

CSC's in SA fall under the DCS and prioritise the provision of services and interventions that contribute to the rehabilitation and reintegration of inmates into communities as law-abiding citizens. The vision of the DCS is "providing the best Correctional Service for a safer SA" and their mission is "contributing to a just, peaceful and safer SA through effective and humane incarceration of inmates and the rehabilitation and social reintegration of inmates" (DCS Annual Report 2016/2017). According to the DCS Annual Report (2016/2017), the rehabilitation of inmates constitutes the following sub-programmes:

- Correctional programme: to address needs deriving from correctional programmes targeting offending behaviour based on CSPs. The strategic objective is to improve the life skills of inmates with CSPs through the provisioning of correctional programmes targeting offending behaviour.
- Offender development: to provide needs-based programmes and interventions to facilitate rehabilitation and personal development. The strategic objective is to promote inmates' personal development through the provision of literacy, education and skills competency programmes during the time of incarceration.
- Psychological, social work and spiritual services: to manage and ensure the rendering of needs-based psychological, social work and spiritual services to inmates and persons under correctional supervision with the aim of improving their health and emotional wellbeing and assisting in their rehabilitation and reintegration into the community.

Therefore, libraries for correctional services have a significant role to play in the offender rehabilitation programme, especially with regard to offender education and development. Racelis (2018:3) states that the availability of a library in a prison environment entails that

there are community members in place where they largely do not like to have civilians, and that “good solid customer services offer librarians an opportunity to re-humanise a chronically inhumane environment in which inmates and most facility staff interrelate according to a tension-generating paradigm of ‘us versus them’”. Labane (2012:250) argues that “the prison library offers an opportunity for relaxation activities and provides the offender with a link to what is happening in society outside the prison”, and adds that libraries are “accepted as a valuable means of promoting many practical and cultural aspects of social life for inmates”.

The correctional services management support to the correctional librarians plays a pivotal role in achieving the desired objective of supporting the rehabilitation programmes. The White Paper on Corrections in SA (1994:13) lays the foundation for the correctional services management support to its facilities, which includes libraries, as it states: “the DCS’s holistic approach to rehabilitation makes it much more than just an attempt to prevent crime; it is also a tool by means of which the department amongst many contribute to empowering inmates by equipping them with life and other skills”. A key consideration is the location of the correctional services library – its access and service support to the inmates. Lehmann and Locke (2005:8) emphasise that “the library should be situated at a central location within the prison complex, preferably within or near the education department”. The use of IT equipment for access of information and support of rehabilitation programmes, educational programmes, training and skills development within the correctional services is also important, because the current LIS have also been affected by new technological advancements. Therefore, Access to the correctional services library in terms of physical facilities and ICT infrastructure is evaluated. The Revised White Paper on Arts, Culture and Heritage (2017) recognises the Correctional Services Act (Act 111 of 1998) which confirms the right of access to learning and reading materials for prisoners unless it creates safety hazards or is unfavourable to the prisoners’ rehabilitation strategies. Furthermore, the South African Human Rights Commission (SAHRC) Report (1998:21) refers to “the availability of the library, with recreational and instructional books, as one of the core educational facilities that every correctional service institution or facility in SA should maintain for the use by prisoners”.

However, the SAHRC report (1998) highlights that the provision of education was almost non-existent within prisons. Insufficient library materials, lack of educational facilities, absence of study materials and too few or no qualified personnel are the norm in most correctional services facilities in SA. Cilliers and Smit (2007:83) confirm, that this was still the case after a decade.. Therefore, there are neither opportunities for inmates to participate in educational programmes, nor specialised educational staff, social workers and psychologists within the department. This study seeks to establish if this holds true currently, that is, whether there has been any progress in this domain, by (a) examining collection development policy formulation to support correctional services libraries; (b) assessing the performance of correctional services libraries; (c) determining correctional management support to correctional services librarians; and (d) examining access to correctional services library services in terms of infrastructure and ICT facilities.

1.3 RESEARCH PROBLEM

With the current rehabilitation process dominating at the DCS, it is expected that most of the inmates who are in prison today will be rehabilitated through the programmes being implemented and return to society after having served their sentences. Over and above rehabilitation programmes, there are correctional services LIS, because “prisoners just like other persons have information needs” (Sambo, Usman & Nasifa 2017:2). The library of the correctional services plays a significant role in the life of the inmates by providing reading and educational materials to the inmates.. Ings and Joslin’s (2011) report to the Canadian Authority indicates that the major role of an institutional library service in a CSC setup is to facilitate the self-improvement of the inmate,while Lehmann and Locke (2005:4) state that “prison libraries should emulate the public library model, while at the same time providing resources for prison education and rehabilitation programmes”. It is vital that correctional services library resources and services should be such that they contribute to the value of the lives of wrongdoers and serve as a means for repentance and for inculcating a culture of reading and learning among the inmates. “Every offender must be able to access library programmes, basic education, cultural activities, social

education, vocational training, religious and cultural activities, creative programmes, higher education and library facilities” (Labane 2012:74).

However, the literature studies on the restoration of lawbreakers in SA barely mention the libraries’ role in correctional services rehabilitation programmes. Koons (1988, in Chandani 2019:70) argues that “often, the prison library tends to be perceived as a ‘good thing’, but with little evidence presented as to why, or indeed how, the library can have any kind of beneficial effect on the rehabilitation of inmates”. The role of the libraries in support of rehabilitation programmes in South African correctional services is therefore limited, if not codified. There are a number of studies that have been conducted in SA on prison reform and rehabilitation programmes, but without mentioning the role of the libraries in supporting those programmes (Cilliers & Smit 2007; Jonker 2011; Muntingh 2012; Lalla 2017; Snyman 2019). Therefore, it appears there is a dearth of empirical evidence on the role and value of correctional services libraries in offender rehabilitation programmes.

The only literature available in SA about the evaluation of correctional services libraries in rehabilitating inmates is found in policy or strategy documents, which may be far from implementation. For instance, the Department of Arts and Culture (DAC) (2015:25), on the state of the different kinds of libraries in SA, only provides the conditions under which correctional services libraries should be established and operate in SA. This document emphasises the LIS policy, which serves to guide the provisioning of LIS to inmates, as well as to promote the best practices in the management and administration of correctional services libraries for library practitioners. While much has been said about the strategies for the establishment and operation of correctional services libraries, there have been no empirical investigations into the actual implementation of such strategies. Therefore, there is a need to know more about the conditions and mandates under which the correctional services policies and strategies are operating, and to determine to what extent these policies are implemented in correctional services facilities. Looking into the evaluation of offender libraries in SA could perhaps serve as a starting point for the development of correctional services LIS in an effort to make SA a better place.

1.4 PURPOSE OF THE STUDY

1.4.1 Aim of the study

The aim of this study is to evaluate the contribution of correctional services libraries to inmates' rehabilitation programmes in the CSC's in Gauteng province, SA.

1.4.2 Objectives of the study

- To analyse the correctional services library policies' alignment to the support of correctional services rehabilitation programmes in Gauteng province;
- To assess the performance of the correctional services libraries in terms of services and programmes, resources and access for the provision of information to the inmates;
- To determine the correctional services library management support to the correctional services librarians; and
- To establish access to the correctional services library in terms of physical facilities and ICT infrastructure.

1.5 SIGNIFICANCE OF THE STUDY

It is envisaged that the research findings will firstly enable the management of the libraries for correctional services to properly align their library policies and strategies with the correctional services rehabilitation programmes. It is envisaged that the findings of this proposed study will enable both the Department of Justice and Management to capacitate libraries for correctional services with proper facilities that would ensure appropriate information access to their population. It is hoped that the envisaged research findings will be disseminated amongst the LIS community through a conference paper and journal article publication, thus contributing to the body of knowledge in the field of Library and Information Science, and making those publications available to the prison authorities in South Africa..

1.6 RESEARCH METHODOLOGY

In research, there are commonly three research approaches that can be used, namely the qualitative, quantitative and mixed method research approaches (MMR) which

emanate from different research paradigms. This research adopted a qualitative research approach , emanating from an interpretivist paradigm perspective.

1.6.1 Research design

This study sought to evaluate correctional services libraries in offender rehabilitation programmes in Gauteng province. Among all the qualitative research designs at the researcher's disposal, this study adopted a case study as its research design.

1.6.2 Population and sampling

The composition of the population for this study was sixteen (16) correctional services centre librarians working in libraries within various identified correctional centres in Gauteng. The research study was conducted amongst the librarians in correctional centres in Gauteng province which are identified in Chapter three of this report, selected through the employment of purposive sampling technique.

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1.6.3. Data collection method

Qualitative research can be understood in terms of the method of data collection which may include observation, interviews and contents analysis of documents (Glazier & Powell 1992:6). This study used semi-structured mediated interviews for data collection, which are discussed in Chapter three of this research report.

1.6.4. Data analysis

The collected data were coded, cleaned and analysed through the thematic analysis method. Themes that emerged were classified into main and sub-themes through recursive processes. In each case, relevant quotes were given as examples to elaborate further on the specific thematic division.

1.6.5. Quality criteria

Since the study used the interview research approach, rigour for the study was established through ensuring the credibility, transferability, dependability or consistency,

and conformability of the results obtained from the data. This was done to validate the research findings; a detailed account is provided in Chapter three of this research report.

1.7. ETHICAL CONSIDERATIONS

The standards ethical guidelines were taken into consideration before engaging in the data collection process. These include actions such as requesting permission to conduct research; taking into account sensitivity issues related to prisons and informed consent on the part of participants; confidentiality and anonymity; and acknowledgement of sources. The details of how these issues were taken into consideration are explained in Chapter three of this dissertation.

1.8. SUMMARY OF CHAPTERS

The study encompasses five chapters, namely introduction and background information; theoretical framework and literature review; research methodology; data presentation, analysis and interpretation; and a summary of major findings as well as conclusions and recommendations. These are described below:

Chapter one: The chapter deals with the introduction and background information to the study. It outlines the study proposal, research problem, purpose of the study and research methodology.

Chapter two: This chapter represents an in-depth review of literature related to the topic. The literature review covers the theoretical framework guiding the study. The theoretical framework adopted by the study includes the social responsibility theory and the IFLA guidance on library services for prisoners. The literature review further analyses the objective pillars that are covered by the study.

Chapter three: The chapter covers the research methodology applied in the research study. The research paradigms related to the research topic are brought to light and the

appropriate paradigm and its related methodologies are selected based on the reasons that are advanced in the chapter. Data collection methods used within this study are also defined. Population and sampling of the study, based in sixteen correctional centres in Gauteng, are clearly outlined. Quality criteria are acknowledged as important to the credibility, transferability, dependability and conformability of the research study. Ethical considerations are highlighted as forming an important part of the study.

Chapter four: This chapter ensures that data collected are presented, analysed and interpreted. The data collected are presented in tabular form and analysed in terms of the thematic themes, which were used as part of the data collection instrument when the data were collected. The thematical filtering of questions provided insight in terms of the librarians' understanding of their environment and work support to the rehabilitation programme.

Chapter five: This chapter summarises the major findings of the study and offers concluding remarks derived from the major findings. The chapter also makes recommendations based on the findings of the study. Recommendations are noted and brought to light to spark further conversation or debate within the DCS and academia on the correctional services libraries within the correctional services facilities. The study limitations are also noted to ensure that further and detailed studies may still be undertaken to pursue the role of the correctional services library within the rehabilitation programme.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter introduced the reader to the research problem, aim and objectives which this study pursues. This chapter first delves into the theoretical framework which guides this study, namely social responsibility theory and International Federation of Library Association (IFLA) Guidelines of Library Services for Prisoners (Lehman & Locke, 2005). This is, followed by an in-depth review of literature related to the topic, guided by the headings derived from the objectives of the study. Firstly, the chapter highlights on the correctional services library policy formulation as guided by South African international legislation, human rights documents and other declarations of which SA is a signatory. The purpose is to analyse if any correctional services library policies have been adopted in South African correctional services libraries, and if so, whether they adhere to the international, regional and local legislative mandates regarding rehabilitation of inmates. The focus will therefore be on the formulation of rehabilitation policies in correctional services. Secondly, support to correctional centre libraries is examined by looking into their performance in terms of access to resources, physical and technological infrastructure, management and administration. In evaluating the performance of correctional services library services, the role of the library in correctional services rehabilitation programmes – which include formal education, training and skills development, and recreational programmes – is an important consideration.

2.2 THEORETICAL FRAMEWORK

The research theory upon which this study is based is the theoretical framework for Library Social Responsibility (Racelis 2018) and the IFLA Guidelines for Library Services to Prisoners (Lehman & Locke 2005).

2.2.1 Social responsibility theory

This framework demonstrates the way organisations' operations impact societies, especially marginalised sectors such as the homeless, persons with disabilities (PWD), incarcerated or detained people, rural and isolated populations and adult learners. Racelis (2018:3) maintains that:

[H]aving a library in jail means there are community members in place where they largely don't like to have civilians. The framework also puts emphasis on three components; that is, planning process and critical discourse, information justice (as part of social justice) and assistive technology and inclusive education.

Maxwell (2006:6) states that the role of the libraries in the planning process and critical discourse is to “[uplift] society, promote community, transmit, preserve culture and put order in the world”. In SA, there is a need to contribute to the government's vision of making SA a better place. However, this can only be realised if the institutions operating in the country assume the social responsibility of making the country a better place to live in, free of criminal activities. Prison libraries are not exempted from social responsibility. Racelis (2018:5) states that with information justice (as part of social justice) “libraries can serve as advocates for social justice, as well as promoters of human dignity and of sustainable development activities”. Small, Juptus and Regitano (2014), cited by Racelis (2018:5), specify five types of assistive technology and inclusive education strategies, namely, overall school environment; learning materials; training; collaboration; and advocacy and evaluation.

The researcher adopted this framework for the current research study due to its emphasis on the role of libraries in meeting the social responsibility in the marginalised sector in terms of providing for human needs through social dimensions of both LIS and improvement of quality of life. Therefore, the researcher aims to access the theory related to the correctional services library supporting the offender rehabilitation programme and its role in information access to its population within an environment that is different to that of a normal public library.

2.2.2 IFLA Guidelines for Library Services to Prisoners

The IFLA Guidelines for Library Services to Prisoners intends to serve as a guiding model for the development of prison libraries (Locke & Lehmann 2005:3). The IFLA guiding tool assists in planning new libraries and evaluating existing libraries. The South African DCS may use this tool to ensure that it complies with current practice. Locke and Lehmann (2005:3) state that “IFLA established the library servicing disadvantaged persons (LSDP) study committee in 1985, recognizing the need for LIS to the growing number of persons serving time in prisons around the world”, and further that “the prison library then becomes an important part of the entire prison environment in its support for educational, recreational, and rehabilitation programs”. Therefore, in this study the researcher aims to assess the role of the IFLA Guidelines for Library Services to Prisoners in the offender rehabilitation programme and its advocacy right towards establishing libraries serving disadvantaged persons, which applies to the correctional services libraries. The researcher intends to use IFLA Guidelines for Library Services to Prisoners as a tool for evaluating LIS for the correctional services in Gauteng province.

2.3 LIBRARY POLICY FORMULATION FOR CORRECTIONAL SERVICES

The introduction of policy is meant to address an identified gap within an environment. Ball (1993:11) points out that “policies enter existing platforms of inequality”. Policy formulation is very important in correctional services, specifically in addressing the information needs of the disadvantaged; in this case the inmates. Policy formulation in the case of the library acts as an enabler, specifically guided by the existing legislative environment in which the library is operating. Linder and Peters (1990:66) state that policy formulation can be regarded, in part, as “an attempt to impose greater structure and predictability on the policy environment” and further that “policy-making becomes primarily an effect to accommodate changing and unpredictable circumstances in a way that among other things, to minimis errors in implementing required tasks in an organisational setting”.

2.3.1. Historical context

The CSC policy formulation and the role of the its libraries in rehabilitation programmes can only be understood against the background of the country's prison history. In terms of the prison literature studied, the incarceration of inmates in SA was introduced after the abolishment of slavery in 1807 (Oswald 2007:2). Oswald (2007) highlights that Breakwater Prison in Table Bay was the first prison in SA, established in 1859. According to Oswald (2007) and Sloth-Nielson (2005), throughout the history of South African Prison policy formulation, there was no reference to the word rehabilitation. The concept of rehabilitation surfaced once in 1945 during the Landsdowne Commission, which was established as an attempt to remedy a situation characterised by the prison nature of the "draconian legislative enforcement measures" (Sloth-Nielson 2005:1). This was mainly due to the fact that the Landsdowne Commission felt that the Prison and Reformatories Act (Act 13 of 1911) was merely a means to continue the harsh conditions of the system that had preceded it. The Commission then believed that the focus in the prisons was to be on rehabilitation and not militarisation. However, the recommendations of the Landsdowne Commission were not taken into consideration since the apartheid government put in place more stringent measures in prisons. Furthermore, the UN Standard Rules for Treatment of Prisoners were unfortunately also ignored. Singh (2005:15) states:

The use of the prison as an institution for the detention of inmates for the period of their sentence is approximately two hundred and fifty years old. The suffering and anguish of living conditions to which inmates are subjected in overflowing prisons cannot be calculated in figures and graphs.

However, the dawn of democracy in SA brought many ecological, sociological and economic changes. The S.A. Constitution became the supreme law of the land. In terms of the R.S.A. Constitution Act (Act 106 of 1996(in s35 (2) (e), it is stated thus:

... everyone who is detained, including every sentenced prisoner, has the right to conditions of detention that are consistent with human dignity including the provision, on state expense, of adequate accommodation, nutrition, reading materials and medical treatment.

As a result, the purpose of prison changed from being an incarceration facility to being more of a rehabilitation centre to ensure that inmates can reintegrate into their

communities after having served their sentences. In addition, the introduction of the Correctional Services Act (Act 111 of 1998) was meant to ensure uniform standards in terms of correctional services operations. Ultimately, SA became a signatory to various international treaties, including the UN Standard Rules for Treatment of Prisoners, which has ensured compliance with and implementation of the set rules.

2.3.2. International policy document and CSC's

The Correctional Services Act (Act 111 of 1998) was probably informed by the international legislations and documents that were in place. After 1994, SA returned to the international community; it signed and acknowledged various international laws that were in line with human rights principles. In terms of offender treatment, the international laws include:

- The UN Standard Manual Rules for the Treatment of Prisoners (1955), which the UN Resolution A/RES/70/175 approved as Nelson Mandela Rules. Nelson Mandela Rules rule 40 states that “every institution shall have a library for the use of all categories of inmates, adequately stocked with both recreational and instructional books, and inmates shall be encouraged to make full use of it”.
- The Charter for the Reader (1994) developed by the International Book Committee.
- The International Publisher Associations published by UNESCO, which states that “reading is a universal right”.
- The Education in Prison report endorsed by the Council of Europe (Strasbourg 1990), which includes a chapter on the prison library and recommends that prison libraries should function with the same professional standards as libraries in the community.
- The Kampala Declaration on Prison Conditions in Africa which states that inmates should be given access to education and skills training to make it easier for them to reintegrate into society after their release.

Apart from these documents, the UN General Assembly resolution 70/175 adopted by the UN congress on the prevention of crime and the treatment of inmates recognised the

Universal Declaration of Human Rights as a source of inspiration. The General Assembly in its resolution on human rights in the administration of justice recognised the fact that incarcerated persons deprived of their liberty should retain their non-derogable human rights and all other human rights and fundamental freedoms. The General Assembly further stipulated that the social rehabilitation and reintegration of persons deprived of their liberty should be among the essential aims of the criminal justice system. The UN Standard Minimum Rules for the Treatment of Prisoners (the Nelson Mandela Rules) 1955: Rule 64 2015 states that:

Every prison shall have a library for use of all categories of prisoners, adequately stocked with both recreational and instructional books, and prisoners shall be encouraged by the prison administration.

Rule 104 (1), “the education of illiterate prisoners and young inmates shall be compulsory and special attention shall be paid to it by the prison administration, and (2) states that the education of inmates shall be integrated with the educational system of the country so that after their release (they) may continue their education without difficulty”. The UN Standard Minimum Rules for the Treatment of Prisoners make it clear that all prisoners capable of profiting from education should receive relevant education, and that basic literacy should be compulsory, especially for youth; such an educational system should be compatible with the country’s education to ensure continuity after release.

Several instruments and declarations have shown that the right of prisoners to education and development should be emphasised in all correctional facilities in the world. Among some of the instruments are the Council of Europe Committee of Ministers Recommendations (2006) notes in section 28.1 that:

Every prison shall seek to provide all prisoners with access to educational programmes, which are as comprehensive as possible, and which meet their individual needs while taking into account their aspirations.

Similarly, Rule 72.1 stipulates that prisons shall be managed within an ethical context, recognising the obligation to treat all inmates humanely and with respect for the inherent dignity of every human being. Sharing the same sentiment is the Kampala Declaration on Prison Conditions in Africa (2008) states:

The inmates should be given access to education and skills training in order to make it easier for them to reintegrate into society after their release”, and that the emphasis should be on the “rehabilitation of inmates while incorporating elements of self-sufficiency and sustainability of both the prison institutions and the detainees as a community”.

2.3.3. South African CSC legislation and policies

The acknowledgement of the need for education must also put emphasis on the support of the educational programmes by the libraries of the correctional services . As a result, the South African correctional services policy formulation was influenced by various international laws and the development of legislation within the democratic SA. Consequently, the Republic of SA Constitution Act of 1996 became the supreme law. The Bill of Rights lists important rights, among them Section 10 on Human Dignity that reads “Everyone has inherent dignity and the right to have their dignity respected and protected”, while Section 11 on Life states that “Everyone has the right to life”. Inmates incarcerated within the correctional services facilities do not relinquish their rights. The South African White Paper on Correctional Services (2005:6) represented the final break with a past archaic panel system and ushered in the second decade of freedom where prisons become correctional centres of rehabilitation. Inmates were given new hope and encouragement to adopt a lifestyle that would result in a second chance to become the ideal South African citizen. The White Paper on Correctional Services as blueprint (2005:9) points out that “rehabilitation is best facilitated through a holistic sentences planning process that engages the inmates at all levels - social, moral, spiritual, physical, work, educational, intellectual and mental”. The White Paper on Corrections in SA (2005) obliges management to:

- Capacitate the DCS to play its role as a security institution responsible for the promotion of public safety through breaking the cycle of crime;
- Develop the DCS into an institution of rehabilitation;
- Promote social reintegration; and
- Promote corrections as a societal responsibility.

The fundamental principles of the Correctional Services Act (Act 111 of 1998) in redefining correctional systems revolved around rehabilitation. Its preamble says it has “the objective of changing the law governing the correctional system and giving effect to the Bill of Rights in the Constitution, 1996, and in particular its provision with regards to the inmates”. The Bill of Rights, in which the rights of inmates were also recognised was implemented because the previous government, imprisonment was harsh and was militarised. The prisons were used to detain, not only the criminals, but also people who were convicted of crimes that were related to the opposition of apartheid laws. It is for this reason that the panel system in South Africa had to change to correctional service.

Rehabilitation is broadly defined by Dissel (2002:156) as “social relations with others, education and vocational skills and employment”. As such, the Correctional Services Act (Act 111 of 1998) promotes the establishment of the correctional services library as part of its pillar to support rehabilitation as in sections 18 (1) and (2) in terms of access to reading materials, and their availability within the correctional centre or from outside the correctional centre. Regarding education, the Act states that the DCS must provide access to the full range of programmes and activities necessary to meet the educational and training needs of sentenced inmates. Education, work and vocational training should be encouraged for every sentenced offender, so long as he or she is able; such inmates should see incarceration as a learning experience and not lost time. The range and type of activities available to inmates should enable them to become productive and law-abiding members of society after release by providing them with basic life skills, improved education to increase their job skills, and employment opportunities.

2.3.4. Correctional Services Centre Library policies

The Correctional Services Regulations (2004) further promote access to libraries in CSC’s as part of the rehabilitation pillars. Thus Section 13, referring to reading materials, states: “A properly organised library containing literature of constructive and educational value, as prescribed by Order, must as far as reasonably practicable, be established and maintained at every prison”. In this regard, the Correctional Services Regulations give a directive to the DCS to ensure that CSC’s have libraries that meet inmates’ needs.

Furthermore, adherence to human dignity as advocated by the Bill of Rights means that an offender is still entitled to the basic life needs, even in correctional service facilities, to ensure proper rehabilitation programmes. The library policy for correctional services , therefore, cannot be divorced from the policies that govern the CSC.

The correctional services library policy is needed to support various aspects addressed by the theoretical framework for library social responsibility, which are information justice as part of social justice, assistive technologies, and inclusive education. The librarians, who are correctional service warders, are employed in terms of the Correctional Services Act (Act 111 of 1998), not in terms of the Public Services Act (Act 103 of 1994). As such, policy formulation and guidelines are key to ensuring that facilities are managed accordingly. The correctional services policy formulation in response to the rehabilitation and rectifications of inmates therefore influences the actual administration of CSC libraries. These CSC libraries are governed by existing policies in terms of their administration and collection development in support of rehabilitation programmes. The CSC libraries also support education, training and vocational training. The policy gives clear guidelines on the general management of the library in line with its daily operations – access, circulation of materials, and donations. The policy makes provision for educating inmates on library usage and copyright matters. It also gives guidance on staffing, budgeting and IT. The policy considers the basic needs of collection and selection development because it takes into consideration the diversity within the CSC in terms of age, culture, language and the level of literacy amongst inmates.

The main policy in correctional services is aimed at ensuring proper and standardised management of correctional facilities. To this effect, the Correctional Services Act (Act 111 of 1998) section 18 states that:

Reading material – (1) every inmate must be allowed access to available reading materials of his or her choice unless such materials constitute a security risk or is not conducive to his or her rehabilitation.

(2) Such reading material may be drawn from a library in the correctional centre or may be sent to the inmate from outside the correctional centre in a manner prescribed by regulation.

The above statements clearly highlight that the policy aims to support educational rehabilitation programmes. It also emphasises that the offender's level of formal education forms the basis of the rehabilitation of the offender as per individual correctional services plan. This supports the sentiments of Dissel (2008:165) who states that "the majority of inmates throughout the world come from the most disenfranchised sectors of the community, where they often have a low level of educational attainment and access, and low level of literacy". Thus, "the prison library should provide the inmates with the opportunity to develop literature skills, pursue personal and cultural interest, as well as long-life learning" (Lehmann & Locke 2005:4). Therefore, the correctional services policy aim to help the libraries to support formal education and vocational training in terms of curriculum publications or referencing materials.

Hawley, Santo-Otero and Murphy (2013:10) argue that "prisons should be an environment for those who are detained that enables positive change and human capacity", and further that "supporting inmates to gain knowledge, skills and competences forms an important steppingstone in their journey towards rehabilitation and reintegration in society". Therefore, access to information databases that will meet the offender's needs must be included in the library policy, with a view to supporting formal education at tertiary institutions (under-graduation and post-graduation courses). The policy also aims to support leisure reading/reading clubs as part of rehabilitation programmes, since boredom can be a dangerous thing in CSC's for inmates, and it may breed negative minds and malicious gangsterism. Clark and MacCreaigh (2006:3) maintain that "books do more than keep inmates out of trouble, because they accomplish mental therapy; they relieve tension; they carry the prisoner outside the confines of his own thought, and they keep him from turning his mind in itself". The inmates should therefore be introduced to library programmes such as reading clubs, in the hope that they will select the books they deem to be interesting as allowed by CSC rules for their leisure reading and development.

It is critical that the inmates' existing skills and aspirations should be taken into consideration when drafting the organisational library policy. When an offender enters the

correctional centre, the authorities should access the offender's level of education through the correctional sentence plan, which may assist in determining the offender's skills and the learning intervention that he or she may need. The assessment should also investigate whether or not special arrangements are in place for involving illiterates and young inmates in education programmes, as per the respective requirements in international standards and norms (Criminal Justice Handbook Series 2017).

The policy should also look at the continuity of the rehabilitation programme upon release and the support of the correctional services programmes in the case of parole or house arrest. This is in line with the view held by the Library Services Prison Forum, which "raises the consciousness level of people within the library and correctional communities regarding the urgent and particular library and information need of all inmates and correctional staff" (McCook 2004:9). McCook (2004:9) proposes that "the library service forum advocate for [the] correctional service library to serve as clearing house for information, ideas, materials, programs and human resources for correctional library service, to contribute to and promote cooperation among the library communities and correctional agencies". As advocated by the DCS, the rehabilitation programmes should ensure that the offender's rehabilitation allows her or him to be reintegrated into the community and that he or she does not regress. Hence, the rehabilitation programmes must also be linked to the outside community and ensure that even after release the offender continues with the programme. In support of the offender and his or her reintegration into the community, Lehmann (2017:2) states that "the correctional service library should encourage a climate of intellectual freedom, curiosity, responsibility, creative inquiry and cultural sensitivity, and should assist inmates in preparing for re-entry into society".

This may be achieved through libraries that maintain links between the inside and outside world through various programmes, such as reading groups or cells associated with the nearest community or public library. Such links may ensure continuous participation and development of the inmates when released that will ultimately give him or her a sense of immediate belonging and hope that there is a family that will provide support for him or

her. If the offender is a student, information exchange amongst the prison librarians and public librarians or interlibrary loan schemes may provide sustained support. In such ways, the offender's educational programmes may continue with the public librarian who may offer support after release.

2.4 PERFORMANCE OF THE CORRECTIONAL SERVICES LIBRARIES

The performance of correctional services libraries is not clearly defined in the literature, but Blixrud (2003:2) states that "for much of their history, libraries have been able to demonstrate their importance to their parent organization by reciting statistics focused on inputs (resource investment) and outputs (services provided)". Rehabilitation as seen by the correctional services authorities does not clearly define or attribute any form of success to the library services within their facilities. Evaluating the effectiveness of rehabilitation initiatives within the prison environment is a highly complex procedure (Stevens & Usherwood 1995:42). The White Paper on Corrections in SA (1994:13) states that "The Department of Correctional Service's holistic approach to rehabilitation makes it much more than just an attempt to prevent crime; it is also a tool by means of which the department amongst many contribute to empowering inmates by equipping them with life and other skills". The White Paper on Corrections in SA (1994:14) stipulates that the department should develop a correctional service plan (CSP) which will be offender-specific and includes education and training (development) needs and needs relating to specific intervention programmes that target offending behaviour/s (corrections). The performance of the correctional services library is guided by its ability to manage and support its clients, in particular the inmates. The IFLA Guidelines for Library Services to Inmates were developed for libraries serving disadvantaged persons (Lehmann & Locke 2005:5). The guidelines can be used as a yardstick for measuring library performance. In evaluating the correctional services library services, it is important to consider the correctional services rehabilitation programme, which includes formal education, training and skills development and recreational programmes. The White Paper on Corrections in SA (1994:13) states that:

The DCS's holistic approach to rehabilitation makes it much more than just an attempt to prevent crime; it is also a tool by means of which the department amongst many contribute to empowering inmates by equipping them with life and other skills...the department should develop a CSP which will be offender specific and which includes education and training (development) needs and needs relating to specific intervention programmes that target offending behaviours (corrections).

Therefore, to contribute to the education and development of the incarcerated, prison libraries should provide them with access to materials that are comparable to public and community libraries (Lehmann & Locke, 2005). The prison libraries should also be well administered, to provide information and library materials access, library and information services and programmes to the inmates. It is for this reason that administration, library materials, access and services and programmes become the pillars of every library in the CSC. The pillars discussed below provide guidelines for the CSC's libraries' performance.

2.4.1. Administration

Correctional services library performance is measured by its ability to manage an institution in another institution, following stringent rules and ensuring free access to information to inmates. Sambo, Usman and Rabi (2017:2) state that providing for the inmates' "information needs will help in re-socializing them into the society to become better citizens for themselves and the society". As such, the guiding principles of the library administration are not divorced from the administration of the CSC, because the correctional services library is not like any other public library – it serves inmates. The administration's ability to align the correctional services library with the correctional services strategies and policies is important.

2.4.2. Access

Garner (2017:23) maintains that "the library collection should include materials in both print and non-print format to meet the informational, educational, cultural, recreational, legal and rehabilitative needs". Information access in correctional services comes with responsibility, as the environment is more complicated than that of the public library.

Lehmann (2011:437) points out that “every prison librarian gets asked at some time if there is a list of banned books”. When a library is well stocked with current and relevant books and users are denied access to the resources, the aim and purpose of such a library has been defeated (Busayo & Elaturoti 2016:3). Busayo and Elaturoti (2016:3) add that “the prison library should stock all relevant general library reading materials and also ensure that the recommended textbooks prescribed” are available. But it should be noted that determining information security plays a major role in a correctional services environment. The CSP should be shared with librarians to ensure that they do not provide information access to the wrong person, for example, materials that are dealing with matters related to sexual inmates.

Davis (2017:690) states that while today’s libraries certainly offer inmates access to materials that support and encourage education, most do not provide academic library services to students in prison. Though this may be true in some circumstances, the literature in terms of SA suggests the opposite. In SA, the DCS, in partnership with the University of South Africa (UNISA), offers online connectivity to inmates who are studying, so that they are able to apply online for registration, send assignments online, and communicate with lecturers online, with access to UNISA online information and resources (UN 2017:31).

On the one hand, Lehmann and Locke (2005) argue that access to a library and its services should be available to all inmates, regardless of their security classification and location within the prison. On the other hand, Davis (2012:689) highlights that access to information is a challenge in a CSC as it is “one of the most significant obstacles to providing correctional education, including library resources”. In terms of the DCS Strategic Plan (2015/2016 - 2019/2020:1), rehabilitation is done through the improvement of life skills of inmates with correctional sentence plans and through provisioning of correctional programmes targeting offending behaviour. For countries that signed the Standard Minimum Rules for the Treatment of Prisoners, library access is a given. The Standard Minimum Rules for the Treatment of Prisoners (1955:6) state that “every institution shall have a library for the use of all categories of inmates, adequately stocked

with both recreational and instructional books, and inmates shall be encouraged to make full use of it”.

Rehabilitation is also done through enhancing inmates’ personal development by, inter alia, offering literacy, education and skills competency programmes during the time of incarceration. In turn, the performance of the correctional services library should be analysed in terms of its ability to meet the needs of the offender as outlined by the CSP of every offender, because the behaviour of every offender as defined by his or her CSP report will determine what kind of information he or she should have access to. This offender CSP report should be shared with the prison librarian to ensure proper management of the offender. With regard to information needs and access, it is reported that about 60% of inmates with CSPs are able to complete correctional programmes per year (DCS Strategic Plan, 2015/2016 - 2019/2020:41). The Department also offers Adult Education Training (AET), Further Education and Training (FET) and skills development programmes to eligible inmates or those with CSPs (DCS Strategic Plan, 2015/2016 - 2019/2020).

Policy formulation within the correctional services facility serves to encourage and build the personal and social development of its community, thus further indicating the performance role of the correctional services facility in support of its clientele. The overall goal of vocational training must therefore be to reduce inmates’ risk of committing further offences by teaching them marketable skills, which they can use to find and retain employment upon release (Criminal Justice Handbook Series 2017). Thus, participating in the library programmes may promote interpersonal skills, behavioural change and relationship building, which facilitate community interaction and finding employment once an offender is released.

2.4.3. Library materials

The library materials play a significant role in the performance of the correctional services library. Lehmann and Locke (2005) maintain that “the library collection should include materials in print and other formats to meet the informational, educational, cultural,

recreational, and rehabilitative needs of the prison population”. Library materials must be governed by the collection development policy and selection procedures that outline the process for the library collection. As Lehmann (2011:437) states, “the library materials collection should reflect the needs and interest of the prison population and be based on a wide range of management information”.

In addition, the correctional services library needs to have its library materials listed to inform its clients of the available resources within its cataloguing and classifications. Hawley, Santo-Otero and Murphy (2013:9) state that “according to international conventions and recommendations, inmates have the same rights to education as other citizens”. Thus, prison libraries should offer materials and services comparable to community libraries in the “free” world. Since correctional services offender population nationalities vary, the languages should be considered along with the cultural and religious diversity. So, “materials should be available in various formats appropriate for subject matters and requirements of the individuals” (Lehmann 2011:437).

In line with the Correctional Services Act (Act 111 of 1998) Section 13 on availability of reading materials, the library must have sufficient stock to support its users. Standard Minimum Rules for the Treatment of Prisoners (1957:6) stipulates that “every institution shall have a library for the use of all categories of inmates, adequately stocked with both recreational and instructional books, (and inmates shall be encouraged to make full use of it”. Lehmann (2011:437) emphasises that “the library material collection should reflect the needs and interest of the prison population and be based on a wide range of management information”. A well-stocked prison library will also offer resources which focus specifically on issues related to health and general wellbeing (Finlay & Bates 2018:130). A well-resourced correctional services library fosters an environment based on trust and mutual respect amongst inmates. Stevens and Usherwood (1995:59) allude to the differences between libraries inside and outside the prison environment; the stock in a prison library must reflect its specific clientele with its particular needs and “there are particular additional materials that it must stock and certain things that must be controlled”.

2.4.4. Services and programmes

Behan (2014:26) highlights that “incarcerated populations throughout the world are overwhelmingly young, male and from poor socio-economic background”. In this regard, Lehmann and Locke (2005) mention that “the library should organise and support a variety of activities and programs that promote reading, literacy and cultural pursuits”. The services offered by the correctional services library must replicate the services offered by the public library. This is in line with the South African Constitution, section 35 (2) (e), that reads:

Everyone who is detained, including every sentenced prisoner has the right to conditions of detention that are consistent with human dignity.

The library services for correctional services should therefore be offered in line with institutional policies, so the components of the rehabilitation programme that include formal education and vocational training must also be aimed at addressing psycho-socio elements. As Albert (1974:126) states, “prison libraries are an integral part of programs by providing support for all programming efforts”. Therefore, “program services for educational and vocational units must focus upon the teaching of new or existing skills” (Finlay & Bates 2018). Eventually, a strong library programme will have supporting structures and materials that the correctional services library relies on for proper planning by the DCS.

2.5. CORRECTIONAL SERVICES MANAGEMENT SUPPORT TO THE CORRECTIONAL SERVICES LIBRARY

The correctional services management support plays an important role in ensuring the survival of the prison library. The support further ensures that the library collection is in line with the rehabilitation programmes. There are various factors that determine the correctional centre management support to the correctional services library, which the researcher will take into consideration. The factors determining correctional management support to the correctional services library are based on the library’s ability to meet the needs of education and training and specific intervention programmes. The library within

the correctional services facility should be evaluated or assessed based on the availability of the factors discussed below:

2.5.1. Library space

The space of the library is a determining factor for the correctional services library in terms of its management support. The library can offer the offender a needed social space that can provide some normality and create a sense of belonging. Finlay and Bates (2018:130) indicate that “beyond simply offering a haven or place of escape, the library can foster an environment based on trust and mutual respect for each other”. An effective library space – one where mutual respect is encouraged, individuality recognised and differences celebrated – can serve as an example of what is possible within a prison and perhaps have a positive impact on the wider prison culture (Finlay & Bates, 2018:130). The library space must be sufficient to accommodate its users. Lehmann and Locke (2005:8), referring to the IFLA prisoner guidelines state that: “the patrons seating or study area should be large enough to accommodate at a minimum 5% of the prison population or the maximum number of inmates allowed in the library”. Security remains paramount in correctional services, hence it is emphasised that the furniture and equipment shall be arranged in configurations that comply with security regulations (Lehmann & Locke, 2005:9).

2.5.2. Staff development

In its plan of action, the Kampala Declaration on Prison Conditions in Africa (1996:4) stipulates that “there should be proper career structure for prison staff”, adding that “the state should provide sufficient materials and financial resources for staff to carry out their work properly”. The Arusha Declaration on Good Prison Practice (1999:5) also highlights the importance of providing training to prison staff through programmes which will incorporate human rights standards in a way that is meaningful, relevant and aimed at improving skills. Lehmann (2011:437) mentions that “the role of prison librarians presents many challenges, many of which arise from running a unique service within another service”.

As such, the offender librarian serving in the library must be able to service the population. “All prison libraries, regardless of size, should be supervised or managed by a professional librarian with the necessary qualifications and skills” (Lehmann & Locke 2005). The view held by Dissel (2008:167) is that “rehabilitation programmes which are targeted at criminogenic courses of offending often require the services of properly trained professionals”. To this effect, the offender libraries need proper training to deal with the prison populations’ environment and sociological and psychological challenges of the work. As Racelis (2018:6) states, “the core values of librarianship include social equality and justice, democracy, the public and diversity”. Therefore, the improvement librarians attached to prison library services through personal development and continuous education will play a significant role in ensuring better service to the library users in their own environment. The training requirements and opportunities for prison staff are crucial elements in prison library work, because “the prison library is at the heart of the inmates’ learning journey by assisting in functional and emotional literature” (Lehmann 2011:428).

2.5.3. Budget

The recent development of the cognitive behaviour model requires a library service that can assist rehabilitation in helping change inmate attitudes and behaviour (Stevens & Usherwood 1995:45). The performance of the correctional services library would be improved if its programmes changed the offender behaviour; this highlights the importance of being supported with an adequate budget. According to Stevens and Usherwood (1995:45), “prison libraries must be better funded and equipped and ... developed as a pro-active and integrated service”. The DCS, when planning the budget and considering rehabilitation involving educational, vocational and skills development must incorporate the library to ensure that programmes are well supported with current literature and proper information research.

2.5.4. Offender personal programmes

It is important for the correctional services librarian to have an idea of the offender literacy skills and cognitive skills. Rehabilitation in essence is modelled around being able to note the wrong, correct it and never do it again. Part of the rehabilitation programmes is also

to instil family values in inmates that socially and psychologically never understood family values. Reader development programmes offer a network and promote understanding of family values, which include human interaction, support and corrective measures. Lehmann (2011:439) states that in prisons “the Inmates Learning and Skills Unit has funded some family reading projects where the prison library and education department encouraged inmates to support their children’s reading development while at the same time improving their own reading skills”. Information access remains elusive if there are no programmes in place to ensure that inmates understand the mission in terms of capacitation and the enhancement of their social and economic wellbeing. Ability to access information and its public diffusion are essential for wellbeing in our information society (The LIS Transformation Charter 2014:9). The fundamental right of inmates is to read, learn and access information, but also to benefit from initiatives that help them resume contact with their families.

2.6. ACCESS TO THE CORRECTIONAL SERVICES LIBRARY IN TERMS OF PHYSICAL FACILITIES AND ICT INFRASTRUCTURE

The structural planning of the CSC’s in SA has a bearing on physical structures and equipment. A library within a prison differs greatly from a library outside the custodial environment (Stevens & Usherwood 1995:59). The correctional services library plays a pivotal role as a free space for inmates and reassures them that their information needs are not forgotten. During the apartheid era, the floor planning of CSC’s was influenced by punishment, not rehabilitation. Rehabilitation as a pillar shifted the focus to giving inmates access to information, directing their thinking to life outside the correctional services environment and making them averse to committing crimes. The factors discussed below will establish if the DCS complies with prescriptions in terms of library space and the area where the correctional services library is situated, which will determine its accessibility. The availability of ICT infrastructure will ensure that the correctional services are proactive in giving inmates tools and skills to manage once they have been released, discouraging recidivism.

2.6.1. Physical facilities and equipment

Locke (2005) states that the library should be situated at a central location within the prison complex, preferably within or near the education department. In SA incarceration programme 2 has four sub programmes, those being security operation, facilities, remand detention and offender management (DCS Strategic Plan 2015/2016 - 2019/2020:37). The purpose of this programme as defined in the Correctional Services Strategic Plan is to provide appropriate services and well-maintained physical infrastructure that supports safe and secure conditions of detention consistent with maintaining the human dignity of inmates and the completion of needs-based correctional sentence plans, and inmate administration and interventions. The DCS Strategic Plan (2015/2016 - 2019/2020:39) states that “the sub programme facility of incarceration provides physical infrastructure that supports safe custody, humane conditions, and the provision of correctional and development programmes, care and general administration”. It is worth noting that the CSC’s that were built before 1994 may not have structures that can accommodate the libraries, but with rehabilitation being central to ensuring that the offender is capacitated, the correctional services policy formation must ensure that the libraries within their facilities are well furnished, equipped and accessible. A properly organised library containing literature of constructive and educational value, as prescribed by order, must as far as reasonably practicable, be established and maintained at every prison. That serves as a guideline for the institutional library policy formulation. Nason (1981:4) states that “the inmate populations is an extreme example of a non-homogeneous group”, highlighting the importance of libraries that serve populations from diverse backgrounds. Contributing factors to well-placed physical facilities and equipment are defined below:

2.6.2. Wellbeing and mental health

The acknowledgement by the Republic of SA Constitution Act of 1996 within the Bill of Rights, section 10, that “everyone has inherent dignity and the right to have their dignity respected and protected”, gave the DCS a clear mandate to support libraries within CSC’s. The correctional services library must be able to offer services that are like those of the public library services; this means “everything the public library can provide (with a few obvious subject matter exceptions, like lock picking) can be provided in correctional

facility” (Clark & MacCreaigh 2006:2). The rehabilitation programmes, including education, are meant to ensure that inmates have a second chance when released from correctional services facilities. The library is well placed within the environment to offer hope, as Busayo and Elaturoti (2016:3) maintain that the “correctional Services library, which is a center where good books and other information resources are made available for use, can build the emotional, social and spiritual wellbeing of people who find themselves in incarceration or work in corrections”.

2.6.3. Social capital and social bonds

Correctional services rehabilitation constitutes psycho-educational or psycho-social programmes and cognitive courses to deal with offending behaviours (Behan 2014:26). According to Finlay and Bates (2018:132), the public library is considered to be an important social institution, where people of all ages, races and backgrounds come together and are exposed to different people, cultures and ideas. Finlay and Bates (2018:132) add that “the same is true of a library behind bars”. The DCS is mandated (DCS Act 111 of 1998) to ensure that inmates are rehabilitated and integrated into society, having been empowered to be better employees, with education and skills to allow them to find jobs and cope with their environment. The correctional services library plays a pivotal role in providing that social space: “many inmates, who may not otherwise cross paths, meet in a space which encourages social learning and the development of cultural knowledge”. Vocational learning includes leisure reading for growing self-awareness and expanding general knowledge; the “social learning which takes place in a library programme, and through interaction with staff and other inmates, has the potential to change perspectives, and promote understanding of and tolerance towards others” (Finlay & Bates 2018:133).

2.6.4. Hope and motivation

Stevens and Usherwood (1995:45) state that “prison libraries have traditionally been associated with the education department in prisons as they are much more than resources to support the courses”, and add that the library “is the only source of self-

motivation in prison”. Hope and motivation require a supportive environment and the library in the correctional facility should prove to be such an environment. Librarians in prison libraries play a significant role in building mutual trust with their clients to ensure the best delivery of information access and support. For many prison libraries, successful rehabilitation became a desirable outcome of imprisonment; they increasingly began to see their primary objective as providing a user-driven library service, geared to meeting demands without elitism, discrimination or ulterior reformatory motives (Stevens & Usherwood 1995:52). It is important to note that if the correctional services library gives hope and motivation through its services, even to one offender, it could change the life of the family, community and country.

2.6.5. Information technology

The prison library should have access to up-to-date IT without compromising prison security (Lehmann & Locke 2005). The guidelines further indicate that access for patrons to computers with multimedia software is highly recommended for informational, educational and recreational pursuits. Lehman (2017:2) emphasises that the correctional services library plays an important role in preparing a rehabilitated offender to be reintegrated into society: “the library should encourage a climate of intellectual freedom, curiosity, responsibility, and should assist inmates in preparing for re-entry into society”. Hence, IT should support not only formal education but also vocational skills, to allow the offender an opportunity to be employable after having served the sentence. The prison library should therefore also facilitate the acquisition of literacy skills, the pursuit of personal and cultural interests and life-long learning (IFLA 2005:7). As Jostin and Ings (2011:5) state, the “CSC should offer a variety of accredited cognitive intervention programs to help address attitudes and thinking patterns that lead to community crimes and improve social and educational skills”. In this regard, accessibility and support of the offender information needs are important, in line with his or her security clearance in terms of types of information he or she can access. IT should therefore serve as the enabling factor, because “users now expect to be able to access online resources irrespective of time and the users’ physical location” (McLeish & Paschoud 2014:30). Proper access of

ICT infrastructure within the correctional services library may contribute to the offender's abilities in the following areas.

2.6.6. Identity transformation and personal development

Finlay and Bates (2018:131) maintain that “when a prisoner enters the library, he or she is given the opportunity to escape-albeit temporarily-from their identity as inmates”, and that inmates “become a reader, a writer, a learner”. As such the offender cannot enter the DCS facility and emerge the same; rehabilitation programmes are put in place to ensure that an offender is transformed and becomes a better person and the library plays a significant role. The principles of measuring the correctional services library are based on its support to education, vocational training and work in prisons (UN 2017:4). Education is core in building a person's character; most of the inmates as indicated by literature are from poor families and without schooling or proper education. Their background denied them the opportunity to get proper education or even any form of education. As they were raised they learned from their social background, in most cases bad behaviour that landed them in the correctional services facility. Behan (2014:22) states that: “incarcerated populations throughout the world are overwhelmingly young, male and from poor socio – economic backgrounds”.

2.6.7. Knowledge, skills and understanding

The correctional services library is meant to provide information access that will ensure proper knowledge, skills development and understanding of one's background and growth in life. A library within a prison differs greatly from a library outside the custodial environment (Stevens & Usherwood 1995:59). Knowledge derives from standard learning environments (primary, secondary and academic) and through social learning (general reading and debates based on experience). Finlay and Bates (2018:133) state that “social learning takes place in a library setting, both through reading groups and literacy programmes, and through interaction to change perspective, and promote understanding of and tolerance towards others”. The library is a fortress of knowledge for inmates and rehabilitation programmes put in place by correctional services should be supported: “the perceived neutrality of the library within the institution was a crucial factor in reinforcing

inmates' beliefs about their intellectual independence" (Stevens & Usherwood 1995:160). Intellectual independence is supported by Finlay and Bates (2018:125): "the prison library offers a space where visitors can pursue their own recreational or educational reading interests". Access to proper information and technology will ensure proper knowledge and skills.

2.7. SUMMARY OF THE CHAPTER

This chapter reviewed the literature relevant to the topic. International documents, legislation and policies were reviewed, together with scholarly articles on the role of correctional services or prison libraries in offender rehabilitation. The international laws, treaties, regulations and other documents ratified by SA after 1994 on the treatment of inmates are clear. These ratifications are based on human rights. The literature review also revealed that there were clear guidelines on policy, the regulation formulation, the treatment of inmates and support for their education through the provisioning of the necessary reading materials. However, there is no clear evidence in the literature that the DCS centres and particularly CSC's with libraries have written, approved and well-defined library policies for effective implementation. It has further emerged through reading and interpreting the literature that the correctional services library is unlike any other library, because it plays a significant role in the personal and social development of inmates, making it imperative for CSC's management to understand and support the libraries within their facilities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The realisation of research aims and objectives in a study depends largely on the research methodology that is adopted by the study. Research methodology involves a combination of research paradigms, research approaches, research designs, procedures and other tools that the researcher employs to collect or gather data that helped the researcher to realise the aim and research objectives of the study. This chapter is organised into headings that discuss research paradigms, approaches, designs, procedures and tools which were adopted to collect or gather data for this study. The chapter describes the processes that were followed and elaborates on the data collection tools, population, data analysis and procedures followed to achieve the aim and objectives of the study, with the reasons behind the adoption of certain research methodologies over the others. Selection of the appropriate research paradigm, methodology, approaches, designs and data collection tools or instruments, which are covered in this chapter, is always essential in any research. Abdul Rehman and Alharthi (2018:52) maintain that methods “are specific means of collecting and analysing data, such as and open-ended interviews”.

3.2 RESEARCH PARADIGMS

The point of research is to unearth results that are as close to the truth as possible. Du Plooy-Cilliers, Davis and Bezuidenhout (2014:19) state that addressing the implications of the paradigms in social science research is more likely to be referred to as research traditions or worldviews. Abdul, Rehman and Alharthi (2018:51) describe the paradigm as a basic belief system and theoretical framework with assumptions about ontology, epistemology, methodology and methods.

Ontology is defined as the study of the truth or “reality” (Maree 2016:56). Researchers have assumptions about reality that are sometimes implicit – how it exists and what can be known about it (Abdul Rehman & Alharthi 2018:51). Ontological questions prompt researchers to investigate what kind of reality exists in their subjects of interest. Du Plooy-Cilliers, Davis and Bezuidenhout (2014:23) indicate that ontology emphasises what reality is and how researchers know what is real. Research matters in clarifying the existence of what is real.

Du Plooy-Cilliers, Davis and Bezuidenhout (2014:23) assert that epistemology focuses on the nature of knowledge and the various ways of knowing reality. It addresses the notion or question of what constitutes knowledge. Patton (2002:134) states that “it is the epistemological question that leads a researcher to debate the possibility and desirability of objectivity, subjectivity, causality, validity, generalizability”. Research in essence applies various scientific standard methods and techniques to unearth knowledge that is close to the truth.

Methodology, on the other hand, is defined as a “guiding system for solving the problem” (Du Plooy-Cilliers, Davis & Bezuidenhout 2014:24). Crotty (1998:5) describes methodology as “the strategy, plan of action, process or design that informs one’s choice of research methods”. Mouton (1996:45) concurs with Crotty (1985) but adds that “methodological paradigms, for instance quantitative, qualitative and participatory action paradigms, are not merely collections of research methods and techniques, but also include certain assumptions and values regarding their use under specific circumstances”.

According to Abdul Rehman and Alharthi (2018:52), methods are specific means of collecting and analysing data, such as questionnaires (open and closed-ended questions), interviews (structured, semi-structured and unstructured), observations (passive and active participatory) and document or content analysis.

The paradigms are more often used in natural sciences. Research methodology offers a direct approach to the researcher's thinking and desired outcomes. The distinction between the qualitative, quantitative and mixed-method approaches plays a significant role in ensuring that the research is well thought through for better findings or results. Research paradigms are also applied at various stages of research and they do differ in each of the traditions of research enquiry. Fox (2007:68) indicates that "all of the approaches or paradigms provide the framework that brings the relevant question or problem into focus". There are different paradigms that influence the research outputs, namely positivism, pragmatism, interpretivism and critical theory.

3.2.1 Positivism

Rehman and Alharthi (2018:53) state that "positivism assumes that reality exists independently of humans", and add that "it is not mediated by our senses, and it is governed by immutable laws". In an ontological approach to positivism there is an evasion of the truth that reality is static. Rehman and Alharthi (2016:51) acknowledge the ontological positivism approach; they maintain that researchers must not only understand the nature of reality but also hold a position on what this constitutes, what may be known about it and how to achieve that. Bunniss and Kelly (2010:361) assert that epistemology is "what is the nature of knowledge", therefore positivism within epistemology brings forth the development of theory to accurately describe the word knowledge. Knowledge within epistemological positivism raises the issue of neutral knowledge. If knowledge were neutral, researchers would not be able to explore their thinking, but the epistemological position of positivists is to be objective. The methodological position of positivist researchers is to conduct research and discover what exists within the environment. The researcher applies the approach of his or her research method. The methods position of positivism uses quantitative methods; the outcome is basically based on the researcher's theoretical mindset.

3.2.2 Interpretivism

Grix (2004:82) argues that interpretivism was the "response to the over-dominance of positivism". Interpretivism is more concerned with the researcher's interpretation of the

phenomena he or she wants to investigate within her or his research. External reality cannot be directly accessible to observers without being contaminated by their worldviews, concepts or backgrounds (Rehman & Alharthi 2018:53). Research by definition is probing and interacting with individuals – the correctional centre librarians will ascribe meaning and bring forth diverse social phenomena. The ontological approach to interpretivism probed the nature where reality is subjective and changing; then new knowledge will be generated. In an epistemological approach to interpretivism, there will be a myriad interpretations of reality; the researcher will not find one answer to a question but different answers, that will then prove that there is no one ultimate way of knowing. The methodological approach to interpretivism dwells more on understanding the reasoning through diverse interpretations; in this study, grounded theory was used. The methods approach to interpretivism within the study used qualitative approaches to capture various interpretations; the approaches included the use of open ended questions and interview schedule.

3.2.3 Critical theory

Rehman and Alharthi (2018:57) state that in critical theory it “is assumed that a reality exists, but it has been shaped by cultural, political, ethnic, gender, and religious factors which interact with each other to create a social system”. The ontological position in critical theory is subjected to truth as it questions reality. The epistemological position in critical theory is subjected to contestation of knowledge, with the clear understanding that knowledge is mediated by power relations (personal or groups) and is continued under revision. The methodological position in critical theory is focused on research outputs and how they are used to change the future. It is characterised by the redefinition of research problems and actions taken based on research outputs. The methods position in critical theory may be either qualitative or quantitative. The researcher used the qualitative research orientation, in the form of a case study that would encourage participation.

3.2.4 Choice of paradigm

The study adopted an interpretivist paradigm, with the belief that reality is multi-layered and complex, and a single phenomenon can have multiple interpretations. This is based

on the need of the researcher to understand the role of the correctional services library in rehabilitation programmes through the offender librarian experience.

3.3. RESEARCH APPROACHES

Research methodology mostly concentrates on the three known research approaches – the qualitative quantitative and MMR research approaches. .

3.3.1. Qualitative research approach

Qualitative researchers are mainly concerned with meaning, that is, “how individuals make sense of the world, how they experience events and what meaning they attribute to phenomena” (Flick 2007; Merriam 2009). Gorman and Clayton (2005:3) describe qualitative research as “a process of enquiry that draws data from the context in which events occur, in an attempt to describe these occurrences, as a means of determining the process in which events are embedded and the perspectives of those participating in the events, using induction to derive possible explanations based on observed phenomena. Furthermore, the “key assumption made by qualitative research is that the meaning of events, occurrences and interactions can be understood only through the eyes of actual participants in specific situations” (Gorman & Clayton 2005:3).

3.3.2. Quantitative research methodology

On the other hand, a quantitative research orientation is more preoccupied with counting occurrences and volumes to carry out “statistical analysis”. Babbie (2013:405) describes quantitative research as “a technique that converts data into numerical forms in order to be measurable”. Yilmaz (2013:312) defines quantitative research as informed by objective epistemology (knowledge) in “seeking to develop explanatory universal laws in social behavior by statistically measuring what is assumed to be a static reality”. According to Rahman (2017:106), who outlines the advantages and disadvantages of quantitative research, an important advantage is that “the quantitative findings are likely to be generated to the whole population or a sub-population because it involves the larger sample which is randomly selected”. Rahman (2017) further notes the disadvantage

inherent in the tendency to take snapshots of phenomena, which may be allotted to the variable measured at a specific time in terms of character.

3.3.3. Mixed-methods research approach

The Mixed-methods research (MMR) is a combination of the quantitative and qualitative research approaches to reach a conclusive result in social sciences research. Bless, Higson-Smith and Sithole (2013:22) assert that mixed-methods research “is likely to follow either the quantitative or qualitative research process outlined, depending on which kind of data collection is dominant in the research design” and further that “some mixed-methods research has quantitative data at its core and this data is then elaborated or explained with qualitative data” and “other mixed-method designs have qualitative methods at the core and thus follow a more qualitative research process”. Venkatesh et al (2013:21) give a clear perspective on and understanding of MMR when they highlight the advantages: (1) it enables researchers to simultaneously address confirmatory and explanatory research questions, and therefore evaluate and generate theory at the same time; (2) it enables researchers to provide stronger inferences than a single method; and (3) it provides an opportunity for researchers to produce a greater assessment of divergent and or complementary views. MMR offers the advantages of both qualitative and quantitative research approaches. The researcher, though, opted for the qualitative research approach as he would be dealing with more social aspects based on the role of correctional services within the rehabilitation programmes.

3.3.4. Choice of research methodology

The researcher adopted the qualitative research orientation because he was to investigate the problem from the participants' (prison librarians') point of view, based on their experiences. Bless, Higson-Smith and Sithole (2013:16) indicate that a “qualitative approaches focus of study is to determine what participants think and feel about a particular phenomenon and issue”. Babbie and Mouton (2001:53) assert that “qualitative research attempts always to study human action from the insider's perspective”; the research study aims to “evaluate”, in essence to understand the practicality of the environment that the prison librarians are working within in relation to their contribution to

the rehabilitation programmes. This is well-articulated by Bless, Higson-Smith and Sithole (2013:16), who state that “the study attempts to understand phenomena in their natural context, rather than the more controlled environment favored in quantitative approach”.

3.4. RESEARCH DESIGN

Bless, Higson-Smith and Sithole (2013:131) define research design as “[relating] directly to the answering of a research question”. Research is conducted over an extended period of time and requires a clear plan or design to ensure better results. Mouton (1996:108) simply states that “designs differ in terms of detail and finality”. Qualitative research design is a method that defines the researcher’s choices about cases to study, methods of data gathering, forms and data analysis. There are various qualitative research designs that one can consider for the research design, namely, biography, grounded theory, case study, ethnography, and phenomenology:

3.4.1. Biography

Fox and Bayat (2007:69) define biography research design as “the story of a particular person’s “life, written by someone else”, adding that “a biography may be scientifically written or as a minutely or largely fictional publication”. The biography theory is further outlined through research as the narrative theory. Khan (2014:225) describes narrative theory as “exploring the life of an individual”. The biography or narrative theory is best suited for research design leading to telling the stories of individuals and their experience.

3.4.2. Grounded theory

According to Fox and Bayat (2007:70), grounded theory is “the one that is inductively from the phenomenon it represents”. Du Plooy-Cilliers, Davis and Bezuidenhout (2014:178) see grounded theory as continued research indicating that “the theory emerges from the data and the more data the researcher collects, the firmer the theory emerges”.

3.4.3. Case study research

Fox and Bayat (2007:69) regard case study research as “demarcated”, which means it takes place in a more defined secluded environment. Singh (2006:148) notes that case study design is defined as “a method of exploring and analysing the life of a social unit – be that unit a person, a family, institution, culture group, or even an entire community”. Khan (2014:225) describes case study research as “developing an in-depth description and analyses of the case or multiple cases”. In the case study theory, the aim is to provide a deeper understanding of the researched case, based on the experience of the identified research sample.

3.4.4. Ethnography

Goulding (2003:298) states that “the roots of ethnography lie in cultural anthropology, with its focus on small scale societies and the original central concept remains today, that is concern with the nature, construction and maintenance of culture”. Fox and Bayat (2007:70) assert that “ethnographic studies consist of qualitative research aimed at the scientific description and understanding of various human races, human cultures and human societies”. Ethnography allows the researcher to gain a better understanding – directly from the people involved – of the way of life of a particular cultural group or subculture (Du Plooy-Cilliers, Davis & Bezuidenhout 2014:176). In essence the cited research agrees that the ethnography research method deals with the interpretation of shared patterns of culture of a group.

3.4.5. Phenomenology

Fox and Bayat (2007:70) state that “in phenomenology the view is taken that what researchers observe is not reality as such, but an interpreted reality”. Phenomenology is explained by Goulding (2003:301) as “being used both as a philosophy and a methodology in order to develop and understand the complex issues that may not be immediately implicit in surface response”. In phenomenological research, the concept of site selection refers to the fact that the participants could be located at a single site, and

they are all likely to be individuals who have experienced the phenomenon being investigated (Fox & Bayat 2007:71).

3.5. CHOICE OF RESEARCH DESIGN

This study adopted a case study design. Woodside (2010:41) indicates that the “case study research frequently includes collecting and interpreting stories individuals tell about their lives and events that they believe that they know about”. In this study, the institution of the correctional services centre library is chosen as a case for the study. According to Singh (2006:149), a case study can be based on a community study. Community study is defined as “a careful description and analysis of a group of people living together in a particular environment” (Singh 2006:146). A further reason for choosing the case study was that it encompasses the ontological tradition emphasis concepts that identify the basic features of the social world (Du Plooy-Cilliers, Davis & Bezuidenhout 2014:115).

3.6. DATA COLLECTION INSTRUMENTS

There are various forms of data collection instruments in qualitative research, like surveys, interviews, focus groups, observation and document analysis. Carter and Henderson (2005:215) assert that qualitative data collection methods can include in-depth structured or unstructured interviews such as oral and life histories; group discussions and interviews; participant and non-participant; observation studies; and analysis of textual and narrative sources. Data collection methods are defined below:

3.6.1. Surveys

Bouling and Ebrahim (2005:6) describe surveys as “fixed sets of questions that can be administered by paper and pencil, as well as a web form, or by an interview that follows a transcript”. Surveys have proved to be more rigid than flexible, with their main goal that of achieving a perceived or desired outcome by the researcher. As Fowler (2014:1) points out, “the purpose of the survey is to produce statistics, that is, qualitative or numerical descriptions about some aspect of the study populations”.

3.6.2. Focus groups

Carter and Henderson (2005:221) define focus groups as “discussions organised to explore a specific set of issues” and further indicate that “the aim should be to set up conditions where interaction within the group can take place in order to explore both similarities and differences within a group and across a set of group sessions”. Essentially, focus groups are used in analysing the policy formulation and its implementation within an environment.

3.6.3. Participatory observation

According to Bergold and Thomas (2012:192), participatory research methods are “geared towards planning and conducting the research process with those people whose life-world and meaningful actions are under study”. Participatory observation methods are used for various elements in terms of information needed; examples are behavioural checklists or behaviour character recordings. Phillips and Stawarski (2008:23) note that a “potentially useful data collection method is observing participants and recording any changes in their behaviour”.

3.6.4. Interviews

Crano and Brewer (2002:224) define the research interview as the “data collection method in which participants provided information about their behaviour, thoughts, or feelings in response to questions posed by the interviewer”. An interview is a fact-finding process in which an interviewer engages to find the outcome of the desired research study or topic. It involves a process by which the researcher uncovers fact through reaction and learning. The interview types may include those listed below:

3.6.4.1. *Unstructured interview*

Carter and Henderson (2005:218) state that unstructured interviews are “entirely participants led” and then qualify the definition: “in other words, research participants are allowed to tell their own stories, at length, in their own words with little directions or interaction from the researcher”. Unstructured interviews are mostly based on open-

ended questions. The researcher may define the themes that will need to be clarified through the engagement with participants, therefore allowing a free flow of responses without disturbance.

3.6.4.2. *Structured interview*

Tracy (2013:163) defines mediated interviews as “interviews that do not occur face to face, but rather via technological media such as a telephone, a computer, or other handheld device”. Tracy (2013:169) adds that in-person interviews yield rich information based on non-verbal communication. But in cases where this is not possible, for whatever reason, mediated interviews are a valuable tool. The COVID-19 outbreak created social anxiety and the existing health-related factors required social distancing. Therefore, the data collection tool or instrument was in the form of list of questions were first sent to participants to familiarise themselves with the questions before the interviews were conducted telephonically or face-to-face. For face-to-face interviews, the conversations were captured or recorded using a mobile device (cell phone). Telephonic interviews were used to make follow-ups relating to the responses that were provided by the librarians, doing sanity checks by referring to the original member of a sample to ensure that interpretations made from data were representative and accurate.

3.6.5. Document analysis

Leedy and Ormond (2010:144) define document analysis as a “methodical investigation of the contents of a particular body of materials or documents”. Its purpose is to establish patterns, themes or contents of particular types of materials or documents (Bowen 2009). Document analysis “is usually performed on forms of human communications such as books, newspapers, films, televisions, websites, policy documents and transcripts of conversations” (Allen 2017). In this study, the document analysis method was conducted in terms of correctional services library policies to ascertain whether the libraries supported the rehabilitation programmes. Various library-related laws and policies were obtained and scrutinised to determine the adherence to legislative mandates that govern the correctional services environment.

3.6.6. Choice of data collection instrument

In this study the researcher envisaged to use the interviews in the form of mediated semi-structured interviews. The mediated interviews were guided by the interview questions (data collection instrument). Fox and Bayat (2007:73) concur that “qualitative interviews are guided by the interviewer and typically contain a limited number of questions and requests to interviewees in order that these may be explored and analysed in depth”. The list of questions (attached as appendix A) were sent to the participants. Telephonic interviews were to be conducted based on the questions already sent. The follow-up calls were made to ensure a comprehensive and thorough understanding of the responses to the questions sent. The follow-up was not meant to cast confusion but to ask clarity-seeking questions to assist the researcher in doing the analysis and compiling conclusive remarks. However, due to the problems encountered in trying to contact the interviewees telephonically, coupled with the COVID 19 protocols, the researcher decided to convert the lists of questions to open-ended questions, which was distributed to the prisons which could not allow the researcher to visit them physically and those who were not accessible through the telephone. The participants who could not be contacted physically or telephonically were therefore requested to respond to the the questions , and email it back to the researcher..

The chronological events unfolded as set out below in terms of the actual data collection. It is worth noting that the data collection took place under the conditions of the COVID-19 pandemic:

- On 23 October 2020 the researcher applied for permission to conduct research in the Department of Correctional Services to the Department of Correctional Services Research Ethics Committee (REC). On 26 October 2020 the Department of Correctional Services REC granted the researcher permission to conduct research in the Department of Correctional Services’ various CSC’s, with the proviso that it would be valid from 01 November 2020 to 30 November 2021.
- The proposed data collection schedule for physical visits was shared with the department, but due to the COVID-19 regulations the researcher had to limit the

correctional services visitations and mostly relied on emails and telephonic conversations with the participants.

- The Department of Correctional Services made available the prospective participants' list of responsible managers in Gauteng on *02 March 2021*; the list contained names, correctional services sites, telephone numbers and emails.
- On *09 April 2021* the researcher engaged telephonically with the Deputy Director: Programme Design: Arts, Culture and Library Department of Correctional Services to iron out logistical issues, including envisaged visitations to the correctional services and telephonic engagement with responsible managers.
- The CSC7 offender librarian interview was conducted telephonically on *13 April 2021* and the email sent with a brief explanation, data collection instrument, clearance letter and Correctional Services REC letter to fill. The feedback from CSC7 was received on *21 April 2020*.
- On *5 May 2021* the researcher met with the Manager: Education and Training: Kgosi Mampuru Management Area to discuss conducting the research in the correctional services facilities under her jurisdiction; this included CSC1, CSC2 and CSC3. The CSC1 interview was conducted with the offender librarian on *26 May 2020*.
- The researcher visited CSC10 on *26 May 2021*, met with the offender librarian and conducted the interview.
- On *12 April 2021* an email was sent to the coordinator of CSC4, CSC5 and CSC6 with a brief explanation, data collection instrument, clearance letter and Correctional Services REC letter to share with the CSC librarians. The feedback from CSC4, CSC5 and CSC6 was received on *20 April 2021*.
- The researcher telephonically contacted CSC13 on *20 May 2021* and interviewed the offender librarian.
- The researcher telephonically contacted CSC13 on *24 May 2021* and interviewed the librarians.
- CSC3 was contacted telephonically on *6 August 2021* and an email with a brief explanation, data collection, clearance letter and Correctional Services REC letter

was sent to the offender librarian; the feedback was received on *28 September 2021*.

3.7. POPULATION AND SAMPLING

3.7.1. Population

The population or target population is the entire set of individuals to which findings of the survey are to be extrapolated (Levy & Lemeshow 2013:11). According to Levy and Lemeshow (2013:12), “the primary purpose of almost every sample survey is to estimate certain values relating to the distributions of specified characteristics of a population”. The composition of the population for this study was sixteen (16) correctional services centre librarians working in libraries within various identified correctional centres in Gauteng. The research study was conducted amongst the librarians in CSC in Gauteng province.

3.7.2. Sampling techniques

There are basically two types of population sampling techniques – probability and non-probability. Levy and Lemeshow (2013:18) define a probability sampling technique as a “characteristic that every element in the population has a known, non zero probability of being included in the sampling. In probability sampling technique, every element has a known chance of being selected, unbiased estimates of population parameters that are linear functions of the observations”. Levy and Lemeshow (2013:19) indicate that non-probability sampling technique is “used frequently, especially in market research and public opinion surveys”; this is mainly due to the fact that probability sampling technique is time consuming and expensive.

This research used the probability sampling technique method. Sampling is used in everyday life, in terms of choices and order of doing things. Dawson (2002:59) states that in “probability samples, all people within the research population have a specifiable chance of being selected”. In the probability sampling, the researcher used the simple random sample; this means equal opportunity for the identified sample. The population size of the study was the sixteen correctional centres in Gauteng, namely: Kgosi Mampuru II Female and Male Correctional Centre; Odi Correctional Centre;

Johannesburg Female and Male Correctional Centre; Modderbee Correctional Centre; Devon Correctional Centre; Boksburg Centre A; Heidelberg Correctional Centre; Bavianspoort Medium; Zonderwater Medium A and B; Krugersdorp Medium C; Emthonjeni Youth Centre; and Leeuwkop and Leeuwkop Maximum. The study further adopted purposive sampling method. Pickard (2013:64) indicates that the logic behind purposive sampling lies in selecting information-rich participants, “who have a better understanding and professional knowledge of the issue being investigated”. In this study, librarians attached to prison libraries in Gauteng province were purposively selected by virtue of the fact that they are likely to provide the information required for the purpose of the study.

3.8. DATA ANALYSIS

Theoretical saturation of data was also employed, which means that “the researcher reaches a point in their analysis of data that sampling more data will not lead to more information related to their research questions” (Guest, Bunce & Johnson 2006:65). In presenting the research results, the researcher uses tables in which the responses from the participants are tabulated, and then similar responses are grouped together and narrated. Therefore, researcher used thematic themes as presented by the data collection tool (interview guide) and the responses from the sampled data. Blanche, Durrheim and Painter (2006:321) note that the “key to doing a good interpretive analysis is to stay close to the data, to interpret it from a position of empathic understanding”. The researcher in analysing data took into consideration the following steps of interpretive data analysis as presented by Blanche, Durrheim and Painter (2006):

- Familiarisation and immersion: Blanche, Durrheim and Painter (2006:323) state that “data gathering in interpretive research is not just a mindless technical exercise but involves development of ideas and theories about the phenomenon being studied”. The preparation of the data collection itself is a preparation for the analysis, as it involves planning in terms of the field notes and interview transcripts.

- Inducing themes: According to Blanche, Durrheim and Painter (2006:321), inducing means “inferring general rules or classes from specific instances” and “themes should ideally arise naturally from the data, but at the same time they should also have a bearing on your research question”. The researcher used the language of the interviewee, rather than theoretical language; this includes labelling of categories or emanating sub-themes.
- Elaboration: Blanche, Durrheim and Painter (2006:326) indicate that the purpose of elaboration is to “capture the finer nuances of meaning not captured by your original” data collection. The researcher used two data collection instruments or tools – open-ended questions and unstructured interviews – which assisted him in elaboration and understanding of the study.
- Interpretation and checking: Blanche, Durrheim and Painter (2006:326) state that interpretation and checking is a “final step” in data analysis, and that it is “a written account of the phenomenon you studied, most probably using thematic categories from your analysis sub-heading”.

These steps included all feedback from the data collection. The researcher provided outputs, explanations and arising suggested theories related to the researched problem.

3.9. QUALITY CRITERIA

Merriam (2009) refers to the concept of quality criteria when asserting that “replication of a qualitative study will not yield the same results simply because human behaviour is never static... [But] several interpretations of the same data can be made, and all stand until directly contradicted by new evidence”.

3.9.1. Credibility

According to Lincoln and Guba (1985) and Tracy (2010), credibility “is defined as the extent to which the data and data analysis are believable, trustworthy and expressing a reality that seems true”. Credibility is similar to internal validity, that is, how research results match the actuality. “However, reality is relative to meaning that people construct within social contexts” (Tracy 2010). In most cases, qualitative research uses triangulation to show the credibility of research findings (Pickard 2013; Maree 2016). In this study, , the participants were, in some cases, requested to provide the researcher with documentary evidence to verify what they had said in the interview.

3.9.2. Transferability

The research findings are “transferable or generalisable only if they fit into a new context outside the actual study context. Transferability is analogous to external validity, that is, the extent to which findings can be generalized” (Gomm, Hammersley & Foster 2009). Generalisability refers “to the extent to which one can extend the account of a particular situation to other persons, times or setting than those directly studied” (Maxwell, 2005). Transferability “is achieved by providing a detailed, rich description of the settings studied to provide the reader with sufficient information to be able to judge the applicability of the findings to other settings that they know” (Seale 1999). Since this proposed study was based on a specific theory, namely social responsibility theory, which was applied in other contexts, it is likely to provide in-depth description of the findings.

3.9.3. Dependability

Dependability is similar to reliability, that is, the uniformity of spotting the same findings under analogous conditions. Merriam (1998) refers to dependability as:

The extent to which research findings can be replicated with similar subjects in a similar context. It emphasises the importance of the researcher accounting for or describing the changing contexts and circumstances that are fundamental to consistency of the research outcome.

The research report for this proposed study was subjected to external assessment by experts in the field, with diverse organisational cultures and context, or to a different researcher.

3.9.4. Conformability

Conformability refers to the extent to which others agree with or corroborate the research findings. As a result, steps must be taken by the investigator to ensure as far as possible that the findings are the result of the experiences and ideas of the informants and the participants, rather than the characteristics and preferences of the researcher. This will eliminate biases and prejudices from the findings obtained (Pandey & Patnaik 2014:5751). Accordingly, the present researcher ensured that the envisaged study's findings accurately portrayed participants' responses by maintaining an audit trail, which covered every step of data collection and analysis that took place.

3.10. ETHICAL CONSIDERATIONS

In this study, the following were ethical considerations complied with:

3.10.1. Permission to conduct research

An Ethical Clearance Certificate and approval were obtained from various stakeholders. The researcher applied for an ethical clearance certificate from the University of Limpopo, Turfloop Reserch Ethics Committee (TREC), which was issued on the 19th September 2020 (TREC/191/2020:PS). The certificate is attached as appendix B. The researcher produced this certificate to apply for permission to conducted research to the DCS' Research and Ethics Committee Review of Research Project(s) on the 26th October 2020, which was issued on the 9 November 2020. The certificate from DCS is attached as appendix C. The DCS ethics clearance indicated it would be valid from 9 November 2020 to 9 November 2021

3.10.2. Voluntary participation

Participants were not tricked into participating in the research project or made to participate under false assumptions. They were requested to complete and sign the informed consent form (Appendix D) declare that they were agreeing to participate in the study. Before signing the consent form, they were informed about the research objectives and procedure and about having to consent to participate in the study before data collection commenced. The researcher further indicated that the envisaged study was for academic purposes, participation was voluntary and they would not be compensated in any form for participating.

3.10.3. Sensitivity

Sensitivity in research is linked to the research environment, which in this case was the correctional services facility, which had its own security regulations that had to be observed by the researcher. As defined by Lee (2003:4), “sensitive research would therefore be research which potentially poses a substantial threat to those who have been involved in it” – in the case of this study, the offender librarian. The researcher secured the Ethical Clearance Certificate from TREC on 19 September 2020 (TREC/191/2020:PS) and DCS Ethical Clearance Certificate on 26 October 2020.

3.10.4. Confidentiality and anonymity

The participants were assured of confidentiality and anonymity when participating in the research study. Those who were requested respond by writing to the open ended questions were also requested not to write their names on the data collection instrument, during the telephoni or email briefing.

3.10.5. Plagiarism

All sources and materials used in this proposed research were duly acknowledged. The research report was subjected to a similarity detection tool known as Turnitin and it came up with the similarity report of 15%, which is the acceptable similarity percentage for the UL postgraduate research manual (2012). .

3.11. SUMMARY OF THE CHAPTER

The chapter encompasses all elements related to the process of collecting data for the study, in evaluating the correctional services libraries in the offender rehabilitation programme in Gauteng province, SA. The study took into consideration the ontological position in evaluating the role of the libraries in rehabilitation programmes based on existing results versus the ideal situation and clarifying what exists. The epistemological position explored the existing knowledge in the functions of the librarians within various CSC's and whether they played a significant role in rehabilitation programmes. Methodology and methods explored by the study provided a clear output in terms of the data found and analysed. Data were collected based on the prepared data collection instrument (interview schedule) and highlighted with the data collection method. Data were collected in various correctional services facilities around Gauteng province; this allowed the researcher to engage with the librarians and their experience of and contribution to the CSC rehabilitation programmes.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The previous chapter looked into the methods and procedures that were used to collect data for the study. As discussed, the study used semi-structure interviews for the purpose of data collection also talk about interview schedule. The current chapter aims to present, analyse or interpret and discuss the research results in accordance with the themes derived from the objectives of this study. The data collected were analysed in terms of the themes which were used as part of the data collection instrument when the data were collected. In the analysis, results are first presented in tabular form and narratively. Similar responses are grouped together and then discussed or interpreted by showing literature with similar or divergent results from the previous studies. The study results are presented in accordance with general themes.

- Theme 1: The library policy support to correctional services' rehabilitation programmes
- Theme 2: Performance of the correctional services library
- Theme 3: Correctional services library management support to the correctional services library
- Theme 4: Access to the correctional services library in terms of physical facilities and equipment

This entails that the interview schedule was linked to the themes in terms of questions, and they were meant to reveal the practical reality of the prison librarians based on their understanding of policies governing their environment; the performance of the correctional services libraries in assisting their clientele; the support provided by correctional services to the libraries; and how accessible the facilities were.

4.2 RESPONSE RATE

The interviews were meant to be conducted with one librarian of each of sixteen (16) CSC's in Gauteng province. The study would therefore have sixteen participants - librarians working in correctional services. Out of sixteen (16) intended participants only eleven (11) librarians reacted positively across the centres, offering an in-depth knowledge of their experience in correctional services libraries based on areas or themes studied. The participants in this study were librarians attached to the following libraries, which were labelled with code names to protect their identity: Kgosi Mampuru II Female (CSC1), Kgosi Mampuru II Male (CSC2), Odi Correctional Centre (CSC3), Johannesburg Female Correctional Centre (CSC4), Johannesburg Centre B (CSC5), Johannesburg Centre C (CSC6), Modderbee Correctional Centre (Devon)(CSC7), Boksburg Centre A (CSC8), Heidelberg Correctional Centre (CSC9), Baviaanspoort Medium (CSC10), Zonderwater Medium A (CSC11), Zonderwater Medium B (CSC12), Krugersdorp Medium (CSC13), Emthonjeni Youth Centre (CSC14), Leeuwkop (CSC15) and Leeuwkop Maximum (CSC16).

4.3 CORRECTIONAL SERVICES LIBRARY POLICY IN SUPPORT OF THE REHABILITATION PROGRAMMES

Prison library practices and standards should be based on a policy. A policy should guide the librarians on the services provided and how those services are managed, especially in a sensitive environment like the correctional services facility. Therefore, the first question asked to the prison librarians was related to the availability of the prison library policy and its adherence to the rehabilitation programme of the CSC's. To determine whether the prison librarians knew about the prison library policy, they were asked if the policy made provision for the involvement of library committees in the management of prison libraries. If the library advisory committees existed, the participants were further asked about the members of those committees. The results are presented in tabular form and narrative below.

4.3.1. Availability of correctional services library policy and its alignment with the rehabilitation programme

The first question that was asked to the participants was whether their libraries had any policy aligned to the rehabilitation programmes of the inmates relation to the library policy support and was meant to evaluate the understanding of the library policy environment in terms of the offender rehabilitation programme. The answers provided to the question by the participants revealed that most librarians did understand the need for a policy aligned to their library and rehabilitation programme, but they had no specific library policy within their correctional services library (refer to Table 4.1 below). But a simple answer, such as “yes”, encouraged offender personal development and gave a clear indication that the offender librarian did understand that the library policy was important to support the rehabilitation programme. The responses provided show that some participants might have not understood the question. For instance, Participant CSC7 stated that: *Yes, our thinking is informed by the availability of educational books to inmates that are booked out every week*, while CSC1 said *yes, we have students and non-students that are using the library for general and educational information, reading, research and assignment*

Participants	Response
CSC7	Yes, our thinking is informed by the availability of educational books to inmate that are booked out every week.
CSC1	Yes, we have students and non-students that are using the library for general and educational information, reading, research, assignment and reference.
CSC3	Yes, a constitutional right to rehabilitation has been included in the Bill of Rights.
CSC13	Yes, it encourages offender personal development.
CSC4	Yes. The library operates on a daily basis.
CSC5	Yes. The library serves the inmate population on a daily basis. Much effort is put into letting inmates to read.

Participants	Response
CSC4	Yes: We have various supplies of materials entering to all rehabilitation needs to inmates e.g., self-help book and religious materials.
CSC4	Yes. We have various supplies of material catering to all rehabilitation needs of inmates e.g., Self-help books and religious material.
CSC4	Yes. We have a variety of suppliers on materials catering to most of all rehabilitation needs of inmates. Such as self-help books, inspirations, autobiographies, religious and study books.

Table 4.1: Availability of prison library policy for offender rehabilitation

Participant CSC3 stated that “Yes, a constitutional right to rehabilitation has been included in the Bill of Rights”. There were some participants who did not know about or had never heard of the library policy, as was the case with offender librarian CSC10 who did not respond when asked about the availability of a library policy in his or her CSC library. On the other hand, the two participants from CSC4 showed that the library has various supplies of materials that addresses the rehabilitation needs of inmates, emphasising self-help books and religious materials. This shows that rehabilitation is in most cases associated with repentance and self sufficiency. Asiimwe and Kinengyere (2011:2) also found that the library materials held in Ugandan women prison libraries included religious literature such as Bibles and self-help books. Self-help books are vital for a prisoner’s self-education (Sweeny, 2010). It is also clear from these responses that that most participants did comprehend that the library policy supported the offender rehabilitation programmes. The study by Khumalo (2020) establishes that a prison library policy had been designed for all prison libraries in the province. Unfortunately, most of the prison libraries did not use that policy, the main reason being that they are not independent, but are under the formal authority of the DSRAC. Table 4.1 further shows that what informed the participants to respond that their library policies were aligned with the rehabilitation programmes of the CSC was the availability of educational and reading materials and

self-help and religious books, as well as the opening of the correctional services libraries on a daily basis. These were mentioned as some of the aspects which led them to answer in the affirmative. This shows that educational, religious and self-help books are valuable in offender rehabilitation.

4.3.2. Correctional services library programmes to support offender rehabilitation

The participants were asked about the offender rehabilitation programmes that had been put in place in the prison libraries. Participant CSC3 stated that: *Reading programmes – the programmes that include the culture of reading amongst inmates. Nationally, book is analysed based on the content. Educational programmes, computer programmes, book review*, while participant CSC1 and CSC7 emphasised spelling competitions, book reviews, debates, etc. Prioritised offender rehabilitation programmes, as mentioned in Table 4.2, included book reviews; competitions such as debating; reading and spelling; book clubs; and educational and computer programmes. Book clubs were dominating activities that the correctional services libraries prioritised within their library services in support of rehabilitation. This was followed by book reviews, spelling competitions, reading and drama.

The results in table 4.2 are in line with Krolak (2019:41), who notes that “prison libraries also support social cohesion, acting as meeting places with a calm, relaxed and safe atmosphere, as well as being spaces for debates and events and offering cultural entertainment”. This means that prison libraries run outreach programmes which vary from country to country. A survey conducted by Sule (2018:31-40) among Catalan prison libraries “revealed some relatively common prison activities, such as reading clubs and art workshops, in addition to some highly original initiatives such as rap writing, escape rooms and lip dubs, and programmes such as AlfaDigital, which aim to develop reading and creative abilities while enhancing ICT skills”.

Participiant	Response
CSC7	Debating, reading, book reviewing, spelling.
CSC1	Books reviews, spelling competitions, reading and drama.
CSC3	Reading programmes – the programmes that include the culture of reading amongst inmates. Nationally, book is analysed based on the content. Educational programmes, computer programmes, book review.
CSC13	Public speaking, Funda Mzansi Debate, Read for life.
CSC6	Book Club, library day, debate, research, spelling bee and readathon.
CSC5	Providing the inmates with reading materials through a mobile library.
CSC5	The provision of reading materials through a mobile library.
CSC4	Educational , book club, skills and spelling bee.

Table 4.2: Prison library programmes

In SA, activities such as “Funda Mzansi”, “Readathon” and “Read for Life” form part of the attempts to offer cultural entertainment to the inmates. Funda Mzansi means “Read SA”. This is a reading campaign initiated by the National Library of SA to involve school children, inmates throughout the CSC’s and the youth in South African communities (Ralebipi-Simela 2015). Therefore, correctional services libraries have an important role as educational, informational, cultural and recreational meeting and learning spaces for the entire prison community. Providing free access to relevant resources is crucial for prisoners’ personal development, wellbeing and, ultimately, rehabilitation. Taking security issues into account, inmates should be able to enjoy the same quality of library services and materials available to citizens living in freedom. Prison libraries also play a major role

in the education of inmates. Sule (2018:31) confirms that “the educational role of prison libraries is recognized both in recommendations on international law issued by UNESCO and the Council of Europe and in recommendations issued by professional bodies such as the Library and Information Associations across the world, including the ... IFLA” .

4.3.3. Existence of correctional services library committees

The participants were asked to indicate whether the correctional services library policy allowed for the establishment of the prison library advisory committee. Table 4.3 depicts the responses regarding the existence of correctional services library advisory committees in correctional services libraries. Participant CSC1 stated that: “Yes, there is a library committee consisting of librarians and six prison librarians”. .The CSC3 offender librarian outlined the library committee duties, explaining: “they formulate policies, they prepare budget and proposal for the development of the library functions for reading”.

The other three respondents gave a straight “No” answer, and two of the participants from CSC5 said they were not sure or didn’t know. This indicated diverse levels of understanding and background knowledge among the participants. The other participants (CSC1) from the correctional services libraries stated that: *the role of the library advisory committee was to perform library management duties such as planning, implementing new strategies, monitoring library activities, taking stock, holding meetings, assisting with education programmes and preparing library budget proposals*. On the other hand CSC3 stated that: *They (Library Committees) prepare a budget and proposal for the development of the library functions from reading*. The answers to this question exposed the respondents’ understanding and background in terms of the advisory committee.

Participants	Response
CSC7	Yes. The role of the committee is to assist with educational programmes to ensure that inmates participate in these programmes.
CSC1	Yes- There is a library committee consisting of librarians and six librarians. The function of the committee is a follow: Discuss the implementation of old and new strategies. Working and management of internal and external stakeholders. Monitoring of library services. Managing of internal and external donations. Holding of monthly meetings. Enduring that stock taking is conducted on a monthly basis. Planning for events like the Funda Mzansi National Competition.
CSC3	They prepare a budget and proposal for the development of the library functions from reading.
CSC5	I am not sure. Since I have been in prison, I haven't been part of such a committee.
CSC5	I don't know. I have been in prison for almost 17 years and this is my first time to hear of such a committee.
CSC4	Yes: Library management official.

Table 4.3: Existence of prison library advisory committees

In line with the Australian Library and Information Association Minimum Standards Guidelines for Library Services to Prisoners (2015:19), prison libraries should have a library advisory committee which should meet on a regular basis and “should include representation from a range of prison departments and prisoner groups. It can also be

useful to include representatives from other library services in the local area”. This should be catered for in the library policy.

4.3.4. Members of the Correctional Services Library Advisory Committee

The Correctional Services library policy on the establishment of the library advisory committee should also specify the members who should serve in that committee. A question was therefore asked in terms of who served in the prison library committee. Article 10.4 of the IFLA Guidelines for Library Services to Prisoners recommends the establishment of the prison library advisory committee “with representation from a broad spectrum of prison departments, as well as inmate groups”. The committee members can serve as campaigners for the library and can be very helpful in providing opinions from the library users to the library staff (Lehmann & Locke 2005:15). The general understanding of the researcher is based on the five (5) who responded that they were aware of the advisory committee. The participants elaborated that the following people had to serve on the committee: *The official responsible for education, the librarians; The manager and the official assigned as the libraries together with a committee of inmates/offender librarians; A librarian and few offender librarians who have trained by the librarians internally and from other management areas and the officials.* However, the other seven (7) participants responded that they did not know. The answers indicated that there was no uniform understanding of the correctional services library management processes, as depicted in Table 4.4 below.

Particiapants	Responses
CSC7	The official responsible for education, the librarians.
CSC1	A librarian and few offender librarians who have trained by the librarians internally and from other management areas.
CSC3	The manager and the official assigned as the libraries together with a committee of inmates/offender librarians.
CSC10	No idea.
CSC6	I am not sure.
CSC5	I am not sure.
CSC4	Library officials.

Table 4.4: Members of the library advisory committee

The LIS Transformation Charter (2014:59) states that library committees are an effective means for extending the library human resource capacity. This allows all stakeholders to have a say in the management of the library. Preddie (2005) argues that the prison library committee should be considered an advantage to be utilised by the prison librarian, since it promotes collective rather than individual decision making.

4.4. PERFORMANCE OF CORRECTIONAL SERVICES LIBRARIES

With regard to the performance of correctional services libraries, the questions asked were in relation to the reporting and organisational structure of prison libraries, the educational qualifications of participants and the prioritisation of skills in correctional services libraries and information centres. The performance of the correctional services library determines the level of responsibility towards rehabilitation programmes.

4.4.1. Reporting structure

The first question was meant to establish the reporting structures which played a pivotal role in understanding the level of responsibility of librarians and that of the next line of reporting. Most participants indicated that they reported to the DSRAC, while some stated that they reported to the library management officials. This is depicted in Table 4.5 below. A noteworthy answer was from CSC10 who said that he reported to “Head of the Centre”. It is a clear indication that the CSC libraries fall under the DSRAC and are not autonomous (Khumalo 2020). However, the fact that some participants mentioned that they reported to the Department of Education points to confused lines of reporting. There is no clear mandate of who runs the prison libraries (Khumalo 2020:25).

Participants	Responses
CSC7	To the official in charge of education.
CSC1	Development Section, under the Sports, Recreation, Arts and Culture component.
CSC3	The official in charge.
CSC10	Head of the Centre.
CSC6	DSRAC coordinator.
CSC5	The Department of Basic Education and DSRAC.
CSC5	The Educational Office and DSRAC Coordinator

Participants	Responses
CSC4	Library management officials and education office.

Table 4.5: Reporting structure of prison libraries

Therefore, some participants reported to the DSRAC, some reported to the heads of the CSC’s and some might be reporting to the Department of Justice, as shown by CSC1, CSC4 and CSC5 respectively. Therefore, there seems to be confusion around who manages the libraries – DSRAC or DCS. The Australian Library and Information Association recommends that the provision of library services to prisoners should be the responsibility of the prison authority. This means that in SA, this responsibility should rest with the DCS. Furthermore, the Australian Library and Information Association recommends a model of a network based on a strong prison library owned and operated by the prison authority. Dilek-Kayaoglu and Demir (2014:130) report that in Turkey there is a uniform organisational structure for all prison libraries countrywide, although in “the organizational structure of the General Directorate of Prisons and Detention Houses, prison libraries are classified as educational institutions”.

4.4.2. Prison librarians’ qualifications

This question sought to understand the participants’ background and education. It emerged that most or none of the participants interviewed had library qualifications, although they indicated that recommendations by the centre management committee (CMC) led to the appointment of qualified librarians and their role in managing the libraries. CSC5 librarians stated that even though they had no qualifications, they had received training by saying: “*librarians were provided and equipped with skills and training by the Johannesburg City Library*”, by virtue of the fact that library workers were not qualified librarians but correctional services officers. The absence of qualified professional librarians within the correctional services libraries is a challenge. Corner (2017:4) points out that “local correctional centre libraries are managed by a staff member who in the absence of a professional librarian may be the senior correctional education officer

(SCEO), correctional education or another staff member authorised to take on duties of librarian”. This study, though, found that the prison library employees were correctional services officers appointed in terms of the Correctional Services Act. The Guidelines for Library Services to Prisoners, IFLA Professional Reports, No. 92 of 2006, clearly stipulate that “all prison libraries, regardless of size, should be supervised or managed by a qualified professional librarian with necessary qualifications and skills”. This is confirmed by Lehmann and Locke (2005:61), who state that “all prison libraries regardless of size, should be supervised or managed by a professional librarian with necessary qualifications and skills obtained through a university degree in library and information science or equivalent library diploma”.

Participants	Response
CSC7	No, the criteria of employment is the offender librarian’s initiation and the skills acquired by the CMC.
CSC1	No, through CMC recommendation.
CSC3	Success depends on the demonstration of highest merit and best potential for the position.
CSC10	No idea.
CSC13	No. Appointed inmates must have at least Grade 12 and computer skills.
CSC4	No. Advertise the post of librarians in the Centre.
CSC5	No. Experience, love to read, learn and help other inmates. Be literate and educated.
CSC5	No. A passion for books; a willingness to learn; a dedication to serve; good literacy skills.
CSC4	No. Equipped with skills and training.
CSC4	No. Librarians were provided and equipped with course from Johannesburg City Library.

CSC4	No. Librarians were provided and equipped with a skill and training by Johannesburg City Library.
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Table 4.6: Prison librarians’ qualifications

But that being the case, there are mediating factors, as Shirley (2003:74) states that “correctional librarians could forge a relationship with public librarians and invite them to share their skills by doing an occasional program in a prison and sharing training opportunities”. Shirley’s (2003) proposal supports the research outcome, namely, that while library officers are not qualified, they have a link with their nearest public libraries which provide training to them. The interventions by public libraries in training the prison library staff support the Arusha Declaration on Good Prison Practice (1999), namely, “to provide training programmes to prison staff which will incorporate human rights standards in a way that is meaningful and relevant and improve the skills”.

4.4.3. Skills prioritised in prison librarianship

The participants were further asked to show the skills that are emphasised for one to work well with inmates. The most acknowledged skill amongst the prison librarians was “communication and interpersonal skills”. There was one noteworthy answer from CSC5, who said “None”, *the level of understanding in terms of skills to vary*. Some respondents emphasised reading and writing, while one respondent from the same CSC5 pointed to the utilisation of existing resources as the highest priority. Participant CSC6 stated that: They should appoint someone who had skills and the post must be financed for the person with qualifications. The statement by CSC10 that their priority was to expand the knowledge of the offender shows that the library had a role to play in offender rehabilitation. Possession of various skills among librarians working in prison libraries are important in ensuring that library services are offered within correctional services. The Guidelines for Library Services to Prisoners, IFLA Professional Reports, No. 92 of 2006, note that “library staff should be knowledgeable of many and complex information needs of incarcerated persons and should possess the necessary human and interpersonal

skills to work effectively in a prison environment”. The study found that the correctional services officers were well trained in terms of managing the correctional services environment; judging by the emphasised criteria of oral and written communication one would think that the correctional services management regarded that as the only requirement for librarians. Participant CSC6 stated that: *They should appoint someone who had skills and the post must be financed for the person with qualifications, while three (3) participants in CSC4 showed that good communication and interpersonal skills are prioritised.* Prison library officials with good writing and reading skills, and who could utilise existing resources to uplift the knowledge of inmates is also prioritised, as mentioned by CSC7, CSC1, CSC3 and CSC10.

Participants??	Response
CSC7	Writing and reading
CSC1	Library training, reading, book reviews, drama.
CSC3	Utilisation of the existing resources is the highest priority.
CSC10	To uplift the knowledge of inmates through reading and to improve their literature.
CSC13	Administrative and Computer.
CSC6	They should appoint someone who had skills and the post must be financed for the person with qualifications.
CSC5	To the best of my knowledge, none.
CSC4	Communication skills and interpersonal skills.

Table 4.7: Skills prioritised for prison librarians

4.5. CORRECTIONAL SERVICES MANAGEMENT SUPPORT TO CORRECTIONAL SERVICES LIBRARIES

Management plays an important role in ensuring that the library supports rehabilitation programmes. According to Conrad (2012:409), the library operating in a reformatory service centre should address the inmates' needs for information on institutional policies; enable convicts to keep interacting with the outside world; enhance job-related skills; provide educational materials; support restoration; supply reading materials for personal enrichment and recreation; and offer information on re-entering the community after release from prison. The questions on management support of the correctional services libraries posed to the participants were meant to evaluate the CSC support to their library as an enabling structure for the rehabilitation programme. This theme looked into how correctional services management and library management supported activities or strategies promoting offender rehabilitation programmes of CSC libraries. Activities that were looked into included types of library materials and how they were selected; classification systems used in correctional services libraries; library marketing strategies and methods used; as well as the conducting of user satisfaction surveys and the tools applied for that. The results are tabulated in Table 4.8 below.

4.5.1. Types of materials in correctional services libraries

The first question asked in this section was in relation to the types of material acquired in the participating prison libraries. The results showed that most of materials in correctional services libraries were educational books, religious books and fictional books. CSC4 indicated that they had "leisure, fiction, autobiography, educational materials, religious materials, skills advancement materials". As in theme one, the participants mentioned educational books, religious books, fiction and non-fiction, journals, reference materials and audio-visual and motion pictures, when they were asked about the resources and services available for rehabilitation programmes.

Participants	Response
CSC7	Educational books, novels, religious books, videos, dictionaries, pamphlets.
CSC1	Educational books, fiction books, non-fiction books, reference books, religious books, journals, DVDs and TVs.
CSC3	Print or none print materials*books, periodicals, pamphlets, reports. Moos – motion pictures – genealogy materials achievers- local history and educational books-religious books.
CSC10	Books, Computers, drawers, tables and cabinets.
CSC13	Fiction (English, Afrikaans and Vernacular), Non-fiction (English), Literature (English, Afrikaans and Vernacular), References.
CSC6	Reference books, prescribed books, desktop computer, encyclopaedia books, novels, biographic books, series books, tertiary past examination papers, audio-materials, Grade 10-12 textbooks, global ball atlas, fiction and non-fiction books.
CSC5	Novels, encyclopedias??, other non-fiction books and easy read books.
CSC5	Fiction, non-fiction, easy reader books.
CSC4	Leisure, fiction, autobiographies, educational materials, religious materials, skills enhancement materials.

Table 4.8: Types of library materials selected in offender libraries

Table 4.8 further shows that CSC1 mentioned Educational books, fiction books, non-fiction books, reference books, religious books, journals, DVDs and TVs, while CSC3 mentioned things like Print or none print materials*books, periodicals, pamphlets, reports. Moos – motion pictures – genealogy materials achievers- local history and educational books-religious books. CSC6 mentioned Reference books, prescribed books, desktop computer, encyclopaedia books, novels, biographic books, series books, tertiary past examination papers, audio-materials, Grade 10-12 textbooks, global ball atlas, fiction and non-fiction books. Table 4.8 depicts that some of the materials mentioned fall in different categories of library materials, for example, fiction books included materials such as novels and leisure materials, while reference materials included encyclopaedias, biographies, autobiographies and atlases which were also mentioned by some participant, as were self-help and skills enhancement materials. Although Conrad (2012:410) includes in prison library materials “books, magazines, newspapers, audio, video, microform, software, and any other available technologies”, it looks as if access to newspapers and audio-visual materials by inmates was still far from being realised.

4.5.2. Selection of library materials

The next set of questions addressed the selection decisions on library materials in prison libraries. The responses from the participants in Table 4.9 indicate that there was no specific order in terms of the selection of materials. In CSC1 prison the materials selected were *“based on the individual needs of inmates”*, whereas in CSC5 *“month’s stats in full first?? show what books are read the most”*. CSC3 responded: *“own selection for the subject area and age emotional development, ability level and learning styles”*. CSC3 offered an interesting answer, namely that *“they choose the materials that satisfy their needs; they want the library to be filled with light and recreational reading”*.

Participants	Responses
CSC7	The books are categorised in a specific order for selection in the library.
CSC1	Based on the individual needs of inmates.
CSC3	Be appropriate for the subject area and age emotional development. Ability level and learning styles.
CSC10	Through method of booking system to control and to identify the inmates who borrow books.
CSC13	Not much choice is available, but inmates can, through the centre library, request specific books from Mogale City Library.
CSC6	Selection is done with their preferences.
CSC5	Every forthright?? the books are changed so that the inmates can see all the books that are available.
CSC5	Monthly stats?? show what books are read the most.
CSC4	According to genres of choice and authors.

Table 4.9: Selection of library materials

The participant who answered that selection was based on the individual needs of inmates is a clear indication that before books can be purchased, the librarians must conduct a needs analysis or assessment (Dorner, Gorman & Calvert 2015). User needs analysis is the process of collecting data about the community to be served so that the services of the library are designed and the materials are acquired to meet its needs (Gregory 2019). The main purpose of user needs analysis is to facilitate effective planning of the library services and materials. By studying the needs of the inmates, the librarians

diagnose information needs and prescribe appropriate materials and services that are likely to meet those needs.

4.5.3. Library materials purchasing decisions

In raising the library materials, purchasing decisions and correctional sentence plan (CSP) issue, the researcher was trying to evaluate how decisions were taken in terms of the kinds of library materials purchased for reading versus the character of the inmates and crimes they had committed. CSC7 stated that *“we as the offender librarians inform manager what material is most required by their offender”*, CSC1 referred to *“special needs of inmates”*, and CSC4 indicated that they mostly relied on donations, specifically from Johannesburg City Library. CSC3 responded: *“influence by the interest in the subject matter, quality of information material by popular authors”*. The results further show that the Johannesburg city library also plays a role in donating library materials to the prisons in Gauteng Province, South Africa. Two participants from CSC5 indicated that: *We get donations from Johannesburg City library and the Rotary Club; Books are allocated to us by Johannesburg city library.* Most of the collections for prison libraries are gifts and donations. The study conducted by Šimunić, Tanacković, and Badurina, (2016) in Croatia shows that most of the collection for prison libraries in Croatia were developed through gifts. Gabasa (2016: 90) advises that prison libraries should exploit the gifts and donations opportunity by soliciting for gifts and donations from philanthropic organizations and individuals, as well as libraries and information centres that weed their collections frequently

Participants	Responses
CSC7	We as the offender librarians inform manager what material is most required by inmates.
CSC1	Special needs of an inmates
CSC3	Influence by the interest in the subject matter. Quality of information. Material by popular demand. Price is always a consideration for theories.
CSC6	Books are only allocated to us by Joburg City Library. We only purchase if there is competition that is arranged by Regional Office and they request us to do so. To prepare the participants.
CSC5	We get donations from the Rotary Club and from Johannesburg City Library.
CSC5	Books are donated by Johannesburg Library or the Rotary Club. We have little to do, no input.
CSC4	Our supply is provided by Johannesburg City Library as well as donation material.

Table 4.10: Library materials purchasing decisions

The results in Table 4.10 show that evaluation criteria of the information sources such as author, subject matter and the quality of the materials are relevant to the selection of library materials for the inmates. Busayo and Elaturoti (2016:3) state that “the library, which is a centre where good books and other information resources are made available for use, can build the emotional, social and spiritual wellbeing of people who find themselves in incarceration or work in correctional services”. The responses indicated that the resources of the correctional services library were based on their own budget and on donations. However, there was no clear indication or consideration of the correctional

services' plan when library collection was done; this poses a challenge in terms of collection versus the inmates' behaviours and what they must read or not read.

4.5.4. Contribution of inmates to the selection of library materials

The question was meant to establish the contribution of the inmates in building their own library collections. Responses highlighted that the CSC's preferred suggestion boxes. CSC1 referred to the "suggestion box and books on demand"; CSC4 indicated that "inmates make recommendations and preferences which influence the overall selection". But also noted is the fact that inmates were allowed to request books and play a role in library selection. The offender librarian in CSC3 provided an interesting answer, namely "they choose the materials that satisfy their needs; they want the library to be filled with light and recreational reading". These responses are shown in Table 4.11

Participants	Response
CSC7	We listen to their suggestions and take note of their requirements.
CSC1	Suggestion box. Books on demand. Write in full please
CSC3	They chose the materials that satisfy their needs. They want the library to be filled with light and recreational reading.
CSC10	By requesting books written by certain authors.
CSC6	By placing of suggestion box and also submitting of their input. Others, by making necessary input to the office by recommending requesting donation from institutions.
CSC5	Sometimes we receive requests and do our best to accommodate them.

Participants	Response
CSC5	Inmates do make requests but because there is no budget to purchase, these requests are never met.
CSC4	Inmates makes recommendations and preferences which influences the overall selection.

Table 4.11: Contribution of inmates to selection of library materials

The results show that inmates also played a role in the selection of library materials. Participants in CSC4 and CSC5 state that *Inmates do make requests and make recommendations which influence the overall selection*. Davis (2017:689) states that “the greatest analysis of correctional services library performance is whether they transform the offender lives through support of education programmes, vocational training to support dreams and skills development”. The fact that there was a way for inmates to contribute to selected library materials is very important and shows that the library provided the necessary support.

4.5.5. Library classification system used

With respect to the question on the classification system used in correctional centre libraries, the researcher noted that most library books were classified according to the Dewey Decimal Classification (DDC) system, which accumulated five incidences in the responses from the participants, while some (CSC4) uses the manual system for arranging library materials.. The results (Table 4.12) depict that not many offender librarians knew of the library cataloguing system. This implies that some participants had no idea of the classification they used and were interested in the circulation of books rather than the classification system. This is attested by the participant who said: *The library uses language and literature as its main system of classification*.

Participants	Response
CSC7	The library uses language and literature as its main system of classification.
CSC1	Dewey Decimal Classification.
CSC3	Library of Congress Classification.
CSC13	Dewey Decimal for non-fiction.
CSC6	By use of cards to inmates. That if you borrow books it must stay to you not more than 7 days.
CSC5	Dewey Decimal Classification.
CSC5	Dewey Decimal Classifications.
CSC4	We use manual system (Pen & paper).
CSC4	We use manual system (Pen & paper).
CSC4	Manual system (Pen & paper).

Table 4.12: Library classification system used

This is further evidence that offender librarians were not qualified librarians, but correctional services officers. Lisa (2019:2) notes that “next to the necessary professional qualifications the prison librarian needs to work effectively in a prison environment and ideally has supplementary knowledge or experience”.

4.5.6. Library marketing strategy

Participants were asked whether there was a library marketing strategy and if so, what methods the library used to market its services to the user/s. Marketing strategy plays an important role in the provision of library services in terms of what is available and what new stock can be perused. Even though CSC’s are by nature enclosed, publications still have to be managed and marketed their service so that the facility is adequately used.

Participants	Responses
CSC7	Yes, the books from the library are randomly selected inside a mobile trolley and the offender librarians drive it to the sections.
CSC1	Mobile library (using a trolley). Workshops, door to door campaign, through notices.
CSC3	We collaborate with other libraries from different centres and offer combined library service. Network with public libraries to borrow some books.
CSC13	Word of mouth. Notices to the units.
CSC6	Yes, while in the class, the tutors are also advising learners to attend library so often. Placing of posters at different sections. Encouraging inmates to read newspapers by announcing at the morning parade while serving food. Involve external service providers to teach more of the importance of reading. Arranging of library day.
CSC5	Yes. Posters and the annual reading for redemption programme. DSRAC also markets the library. Notices are placed as well as the annual Funda Mazanzi??. DSRAC is also part of the marketing.
CSC4	Word of mouth. Orientations. Posters place in different sections.

Table 4.13: Existence of marketing strategy

There were diverse answers to the question as depicted in table 4.13, from DSRAC officials assisting with the marketing to notice boards being used. The most common response was the use of a mobile trolley to reach clients in various CSC units. The results in Table 4.13 show that there was no proper marketing strategy. The offender librarians

had to come up with various strategies to ensure that the library services reached their clients. The Australian Library and Information Association (2015:6) states that the “provision of library services to inmates should be the responsibility of the prison authority”; this is supported by the fact that even though there was no proper marketing strategy in place, the offender librarians still made it possible for their services to reach the inmates. Ljodal and Ra (2011:485) state that “prison librarians must also promote library resources and services” and further note that “promotional activities may take the form of literature evenings or other cultural events where authors, actors, or other speakers are invited to discuss new books or other relevant topics”. The offender librarians interviewed had no clear understanding or innovative way of marketing their library services. If a user satisfaction survey was implemented, it would assist the correctional services library management to plan properly. Mouton (1998:252) states that “surveys may be used for descriptive and explanatory purposes”. The user satisfaction survey must be standardised within the correctional services libraries; this would allow them to share their experience in terms of the library information sharing services. Blixrud (2003:2) states that “libraries often conduct surveys of their users to determine their satisfaction with library services”.

4.5.7. Conducting regular user satisfaction surveys

The researcher considered the regular user satisfaction surveys to be important in the library life span, especially because the libraries must justify their budget in terms of purchasing collection and to prove to management that funds are used effectively. Therefore, the participants were asked if they do conduct regular customer survey. The responses in Table 4.14 show no evidence of consistency in terms of library user satisfaction surveys. Most of the participants recorded a simple “No”, while one replied: “Yes, on daily basis using information from attendance lists??”; and others indicated they used monthly statistics.

Participants	Response
CSC1	Yes, on a daily basis using information from attendance.
CSC3	Yes, quarterly.
CSC5	Yes. It is done on a weekly basis.
CSC5	Yes. Inmates are encouraged to report any requests and complaints to their DSRAC representations, and librarian.
CSC4	Yes. Monthly statistics.

Table 4.14: Conducting user satisfaction surveys

Biju and Johnson (2018) found Tense that “most of the inmates are satisfied with service provided by prison libraries in Kerala”. While this study noted a lack of proper surveys undertaken by the correctional services libraries in relation to their use or services provided to the inmates, it is evident that the inmates were supported through library services. According to Finlay and Bates (2018:122), “perhaps the greatest challenge facing prison librarians, [is] to provide services in an institution whose agenda is almost antithetical to that of a library”.

4.5.8. Tools used for conducting user satisfaction surveys

Explaining why user satisfaction surveys were not conducted (4.4.7), CSC10 answered “No tool”, which entails that the library had not developed any tool or instrument for conducting user surveys. The CSC1, also indicated that they neither did user satisfaction surveys nor had the tools to conduct for such an exercise. According to research on prison libraries , the most common and convenient tools used for user satisfaction surveys are questionnaires and compilations of monthly statistics (Lehman & Locke, 2005)

Participants	Response
CSC7	None.
CSC1	Through our attendance register which is updated daily.
CSC3	Questionnaire. Asking different questions – verbally.
CSC10	No tool.
CSC13	N/A.
CSC6	None.
CSC5	We receive request verbally or in written format. The same is done with complains.
CSC5	Verbal or written complaints or requests are taken.
CSC4	Questionnaires. Statistics (Monthly).

Table 4.15: Tools used for conducting user satisfaction surveys

It is clear from the study that there was no standard tool for user satisfaction surveys in correctional services libraries. Lehmann and Locke (2005:4) emphasise that “the prison library should provide the inmates with the opportunity to develop literacy, skills”. Proper surveys would have enabled the correctional services management to better equip their libraries to support the needs of the inmates. User satisfactory surveys are also an excellent vehicle for measuring the attitudes of inmates to the library collections.

4.6. ACCESS TO CORRECTIONAL SERVICES LIBRARY

The questions on access to correctional services libraries were meant to solicit information about the actual environment and operations of the correctional services library. This would assist the researcher to understand the daily operations of the library and how satisfactory these were to the inmates. The aspects that were investigated in this section included library operating or opening hours, services offered in prison libraries, the existence of services to restricted housing inmates and people with

disabilities, study areas, ICT facilities, internet access, and the security measures taken to protect the library materials and users.

4.6.1. Library operation hours

The question of operating hours is relevant in that correctional services libraries are not standard and ordinary libraries, but operate according to the correctional services centre regulations. It is important to know the amount of time allocated for inmates to access information in the library daily.

Participants	Responses
CSC7	5 hours.
CSC1	Eight hours (08:00 till 14:00).
CSC3	Tuesday, Wednesday and Saturday.
CSC10	09h00 - 13h00.
CSC13	09h00 - 13h00.
CSC6	08:30 am - 1:30 pm.
CSC5	Daily from 09:00 - till 14:00.
CSC5	09h00 - 14h00.
CSC4	09h00 - 14h00.

Table 4.16: Library operating hours

Table 4.16 indicates that the most common opening hours were from 08:30 to 14:00, approximately five hours a day. Therefore, most of the libraries were open for half a day, providing a window period for the inmates to access information for their educational and recreational purposes. This was also based on an understanding between the librarian and the inmates in terms of planning and services offered. Librarians' attitudes to inmates' freedom of access to library materials make or break the application of the public library model (Clark & MacCreaigh 2006:28). The disadvantage, though, is that the five hours may not be adequate; Racilis (2018) disputes that public institutions are being called upon to take accountability in terms of the way their processes and procedures have an impact

the communities they serve, more specifically the marginalized sectors of the communities. This is supported by Greenway (2007) who states that “the LIS for the inmates must also provide a place conducive of escaping from the unforgiving actualities one’s life in prison, a place to reflect on one’s life, growth and where to find peace and propriety”, while Emasealu (2019:82) emphasises that “the prison environment offers in its own, an entire system of belief upon the inmates”. Therefore, libraries in CSC’s should been seen as an establiment where inmates can spent the rest of the day interacting with recorded knowledge.

4.6.2. Services offered to clients in prison libraries

The next question that was aksed was on the kind of services that are offered to inmates in a CSC library. The correctional services library offerings are important to understand given the environment in which it operates. The correctional services centre regulations and the offender correctional services plan play a significant role in what inmates are entitled to read and have access to in terms of available information. This study found that while CSC7 offers none of the expected services, other correctional services library offered reading, research, lending of books (circulation) and access to reference books (CSC1and CSC4), mobile trolley library units twice a week (CSC5), access to books, studying and board games (CSC13 and CSC10).

Participants	Response
CSC7	None.
CSC1	Reading, research, booking out books, access to reference books.
CSC3	Partnering with public library to offer a mix of community service. Trolley library – users want the library to be closer to them.
CSC10	Serving inmates with books.
CSC13	Access to books. Studying. Board games.

Participants	Response
CSC6	Excellent services, listens to different opinion and critics.
CSC5	The sections are visited twice a week via mobile library.
CSC5	A mobile library that visits each unit twice a week.
CSC4	Study, leisure, research.

Table 4.17: Kinds of services offered by offender libraries

The results in Table 4.17 support Muthaphuli’s (2008:64) view that “literacy programmes, basic education, vocational training, creative, religious and cultural activities, recreational education and activities, social education, higher education and library facilities must be available to all inmates”. The results further support Racelis (2018:4) that a “good solid customer service offers librarians an opportunity to rehumanise a chronically inhumane environment in which inmates and most facility staff interrelate according to a tension generating paradigm of us versus them”. The response clearly indicates the importance of the library services within the correctional services centre.

4.6.3. Access to restricted housing collections

The other question that was posed to participants in this section was on How does the library make the collection accessible to restricted housing? It should be borne in mind of the correctional services libraries, that some inmates are subject to restricted housing, but still enjoy the right to be treated fairly and access to reading materials cannot be denied. Mobile trolley appears to be a vehicle through which access to the collections which their access is restricted was delivered to the inmates. Librarians from CSC4 state that “Librarians mobilise themselves and go to the sections unable to physically access the library. Exchange of books on a weekly basis based on the need of inmates”.

Participants	Responses
CSC7	Via mobile trolley.
CSC1	Use mobile trolley.
CSC3	By making use of trolley library.
CSC10	Through donations.
CSC11	Mobile library is used.
CSC6	They librarian collect books from the housing, with the assistance of the official from DSRAC office.
CSC5	Through a mobile library.
CSC4	Librarians mobilise themselves and go to the sections unable to physically access the library. Exchange of books on a weekly basis based on the need of inmates.

Table 4.18: Access to restricted housing collections

The answer to the question was via mobile trolley, and as indicated in Table 4.18, some CSC libraries operated mobile library units twice a week. This was the case with CSC5, who responded that “through a mobile library”. It is evident that the inmates in restricted housing were not forgotten but were given access to publications through the mobile library. This resonates with the Finlay and Bates.s (2018:122) position that “freedom to access information may be considered the ultimate aim of the library”. Racelis (2018) notes that “good solid customer service offers librarians an opportunity to rehumanize a chronically inhuman environment in which inmates and most facility staff interrelates according to a tension generating paradigm of ‘us versus them’”.

4.6.4. Material for people with disabilities.

The paprticiapants were also asked about the existence of materials for people with disabilities in the correctional services libraries. The question was meant to establish how the CSC libraries accommodated disabled inmates. In CSC4 they had a partially deaf

inmate whom they accommodated by maintaining eye contact for her to lip read. Participant from CSC6 responded that *It depends on what kinds of disabilities we have in the centre. For instance, we have a cripple whereby we happen to assist him if he tells us what he wants to read. Others we can make a request based of the inmate's disability.* CSC 5 reports that they *only have books.*, which entails that they don't have any special materials for disabled people. This is similar to the participant in CSC1 who said: *Very few people who are disabled.. They use the available library collection.*

Participants	Response
CSC7	Trolley.
CSC1	Very few people who are disabled.. They use the available library collection.
CSC3	We have large print books. Easy to read books – for physically challenged people.
CSC10	None.
CSC13	None.
CSC6	It depends on what kinds of disabilities we have in the centre. For instance, we have a cripple whereby we happen to assist him if he tells us what he wants to read. Others we can make a request based of the inmate's disability.
CSC5	Only books.
CSC5	We only have books.
CSC4	None. For deaf inmates we are able to communicate using paper and pen. Currently with a particular deaf inmate we communicate eye contact or lip reading.

Table 4.19: Library materials for people with disabilities

In most environments, disabled people are not taken care of and are left to fend for themselves. The researcher noted that the initial response was that there were not many

disabled inmates. But the disabled had access to the available library publications or resources.

4.6.5. Number of seats in study areas and computers with internet access

The next question that was asked to the participants was with regards to the number of seats in the study areas, as well the the number of computers with access to the internet in the correctional services libraries. In CSC7 and CSC13 the answer was “None”; which entail that they had no study area. In CSC1, they had one row of five desks and in CSC5 they didn’t have enough space for seating, hence they only allowed people to take books and read in their respective cells. CSC3 indicated that they had a study area with about ten computers but no internet.

Participants	Responses
CSC7	None.
CSC1	One row - consist of five desks.
CSC3	We have study area with plus or minus 10 computers, no internet.
CSC10	Its only computers without internet and its only 3 of them.
CSC13	None.
CSC6	We don’t have enough space for seating, hence we only allow people to take books and read in their respective cells. And?? our computer is not connected to any Local Area Network system. Font size changed.
CSC5	None.
CSC4	A quiet study area with tables and chair for 15 people.

Table 4.20:: Prison library resources and facilities

The CSC library floor plan determines the number of inmates the library can accommodate in a seating arrangement. Computers with internet give inmates access to online services. Most participants indicated that there was no seating arrangement within the libraries. It should be noted that CSC library space varied in terms of design and floor

plans. Lehmann and Locke (2005) advise in the IFLA Guidelines for Library Services to Prisoners that “the patron seating or study area should be large enough to accommodate a minimum 5% of the prison population”. Payne and Sabath (2016) maintain that the use of IT in correctional services libraries has become inevitable, as the inmate population has grown, with the demand for library services and materials related to education and recreational reading. The study by Hussain, Batool, Rehman, Zahra, & Mahmood (2022) mentions access to the internet by inmates amongst the facilities and services that make prison libraries in the United States of America (USA), United Kingdom(UK), Europe and Asia as the best in the world, as compared to the other regions around the world. The inability of correction services libraries to provide ICT support delays the inmates’ access to proper information that will ensure his or her re-entry into the community. Ljodal and Ra (2011:485) emphasise the need for inmates to have access to ICT tools, as “correctional services are largely denied access to the internet as an important information resource in modern life for other people”. Shirley (2013:72) maintains that “an important component of educating and preparing inmates for re-entry to society should include use of technology, especially technology to access information”.

4.6.6. Security measures in CSC libraries

The study went further to ask the participants about the security measures that are put in place to ensure the safety of library materials and users in CSC libraries. Through this question, researcher sought to identify the security measures implemented to safeguard library publications. It must be noted that the correctional services library operates within the strict confinement of the correctional services rules. The respondents in CSC5 stated that one safety measure was that only the librarian and assistant librarian had access to the library, while CSC1 indicated that they have had lockable cabinets, safe lockers and steel safes and CSC3 indicated the controlling entrance and exit and marking of ownership and inventory control. Participant from CSC10 had this to say: *Always locked after use and the official ensures that it is safe for every offender to use the library by patrolling and keeping the controllable number of inmates inside the library..* This response is almost the same with CSC13 who indicated that *Security officials monitor the library and its users daily.*

Participants	Response
CSC1	Lockable cabinets, safe lockers, steel safe.
CSC3	Controlling entrance and exit. Marks of ownership. Inventory control.
CSC10	Always locked after use and the official ensures that it is safe for every offender to use the library by patrolling and keeping the controllable number of inmates inside the library. Font size changed.
CSC13	Security officials monitor the library and its users daily.
CSC6	Users, when entering the section, they register their names to the movement register book.
CSC5	The librarian and the assistant librarian are the only ones who have access to the library. If another inmate wants to get other type of book, then the librarian is always present. Font size has changed??
CSC4	The constant and daily presence of librarians. Weekly visits from the library management and education officials. Same repeated information all the time for this participant

Table 4.2: Safety measures in prison libraries findings first??

The correctional services libraries are not a free space as per the results of the study, but a controlled environment in a controlled institution. However, correctional services facilities are mandated to provide a safe space for inmates in terms of learning and acquiring new skills. Prison libraries play multiple roles and must have the ability to provide reference and reader services (Raptery 2021:2). Raptery (2021) supports the idea of the correctional services library as a “normal zone” in the midst of security measures.

4.2 CHAPTER SUMMARY

This chapter presented results of the study. The results were analysed based on themes. The question of policy was answered with clear indications that the offender librarians did

understand the basic need for the correctional services library policy to be linked to the legislation. What became clear through research with various correctional service offender librarians is that there was no specific policy written by any correctional service library management. The study, though, unearthed the basic link or support to rehabilitation programmes by the library through understanding of the correctional services policy environment and the related information access policies. In terms of the performance of correctional services libraries, the study shed light on the library functions and how they contributed to the rehabilitation programmes. The reporting structure of the correctional services offender librarian is not clear, but the study put the reporting squarely with the DSRAC. The question on correctional services management support to correctional services libraries highlighted the importance of process and systems to ensure proper management of librarians. The study found that there was support for the libraries, justified by the resources (publications available within libraries to meet the offender needs). On the question of offender access to the library, it was noted that the inmates had five hours in a day. Of importance is that library access was provided even to the inmates in restricted housing and those that were disabled.

Chapter Five will provide a summary of study findings, including the conclusions drawn from the findings, as well as the recommendations, which are based on the findings of the study..

CHAPTER FIVE

SUMMARY OF THE MAIN FINDINGS OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The chapter outlines the findings, conclusions and recommendations of the study based on evidence. Limitations of the study are noted and pave the way for further investigation on the topic. This study evaluated the role of LIS centres in the rehabilitation programmes of the inmates in Gauteng province. To realise this aim, the study looked into the following aspects.

- Correctional services library policy formulation which was meant to address offender rehabilitation programmes of the correctional services within SA and explore the international policy background on the subject matter.
- Performance of the correctional services libraries, with specific reference to their support to the rehabilitation programmes. This covered the library space as guided by the IFLA Guidelines for Library Services to Prisoners, staff development in terms of support provided to the offender librarian and budget which underpins the maintenance and upgrading of library facilities.
- The support that the correctional services management provided to the correctional services library and specifically to the offender librarian within his or her environment. This covered the administration of library facilities, access to libraries, availability and quality of library materials and services and programmes offered by the libraries.
- The access to the correctional services library in terms of the physical facilities and ICT infrastructure. This included research on physical facilities and equipment within the libraries, and whether they met the needs of the inmates as guided by the legislative environment.

5.2 LIMITATIONS OF THE STUDY

The study had its own limitations in terms of the collection of data. The researcher due to COVID-19 restrictions sent through the list of questions to the participants and conducted most of the interviews with prison librarians telephonically. There were participants who the researcher found it difficult to interview telephonically and face-to-face, who responded by capturing their responses on the list of questions sent. Therefore, it was impossible for researcher to probe more information into the responses from the participants who responded to the list of open ended questions. Additional challenges and limitations were that the researcher had no control over the participating librarians' work schedules and their commitments, meaning that even if prior arrangements were made with the participants, it was sometimes not possible to find them. Therefore, circumstances beyond the control of the researcher made it impossible to meet with some of the participants. For example, in CSC10 and CSC14 where appointments were secured for the same day as these facilities are in the same area – the researcher only managed to interview the offender librarian in CSC10; the offender librarian in CSC14 had been sent to another CSC.

The other major limitation was the use of email and telephones. The DCS coordinator shared the contact details of managers of the Department of Basic Education that the librarians reported to. Neither the emails nor calls went through. This delayed the progress in terms of the smooth flow of collecting data. Despite all these challenges the researcher managed to collect data from eleven participants out of sixteen that were earmarked.

5.3 MAJOR FINDINGS OF THE STUDY

Below are the major findings of the study .

5.3.1. Existence of library policy support to the correctional services rehabilitation programme

The findings revealed that there was no written correctional services library policy in any participating CSC libraries. There was a general understanding by the participants that the libraries were subject to the policies that governed the CSC's. With regard to library programmes to support offender rehabilitation, it was found that the correctional services libraries did collect library resources that supported the correctional services policies on the rehabilitation programmes. Furthermore, there were library programmes (book clubs, book reviews, spelling competitions and reading programmes) that clearly supported the rehabilitation programmes. The findings further revealed that there were correctional services library committees in most correctional services facilities; however, the composition of the members serving on the committees and their duties varied based on the facility. It should be noted that the DSRAC played a pivotal role in the library committee.

5.3.2. Performance of the correctional services library

Under the performance of correctional services libraries, the participants were asked about the reporting structure, the qualifications of library staff and the skills prioritised in CSC libraries. Findings in terms of the reporting structure indicated that offender librarians reported to the DSRAC. With respect to participants' qualifications, the results or findings indicated that most of the library employees had no library qualifications (Library Science or Information Science or any related qualifications). The skills prioritised in appointing offender librarians appear to have been "communication and interpersonal skills".

5.3.3. Correctional services library management support to the correctional services library

5.3.3.1. Types of materials in correctional services library:

Diverse types of materials were housed in correctional services libraries (educational books, novels, dictionaries, pamphlets), but no electronic information database and no periodicals (newspapers and magazines).

5.3.3.2. Selection responsibility of library materials:

Inmates played a role in the selection of library materials; the individual needs of inmates were taken into consideration.

5.3.3.3. Library materials purchasing decisions:

There was no clear consideration of the correctional services plan when purchasing the library materials. This poses a challenge in terms of collection versus the offender behaviours and what they must read or not read.

5.3.3.4. Contribution of the inmates to the selection of library materials:

The research showed that inmates played a role in suggesting and selecting library materials, either through suggestion boxes or on demand.

5.3.3.5. Cataloguing system used:

The cataloguing and classification system was the Dewey Decimal Classification System; however, some offender librarians had no knowledge of this and were more interested in the circulation of library materials to the inmates.

5.3.3.6. Library marketing strategy and user satisfaction surveys:

It was noted that there was no clear marketing strategy in place for CSC libraries, but mobile trolleys were used to display new library materials. The responses were inconsistent in terms of library user satisfaction surveys, and even though there was no consistency in terms of user satisfaction surveys, questionnaires were highlighted as the tool mostly used.

5.3.4. Access to the correctional services library in terms of physical facilities and ICT equipment

5.3.4.1. Library operating hours:

The correctional services libraries operated for five (5) hours a day (08:30 to 14:00).

5.3.4.2. Services offered by the library:

The libraries offered publications that supported correctional services library programmes, basic education, vocational training and creative, religious and cultural activities.

5.3.4.3. Library services to restricted housing:

Information needs of inmates in restricted housing were catered for by the library through mobile trolleys.

5.3.4.4. Library support to disabled inmates:

It was noted that there were not many disabled inmates in CSC's, but available materials were used to assist them. For instance, CSC4 had a partially deaf offender who was accommodated by maintaining eye contact for her to lip read.

5.3.4.5. Study areas and computers available in the libraries:

Correctional services centre libraries varied in terms of their floor planning. In most cases, there was no space for a seating area or computers, so inmates were allowed to borrow library reading materials and use them in their respective cells. Exceptions were CSC1 (five desks but no computers), CSC3 (a study area with about 10 computers but no internet), CSC10 (only three (3) computers but no internet) and CSC4 (a study area which could accommodate fifteen (15) inmates).

5.3.4.6. Security measures put in place at the libraries:

The security measures were applied congruent with the CSC regulations. The offender librarians and assistant librarians were the only personnel with access to the library to safeguard the library materials.

5.3.4.7. Availability of ICT facilities or support to users in the libraries

The findings revealed that no ICT facilities or support was offered by libraries to the inmates.

5.4 CONCLUSIONS

The following conclusions can be drawn from the findings of the evaluation of correctional services libraries in supporting the offender rehabilitation programmes in correctional facilities in Gauteng province, SA.

5.4.1 Correctional centre library policy support of offender rehabilitation programme

The correctional services environment is driven by policy. However, the findings of the study revealed limited knowledge or understanding of policy by the CSC librarians. The research pointed to a challenge in terms of correctional services libraries developing their own policy as per the legislative guidelines. The researcher is of the view that CSC's have different approaches to managing the libraries. A correctional services policy provide clear operational standards to the library and improve its effectiveness in supporting rehabilitation programmes. The study noted the availability of correctional services library committees, but found that the committees were not standardised or uniform across the centres in terms of composition or management. This poses a challenge in terms of managing the libraries. The study concludes that CSC libraries operate without policies that they adhere to.

5.4.2 Performance of CSC libraries

The CSC library plays a supporting role in the rehabilitation of all inmates. Although the CSC's managements supported the libraries, this was inadequate (based on the relationships built with external libraries to train their offender librarians). The only challenge that the study unearthed is the issue of offender librarians' lack of library education qualifications. This is confirmed by responses to the question on cataloguing and classification, which showed that most participants did not know of the cataloguing and classification system used in those libraries. The study concluded that performance of CSC libraries needs improvement in terms of developing library staff.

5.4.3 Management support of correctional services libraries

With respect to the collection of materials for correctional services libraries the study concludes that was sufficient consideration of the inmates' information needs and that collections were based on suggestions and evidence to support the offender population. It must also be acknowledged that librarians attached to prison libraries have links with their public libraries. The study noted the absence of a comprehensive marketing strategy for library services within the CSC's, although some libraries indicated that the tools used to market new books or publications remained mobile trolleys, workshops and notices. The issue of library opening hours is of concern to the researcher, as five (5) hours a day may be insufficient time for the correctional services population to use the library effectively. However, the researcher grants that the correctional services environment is by definition markedly different from other environments.

5.4.4. Access to physical facilities and ICT infrastructure

The study concludes that there was no proper access to the CSC libraries; neither was there ICT support to the inmates. This conclusion is based on the findings that showed that CSC libraries did not support inmates in terms of ICT skills, specifically in accessing information using the ICT applications. The further concludes that there were no study areas in most of the correctional services libraries. This poses a challenge in terms of the usefulness of the libraries in supporting the inmates, specifically those that are engaged in formal education.

5.5 RECOMMENDATIONS

This study, based on eighty percent collected data, may be deemed to be inclusive based on the geographical spread covered by the study in terms of the CSC's in Gauteng. The findings of the study point to topics for further research through the recommendations. The recommendations below are not meant to remedy the study findings but to propose a way forward for the research to be pursued to ensure that correctional services centre libraries are capacitated.

- The DCS Act provides clear guidelines on access to information and reading materials. There is a need to study how inmates are supported by the reading materials. The provisions of this legislation should be visited and implemented. There is a need to formulate the CSC library policies.
- The study highlighted the absence of qualified professional librarians employed in correctional services. The study recommends that the DCS review its policy and employ qualified librarians, who in turn will undergo basic correctional services training. This will improve the provision of information within the correctional services libraries.
- In today's world, CSC facilities are meant to ensure that inmates are capacitated and ready to face the world. It will be deemed fruitless if the skills supported in CSC's do not include ICT skills. The study recommends that the CSC libraries who must also use ICT to satisfy the information needs of inmates, should also become competent with ICT tools to ensure that the inmates are taught skills that will allow them to cope with the outside world.
- The study further recommends that new CSC's to be built in SA, their floor plans must make provision for well-equipped libraries, in line with the IFLA Guidelines for Library Services to Prisoners.

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APPENDIX A: INTERVIEW SCHEDULE: OFFENDER LIBRARIANS

Evaluation of Correctional Services Library in Offender Rehabilitation Programme in Gauteng Province: South Africa

Masters Dissertation Research Project of:
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INTERVIEW SCHEDULE

Section 1: Examine the Correctional Services Library Policy Support Correctional Service Rehabilitation Programme

- 1.1. Do you think your library policy is aligned to the rehabilitation programme? If 'Yes', what informs the thinking?
- 1.2. Which programmes are prioritized by library services to support rehabilitation of inmates?
- 1.3. Does Correctional Services have the Library Advisory Committee? If 'Yes', what is the role of the advisory committee?
- 1.4. Who is supposed to serve in the Library Advisory Committee?

Section 2: Evaluate the Performance of the Correctional Services Library
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- 2.1. What Position on the Correctional Service Structure do the Offender Librarians report to?
- 2.2. Does the manager and Offender Librarians have professional Library and Information Science qualifications? If 'No', what is the criteria of employment?
- 2.3. What skills are being prioritized by management in the Library and Information Service Centres?

Section 3: Determine the Correctional Service Library Management Support to the Correctional Services Library

- 3.1. What types of library materials are in this library?

- 3.2. How do you select materials for inmates in this library?
- 3.3. How do you arrive at a decision to purchase some particular materials, taking into consideration Correctional Sentence Plan/s of inmates?
- 3.4. How do inmates contribute to the selection of library materials?
- 3.5. Which system classification does the library use?
- 3.6. Does the library have any marketing strategy? If 'Yes', what methods does the library uses to market its services to the users?
- 3.7. Does the library conduct regular user satisfaction surveys and how often is the survey done?
- 3.8. What tool/s are used by the library for user satisfaction survey?

Section 4: Evaluation of Access to the Correctional Service Library in Terms of Physical Facilities and Equipment
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- 4.1. What are the library operating hours?
- 4.2. What kind of services does the library offer to its users?
- 4.3. How the library makes accessible its collection to the restricted housing?
- 4.4. What materials are in the library for people with disabilities?
- 4.5. How many study areas (seats), computers with Internet access does the library have?
- 4.6. What security measures are used in the library to ensure safety of materials and users?
- 4.7. What ICT facilities are available to users in the library?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION



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TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 16 September 2020

PROJECT NUMBER: TREC/191/2020: PG

PROJECT:

Title: Evaluation of Correctional Services Libraries in Offender Rehabilitation Programme in Gauteng Province: South Africa
Researcher: MR Molala
Supervisor: Prof ST Bopape
Co-Supervisor/s: N/A
School: Languages and Communication Studies
Degree: Master of Information Studies

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

APPENDIX C: Ethical clearance certificate (DCS)



correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X136, PRETORIA, 0001 Poyntons Building, C/O WF Nkomo and Sophie De Bruyn Street,
PRETORIA
Tel (012) 307 2770, Fax 086 539 2693

Dear Mr Molala

RE: EVALUATION OF CORRECTIONAL SERVICES LIBRARIES IN OFFENDER REHABILITATION PROGRAMME IN GAUTENG PROVINCE-SOUTH AFRICA

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

Your attention is drawn to the following:

- This ethical approval is valid from 9 November 2020 to 9 November 2021.
- The Area Commissioners where the research will be conducted will be informed of your proposed research project.
- You are requested to contact them before the commencement of your research
- It is your responsibility to make arrangements for your interviewing times.
- Your identity document/passport and this approval letter should be in your possession when visiting regional offices/correctional centres.
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) and Correctional Services Act (No.111 of 1998) e.g. "Inmates" not "Prisoners" and "Correctional Centres" not "Prisons".
- You are not allowed to use photographic or video equipment during your visits, however the audio recorder is allowed.
- You are required to submit your final report to the Department for approval by the Commissioner of Correctional Services before publication (including presentation at workshops, conferences, seminars, etc) of the report.
- Comply with Covid 19 safety and hygiene procedures during data collection processes
- Ensure that all participants have been duly screened for Covid19 according to DCS screening protocols

Should you have any enquiries regarding this process, please contact the REC Administration for assistance at telephone number (012) 307 2895/94.

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

Yours faithfully

A handwritten signature in black ink, appearing to be 'ND Mbuli'.

ND MBULI
DC: POLICY COORDINATION & RESEARCH
DATE: 9/11/2020

APPENDIX D: Informed Consent Form

UNIVERSITY OF LIMPOPO ETHICS COMMITTEE

Project Title: Evaluation of Correctional Services Library in Offender Rehabilitation Programme in Gauteng: South Africa

Project Leader: Mr. Mmakwena Raymond Molala (9816936), Cell: 060 579 5828, Email: Mmakwena@gmail.com

CONSENT FORM

I, _____ hereby voluntarily consent to participate in the following project: *(it is compulsory for the researcher to complete this field before submission to the Ethics Committee)*

I realise that:

1. The study deals with the evaluation of Correctional Service libraries in Offender Rehabilitation Programme through the eye of the Offender Librarians in various Correctional Centre in Gauteng.
2. The procedure or treatment envisaged may hold some risk for me that cannot be foreseen at this stage;
3. The Ethics Committee has approved that individuals may be approached to participate in the study.
4. The experimental protocol, i.e., the extent, aims and methods of the research, has been explained to me;
5. The protocol sets out the risks that can be reasonably expected as well as possible discomfort for persons participating in the research, an explanation of the anticipated advantages for myself or others that are reasonably expected from the research and alternative procedures that may be to my advantage;
6. I will be informed of any new information that may become available during the research that may influence my willingness to continue my participation;
7. Access to the records that pertain to my participation in the study will be restricted to persons directly involved in the research;
8. Any questions that I may have regarding the research, or related matters, will be answered by the researchers;
9. If I have any questions about, or problems regarding the study, or experience any undesirable effects, I may contact a member of the research team;
10. Participation in this research is voluntary and I can withdraw my participation at any stage;
11. If any medical problem is identified at any stage during the research, or when I am vetted for participation, such condition will be discussed with me in confidence by a qualified person and/or I will be referred to my doctor;

12. I indemnify the University of Limpopo and all persons involved with the above project from any liability that may arise from my participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

Signature of Researched Person

Signature of Witness

Signature of Person That Informed/
The Researched Person

Signature of Parent/Guardian

Signed at _____ this ____ day of _____ 2021