EDUCATION CENTRES:
POLICY STATEMENT
GUIDELINES FOR
ELITS

2005
EDUCATION CENTRES: HUBS SUPPORTING THE
SCHOOL LIBRARY CLUSTER MODEL

The KZNDE adopted a policy to promote and regulate the establishment and running of education centres in the province, a project which will address the national priority to eradicate poverty and underdevelopment in South Africa and open the doors of education to all. A network of 120 education centres covering all 12 education districts will be established across the province, with a special focus on previously disadvantaged and rural areas. The aim of the programme is to bring delivery of quality services, resources and programmes closer to all schools. Ownership of the centres will rest with the education department, but the strategy is part of an integrated multi-sectoral approach combining education with local government, social development, health, security and other related aspects.

Since 1998 the Royal Netherlands Embassy (RNE) has been making funding available and supporting strategic plans of the department to find a practical solution to rural education problems. Initiatives such as The Resources and Information Network (RAIN) and the Multi Media Rural Initiative (MMRI) were supported by the RNE, and they have also formed a partnership with the KZNDE to establish and implement the proposed education centre programme. Some of the existing centres or nodal points were established through funding to the Department, the KZNEDT and MiET from donor partners such as RNE, the Zenex Foundation, BHP Billiton, the Transnet Foundation, the Sugar Industry Trust for Education (SIFTE) and the Flemish government. While the KZNDE will be accountable for the delivery of core programmes at the education centres, MiET as its partner will facilitate processes through which schools and communities around education centres will take ownership of programmes linked to the educational and socio-economic development of their communities.

One of the identified core programmes is the delivery of library and educational resources to schools whereby the Education Library Information and Technology Services (ELITS) Directorate will:

- Stock core collections in the education centre libraries as part of the department’s School Library Development Programme
- Process library resources for schools and for the cluster schools aligned to the education centre
- Offer a mobile library service to schools to support teaching and learning as well as reading programmes
- Support ongoing teacher development on information management issues
- Monitor and evaluate library programmes supporting the curriculum and HIV and AIDS programmes

The ELITS Directorate’s commitment to the success of the education centre programme is a manifestation of the quality education that is being offered to schools in KwaZulu-Natal.

[Signature]
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SUPERINTENDENT-GENERAL: KZNDE
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CONTENTS

1. Introduction and background 2
2. Understanding the purpose of education centres 2
   2.1 Rationale for clustering schools around education centres 3
      2.1.1 Definitions 3
      2.1.2 Perceived benefits 3
      2.2 Services offered at the centres 3
      2.3 Menu of services offered at all education centres 5
3. Perceived structure 6
4. Model representing relationships and activities 7
5. Statement of a problem 8
6. Purpose 8
7. ELITS objectives 8
8. ELITS programmes 9
   8.1 ELITS Academic Programmes 9
   8.2 ELITS Provisioning 9
   8.3 ELITS projects supporting ICT 10
9. Education centre descriptions 10
10. Planned activities per centre 11
   10.1 District education centres 11
   10.2 Free-standing centres 11
   10.3 School-based centres 11
   10.4 Communication centres 12
11. Proposed staffing for centres 13
   11.1 District education centres 13
   11.2 Free-standing circuit centres 13
   11.3 School-based centres 13
   11.4 Communication centres 13
12. Key Performance Indicators 14
   12.1 Head office and regions 14
   12.2 District office 14
   12.3 School 14
   12.4 Education centre 14

Appendix A: Roles and responsibilities 15
Appendix B: An Illustration of the connections between a nodal point/centre and schools. 20
Appendix C: Map of education centres in KwaZulu-Natal 22
1. **INTRODUCTION AND BACKGROUND**
The concept of education centres is new in KwaZulu-Natal. Even though teachers’ centres existed, these education centres will add more value to education in that:

- They will serve as springboard for educational activities.
- Learners will be able to patronise and benefit from them.
- Community upliftment programmes to be offered.
- They will function as network points for the delivery of goods by the department.
- They will serve as nerve centres for ICT delivery at neighbouring schools.
- A creative school library service that supports programmes (such as the mobile libraries, trailer libraries) in the form of block loans to schools will be offered through a cluster model. See ELITS *School Library Policy*.
- A toy library collection to be offered in some of the centres to support Early Childhood Development programmes.
- Education centre libraries will support curriculum delivery
- Advanced Certificate of Education (ACE) programmes will support teacher training

2. **UNDERSTANDING THE PURPOSE OF THE EDUCATION CENTRES**
The ELITS *School Library Policy* lists a menu of school library models that can be offered to support the delivery of education, one of them being the cluster model. The rationale for the cluster model is that a node or hub will be identified, resourced and used as a hub for school library support to neighbouring schools.

The following are some of the considerations that were taken into account for the selection of cluster schools around the education centres:

- Geographic proximity to the centre / hub / node
- Access to transport routes
- Availability of electricity and telephone lines
- Proximity to district or circuit office
- Need for social upliftment, and poverty alleviation
- Professional contact and support
2.1. Rationale for clustering schools around education centres, hubs or nodes.

2.1.1. Definitions

A school cluster is formed by a number of schools in relative proximity grouped together for support, network and resource sharing.

A Node or hub is an education centre or a school identified as a centre for educational activities of the school cluster because it is relatively better resourced.

2.1.2. Perceived benefits

Clusters are driven by needs from within school communities, and these needs are determined mainly by the following factors:

• Isolation of the schools
• The small size of the majority of rural schools.
• Need for professional support
• And organisational problems (Dittmar: 2002)

Some clusters are encouraged by the Department of Education, NGO’s, or the communities themselves. Although there are numerous services that can be offered at these centres, the services offered will depend on the needs of the communities, as well as the size of the centre.

2.2. Services offered at the centres

The education centres are established throughout the province as hubs that offer comprehensive support to education delivery. The Education Centre Policy (2004) empowers different directorates within the KZN Education Department to use them as nodal points in rural areas in order to offer the most needed education support.

The ELITS Directorate offers a range of services that respond to the delivery of basic education. These services support the curriculum that is outcomes-based, learner-centred and is reliant on resources.

The ELITS provincial School Library Policy also affirms the fact that resource collections are indispensable to teaching and learning. This necessitates a change in spaces
designated for this purpose so that they transform and become relevant resource collections that are used as a teaching method.

These education centres are being developed within the context of numerous relevant policies and acts, the significant ones being:

- The KZN Department of Education’s Master Strategic Plans since 1999. See goals and strategic objectives on: redress, transformation, and service delivery)
- The ELITS Provincial School Library Policy (See cluster model)
- The Education Centre Policy (2004)
- White paper on e-Education (White paper 7 of 2004)
- South African Schools Act, no 84 of 1996.
- KwaZulu Natal Schools Act, no 3 of 1996

ELITS activities must be streamlined with normal ELITS programmes, which in turn will roll-out from these centres to offer schools support.
## 2.3 MENU OF SERVICES OFFERED AT THE EDUCATION CENTRES

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>SERVICES OFFERED OR SUPPORTED BY ELITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher development and support.</td>
<td>✓</td>
</tr>
<tr>
<td>• Community development and lifelong learning (including ABET and ECD programmes)</td>
<td>✓</td>
</tr>
<tr>
<td>• Curricular services</td>
<td>✓</td>
</tr>
<tr>
<td>• Curricular support through resources</td>
<td>✓</td>
</tr>
<tr>
<td>• Learner support</td>
<td>✓</td>
</tr>
<tr>
<td>• Training in ICT (and networking with Shongololo schools)</td>
<td>✓</td>
</tr>
<tr>
<td>• Access to Information using ICT</td>
<td>✓</td>
</tr>
<tr>
<td>• Delivery of resources to schools (RAIN)</td>
<td>✓</td>
</tr>
<tr>
<td>• ACE programme / courses (ACE-Advanced Certificate of Education)</td>
<td>✓</td>
</tr>
<tr>
<td>• Use of multi-media resources digital library</td>
<td>✓</td>
</tr>
<tr>
<td>• HIV/AIDS programmes (and collections)</td>
<td>✓</td>
</tr>
<tr>
<td>• Improve the teaching of Maths Science and Technology</td>
<td>✓</td>
</tr>
<tr>
<td>• Improve the management and governance of schools towards being self reliant</td>
<td>✓</td>
</tr>
<tr>
<td>• Provide reprographic facilities</td>
<td>✓</td>
</tr>
<tr>
<td>• Examination centre for ECD, ABET, HEI, ACE, etc.</td>
<td>✓</td>
</tr>
<tr>
<td>• Network with satellite centres and schools</td>
<td>✓</td>
</tr>
<tr>
<td>• Educational toy collection (and ECD programmes)</td>
<td>✓</td>
</tr>
<tr>
<td>• Information skills</td>
<td>✓</td>
</tr>
<tr>
<td>• Reading programmes/ activities</td>
<td>✓</td>
</tr>
<tr>
<td>• Mobile/ trailer libraries</td>
<td>✓</td>
</tr>
<tr>
<td>• Advocacy for library related activities (Readathon, Reading tent etc).</td>
<td>✓</td>
</tr>
<tr>
<td>• ELITS curriculum directory</td>
<td>✓</td>
</tr>
<tr>
<td>• Processing of school library resources</td>
<td>✓</td>
</tr>
<tr>
<td>• ELITS Website</td>
<td>✓</td>
</tr>
<tr>
<td>• The library</td>
<td>✓</td>
</tr>
</tbody>
</table>

**NB:** The type of services offered will depend on the size of the centre.
3. **PERCEIVED STRUCTURES**  
(For the library service at the centre)

- **Management**  
  - Centre manager  
  - Governing Body (where applicable Centre Governing Body/council)

- **District**  
  - ELITS advisor

- **Driver(s)**  
  - Mobile library (District centre)  
  - Trailer (Other centres)

- **School**  
  - Principal  
  - Teachers  
  - Teacher-librarian
4. **Model representing relationships and activities**

- **ELITS Head Office**
  - ELITS advisors
  - Policy (facilitate and pilot)
  - Monitor and evaluate
  - Report

- **District office**
  - ELITS advisors
  - Implement
  - Feedback /report
  - Evaluate

- **Education centre**
  - Group training
  - Block loans
  - Processing
  - Selection

- **School Based training**
  - School Library Development Project (SLDP)
  - Whole school information
  - Monitor & evaluate

- **Community**
  - Interested partners (Business donors)
  - Parents
  - Politicians

- **Training:**
  - Information skills
  - ICT
  - Reading
  - HIV/AIDS
  - Processing
  - ACE programmes
  - Materials selection
  - Collection management/ database development
5. **STATEMENT OF A PROBLEM**

- Lack of access to public libraries, school libraries and even book shops.
- Lack of capacity of centre library staff to effectively manage the collection and promote the utilisation thereof. Qualifications in teaching as well as librarianship are both essential.
- No library staff in some education centres,
- Lack of library equipment, stationery, shelving and furniture
- Lack of security e.g. anti-theft detection system in the library as well as burglar proofing.
- Insufficient library stock to support curriculum delivery at schools (books videos, journals, etc.)
- Lack of transport for the library staff to visit cluster schools and attend meetings.
- Ineffective and / or insufficient use of resources in the education centre libraries.
- Lack of sufficient and appropriate library space provision.
- Insufficient consultation with all relevant stakeholders.
- Lack of access to ICT, e.g. hardware and software, connectivity, online training venues, and technical support.
- Lack of ICT training.

6. **PURPOSE**

To establish a library service emanating from the Education Centres, to support a cluster of schools, networked by a mobile library or trailer library.

7. **ELITS OBJECTIVES**

- To promote the utilisation of the education centres in line with ELITS mandates
- To offer professional support and build capacity for ELITS personnel in the education centres, and teacher-librarians in schools
- To build in participatory processes among the various levels of the ELITS directorate and other stakeholders
- To improve communication and the distribution of information and resources to and from schools
- To support curriculum delivery in schools
- To support inclusive education programmes in schools (e.g. ELSEN, HIV/AIDS etc).
- To monitor, evaluate and sustain all ELITS centre activities.
• To support teacher training programmes e.g. ACE and ELITS workshops
• To offer professional support, e.g. library automation support, ICT curriculum integration, and accessing, evaluating and managing digital resources

8. ELITS PROGRAMMES AND PROJECTS
The ELITS directorate has two main core functions:

8.1 ELITS Academic Programmes
The following are focus areas for the centres:
• ACE (Advanced Certificate of Education), and Library Studies
• Information Skills and curriculum support
• Reading programmes; and promotion
• Education centre libraries: toy collection, digital library, HIV/AIDS collection, teacher support, etc.
• Mobile libraries (training)
• Trailers (training)
• Advocacy and marketing
• School Library Development Project
• Collection management and development

8.2 ELITS Provisioning
• ELITS centres (multi-media collection)
  ELITS provisioning will participate in sourcing, exhibiting, and ordering of resources.
• PALS
  - ELITS provisioning will facilitate linking up the system for all centres.
  - Training and updates on the Pals programme will be done on regular basis for all staff.
  - Interest group meetings to be held on a monthly basis.
  - Central cataloguing for all centres as well as own stock access.
• School Library Development Project (SLDP)
  - Materials are processed according to ELITS procedures and guidelines.
  - Materials are distributed to schools with regional inputs (Rain used).
  - These centres will be used as satellites to fast track processing.
• **Mobile Libraries (maintain and resource)**
  - These centres will be used as satellites to fast track processing.
  - Mobile libraries are used to support cluster schools (centres to be used as a springboard to run mobile libraries).
  - Resources will be circulated through block loans and replenished with new stock.
  - Training and meetings to take place at regular intervals.

• **Trailers (maintain and resource)**
  - Resources will be circulated through block loans and replenished with new stock.
  - Training and meetings to take place at regular intervals.

• **Access to ICT in the education centres**
  The provision of ICT in the Education centres will be determined by the size of each education centre. Ideally all centres should have:
  - A computer lab, to be used for the training of all teachers
  - Computers in the education centre library that can be used for the following:
    - To manage the centre collection
    - To provide e-mail access to centre personnel to facilitate communication with schools as well as on-line access for information retrieval
    - To provide access to the central database (PALS) for copy cataloguing and the sharing of holdings
    - OPAC terminals for users

8.3 **ELITS projects supporting ICT in the education centres**

• **Curriculum Directory**: to assist teacher-librarians to link subject themes in the RNCS with library collections, and to offer consistent and accurate classification of curriculum themes

• **Shongololo Project**: the project schools will be able to communicate directly with the Education centres via email to access professional support

• **ELITS website**: The site offers information on relevant curriculum and ELITS project related sites, notices and newsletters

• **ELITS ICT Guidelines**: guidelines on the use of ICT within context, evaluation of digital resources, Acceptable Use Policies, and the management of Internet security.

9. **EDUCATION CENTRE DESCRIPTIONS**
   The education centres were established to respond to local needs and finally four types can be identified:
• District education centres (12)
• Free-standing circuit centres (24)
• School-based centres (44)
• Communication centres* (40)

The size of the centre will determine the types of activities that can be offered.

(*Upgraded RAIN distribution points. See: RNE Business plan March 2005)

10. PLANNED ACTIVITIES PER CENTRE

10.1. District Education Centres (12)

Education Library
The collection can be mobilised through a mobile library, and will include the following:
• Book / print resources (Block loans)
• Multi-media resources (Block loans)
• Digital resources (References)
• Toys (Block loans)
• Teacher-reference material (Reference, Block loans)

10.2. Free-standing Circuit Centres (24)

Education Library
The collection can be mobilised through trailers, and will include the following:
• Book/print resources (Block loans)
• Multi-media resources (Block loans)
• Digital resources (Reference)
• Toys (Block loans)
• Teacher reference materials (Reference/ Block loans)

10.3. School-based Centres (44)

• Book / print collection resources (Reference/Block loans)
• Multimedia resources (Block loans)
• Digital resources (Reference)
• Toys (Block loans)
• Teacher reference material (reference/ block loans)
10.4. Communication Centres

- Internet Access
- Distribution (RAIN)
- Digital library
- Multi-media collections
- Print collection: books, journals, newspaper, reference.
11. PROPOSED STAFFING FOR CENTRES

11.1. District Education Centres
   1 Teacher-librarian
   1 Library assistant
   1 Driver (mobile library)

11.2. Free-standing Circuit Centres
   1 Teacher-librarian
   1 Library assistant

11.3. School-based Centres
   1 Teacher-librarian

11.4. Communication Centres
   1 Teacher-librarian
12. KEY PERFORMANCE INDICATORS

12.1. ELITS Head Office
   - The ELITS Education Centre Coordinator
   - The Information Skills Coordinator

12.2. District Office (ELITS Section)
   - The ELITS Advisors in the districts

12.3. School
   - The principal
   - The teachers
   - The teacher-librarian

12.4. Education Centre
   - The teacher-librarian at the centre
APPENDIX A: KEY PERFORMANCE INDICATORS

1. ELITS Head Office
   - Determine policy
   - Monitor implementation
   - Evaluate

1.1. The ELITS Education Centre Library Coordinator
   - Facilitate the implementation of the ELITS Directorate strategies to promote an effective, efficient and customer-focused service delivery at all the education centre libraries within the KZN Department of Education
   - Coordinate and advocacy campaigns promoting the utilization of the education centre libraries
   - Conduct periodic skills audits for the education centre library personnel and advise, source or coordinate appropriate training on the required skills
   - Conduct periodic visits to the centre libraries for assessment, advice and the sharing of ideas
   - Organise and run meetings of the Education Centre Librarians Forum for professional development and peer education (librarians learning form one another) and general sharing of ideas
   - Attend the Education Centre Steering Committee meetings from time to time
   - Report to and advise the ELITS Management on matters pertaining to the education centre library services, especially policy matters
   - Attend relevant inter-sectoral meetings where education centre matters are discussed and report accordingly
   - Advise on resource provisioning to the centre libraries by ELITS
   - Provide professional advice to the centre managers on librarianship matters
   - Coordinate events and programmes at the centres to promote proper / meaningful Utilisation of resources by the schools and communities at large
   - Extract relevant data, supported with stats, as part of reports to Head Office on developments at the centres

1.2. The information skills coordinator
   - Orientation of Librarians using: Advisors manual, ELITS policies and other related resources
• Training on selection skills
• Training on library committee formation
• Organisation and celebration of important dates linking it to the curriculum themes (Literacy events, Readathon, reading
• Integration of library resources into the curriculum
• Setting up library displays

2. District (ELITS Section)
2.1. The ELITS Subject Advisors for the district
• The subject advisor may give advice on the daily operation of the centre library.
• Assist with marketing the centre library to the school community, in particular the teachers
• Advise the centre staff on the gaps in the collection and suggest resources and / or titles to be acquired. (Members of the ELITS Provincial Selection committee.)
• Use the education centre facilities for teacher workshops and meetings
• Identify the centre library needs, and formulate support programmes

3. School
3.1. Principal
• Carry overall accountability for the services received by the institution from the education centre library/ mobile library or the trailer.
• Sign his / her institution’s membership application form to the main education centre library.
• Assign responsibility for the school’s institution membership to the appointed SMT member.
• Collaborate with the education centre library in developing strategies to improve the utilisation of the collection.
• Provide for all the learners intending to join the Education centre library but who do not have the required proof of address and / or birth certificates (e.g. orphans), such by affixing the school stamp and his/her official signature
• Support the teachers’ and learners’ in using the library, in the education centre.

3.2. Teachers
• Assist in building an efficient, well-balanced library collection through advice
and suggestions to the teacher-librarian.

- Support the information literacy skills initiatives, and incorporate the strategies as required.
- Educate learners on book care.
- Promote the utilisation of the library materials.
- Assist the teacher-librarian in establishing an efficient Project File Collection using all types of media for maximum improvement in curriculum delivery in schools. Identify topics in advance and discuss the availability of materials with the local library, other education centre libraries, using the internet and even visiting the local book shops with the teacher-librarian.
- Plan learning programmes in collaboration/consultation with the teacher-librarian in both the school and the centre library.
- Liaise with the teacher-librarian before projects are set or when learning programmes are being planned.
- Be available to serve on the Education centre library committee
- Up-date the teacher-librarian on innovations or changes linked to curriculum delivery at all times (content or methodology).

### 3.3. Teacher-Librarian

- Serve as a member of the SMT or curriculum team to give advice on library related matters.
- May serve on the Education Centre Management committee to give advice on curriculum related issues in support of the centre teacher-librarian.
- Select resources to support the information needs of the school.
- Keep abreast with teaching and learning demands and developments as stipulated in the department’s policies in order to be informed and proactive.
- Understand the demands of the new teaching methods across the phases and bands and ensures that the library collection meets such needs.
- Create an awareness about the library collection and other library services to the whole school community, and actively promotes information literacy throughout the school.
- Develop strategies to actively inculcate and nurture a culture of reading throughout the school by promoting good materials and authors across genres as well as guiding the learners’ reading choices.
• Organise meetings with teacher-librarians within his / her cluster for professional development, information sharing, and general support.
• Develop, promote and support structured reading programmes within the cluster
• Advise cluster schools on new or good but unknown authors and materials for projects as well as reading programmes and organising displays of popular authors that learners / teachers may not know about.
• Assist the ECD and primary schools on how to integrated the educational toy collection (from the centre library) into daily teaching and learning
• Conduct holiday programmes, storytelling, book-talks and other fun activities that promote patronage of the library, in collaboration with the education centre library committee

4. Education Centres

4.1 Education Centre Teacher-Librarian

• Work very closely with the ELITS advisor in order to cascade ELITS programmes to schools
• Serve as member of the centre management team in order to collaborate and advise the centre manager on acceptable use policies regarding ICT, library use and the mobile libraries
• Select relevant resources (working with the subject advisors as well as teachers form the cluster)
• Know and understand the curriculum requirement
• Create awareness of the library collection, as well as other sources of information
• Collaborate with the DoE, NGOs and the community in order to identify needs, and keep abreast with policy mandates
• Collaborate with all relevant sectors to promote information literacy skills, literacy programmes, and professional development.
• Support cluster activities
• Avail all relevant information
• Manage the centre library, as well as special collection that are incorporated into the library:
  - Toy collection (to support ECD initiatives)
  - Multi-media
- Digital resources
- Other material e.g. supporting HIV/AIDS programmes, ABET and ACE

- Support school programmes that extend to the centre:
  - Study / homework space for learners
  - Support project work and research by making relevant resources available
  - Organise relevant thematic displays
  - Offer library orientation workshops
  - Advise on all library related matters
  - Where applicable, support the mobile library or trailers that deliver block loans to schools
  - Advocate for the library through newsletters, flyers, book reviews, formal and informal discussions etc.
APPENDIX B
AN ILLUSTRATION OF THE CONNECTIONS BETWEEN A NODAL POINT/CENTRE AND SCHOOLS
THE CONCEPT: Clustering for resource sharing

1. **The district education centre (x12)**
   - Education centre: Aligned to the district office.
   - Mobile library
   - Head: Centre Manager
     - Used as a central point for education activities
     - Well resourced
     - In town
     - Mobile library >to mobilise resources

2. **Free-standing circuit centre (x 24)**
   - Head: Centre Manager
     - Central point for some education activities
     - Well resourced
     - Accessible
     - Trailers> to mobilise resources (x2)
3. **School Based centre**

- Head: Principal
- Central point for some education activities
- Well resourced
- Accessible
- Trailers> to mobilise resources (x2)

4. **Communication centre**

- Head: Teacher-librarian (?)
- RAIN delivery point
- Accessible
- Central point to access information
- Multimedia / collection; digital library, and Internet Access
## APPENDIX C

Map of Education centres in KZN

<table>
<thead>
<tr>
<th>District Education Centre</th>
<th>Free-standing Circuit Centres</th>
<th>School based centres</th>
<th>Communication centres</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mobile library</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Trailer library</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Computer (s) (connectivity)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. Laptop (s) (connectivity)</td>
<td>✓ (for the mobile library)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. Generator (s)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Multi-media collection</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7. Print Collection (Journals &amp; newspapers)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8. Print collection (books maps globes, charts, etc.)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9. HIV/AIDS Software books etc.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10. Toys</td>
<td>✓</td>
<td>✓</td>
<td>?</td>
</tr>
<tr>
<td>11. Processing stationery</td>
<td>✓</td>
<td>✓</td>
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- Amount: R 5 000
- Amount: R 100 000
- Amount: R 2 000
- Amount: R 150 000
- Amount: R 80 000
- R 50 000
- Amount: R 30 000
- Reference only
- Amount: R 5 000
- Amount: R 2 000
APPENDIX C

Map of Education centres in KZN
Education Resource Centres in KwaZulu-Natal

Analysis of Potential Locations for Future Centres and Review of Existing Education Centre Locations

Prepared by Daniel Wilson, Jill Tomlinson & Avinash Sewpal

Data Sources:
- Schools & Colleges Register of Needs Survey, 2000
- KwaZulu-Natal Department of Education & Culture Annual Survey 2001
- KZN Department of Roads

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