

ICTs role in community development

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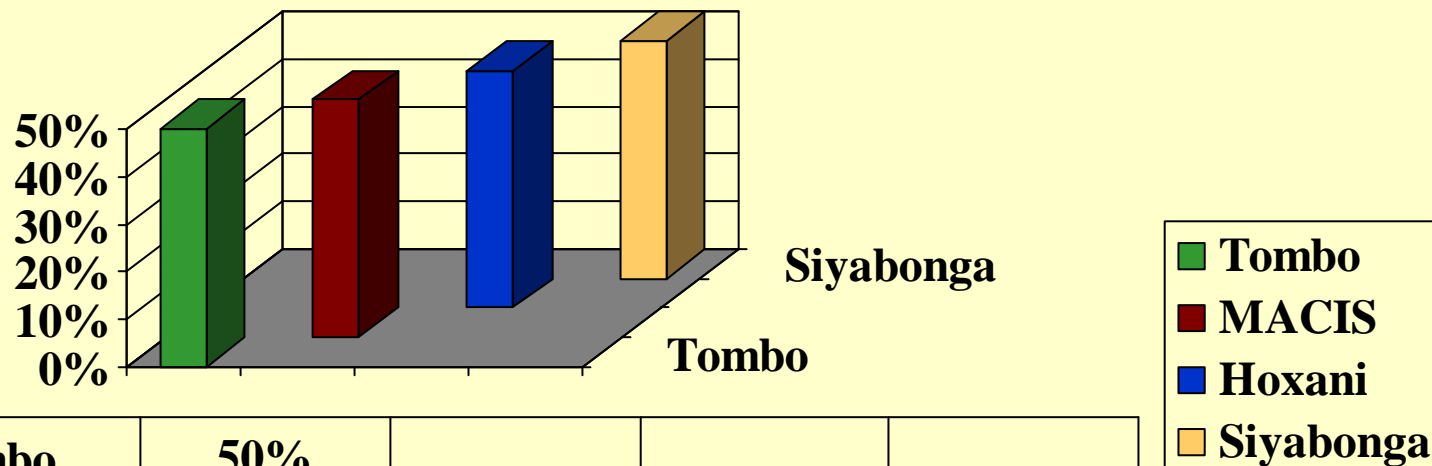
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Research summary and introduction

- Doctoral study research results on four South African telecentres
- 2 telecentres **urban** – MACIS and Siyabonga (Orange Farm)
- 2 telecentres **rural** Tombo (Port St Johns, Eastern Cape) & Hoxani (outside Bushbuckridge, Limpopo);
- Study aimed at assessing what the telecentre users use the centres for and how their **education** (formal & non-formal), has been improved as a result of using the centres.

Telecentres sampled

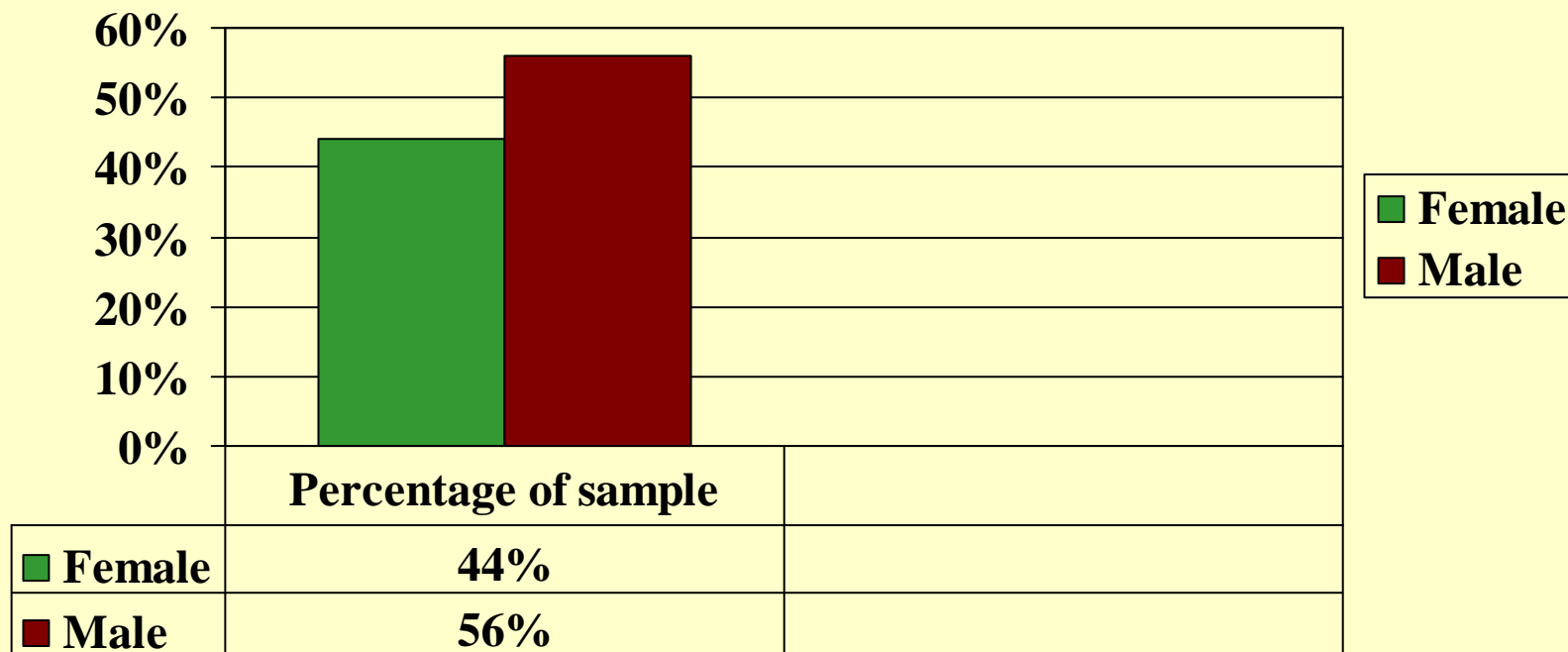
Figure 1: Telecentres



■ Tombo	50%			
■ MACIS		50%		
■ Hoxani			50%	
■ Siyabonga				50%

Respondent gender

Figure 2: Gender of the respondents



Respondents' ages

- Teenagers (16-19) = 11.7%
- 20-24 = 28.9%
- 25-29 = 23%
- 30-35 = 14.3%
- 36-45 = 11%
- 46-55 = 11%
- Most (56) of the respondents were between the ages of 20 and 24 and there were 22 adults between the ages of 45 and 55, the oldest respondent was 52 years old, a female teacher at Hoxani MPCC.

Education of respondents

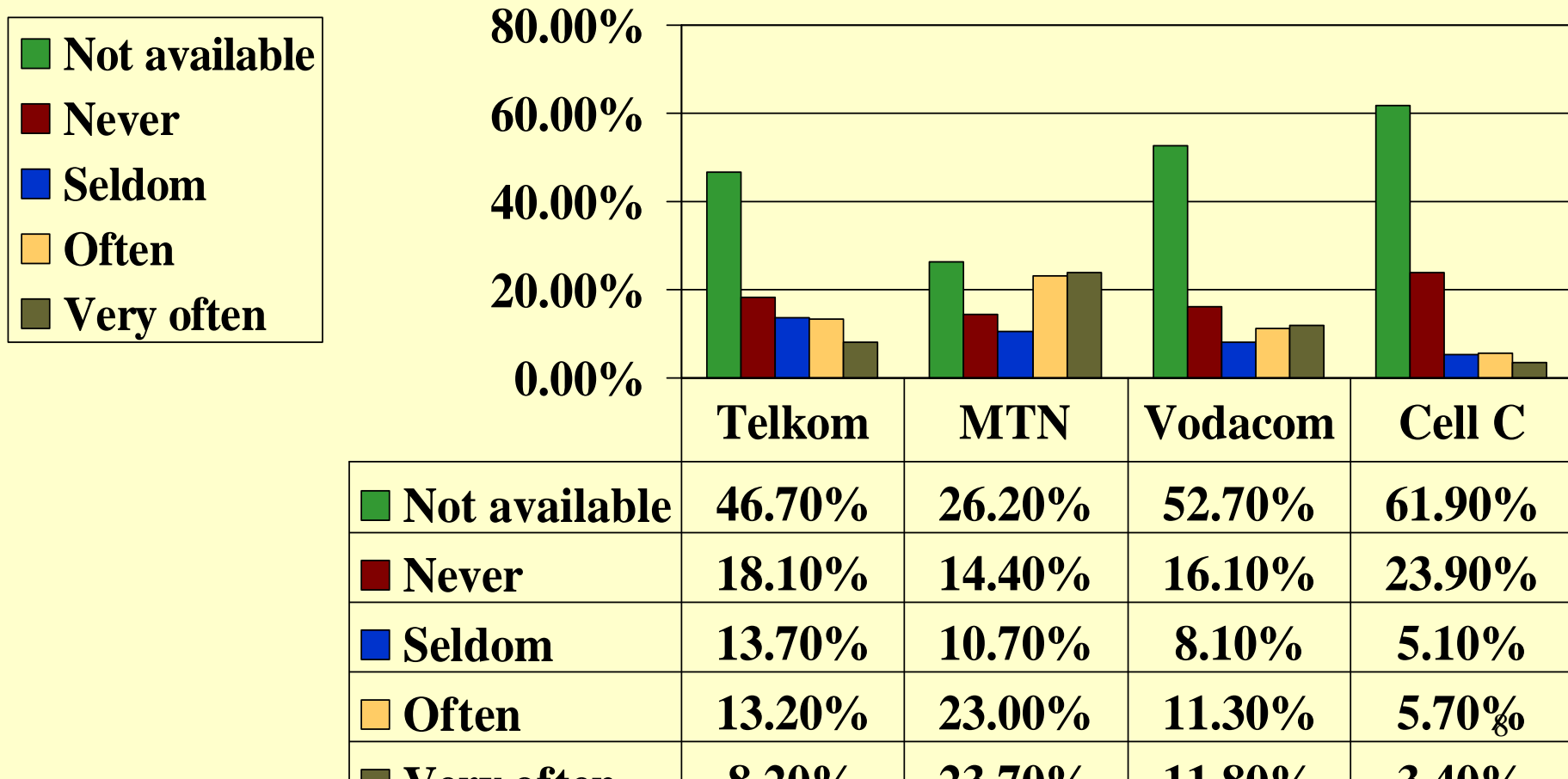
- Up to grade 12 = 9%
 - Grade 12 = 28.1%
 - Certificate or diploma course after Matric = 43.2%
 - Bachelors degree = 10.1%
 - Honours = 9%
 - Masters degree = 1 person = 0.5%
- Most had Grade 12 which they stated as their “highest qualification” and the one with a Masters degree was a school principal at Tombo rural telecentre. Other statistics on the left.

Occupations of the respondents

- Students = 31.5%
- Unemployed = 19%
- Teacher/lecturer/baking instructor/educator = 23.5%
- Administrative staff (including secretary, Cashiers, etc) and Sales/Marketing jobs = 8.5%
- Self-employed/small business owners = 7.0%
- Other = 7%
- Other included a photographer, social worker, cleaners, security guards, a pastor, etc. 52% of the sample gets **salaries** between R100-R400; 6% get salaries between R400 and R999; 16% have salaries between R1000 and R3999 while 26% have salaries over R4000.

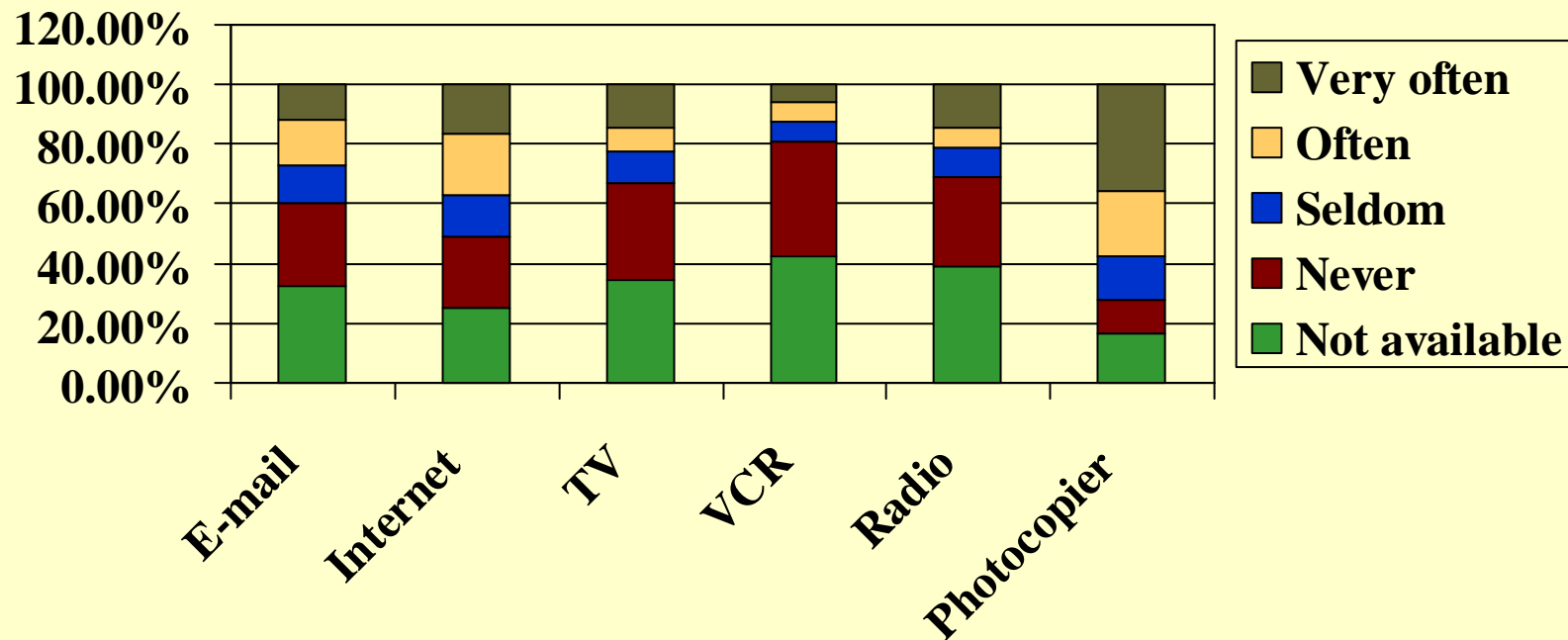
Users' access to telephones

Figure 3: Access to phones



Users' access and use of educational facilities (and availability of such facilities and/or technology

Figure 4: Access to and use of selected ICTs

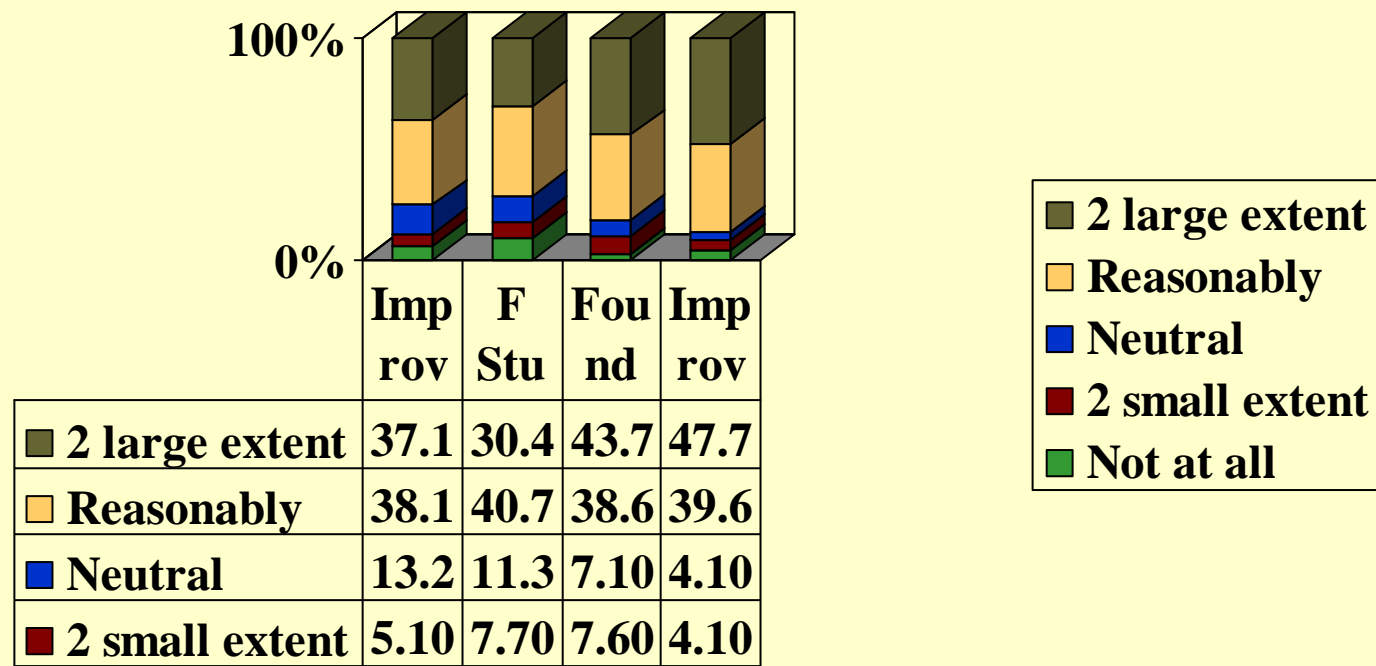


Educational benefits of the centres to the users

- Non-formal education
- Learned about how to use computers = 65.9%
- Learned about how to use e-mail = 2.3%
- Learned basic typing skills (mostly using MS Word, use of spreadsheets and MS PowerPoint) = 14.8%
- Learned how to conduct research via the Internet =
- Learned some business courses = 4.5%
- Able to write and speak English better = 2.3%
- Learned Internet usage skills = 9.1%

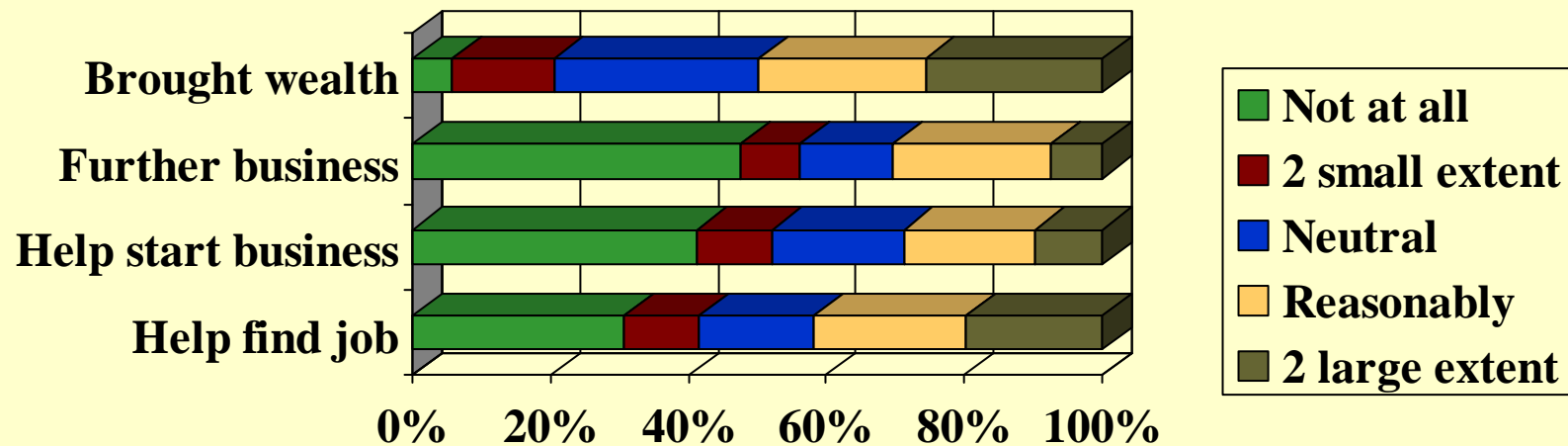
Impact on formal education

Figure 5: Impact on formal education of users



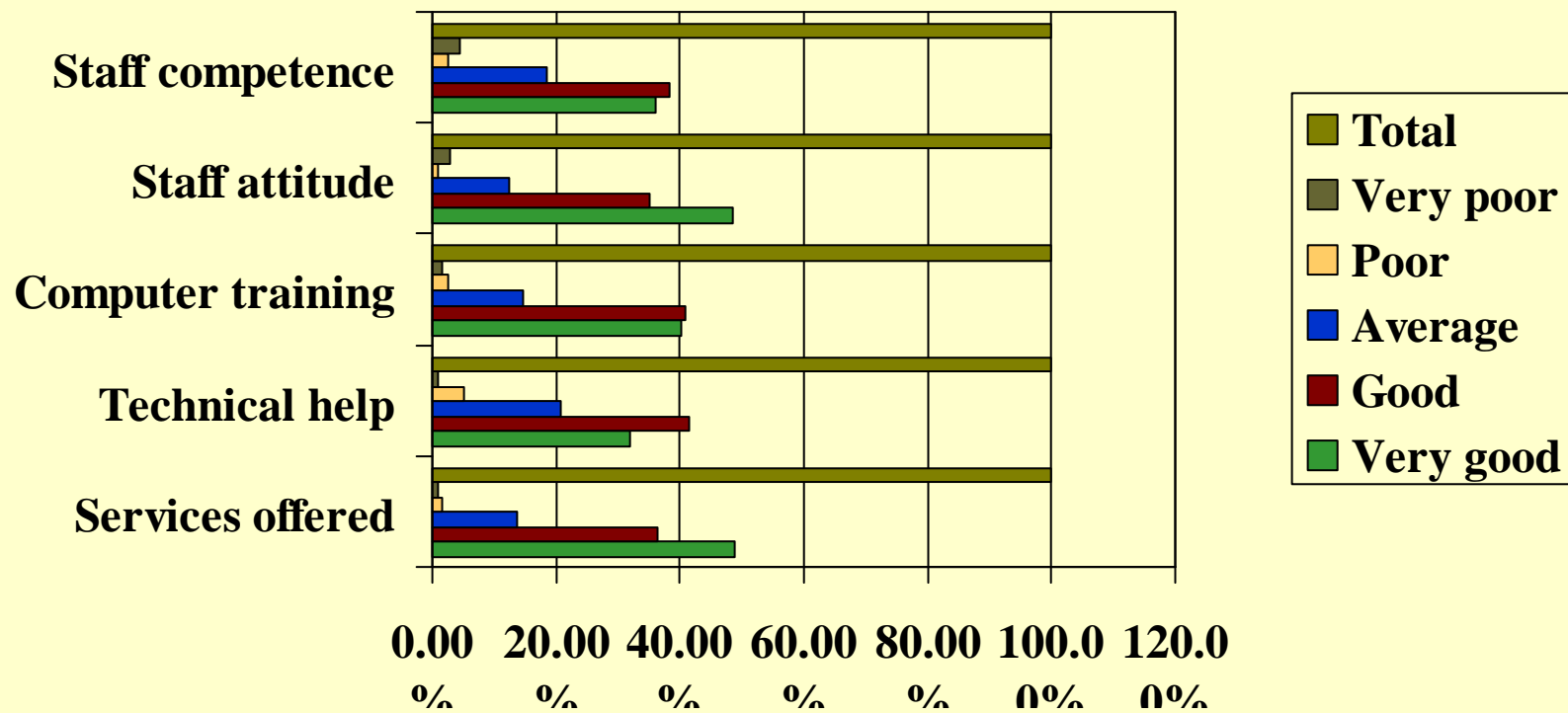
Economic impact of the centres on users

Figure 6: Users' views on economic impact of centres on themselves and community



Rating of telecentre services by the users

Figure 7: Rating of centre services by the users



- c) community support for all the telecentres**
- d) little income generated by the centres for those employed by the centres**
- e) still lack of access to the ICT facilities by most members of these societies and still high illiteracy levels in the communities**
- f) centres not really used to reduce illiteracy in general but used to get short computer courses – as a stepping stone towards gaining employment or migrating to urban areas**
- g) most users still walk distances to get to the centres especially in the two rural areas.**

Therefore, still much more has to be done to make sure that most access ICTs and USE these ICTs (training necessary in most instances) when such ICTs are available so that they can get value from such use.

THANK YOU