THE PUBLIC LIBRARY AND THE UNESCO MILLENNIUM DEVELOPMENT GOALS: THE CASE OF THE SMART CAPE ACCESS PROJECT MODEL AT A CAPE TOWN TOWNSHIP PUBLIC LIBRARY

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A Mini-thesis submitted in partial fulfillment of the requirements for the degree of MAGISTER BIBLIOTHECOLOGIAE in the Department of Library and Information Science, University of the Western Cape.

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DECLARATION

I declare that **THE PUBLIC LIBRARY AND THE UNESCO MILLENNIUM DEVELOPMENT GOALS: THE CASE OF THE SMART CAPE ACCESS PROJECT MODEL AT A CAPE TOWN TOWNSHIP PUBLIC LIBRARY** is my own work, that it has not been submitted for any other degree or examination at any other university and that all the sources that I have used or quoted have been indicated and acknowledged as complete references

Steven William Andries

Date: 13 November 2009

Signed: ……

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ABSTRACT

This research explored how the Smart Cape Access Project in Delft Public Library is used by the Delft community and how it related to the Millennium Development Goals as set out by the United Nations Educational, Scientific and Cultural Organisation (UNESCO).

This study also investigated the Smart Cape Access Project, as an initiative by the City of Cape Town to ensure access to Information Communication Technologies (ICTs) for all citizens of Cape Town, and how it is utilised as a tool for economic and personal development.

The research took place at Delft Public Library in Delft. Delft is a residential area with no industries, whatsoever. The area has a high unemployment rate, high crime rate and more than 60% of those employed earn less than R1600. 00 per month. These factors and the fact that the City of Cape Town recognizes the importance of ICTs for economic and social growth made Delft ideal for this research. The study also investigated whether the information given via the Smart Cape Access project is relevant for sustainable development.

Sustainable development is on the agenda of many countries and the concept can be taken as far back as the seventies with the first United Nations Conference on the Human Environment in Stockholm, Sweden and culminating in the World Summit on Sustainable Development in 2002 in Johannesburg, South Africa.

In South Africa several initiatives were implemented to bring ICTs to those who do not have access to ICTs, as the importance of ICTs to improve and uplift the quality of life are recognised by different role-players e.g. government, private sectors and non-governmental organisations (NGOs). The researcher regarded this as sufficient reason to embark on this study, though the scope of the study only concentrated on the Smart Cape

Access Project in one public library.

KEYWORDS

- Development
- Sustainability
- Millennium development goals
- Digital divide
- ICTs
- Smart Cape
- Agenda 21
- Summit
- Delft
- Public library

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LIST OF ACRONYMS

ANC:	African National Congress
APS:	Anti-Poverty Strategy
GEAR:	Growth, Employment and Redistribution
HDI:	Human Development Index
ICTs:	Information and Communication Technologies
IFLA:	International Federation of Library Associations and Institutions
ISLP:	Integrated Service Land Project
JPOI:	Johannesburg Plan of Implementation
MDGs:	Millennium Development Goals
NGOs	Non-governmental Organizations
RDP:	Reconstruction and Development Programme
SAHD:	South Africa Human Development
SANSSD:	South African National Strategy on Sustainable Development
WSSD:	World Summit on Sustainable Development
UNESCO:	United Nations Educational Scientific and Cultural Organisation

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CHAPTER 1

PROBLEM STATEMENT

1.1 Background to the problem

Sustainable development is a worldwide aim and on the agenda of many countries, especially the developing and least developed, such as the countries in Africa. Against this need for development UNESCO introduced the Millennium Development Goals. In its 2000 Millennium Declaration, the United Nations (UN) set eight goals for development, called the Millennium Development Goals (MDGs) which were a commitment amongst countries of the world to ensure the accelerated development of all countries during the first fifteen years of the new millennium (Okonofua, 2005: 7). The aim of the initiative was to narrow the gap between developed and developing countries, ensuring more equitable distribution and use of the world's resources. These eight goals of development include the following:

- The eradication of extreme poverty and hunger;
- Achievement of universal primary education;
- Promotion of gender equality and the empowerment of women;
- The reduction of child mortality;
- The improvement of maternal health;
- Reduction of the incidence and prevalence of HIV / AIDS, malaria and other diseases;
- Ensuring environmental sustainability; and
- Development of a global partnership for development (Okonofua, 2005: 7).

The Millennium Project was launched, in support of these goals, to recommend strategies for achieving the MDGs. This study investigated how the Smart Cape Access project at a township library is used by the community in relation to the MDGs set by UNESCO. The issue of ICTs is reflected in goal 8 i.e. developing a global partnership for development, where one of the targets is to make the benefits of new technologies, especially ICTs, available to all.

Okonofua (2005) states categorically that sub-Saharan African countries have the greatest problems and stand to benefit the most from promotion of the MDGs, because in comparison with the rest of the world sub-Saharan African countries have the highest rates of poverty and illiteracy as well as the highest rates of child mortality, maternal mortality, HIV / AIDS and malaria.

Reflecting back on the history of Africa it is clear that it is characterized by years of slavery and colonialism. South Africa has the same legacy. Though according to Dixon and Pretorius (2002), there is a dream for a future of peace, stability and prosperity. They describe it as the African Renaissance and see it as: "…a philosophy of hope and optimism for the people of Africa, initiated by the people of Africa". They also recognize the constraints such as debt, underdevelopment and political strife. To work towards this African Renaissance would require great effort in principles such as good governance, eradication and alleviation of poverty, economic growth, accountability, transparency and adequate attention to social services, like education, health services, housing, water and provision of electricity (Dixon and Pretorius, 2002: 2).

The researcher agrees with this viewpoint because this is exactly the issues that need more urgent attention, not only in the Delft community but also other communities throughout South Africa and the rest of the world.

These aims of the African Renaissance were clearly reflected in the ANC's Reconstruction and Development Programme (RDP) and the Growth, Employment and Redistribution (GEAR) programme, with high emphasis on development for the benefit of the poorest of the poor and speak directly to MDGs. In the South Africa Human Development Report of 2003 the following central challenges for sustainable development in South Africa have been identified:

- The provision of access to quality and affordable basic services to all South Africans;
- The promotion of environmental sustainability;
- A sustained reduction in the unemployment rate; and

- The attainment of sustainable high growth rates (South African Human Development Report, 2003).

The Report offers a strategy and suggests a policy re-orientation to meet South Africa's sustainable development challenges. These include:

- Changes in the current aims and utilization of fiscal and monetary policy to ensure that together they promote growth, redistribution, poverty reduction and the creation of employment;
- Withdrawal of explicit or implicit subsidies which favour capital-intensive and/or large-scale enterprises; and
- Transformation of the private sector through the development of differential tax incentives, access to subsidies, and access to government procurement that support a more broadly based transformation of ownership, improved income distribution, and reduced unemployment.

The Report argues that these policy changes depend on strategic political interventions that focus on policies and support measures on achieving the goals of sustainable development. The Report emphasizes the importance of engendering processes that are inclusive, transparent and democratic, and that empower the poorest sections of the population (South Africa Human Development Report, 2003).

Delft, established in 1989, is a rapidly expanding community. Delft was established as an integrated service land project (ISLP) for "coloureds" and "blacks". According to the City of Cape Town – Census 2001, Delft's population is 60 667. Approximately 73.29% of the population are "coloured", 25.55% "black", 1.06% Indian/Asian and 0.10% are white (Population, Census Report, City of Cape Town, 2001).

Approximately 51.83% of the population (adults 20+ years) has an educational level of Grade 8 – 11 but they have an unemployment rate of 43.71%. Merely 27.35% of those employed have elementary occupations and 66.17% declared their income to be in the bracket R 0 – R 1 600 (Population, Census Report, City of Cape Town, 2001).

Delft is situated approximately 34 km from Cape Town and approximately 7.5km from Bellville. It is located between the following borders, towards the south the N2 and towards the east the R300 (both major roads), towards the north the Stellenbosch arterial and to the west of Delft is the Cape Town International Airport (Adonis et al, 2000).

Delft is subdivided into the following sections: The Hague, Rosendal, Voorbrug, Eindhoven, Delft South and Leiden. The physical resources in the area are 3 community halls, 2 community libraries, 4 registered educare centres, 3 Senior Secondary Schools, 5 Primary Schools, 1 community health centre that provides 24 hours service, 1 Post Office, 1 Police Station and 2 Shopping complexes (Adonis et al, 2000).

According to the Human Development Index (HDI) for 2006 Southern Africa is the region that have seen the most negative development. South Africa itself is 125th on the global HDI out of 177 countries and 10th on the African continent (Human Development Index, 2006).

The HDI is a comparative measure of life expectancy, literacy, education, and standard of living for countries worldwide. It is a standard means of measuring well-being, especially child welfare. It is used to determine and indicate whether a country is a developed, developing or underdeveloped country and also to measure the impact of economic policies on the quality of life (Human Development Index, 2006).

The index was developed in 1990 by Indian Nobel prize winner Amartya Sen, Pakistani economist Mahbub ul Haq, with the assistance of Gustav Ranis of Yale University and Lord Meghnad Desai of the London School of Economics and has been used since then by the United Nations Development Programme in its annual Human Development Report (Human Development Index, 2006).

1.2 Significance of the problem

Delft Public Library was one of the first six public libraries where the Smart Cape Project was introduced on a pilot basis when it was launched in 2002. The Smart Cape Project, initiated by the City of Cape Town, provides the public and small businesses in previously disadvantaged areas with Internet access and word processing facilities. The objective of the project is to ensure that all citizens of the City of Cape Town have access to basic Information and Communication Technologies (ICTs) free of charge (Small Business Week, 2002). The purpose of the project is to provide the opportunity for people to be exposed and educated in the use of computers to improve their quality of life.

The service can be used to prepare documents, spreadsheets and presentations, conduct research, apply for jobs as well as Email. In addition it contains links to many business sites as well as current tender information. This project is driven by the City of Cape Town therefore the City of Cape Town's aim to install this service in all public libraries within the boundaries of the City of Cape Town. According to the official website of the Smart Cape Access Project currently 97 public libraries with a total of 170 000 registered users make use of the service (Smart Cape, 2009).

In 2006 the City of Cape Town launched the Smart Cape Access truck to bring Internet connectivity to marginalized areas that do not currently have access to this facility (Smart Cape Access Truck, 2006). The truck operates on a rotating basis across poverty stricken areas, providing wireless Internet connectivity which is sponsored by Vodacom.

This initiative emphasised the commitment of the City of Cape Town to make ICTs available to all, so it can be utilized for the development of communities and in this regard narrow the gap between people who do and people who don't have access to, and the capability to use modern technology. It is a known fact that this gap, known as the

digital divide, exists between people in cities and people in rural areas, between the educated and uneducated, between economic classes, and globally between developed and developing countries. This is confirmed by Cullen's (2001) statement that "… we should also be concerned about … the gap between the state of ICTs, and levels of access and utilization of the Internet in developed nations and the situation in less developed countries. The Gartner Group report "The Digital Divide and American Society" argues that there is a strong correlation between socio-economic status and participation in the digital economy that suggests cause and effect and mentions four barriers to the use of the Internet, i.e.:

- Physical access to ICTs;
- ICT skills and support;
- Attitudes;
- Content (Gartner Group, 2001).

According to Mymoena Sharif, the manager of e-governance for the City of Cape Town, their ultimate goal is to provide all citizens within the City of Cape Town with access to basic computer infrastructure and the Internet. Therefore the Smart Cape Access Truck will operate on a rotating basis across poverty-stricken areas, providing wireless Internet connectivity and also various other needed services (ICTWorld, 2006: 1).

In South Africa's efforts (referring to co-working between government, private sector and civil organisations) in promoting and implementing initiatives for sustainable development, the public library, as an institution rooted in marginalised communities, could and should play a crucial role in sustainable development in the community.

Public libraries as agencies of information and their complementary role in education, should be on the forefront not only in raising awareness of sustainable development but also providing their communities with the necessary resources and training to sustain themselves.

On 22 August 2002 in Glasgow, the International Federation of Library Associations and Institutions (IFLA) issued a statement on libraries and sustainable development, declaring that:

- All human beings have the fundamental right to a healthy environment. IFLA acknowledged the importance of a commitment to sustainable development to meet the needs of the present without compromising the ability to meet future needs;
- Library and information services should promote sustainable development by ensuring freedom of access to information;
- The international library and information community forms a network that connects developing and developed countries, supports the development of library services worldwide, and ensures these services respect equity, the general quality of life for all people and the natural environment;
- Library and information professionals acknowledge the importance of education in various forms for all. Libraries and information services act as gateways to knowledge and culture. They provide access to ideas and work in various formats, supporting personal development of all age groups and active participation in society and decision-making processes;
- Library and information services provide essential support for life-long learning, independent decision-making and cultural development for all, offer guidance and learning opportunities through their vast collections and variety of media, help improve people's educational and social skills, which are indispensable in an information society and sustain participation in democracy and further reading habits, assist with information literacy programmes, promote education, public awareness and training;
- Library and information professionals contribute to the development and maintenance of intellectual freedom, help safeguard basic democratic values and universal civil rights, and respect the identity, independent choice, decision-making and privacy of all users;
- Library and information professionals acquire, preserve and make available material that reflects the plurality and cultural diversity of society and the richness

of the environment; and

- Library and information professionals help to tackle information inequality demonstrated in the growing digital divide and that information on research and innovation is made available to advance sustainable development and the welfare of all people (Statement on Libraries and Sustainable development, 2002).

1.3 Aims and objectives of the study

This study aimed to investigate how the Smart Cape Access project is utilised by the community of Delft within the framework of UNESCO's MDGs in particular to what extent Information and Communication Technologies (ICTs) in a public library were utilised for social and economic development.

This was a case study of Delft Public Library only and although the results cannot be generalised the researcher hopes that the findings could be useful to other similar sites. The findings therefore give an indication of how the Smart Cape Access Project was utilised in the Delft Public Library and are not representative of all public libraries. The following objectives of this research intended to:

- Investigate whether the Smart Cape Project at Delft Public Library addressed the needs of the community of Delft within the context of the MDGs.
- Investigate whether these needs were met.

1.4 Research questions

The following research questions were researched and answered:

- What is the role of the Smart Cape Access project in sustainable development?
- Do users have the necessary information skills to use the Smart Cape Access Project?
- Is the Smart Cape Access Project user friendly?
- How is the Smart Cape Access Project used by the community?
- How accessible is the service to the members of Delft community?
- How does the Smart Cape Access Project respond to the Delft community's needs?

1.5 Rationale

The City of Cape Town is planning to implement the Smart Cape Project at all of its public libraries. This research is important in the sense that it could give an indication of how well the service is received and used by a community. It is also a fact that ICTs are not readily available to all South Africans because of constraints like affordability, location, lack of infrastructure, illiteracy etc., therefore this research could also give an indication whether the Smart Cape Access Project is used for the purpose it has been intended for and whether information found is relevant and contribute to sustainable development. Although the aim was not necessarily within the MDGs framework, there are issues within the framework which overlap with the purpose of the Smart Cape Access Project.

1.6 Limitations and delimitations of the study

Registered library members were interviewed. Only registered library members were interviewed and observed because it's a requirement to have access to the Smart Cape Access Project. For the purpose of the study participants were limited to registered library users (male & female) between the ages 16 – 60 with a minimum qualification of Grade 10. Registered library users are allowed to use the Smart Cape Access Project for one session per day for a period not exceeding 45 minutes. The study was quantitative by nature but some qualitative measures were given.

1.7 Exposition of chapters

Chapter 1 introduces the research project and includes the problem statement, the aims and objectives of the study, the research question and summary of chapters.
Chapter 2 deals with the literature review to discuss what available information on the research has been published.

Chapter 3 deals with the research design and methodologies of the research.
Chapter 4 deals with the presentation and interpretation of the data.
Chapter 5 gives a summary of conclusions and recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

South Africa is in its 14th year of democracy, but the struggle to eradicate the inequalities of the past still continues. Since the inauguration of the first democratic elected president of South Africa in 1994 the government made a commitment to work together with civil society to build South Africa into a democratic, peaceful, non-racial, non-sexist and prosperous country. The important issue is whether the government has delivered on solving the socio-economic problems as expressed in its Reconstruction and Development Programme (RDP) implemented in 1994.

In the State of the Nation Address, in February 2007, former president Thabo Mbeki stated that "…the government remains hard at work to ensure that the nation's objectives are met" (State of the Nation Address, 2007). In his speech Mbeki claimed improvement in the following sectors:

- Economic growth;
- Black economic empowerment;
- Consumer demands;
- Job creation opportunities;
- Service provision;
- Housing;
- Transport;
- Access to electricity, water and sanitation;
- Education and skills acquisition; and
- Land restitution.

In the State of the Nation Address in June 2009 President Jacob Zuma stated that the fight against poverty remains the cornerstone of the government's focus. Zuma presented the government's programme for the next five years (2009 – 2014) including a detailed project plan with targets and critical milestones (State of the Nation Address, 2009). Zuma identified the following priority areas as set out in the Medium Term Strategic Framework of the government:

- More inclusive economic growth, decent work and sustainable livelihoods;
- Economic and social infrastructure
- Rural development, food security and land reform;
- Access to quality education;
- Improved health care;
- The fight against crime and corruption;
- Cohesive and sustainable communities;
- Creation of a better Africa and a better world;
- Sustainable resource management and use; and
- A developmental state including improvement of public services (Medium Term Strategic Framework, 2009).

These priority areas are almost identical to the objectives that former President Thabo Mbeki highlighted in his State of the Nation Address in 2007 and are in line with UNESCO's MDGs.

However, the question remains whether there were any improvement with regards to the abovementioned. Both Mbeki and Zuma claimed that there were improvements though they also acknowledged that more needs to be done. These claims are questionable if we look at public opinion and what is conveyed by the media i.e. the high crime rate, complaints about lack of housing and poor quality of houses, high unemployment, poor service delivery etc. In terms of providing access to free access to ICTs, initiatives were implemented by different organizations, i.e. government, NGOs and the private sector.

2.2 UNESCO's Millennium Development Goals

The MDGs commit the international community to an expanded vision of development, one that vigorously promotes human development as the key to sustaining social and economic progress in all countries, and recognizes the importance of a global partnership for development. The MDGs have been commonly accepted as a framework for measuring development progress (South Africa Millennium Development Goals Mid-Term Country Report, 2007).

2.2.1 Goal 1: Eradicate extreme poverty and hunger

The first MDG has two targets i.e. halve the proportion of people whose income is less than US$1 per day and halve the proportion of people who suffer from hunger by 2015.

2.2.2 Goal 2: Achieve universal primary education

The target of the second MDG is to ensure that, by 2015, children everywhere will be able to complete a full course of primary schooling.

2.2.3 Goal 3: Promote gender equality and empower women

The target here is to eliminate gender disparity in all levels of education by 2015. Progress in terms of empowerment of women in the South African Government is evident by the fact that about a third of the Members of Parliament are women, five of the nine provinces' premiers are women and at local government level 40% of the councillors are women (South Africa Millennium Development Goals Mid-Term Country Report, 2007).

2.2.4 Goal 4: Reduce child mortality

For goal 4, the target is to reduce by two-thirds the under-five mortality rate by 2015.

2.2.5 Improve maternal health

The target here is to reduce the maternal mortality rate by three-quarters by 2015.

2.2.6 Goal 6: Combat HIV and AIDS, malaria and other diseases

Goal 6 has two targets i.e. to halt and reverse the spread of HIV and AIDS and to halt and reverse the incidence of malaria and other major diseases by 2015.

2.2.7 Goal 7: Ensure environmental stability

Goal 7 has three targets namely the integration of the principles of sustainable development into country policies and programmes, and reverse the loss of environmental resources; halve the amount of people without access to safe water by 2015 and to achieve a significant improvement in the lives of at least 100 million slum dwellers.

2.2.8 Goal 8: Develop a global partnership for development

Goal 8 has seven targets which deal with various issues such as the developing of open, rule-based, predictable, non-discriminatory trading and financial systems; addressing special needs of the least developed countries; addressing special needs of landlocked countries and small island developing states; addressing debt problems; developing and implementing strategies for decent and productive work for youth; accessing affordable essential drugs; and making available the benefits of new technologies, especially ICTs (South Africa Millennium Development Goals Mid-Term Country Report, 2007).

The 2007 South Africa's Millennium Development Goals Country Report indicated that South Africa has already met some of the MDG targets and for those that had not been achieved the country was well on course to achieve them.

These statements clearly show that the development of South Africa and all its people is regarded as high priority by the government. Yet talks regarding sustainable development started a long time ago.

2.3 Historical background with regards to sustainable development

At the United Nations Conference on the Human Environment held in Stockholm in 1972 world leaders, representatives of intergovernmental agencies and civil organizations debated the need to guide people globally in the preservation and enhancement of the human environment (Stoss, 2003). South Africa was excluded from such conferences and international summits until 1994 with the election of the first democratic government.

At the World Commission on Environment and Development's Conference held in Norway in 1984 the issues of development and the environment were heavily discussed. In 1987 the Commission's final report, Our Common Future also known as The Brundlant report, on environment and development, concluded that environment and development were intimately intertwined. This report also supplied one of the most influential definitions of sustainable development, notably, "sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Beckenstein et al, 1996: 9).

Van der Merwe and Van der Merwe (1999) see sustainable development as a programme to change the process of economic development so that it ensures a basic quality of life for all people, and protects the ecosystems that makes life possible and worthwhile.
In 1992 the Earth Summit in Rio de Janeiro followed and a document known as Agenda

21 was drafted. Agenda 21 reflected a global consensus and political commitment at the highest level to integrate environmental concerns into social and economic decision-making processes (South African National Strategy for Sustainable Development, 2005: 3).

In 2002 the World Summit on Sustainable Development (WSSD) was held in Johannesburg, South Africa. World leaders and representatives from around the globe, again confirmed their commitment to sustainable development. The WSSD placed poverty eradication at the centre of efforts to achieve sustainable development, and reinforced the notion of development that aims for equity within and between generations (South African National Strategy for Sustainable Development, 2005: 3).

Out of the WSSD stems the Johannesburg Plan of Implementation (JPOI) that encompasses the three pillars of sustainable development, namely:

- Economic – includes fair trade, finance, investment, technology transfer and employment;
- Social – includes provision of services: water sanitation, health, energy, education and food security; and
- Environment – protection of oceans, atmosphere and biodiversity: prevention of land degradation and climate change (South African National Strategy for Sustainable Development, 2005: 3).

The JPOI established 37 negotiated targets on each of these areas, the majority of which are consistent with the Millennium Development Goals (MDGs). One of the targets is the need for countries to develop their own Sustainable Development Strategies and begin their implementation in 2005.

In 1992 South Africa was not part of the United Nations and thus did not participate in the Rio Conference, though Agenda 21 provided a framework for broad policy statements for South Africa's future economic and social development.

In 1994 the new democratic government was faced with the challenge of reconstructing and developing the country, facing serious problems e.g. economic, social, legal, cultural, political, moral and environmental (South African National Strategy for Sustainable Development, 2005: 5). The government's first step to address these problems was implementing the RDP. The vision of the RDP was to:

- Develop strong and stable democratic institutions;
- Ensure representation and participation by all stake holders;
- Ensure that South Africa becomes a fully democratic, non-racial and non-sexist society; and
- Create a sustainable and environmentally friendly growth and development path (South African National Strategy for Sustainable Development, 2005: 5).

The Department of Environmental Affairs and Tourism suggested in their 2005 report that the RDP could be seen as South Africa's first policy statement on sustainable development with a strong focus on addressing social and economic inequities. Former President Thabo Mbeki re-iterated this concern in his state of the nation address on 9 February 2007. He stated that amongst other concerns poverty alleviation and eradication is one of the focal points of not only government, but also other stakeholders.

Since 1994 the government has implemented various strategies to promote sustainable development in South Africa e.g.:

- The Anti-Poverty Strategy (APS);
- The Integrated Sustainable Rural Development Strategy;
- The Urban Development Strategy;
- The Human Resource Development Strategy; and
- Various sectoral policies on human settlement, health, energy and environmental legislation (South African National Strategy for Sustainable Development, 2005: 5).

Other efforts involve finding solutions to hunger, malnutrition and disease, promoting gender equality and the empowerment of women, guaranteeing a basic education,

supporting the Agenda 21 principles of sustainable development (South African National Strategy for Sustainable Development, 2005: 5).

South Africa's Ten Year Review (1994 – 2004) sets out the major achievements in addressing the apartheid legacy, transforming society and restructuring the South African economy. It also sets the vision framework for the next ten years, known as Vision 2014 and describes challenges that are central to growth and development and focuses mainly on economic and social development.

Some of the most important targets and objectives of Vision 2014 are:

- Reduce unemployment by half through new jobs, skills development, assistance to small business, opportunities for self-employment and sustainable community livelihoods;
- Reduce poverty by half through economic development, comprehensive social security, land reforms and improved household and community assets; and
- Position South Africa strategically as an effective force in global relations

(South African National Strategy for Sustainable Development, 2005: 6).

Three pillars of sustainable development have been identified, namely economy, environment and society. As Vision 2014 is mainly focused on economy and society, not much is said about the environment and how environmental concerns will be integrated into economic and social decision-making processes. There is also no analysis of how environmental constraints will impact on the longer-term sustainability of social and economic development goals (South African National Strategy for Sustainable Development, 2005: 6).

The challenges for sustainable development relate to the following:

- Policy implementation and integration;
- Monitoring and evaluation;
- Strengthening the capacity for sustainable local development;
- Taking a longer-term view; and

- Improving interaction between government and society (South African National Strategy for Sustainable Development, 2005: 6).

2.4 Initiatives to provide access to ICTs

In nearly every country a certain percentage of people have the best information and communication technology that is available to society. Then there is another group of people who for social or economic reasons, do not have access to computers or even relatively valuable information sources, reliable telephone services, let alone the wealth of information and convenience afforded to one via Internet services. The difference between these two groups of people is known as the digital divide.

Today, it is possible to communicate almost instantly with people globally using wireless and satellite technologies. Yet Mutume (2003) stated that there is a majority who cannot even make a local phone call because of the lack of access to these technologies. He also mentioned that new ICTs are rapidly changing the lives of a small but growing number of people in Africa, but that is not nearly enough. By using the new technologies, communications can improve, even in the most remote areas of Africa.

According to Mutume (2003) most of the technology is expensive and beyond the reach of the poor and those in rural areas. He also emphasised the importance of government's involvement in providing public communication facilities. Another way of overcoming these barriers are to produce cheap and affordable computers. In India is the "simputer" and in Brazil they have the Computdora. The simputer is a low-cost, hand-held device, developed by Indian engineers to take the Internet to the rural masses and the Computdora is a bare bones machine without frills such as floppy disk, costing about 300 dollars (Mutume, 2003: 4).

The Computador Popular (CP) is similar to the Smart Cape Access project and as mentioned earlier, initiated by the Brazilian government to increase access to computers and the Internet to low-income populations. The CP was a simplified low cost desktop

computer running open and free software. Cost was kept down by the following factors:

- Using commoditised off-the-shelf components;
- Removing some components (e.g. hard drive);
- Using Free and Open Source Software; and
- Providing incentives for the companies producing compliant machines

(Fonseca and Pal, 2003).

For a variety of reasons no unit of the Computador Popular was produced from 2003. The government abandoned the project because of economic constraints. A major energy crisis in 2001 forced the government to prioritise its efforts in terms of making ICTs more accessible and affordable for the masses. Key persons, supporting the project, were relocated as were some important funds for the project. According to Fonseca and Pal (2003) this shows the high vulnerability to political or circumstantial priorities, of projects which rely to a large extent on government action. The Ministry of Education also proposed that 280 000 computers be installed in public schools, specifying that these computers should use the Microsoft Windows ME operating system, effectively excluding the Computador Popular.

The private sector also played a role in the failure of the project. Computer manufacturers showed little interest in producing the Computador Popular due to the following reasons:

- Negative influence on sales of more expensive computers;
- Face tight competition from grey market computers; and
- Resistance to Linux by consumers (Fonseca and Pal, 2003).

The Simputer project in India was primarily run by academics. Funding for the project was initially provided by private investors until the Indian government came on board by providing funds through the Government Technology Fund. The product came on the market in 2003 making use of free and open source software too (Fonseca and Pal, 2003).

The Simputer is primarily for the lower income population providing applications like

word processor, Internet Browser, spreadsheet, scientific calculator, PDF viewer, address book, image viewer, MP3 player and games. Other functions include E-governance, long-distance personal communication, remote price information relay, data collection and storage, literacy training, livestock data, restaurant orders, banking and online transactions (Fonseca and Pal, 2003). Amidst all these initiatives to bridge the digital divide, the issue of affordability excludes many from acquiring even these cheaper devices.

In Zimbabwe the Kubatana project links 230 civil and community based groups and provides information on new legislation, the electoral system and voter registration procedures, as well as social issues like HIV/AIDS. Zimbabweans without Internet access at home or work access the website mostly from public Internet facilities. (Mutume, 2003: 5).

SchoolNet Africa is based in South Africa and offers education promotion activities in 30 African countries. Less known, the organisation also uses information communication technology to equip former child soldiers in Angola, Rwanda and Liberia with computer skills and provide psychological counselling (Mutume, 2003: 5).

The International Education and Research Network has a multi media showcase on the Internet about the human toll of the civil war in Sierra Leone in the form of essays, music and images. More than 200 young people affected by war participated in the project and accessed the Internet using Internet cafés (Mutume, 2003: 5).

Mphidi (2004) agrees that libraries should be on the forefront of providing access and skills in the usage of ICTs but acknowledges that low levels of literacy skills and low income exclude a great number of people from using and affording ICTs. In some countries and organisations more men have access to the Internet. It is partly because of the perception that men are more technically inclined and women shy away from using the Internet.

Both Singh (2004) and Cullen (2001) are in agreement that physical disabilities hamper the utilisation of ICTs and that the Internet is inaccessible to the visually impaired or blind user. Singh (2004) also names relevancy of content and age as factors that have an adverse effect on ICT usage. Some people find the content irrelevant and uninteresting. The youth are more exposed to technology and are willing to use it, whereas older people are resistant to change and avoid the use of technology.

Salinas (2003) emphasises physical access as a factor in hampering people from using ICTs. This includes a lack of telecommunication infrastructure, affordability, buying or renting of the necessary equipment. Salinas (2003) also cited lack of ICT skills and support systems as decisive factors. Low levels of computing, technology and literacy skills prevent certain people from using the Internet technologies (Salinas, 2003).

Cullen (2001) is of the opinion that people's attitudes towards ICTs has a major influence on the utilisation of ICTs. Cullen (2001) also suggested that some people avoid technology because of cultural and behaviour attitudes e.g. computers are for males, for the young, for clever people.

Mphidi (2004) offers some useful suggestions as to what public libraries, as institutions of knowledge, should do e.g.:

- Provide access to information and communication technology. By providing this service they will be opening the door to global knowledge.
- Provide access to relevant information by applying ICTs to facilitate quick, efficient access, integrate and repackage information for the end-user that will capacitate higher educational institutions to conduct research.
- Be able to retrieve knowledge from wherever it is stored to where on the continent it can be applied. Libraries must be able to disseminate the end product of research activities wherever it is needed for application.
- Train patrons in modern information retrieval strategies, particularly in the use of the Internet, World Wide Web and electronic databases. Patrons must also have reliable and fast Internet connectivity, local and wide area networking.

- Establish effective resource sharing schemes. Libraries are used to working in partnership, because no one library could have everything.
- Be regarded as trusted community institutions. They can offer after school training programs for learners to teach them how to use the Internet, to perform online searches and also to determine what content is suitable for use. They can also teach adults how to properly use Email and surfing the Internet.

These suggestions are achievable only when adequate resources (e.g. staff, finance, infrastructure, ICTs etc.) are available at public libraries.
Promoting and raising awareness of sustainable development is the responsibility of all stakeholders in the community. Public libraries as trusted, democratic institutions have the responsibility to assure access to ICTs to promote development and improve quality of life in their communities. It is evident from the status report of the United Nations ICT Task Force on ICTs in Africa that the rural areas are marginalized because of various constraints, resulting in people in those areas being disadvantaged because of their inability to utilise ICTs (Information and Communication Technologies in Africa: a status report, 2002).

2.5 Conclusion

South Africa like so many other countries strives to reach the goals and targets as set out in the MDGs. Social and economic development is regarded as high priority. The role of ICTs in development cannot be minimised and therefore initiatives to provide access to ICTs should be tripled. Access to ICTs is the gateway to global knowledge and requires stronger partnerships between government, NGOs and the private sector.

Public libraries also have a key role to play in ensuring that the necessary infrastructure is available in order for them to promote information literacy, including ICT and Internet skills in their communities. Cullen (2001) in fact emphasises the role that libraries can play in promoting use of and knowledge of disabled-enabled web technology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section discusses the research design and methodology of the research. The main aim of the study was to ascertain how the Smart Cape Access Project was used by the community and how it related to the MDGs as set out by UNESCO, particularly in relation to goal 8.

3.2 Design and methodology

3.2.1 Qualitative and Quantitative research

Hackney (2002) states that qualitative research methods developed in social sciences research and help researchers to understand people in the social and cultural contexts within which they live. Sources for qualitative research include observation, participative observation, interviews, documents and text.

Baker (1999), Eisner (1991) and Patton (1990) summarise the main characteristics of qualitative research as follows:

- The emphasis is to obtain a participant's account of the social setting;
- The focus is on the observed present, but findings are contextualized within social, cultural and historical frameworks;
- The research interprets data in context;
- The research is oriented towards discovery;
- The research involves close and detailed work and generates thick description;
- The research, like all research work is conducted within a clearly outlined theoretical framework;
- The research uses subjective data.

McMillan and Schumacher (2001) describe quantitative research as research that explores traits and situations from which numerical data are obtained and the quantitative research design involves choosing subjects, data collection techniques e.g. questionnaires, observations or interviews, procedures for gathering the data and procedures for implementing of treatments. Miller (2002) states that though quantitative methods are very effective at establishing the veracity of empirical social facts, they are less effective at establishing the motivations or reasoning behind actions.

Taking into account the characteristics of quantitative research, the researcher opted for the quantitative approach to basically find statistics of use and not so much narrative or story telling although the observations had some aspects of qualitative research. However, these were in the minority. The researcher also wanted to obtain richer data therefore users of the Smart Cape Access Project were interviewed by means of a questionnaire. However the researcher does not imply that the qualitative approach cannot be utilised.

An interview-based questionnaire was used to ascertain the views of respondents

regarding the Smart Cape Access Project and the users were observed while making use of the computer facilities. Mouton (2001) states that the questionnaire is probably the single most common research tool used in the social sciences, due to the fact that it is simple, versatile and cost-effective. According to Miller and Brewer (2003) the questionnaire as research tool is also criticised for being biased in terms of response e.g. respondents fail to answer questions correctly due to:

- A deliberate attempt to present a good image of themselves;
- Not knowing the answer because of a lack of knowledge or because the question is posed in an ambiguous manner; and
- Not understanding the question due to the language or terminology used.

On the basis of the critiques aimed at questionnaires the researcher opted for the interview-based questionnaire. For the purpose of this study the questionnaire included structured and open-ended questions, allowing respondents to answer questions in their own words and elaborate on responses. .

The researcher also employed the direct observation method to observe the participants when they were making use of the Smart Cape Access Project and made notes of their behaviour. Observation involves looking and listening carefully in order to discover particular behaviour. According to Adler and Adler (1987) observational research differs from other methods in that it requires the researcher to have more specialised training on how to observe, what and how to record data, how to enter the field and leave, and how to remain detached and involved at the same time.

Basically two types of observation namely participant and direct observation are employed by researchers. Participant observation requires that the researcher become a participant in the culture or context being observed. Direct observation differs from participant observation in the following ways:

- Strives to be as unobtrusive as possible;
- Suggests a more detached perspective;
- Tends to be more focused;

- Tends not to take as long as participative observation.

3.2.2 Target population

Delft Public Library was selected to conduct the survey. Delft is a residential area with low cost housing and no industries whatsoever in the area. The area has a high unemployment and crime rate. More than 60% of those employed earn less than R 1 600 per month. Against this background and the fact that it falls within the boundaries of the City of Cape Town, that recognises the importance of ICTs for economic and social growth, provides a suitable setup for this kind of research. The target population for the study was the users of the Smart Cape Access project at Delft Public Library. Permission to conduct the study was obtained from the Director of Library and Information Services in the City of Cape Town (see Appendix B) and the librarian of Delft Public Library. Data were collected over five days from Tuesday to Saturday and in total 55 interviews were conducted during this period.

3.2.3 Data collection and sampling

The researcher could reach most of the users of the computer facilities, owing to the 45 minutes waiting period between sessions for usage of the computers. Thus giving the researcher enough time to conduct the interviews before the next session. On the first day 28 interviews were conducted. On the other four days fewer interviews were conducted due to regular users (i.e. the same users using the facilities on almost a daily basis) and also the fact that the library closed earlier on a Friday and Saturday. The opening hours of Delft Public Library are as follows:

i) Monday – Thursday: 10h00 – 18h00
ii) Friday: 10h00 – 17h00
iii) Saturday: 10h00 – 13h00

The fact that there were so many regular users during the duration of the survey made it

difficult to employ the practice of probability sampling. McMillan and Schumacher (2001) state that in probability sampling subjects are drawn from a larger population in such a way that the probability of selecting each member of the population is known, though probabilities are not necessarily equal. This type of sampling is conducted to efficiently provide estimates of what is true from a population to sample. The researcher rather employed a type of non-probability sampling namely, convenience sampling. The researcher selected participants by approaching them as soon as they started using the Smart Cape Access Project.

McMillan and Schumacher (2001) state that in many educational studies probability samples are not required or appropriate, or it may be impossible or unfeasible to select subjects from a larger group. In non-probability sampling the researcher uses subjects who are accessible or who represent certain types of characteristics.

McMillan and Schumacher (2001) state that in convenience sampling a group of subjects are selected on the basis of being accessible or expedient. This type of sample makes it easier to do research, but there are two important limitations namely:

- There is no precise way of generalising from the sample to any type of population; and
- The sample is less representative of an identified population

The researcher agrees with McMillan and Schumacher (2001) that despite these limitations it does not mean the findings are not useful; it simply means that caution is needed in generalising.

The Smart Cape Access Project in Delft Public Library brings people from different walks of life together by their shared intention to make use of the computer facilities and presented the researcher with an appropriate setup for research.

3.2.4 Data analysis

The SPSS computer software was used to process the data.

3.2.5 Validity and trustworthiness

In the context of research design, validity means the degree to which scientific explanations of phenomena match the realities of the world (McMillan and Shumacher, 2001).

Both McMillan and Schumacher (2001) and Mertler and Charles (2005) emphasise the importance of two types of design validity in quantitative research namely external and internal validity. Internal validity refers to the extent to which extraneous variables have been controlled or accounted for. External validity refers to the generalisability of the results, the extent to which the results and conclusions can be generalised to other people and settings (McMillan and Schumacher, 2001).

To increase the validity of this research the questionnaire was pretested by visiting the Delft Public Library prior to the actual empirical research and interviewing five users of the Smart Cape Access Project. These subjects were not part of the actual empirical research.

3.3 Conclusion

This chapter dealt with the research design and methodologies of the research. The results of this study will be presented in the following chapter.

CHAPTER 4

PRESENTATION AND INTERPRETATION OF DATA

4.1 Introduction

In Chapter 1 it was indicted that the major purpose of the study was to investigate why the Smart Cape Access Project is used by the community and whether the outcomes of what users were searching for addressed the MDGs as set out by UNESCO.
Therefore this chapter gives a presentation and analysis of the collected data and the following questions were addressed:

- What is the role of the Smart Cape Access project in sustainable development?
- Do users have the necessary information skills in terms of utilising the Smart Cape Access Project?
- Is the Smart Cape Access Project user friendly?
- How is the Smart Cape Access Project used by the community?

- How accessible is the service to all the members of the community?
- How does the Smart Cape Access Project respond to the Delft community's needs?

4.2 Analysis of the data

4.2.1 Response rate

In total 55 interviews (n=55) were conducted.

4.2.2 Users of the Smart Cape Access Project

4.2.2.1 Respondents according to residential area

Figure 1: Distribution of respondents according to residential area

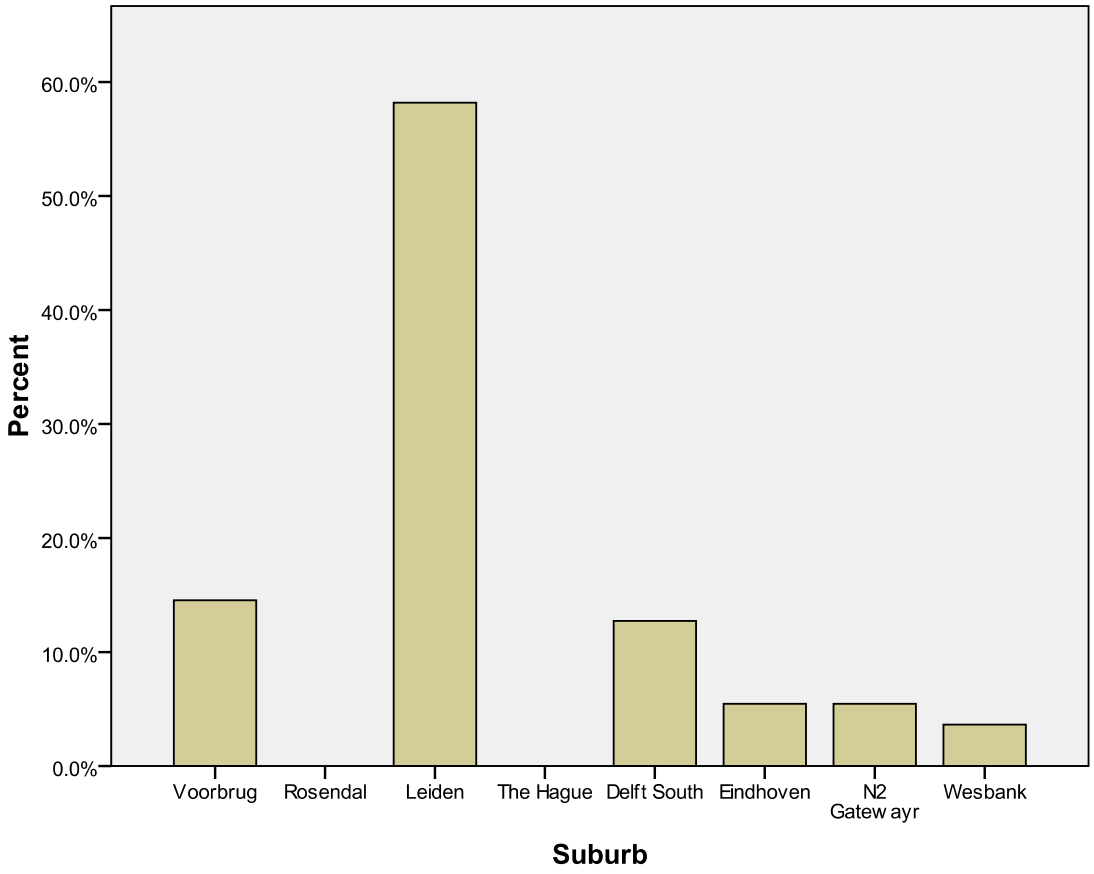
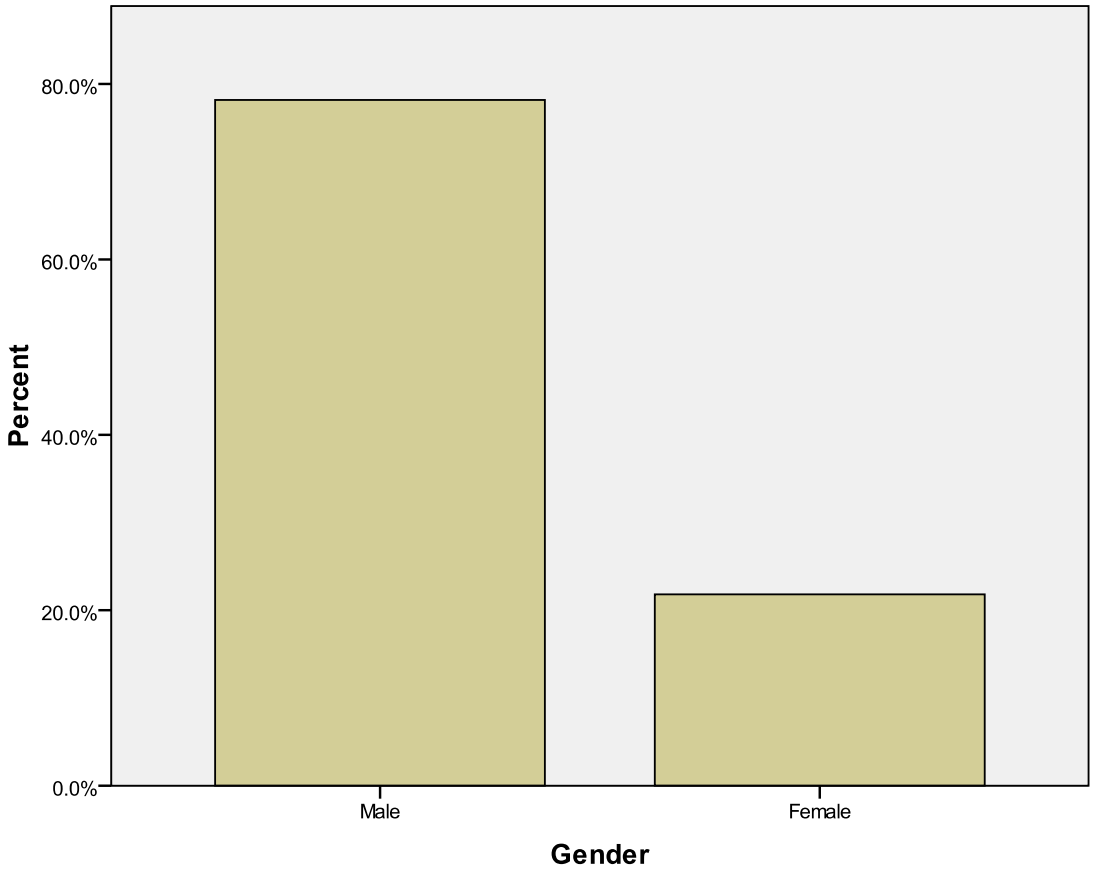


Figure 1 show most of the respondents (58.2%) reside in Leiden, followed by Voorbrug (14.5%) and Delft South (12.7%) which are also the suburbs, including Eindhoven, closest to the library. The low response from Eindhoven can partly be attributed to the fact that residents have access to the Smart Cape Access project at Delft South Library. An interesting observation is the fact that less or in some cases no residents from the suburbs furthest away from the library i.e. Rosendal (0.0%), The Hague (0.0%), Eindhoven (5.5%), N2 Gateway (5.5%) and Wesbank (3.6%) make use of the Smart Cape Access Project. A possible reason for this is because these suburbs are not within walking distance from the library and residents are required to make use of public transport e.g. taxis or buses.

4.2.2.2 Gender

Figure 2: Gender of respondents



The bar chart in Figure 2 shows that most of the respondents (78.2%) were male compared to 21.8% female. From the researcher's observation of the users of the Smart Cape Access project at Delft Public Library during this study it was also evident that more males than females made use of the Smart Cape Access Project. Mphidi (2004) states that in some countries and organisations more men have access to the Internet, partly because of a perception that men are more technically inclined and women shy away from using the Internet. Cullen (2001) suggests that some people avoid technology because of cultural and behaviour attitudes e.g. computers are for males, for the young, for clever people. For the researcher it is difficult to determine the reason or to make an assumption regarding this phenomenon in Delft Public Library without a more in-depth investigation.

4.2.2.3 Age

Table 1: Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 18	7	12.7	12.7	12.7
	18-24	23	41.8	41.8	54.5
	25-35	17	30.9	30.9	85.5
	36-50	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Table 1 show that most of the respondents fall within the age groups 18 – 24 (41.8%) and 25 – 35 (30.9%). It is evident that more than 70% of the users fall between the ages 18 – 35. The researcher therefore concludes thus that in this study mostly young males made use of the Smart Cape Access Project.

Table 2: Age*Employment cross tabulation

		Employment					
		Full-time employed	Part-time employed	Self-employed	Unemployed	Student	Total
Age	Under 18	0	0	0	0	7	7
	18-24	1	1	0	14	7	23
	25-35	1	2	3	10	1	17
	36-50	1	1	0	5	1	8
Total		3	4	3	29	16	55

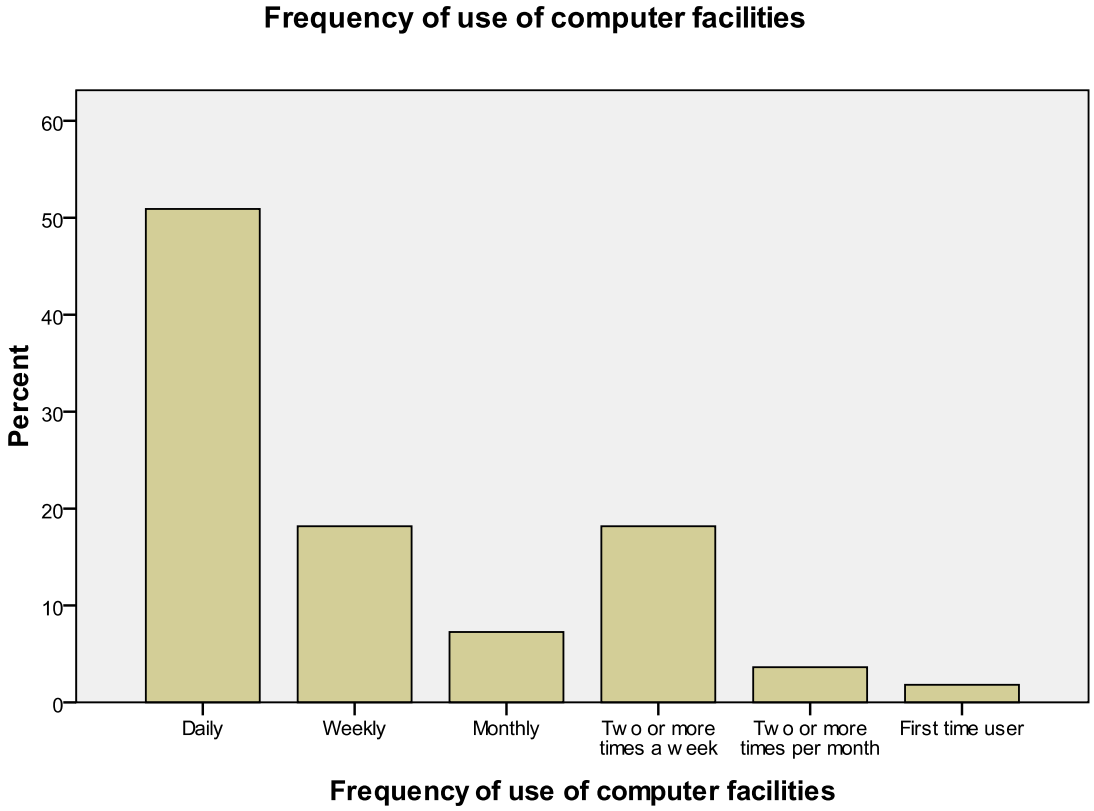
The results from Table 2 clearly indicates that unemployment is highest in the age groups 18 – 24 and 25 – 35, showing that 24 of the respondents are unemployed and fall between the ages 18 – 35. The researcher concludes that unemployment is high within respondents of a workable age and negatively influence people to sustain themselves.

The distribution for the total sample was 29 unemployed, 3 full-time employed, 4 part-time employed 3 self-employed and 16 students. It is thus clear that for this sample the unemployed (29) and students (16) are making the most use of the Smart Cape Access project.

4.2.3 Usage of the Smart Cape Access Project

4.2.3.1 Frequency of use

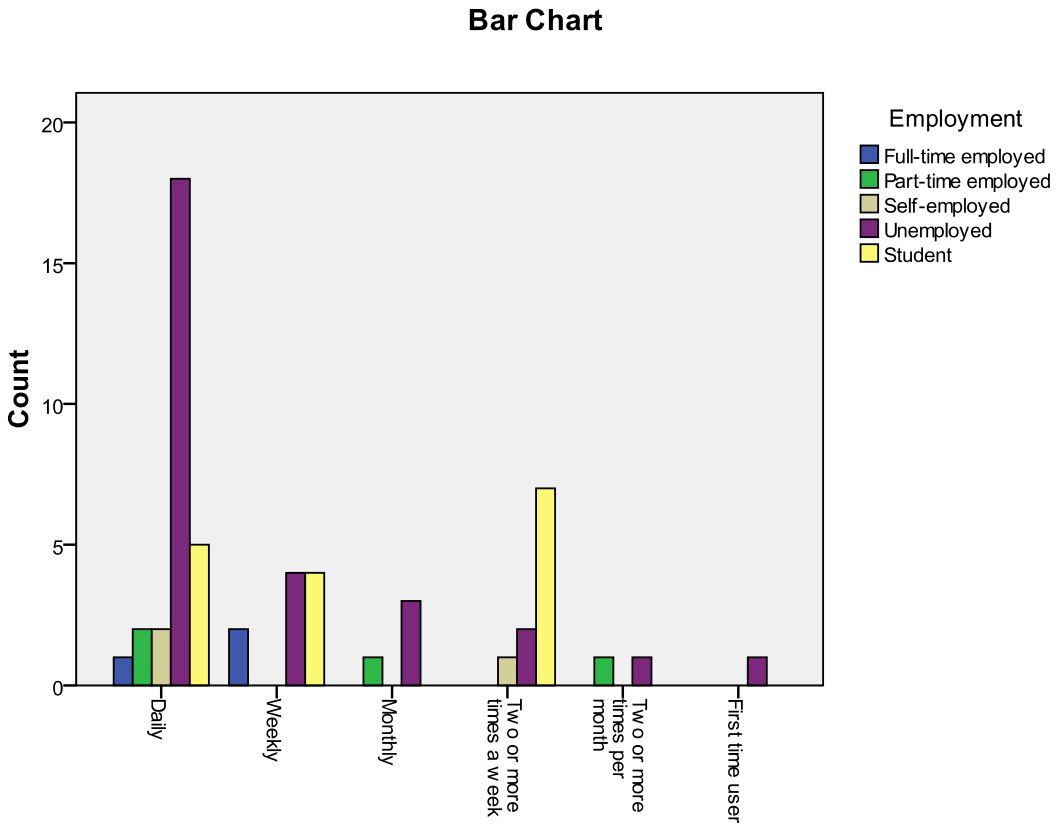
Figure 3: Frequency of use of Smart Cape Access Project



The research results in Figure 3 indicates that more than half (50.9%) of the respondents made use of the facility on a daily basis. Hence, 18.2% indicated they used the facility two or more times a week and the same percentage (18.2%) indicated they used the facility on a weekly basis, 7.2% of the respondents made use of the facilities on a

monthly basis and 3.6% two or more times per month and 1.8% were first time users.

Figure 4: Frequency of use of computer facilities*Employment

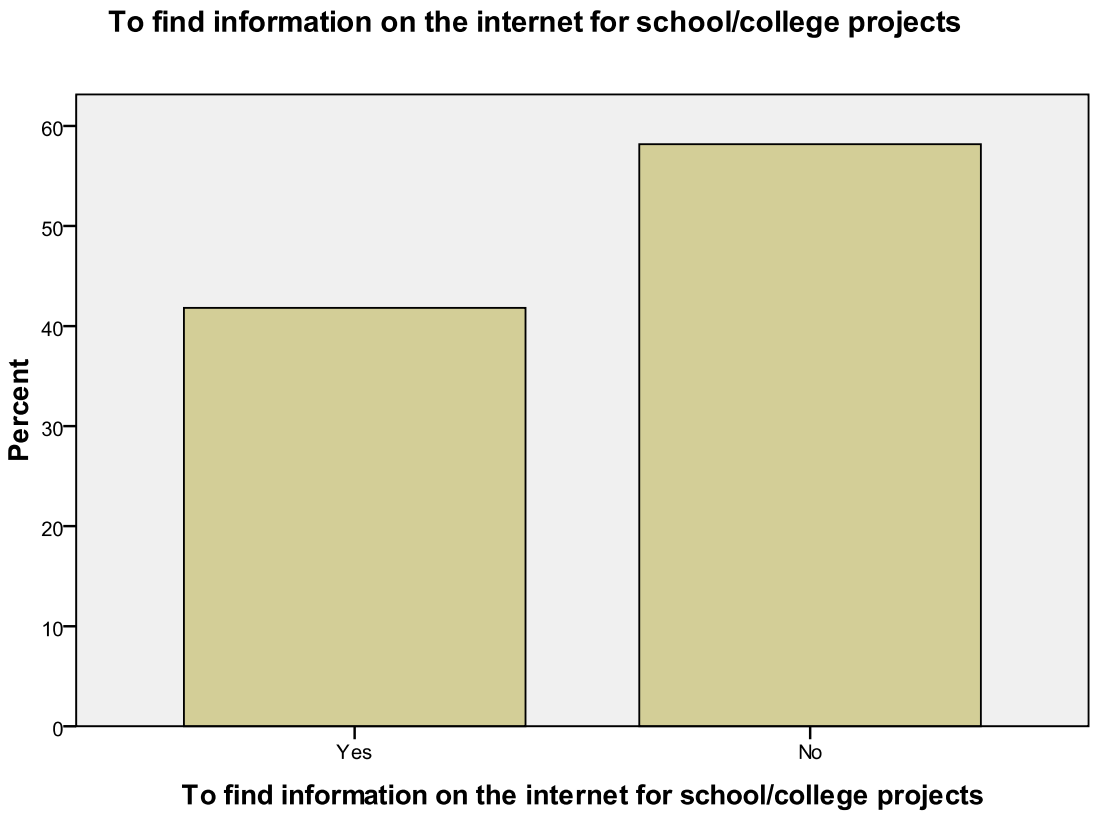


From the data obtained it is interesting to note in Figure 4 that most of the respondents (28) of which 18 are unemployed made use of the computer facilities on a daily basis.

4.2.3.2 What were respondents using the Smart Cape Access project for?

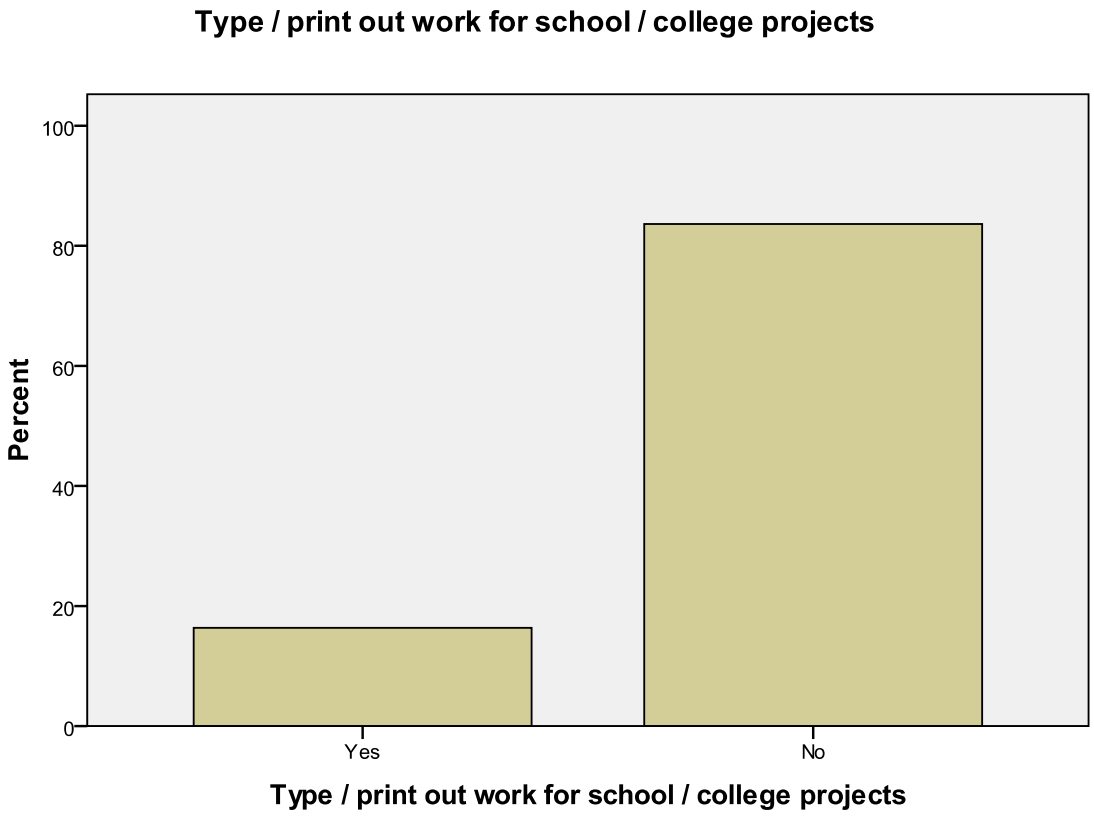
Figure 5: Respondents' use of computer to search the Internet for school /college

projects



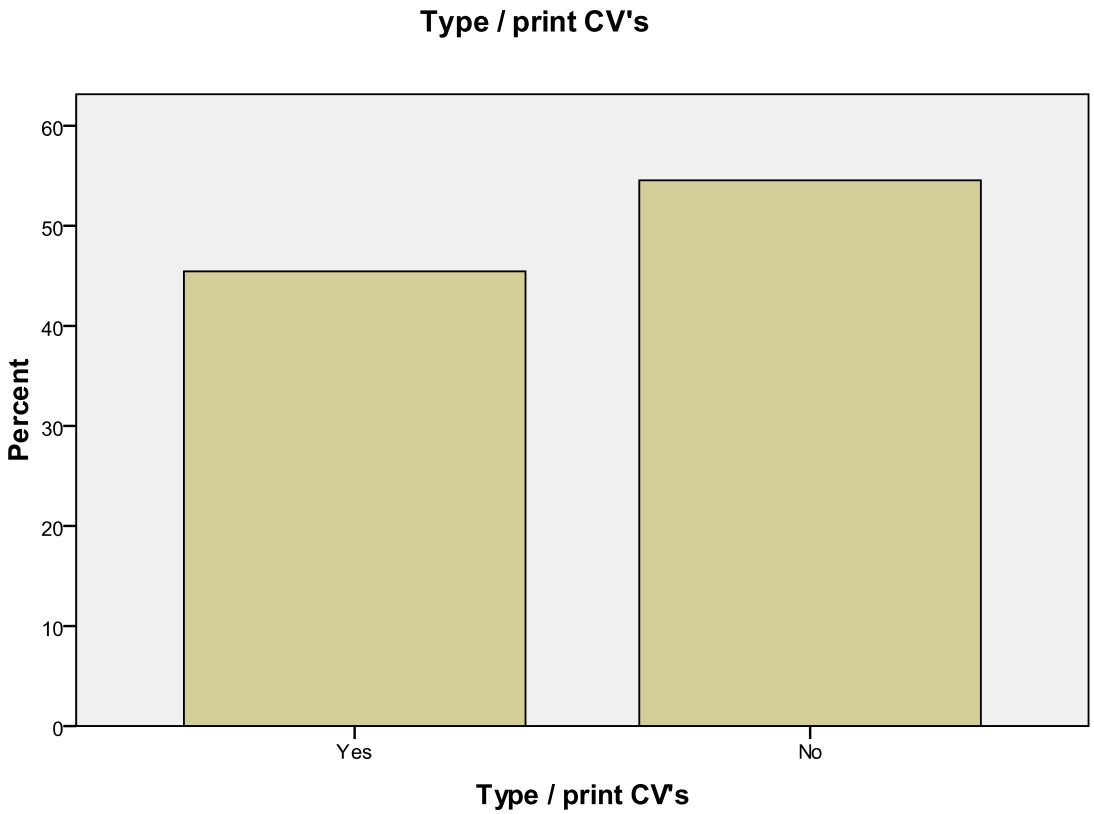
The respondents were asked what they were searching for on the Smart Cape Access Project. The respondents could decide on more than one possible answer therefore the researcher looked at each variable individually in order to analyze the data provided. The results in Figure 5 indicate that 23 respondents (41.8%) used the facility to find information on the Internet for school and college projects.

Figure 6: Respondents' use of computers to type / print out work for school / college projects



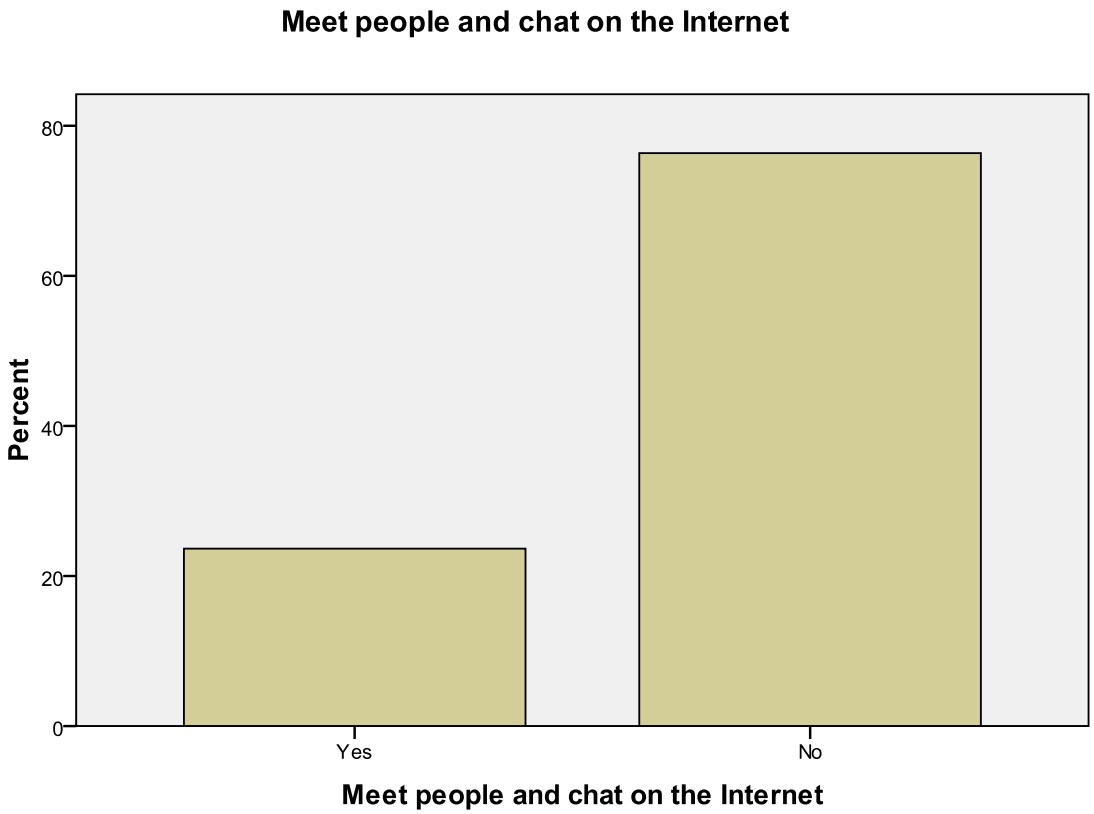
From the data obtained in Figure 6 only 16.4% of the respondents made use of the facilities to type and print out work for school and college projects.

Figure 7: Respondents' use of computers to type and print CV's



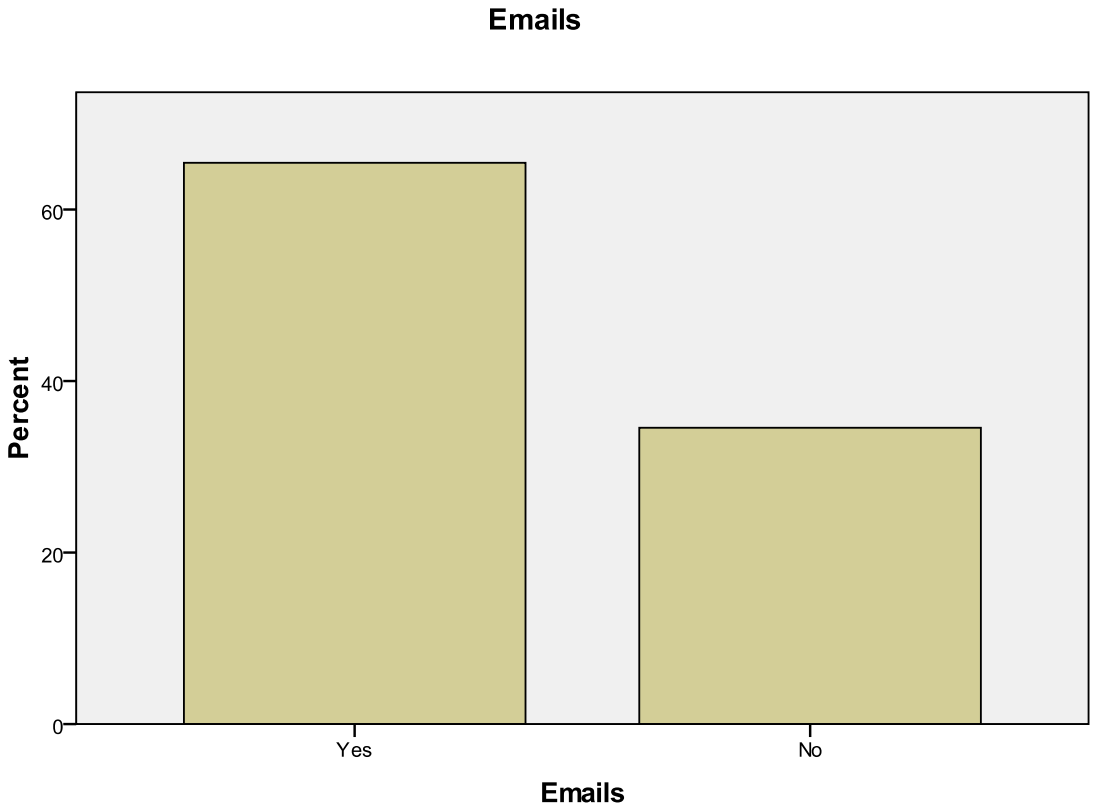
The results in Figure 7 indicate that 25 respondents (45.5%) used the facilities to prepare CVs. The results from this sample i.e. the high percentage of respondents preparing CVs, can be seen as support for the finding that unemployment is high and that respondents are using the Smart Cape Access project to look for employment.

Figure 8: Respondents using the facilities to meet people and chat on the Internet.



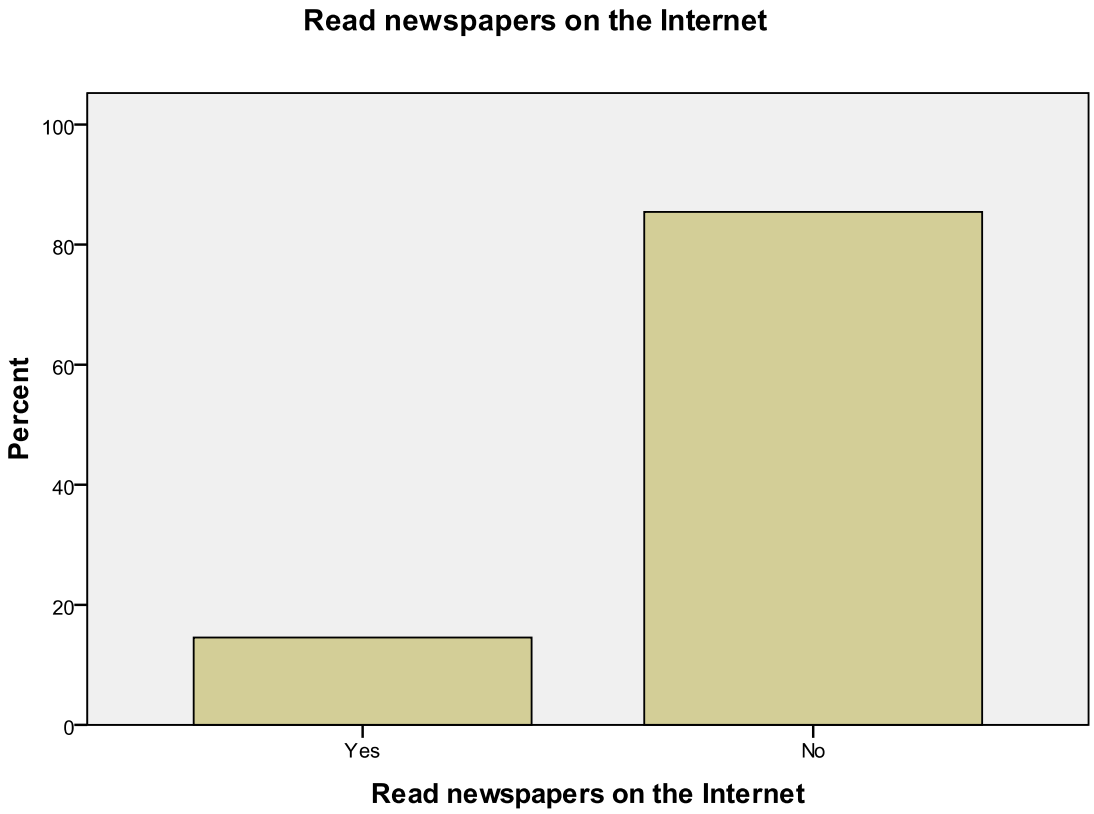
The results in Figure 8 indicate that nearly a quarter of the respondents (23.6%) are using the facilities to socialise and communicate with people on the Internet.

Figure 9: Respondents making use of Email facilities



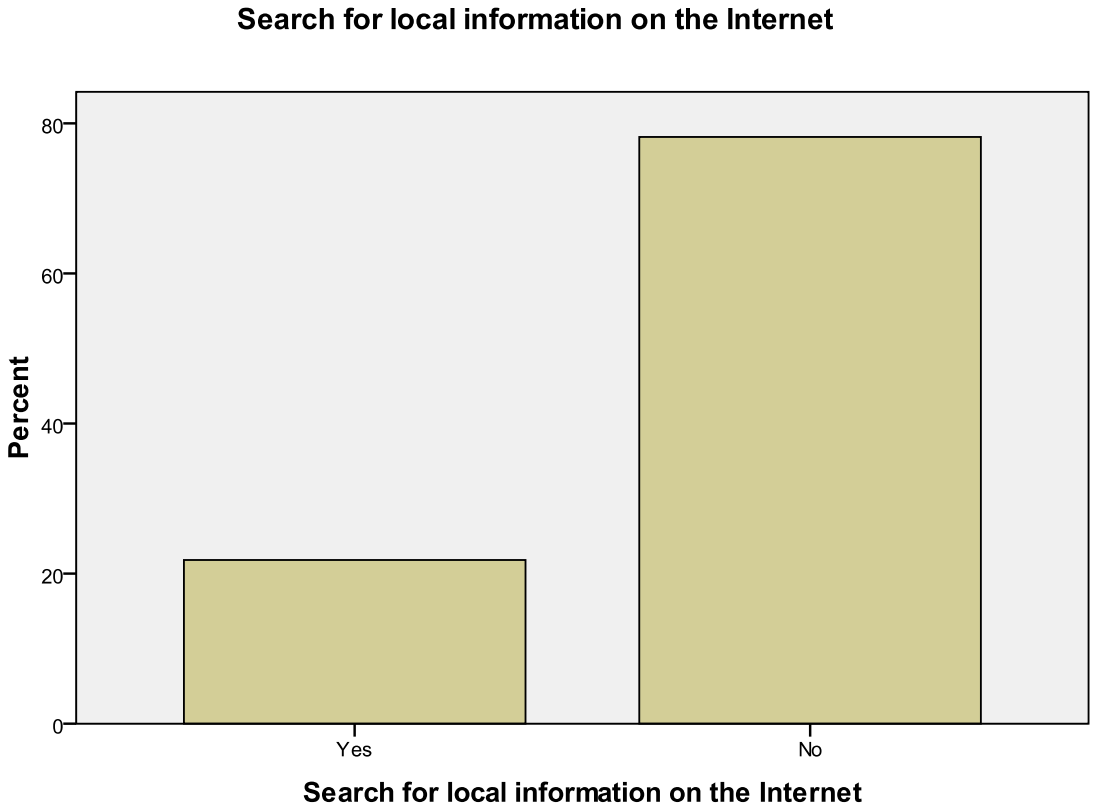
The results in Figure 9 indicate a very high percentage (65.5%) of respondents used the Smart Cape Access project to send and read Emails.

Figure 10: Respondents reading newspapers on the Internet



The results in Figure 10 indicate that a small percentage (14.5%) of the respondents used the Internet to read newspapers.

Figure 11: Respondents searching for local information on the Internet

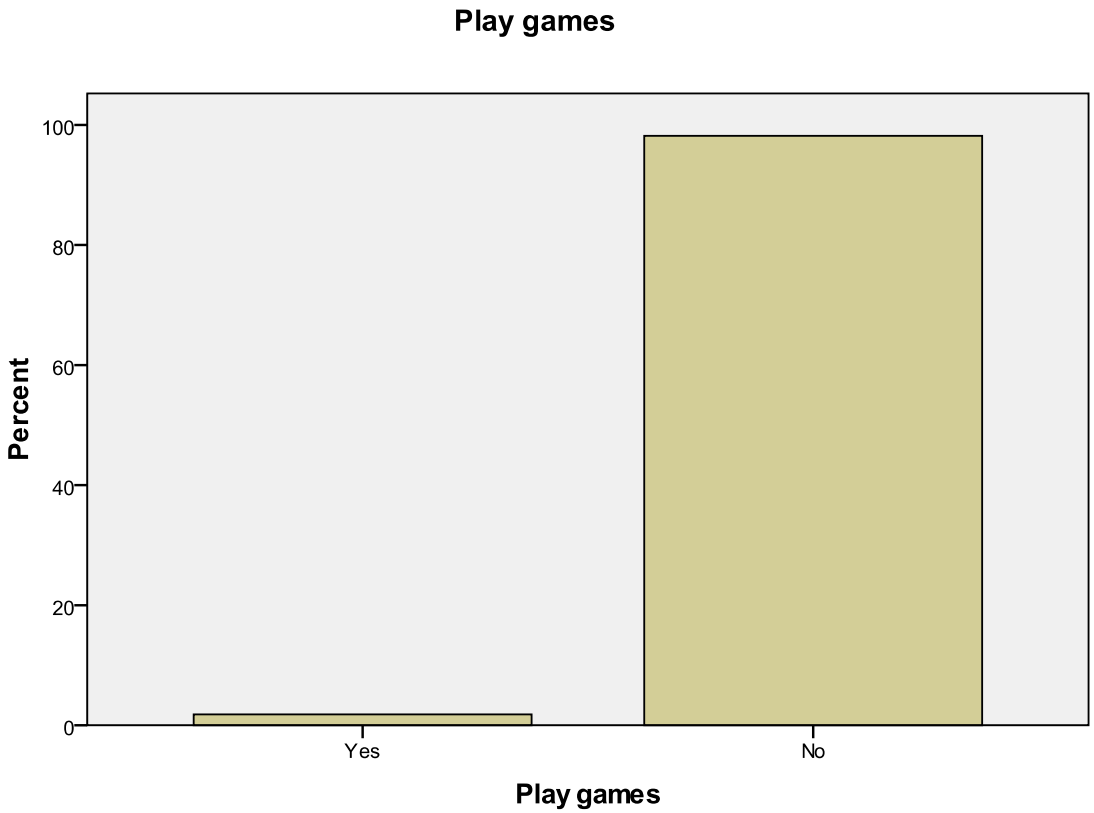


The results in Figure 11 indicate that 21.8% of the respondents used the facilities to search for local information on the Internet.

Figure 12: Respondents surfing the Internet for fun

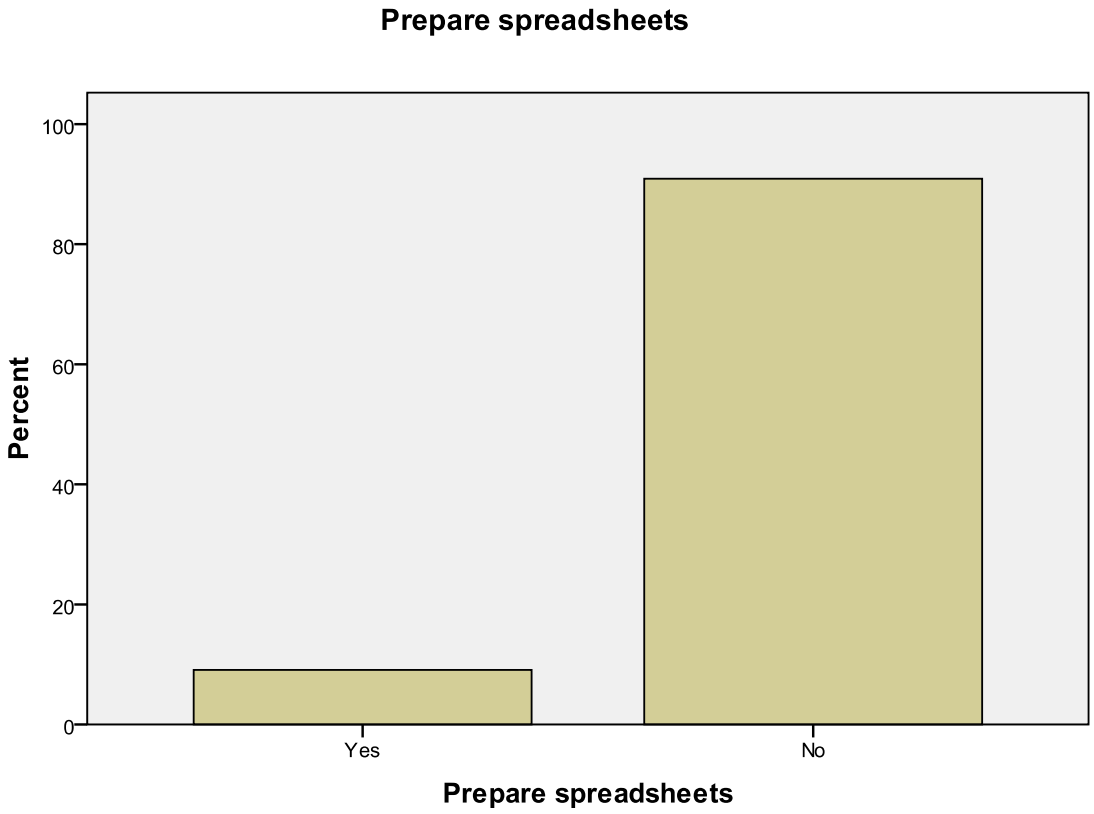
The results in Figure 12 indicate that 20% of the respondents surfed the Internet for fun.

Figure 13: Respondents using the facilities to play games.



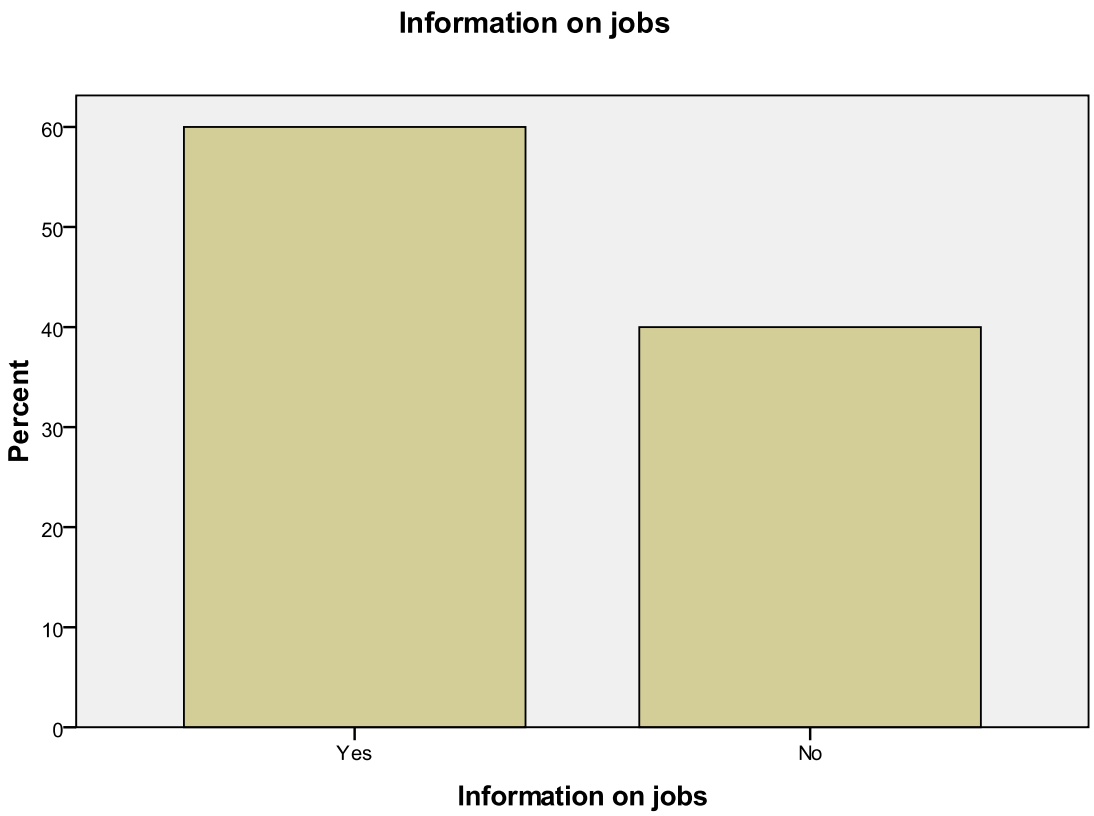
The results in Figure 13 indicate that the facilities are used minimally for playing games. Only 1.8% of the respondents indicated that they used the computers to play games. The low use of the computers for playing games, surfing the Internet for fun can be attributed to different reasons, ranging from the high frequency of use, limited time to use the computer constructively and the fact that potential users are waiting for those using the computer to finish.

Figure 14: Respondents preparing spreadsheets



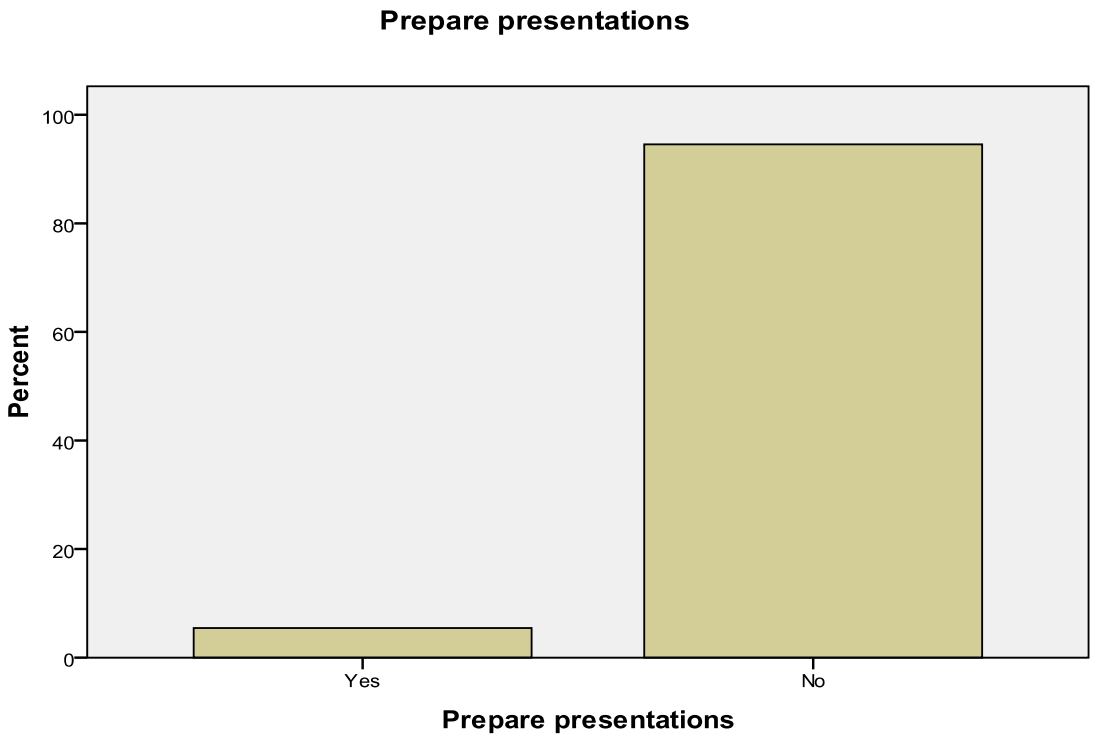
The results in Figure 14 indicate that a very low 9.1% of respondents made use of the computers to prepare spreadsheets. The researcher is of the opinion that it could be due to a lack of knowledge in using MS Office applications like MS Excel in this case. Later findings regarding the frequency of use of services on the Smart Cape Access Project will lend support to this result.

Figure 15: Respondents looking for information on jobs



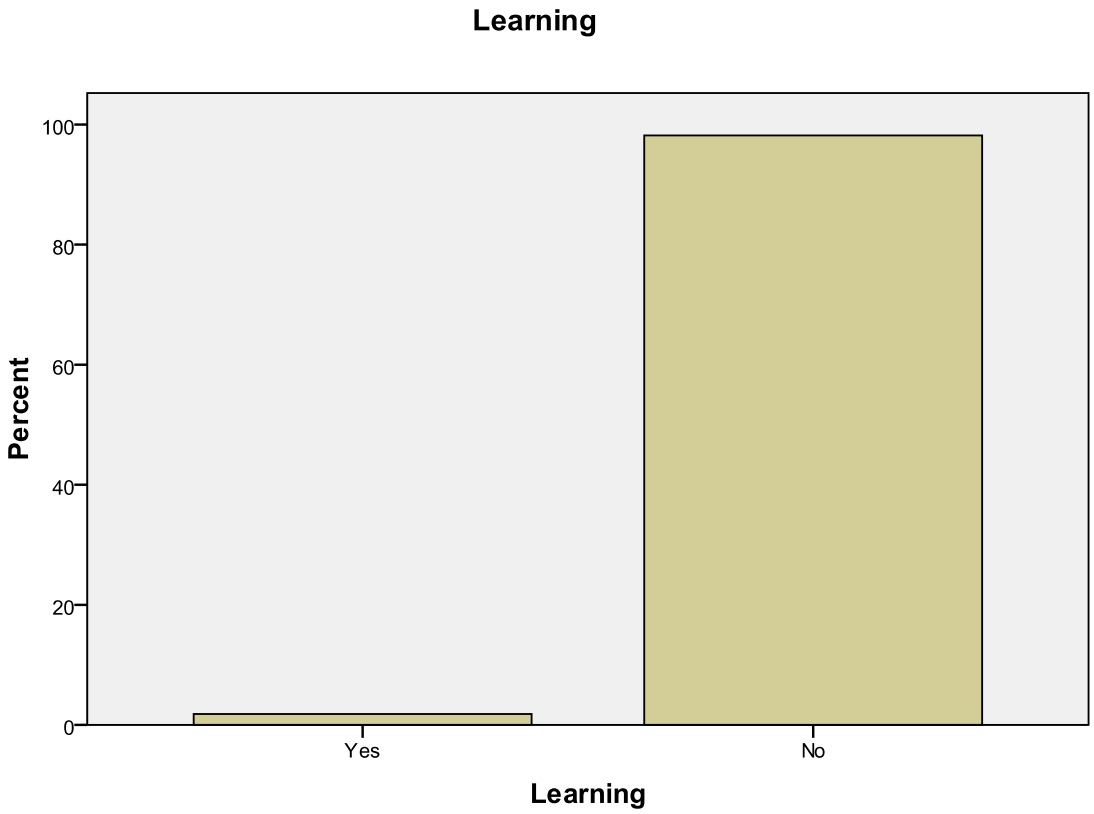
The results in Figure 15 give a clear indication that most of the respondents (60%) used the facilities to look for information on jobs. As previously indicated, most of the respondents are unemployed and consequently are looking for jobs. The findings of the 2001 population census report of the City of Cape Town indicates that 43.71% of Delft's population was unemployed, supporting the abovementioned result.

Figure 16: Respondents preparing presentations



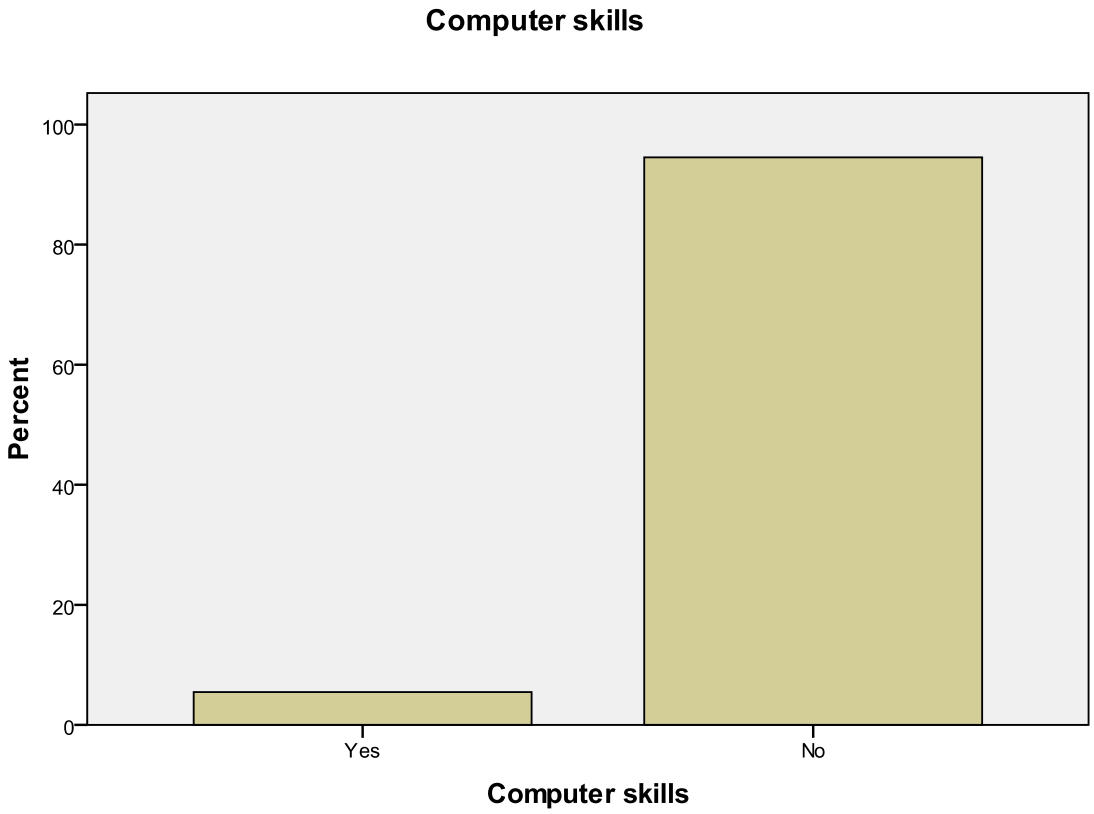
The results in Figure 16 indicate that only 5.5% of the respondents used the facility to prepare presentations.

Figure 17: Respondents using the computers for learning



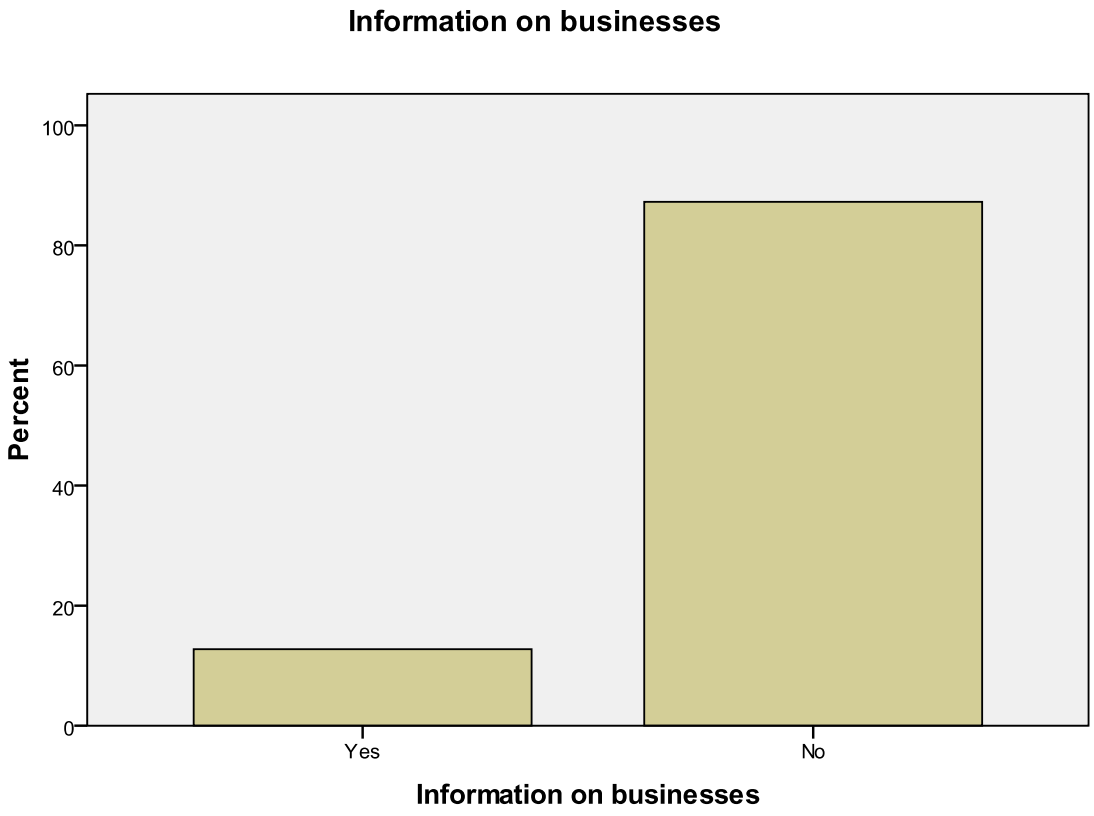
The results in Figure 17 indicate that a very low 1.8% of the respondents used the facility for learning. The researcher concludes that for this sample respondents are more inclined to receive education and training from knowledgeable assistants than making the effort to teach themselves. This observation is linked to a later question regarding the need for training and the type of training needed.

Figure 18: Respondents using Smart Cape Access project to improve computer skills



Linked to the previous observation regarding the use of computers for learning is the question on the use of computers to improve computer skills. From the results displayed in Figure 18 it is clear that a very low 5.5% of the respondents used the Smart Cape Access project to improve their computer skills.

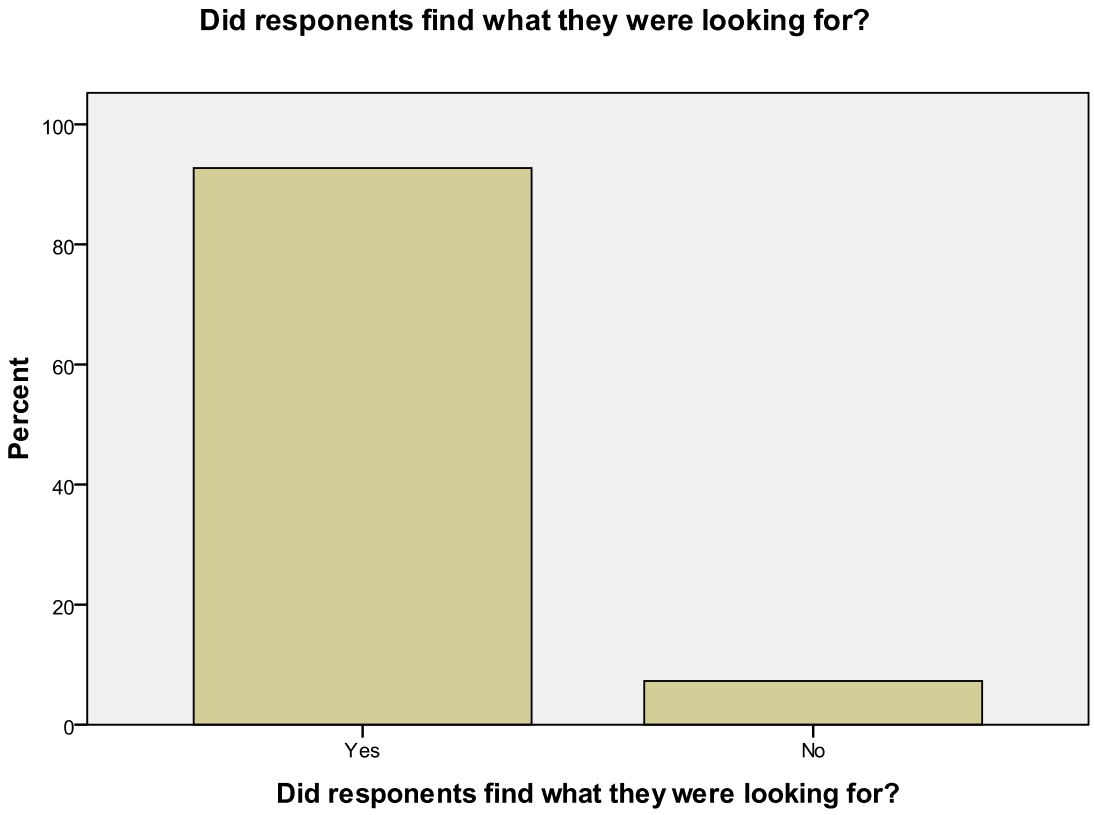
Figure 19: Respondents looking for information on businesses



The results from Figure 19 indicate that 12.7% of the respondents did look for information on businesses.

4.2.3.3 Results of searches

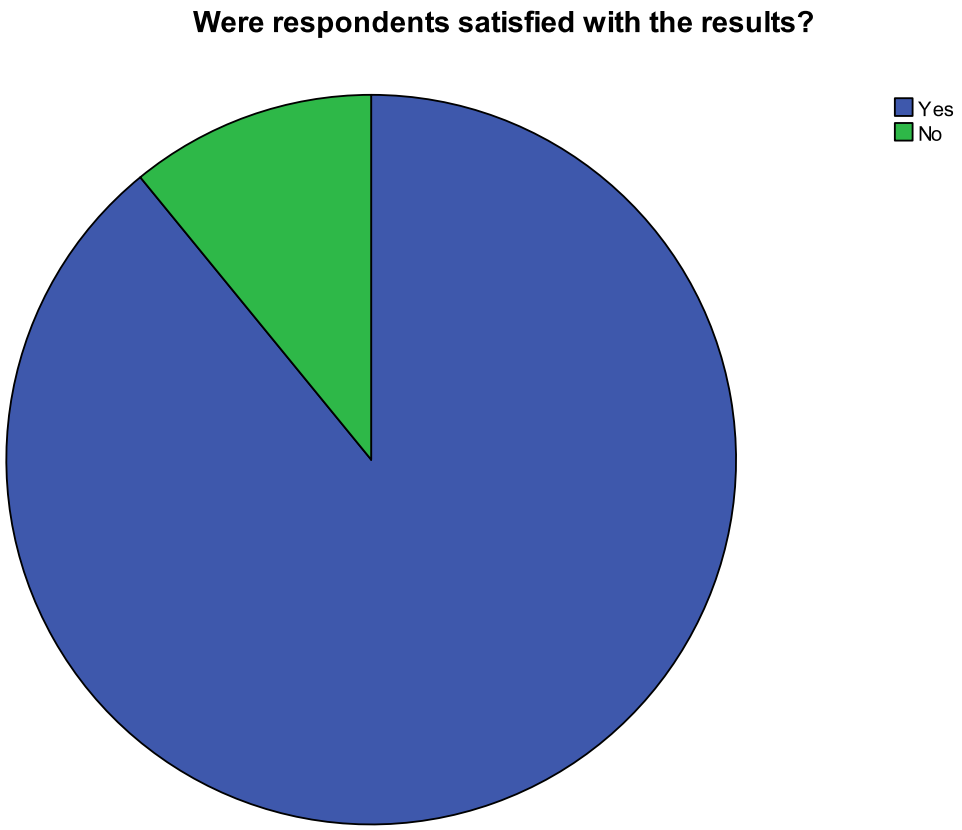
Figure 20: Did respondents find what they were looking for?



The results in Figure 20 indicate that most of the respondents 92.7% were successful in obtaining what they were looking for on the Smart Cape Access project. Only a small number of respondents (7.3%) did not find what they were looking for. Though this result did not give any indication whether respondents were satisfied or not with the results, hence the following question to measure respondents' satisfaction with the results.

4.2.3.3.1 Satisfaction with results

Figure 21: Respondents' satisfaction with the results



The respondents were asked whether they were satisfied with the results of their searches on the computers. The respondents who gave a NO answer were asked to elaborate. Of the 55 respondents 49 (89.1%) indicated that they were satisfied with the results and 6 (10.9%) were not satisfied with the results (Figure 21). The results give a clear indication that most of the respondents were satisfied and found what they were looking for.

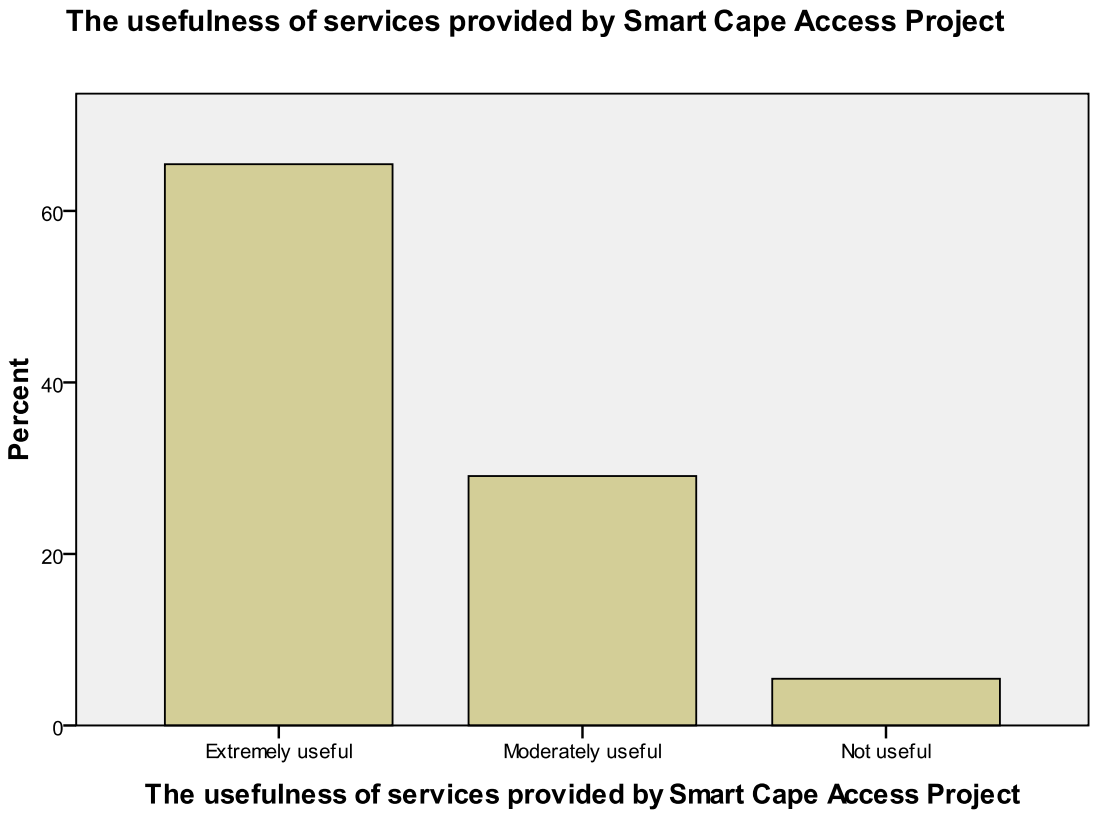
Table 3: Respondents not satisfied

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too much irrelevant information	1	1.8	1.8	1.8
	Too few computers	3	5.5	5.5	7.3
	Slow response time	1	1.8	1.8	9.1
	No Comment	1	1.8	1.8	10.9
	Not applicable	49	89.1	89.1	100.0
	Total	55	100.0	100.0	

Table 3 shows the comments made by the respondents who were not satisfied with the results. The comments ranged from too much irrelevant information (1.8%) when searching the Internet, not enough computers (5.5%) which resulted in long waiting time before getting access to a computer and a slow response time (1.8%) especially in the afternoons which negatively influenced the amount of work a person can do within the 45 minute session, One respondent did not comment.

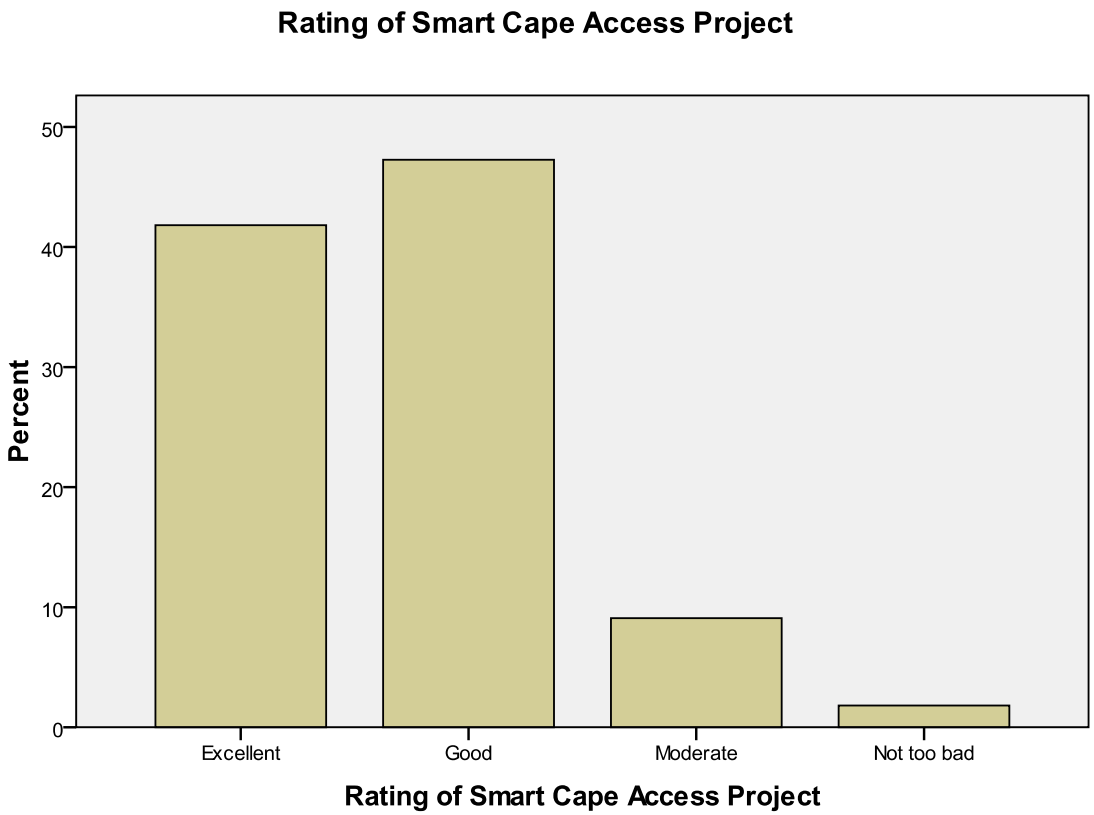
4.2.3.4 Usefulness of the services provided by the Smart Cape Access project

Figure 22: Respondents responses on the usefulness of services



The results in Figure 22 indicate that almost two-thirds of the respondents (65.5%) found the services provided by the Smart Cape Access project to be extremely useful and 29.0% of the respondents indicated that the services were moderately useful. Cumulatively 94.5% of the respondents found the services useful while only 5.5% indicated that the services were not useful.

Figure 23: Rating of the Smart Cape Access project



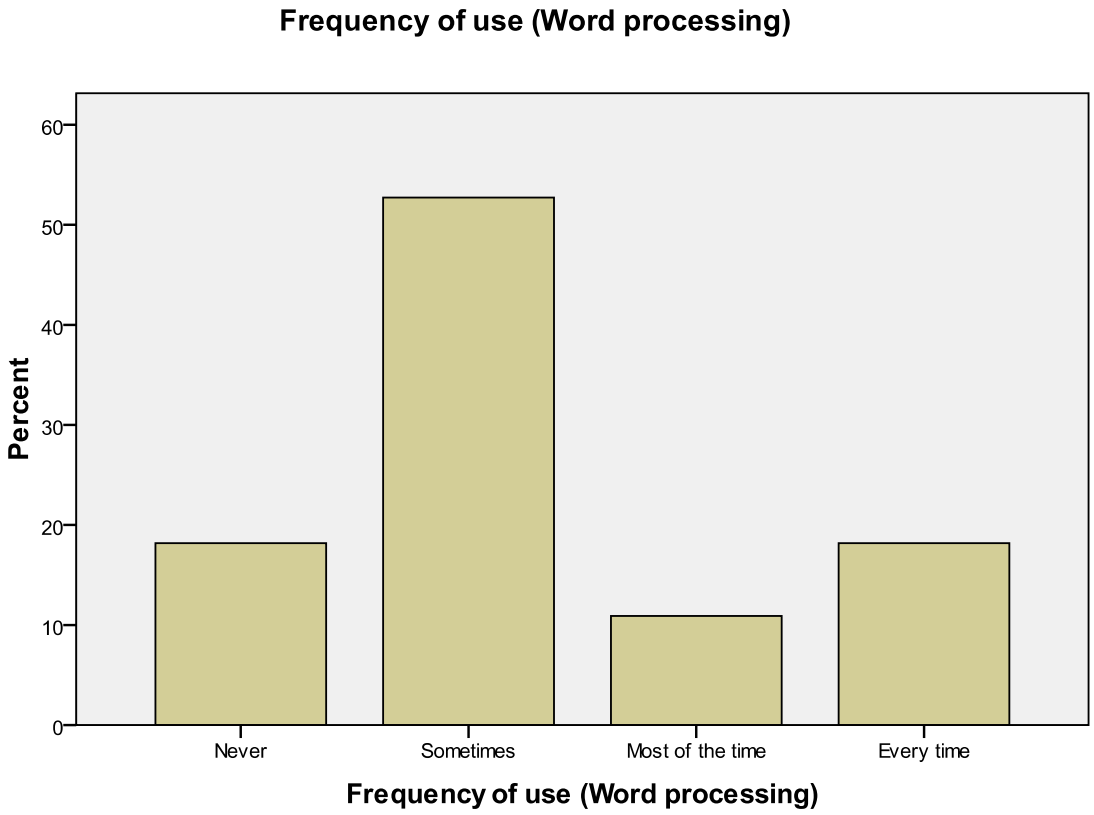
The results in Figure 23 indicate that the majority of respondents rated the Smart Cape Access project as either excellent (41.8%) or good (47.3%). The rest of the results indicate a low 9.1% rated the facility as moderate and a very low 1.8% indicated that the facility is not too bad. An interesting observation is that not one of the respondents indicated that the service provided by the Smart Cape Access project was bad in anyway whatsoever.

This suggests that the Smart Cape Access project is overall regarded as a service that is

for the good of the community. This finding is supported by previous results e.g. the usefulness of the Smart Cape Access project and the satisfaction with the searches which also indicated high percentages in terms of usefulness and satisfaction with searches.

4.2.3.5 Frequency of use of services

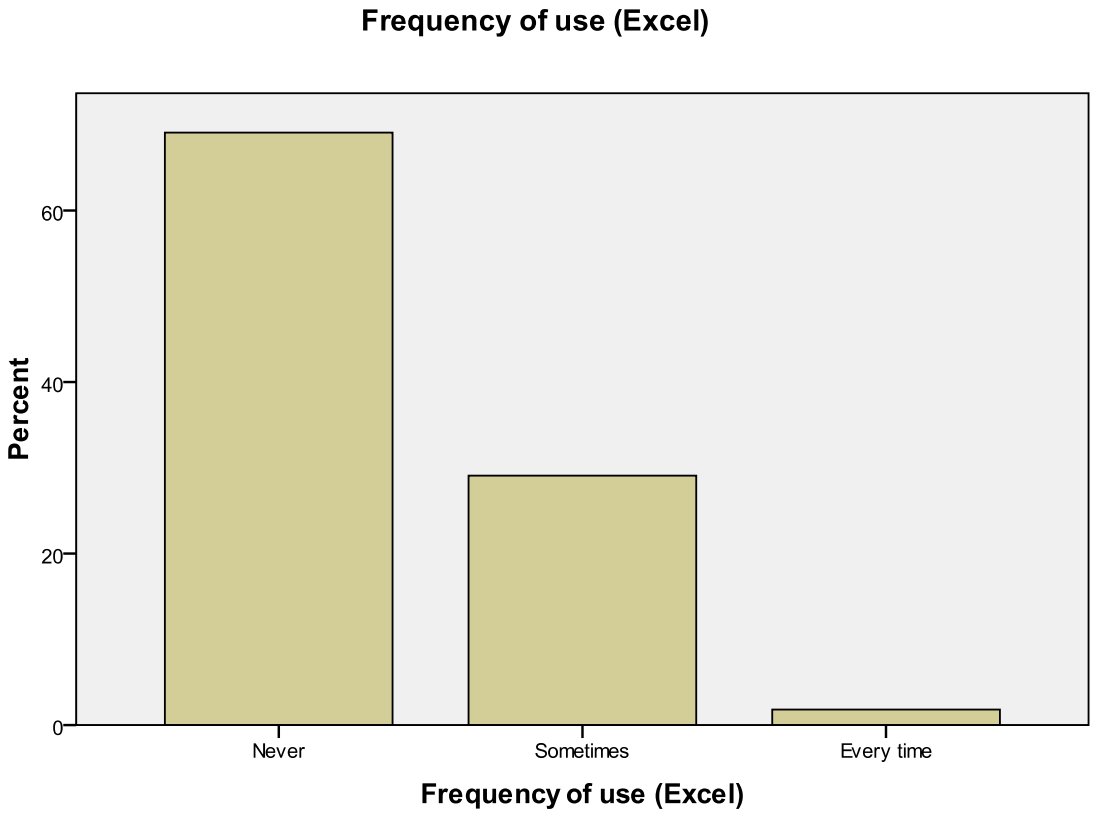
Figure 24: Respondents' frequency of use of word processing facilities



Respondents were asked how often they use certain programmes when using the Smart Cape Access project. The results from the data in Figure 24 indicate that more than half of the respondents (52.7%) did not make use of the word processing facilities on a regular basis. The lowest percentage (10.9%) of the respondents made use of the word

processing facilities most of the time, while 18.2% indicated that they never used the word processing facilities and 18.2% made use of it on every visit to the library.

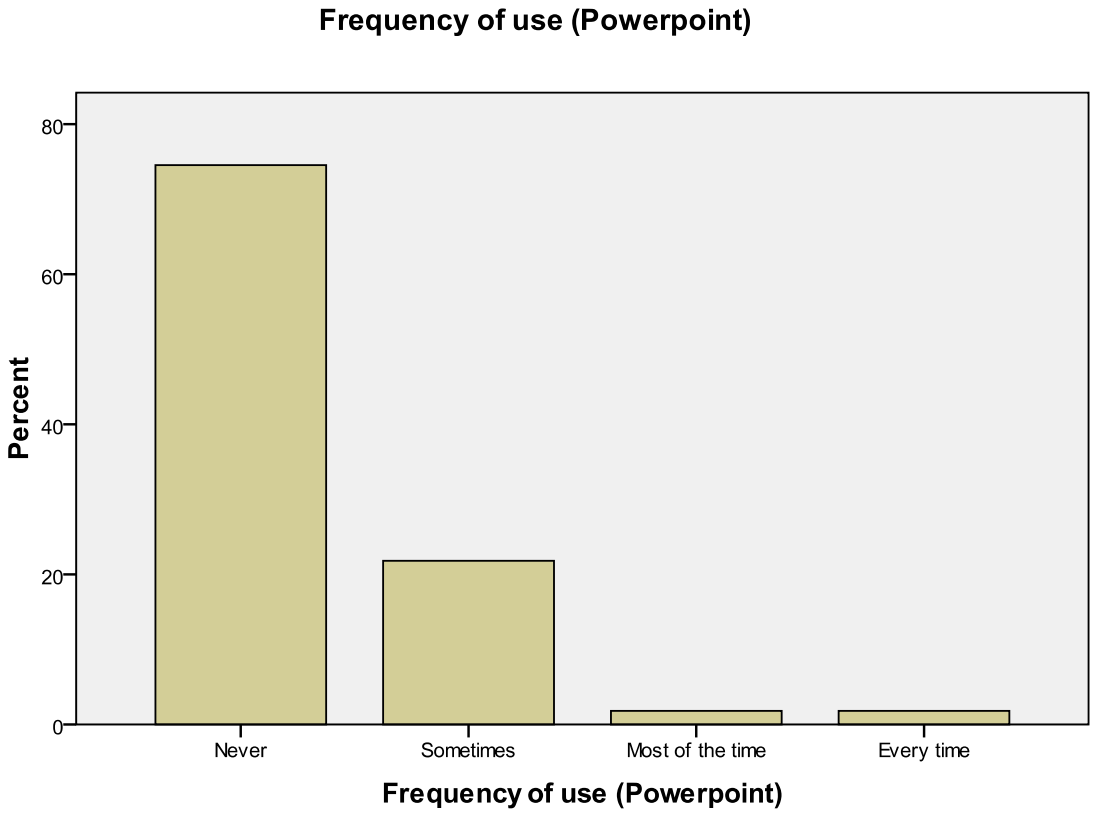
Figure 25: Respondents' frequency of use of Excel



The findings in Figure 25 indicate that more than two thirds of the respondents (69.1%) never used the facilities to draw up spreadsheets, followed by 29.1% who sometimes made use of Excel. The data indicate that only 1.8% of the respondents made use of Excel every time they visit the library. This finding is in contrast with a previous finding which indicates that 9.1% (see Figure 14) of respondents were using the facilities to draw

up spreadsheets.

Figure 26: Respondents' frequency of use of PowerPoint



The results in Figure 26 indicate that the majority (74.5%) of the respondents never used the computers to prepare PowerPoint presentations, while 21.8% of the respondents sometimes made use of the service. The lowest percentages (1.8%) indicate respondents

who used the facilities for presentations most of the time and every time respectively. This finding corresponds with a previous finding which indicates that only 5.5% of the respondents (see Figure 16) used the computer to prepare presentations, thus supporting the observation that preparation of PowerPoint presentations is done on a very low scale.

Figure 27: Respondents' frequency of use of the Internet

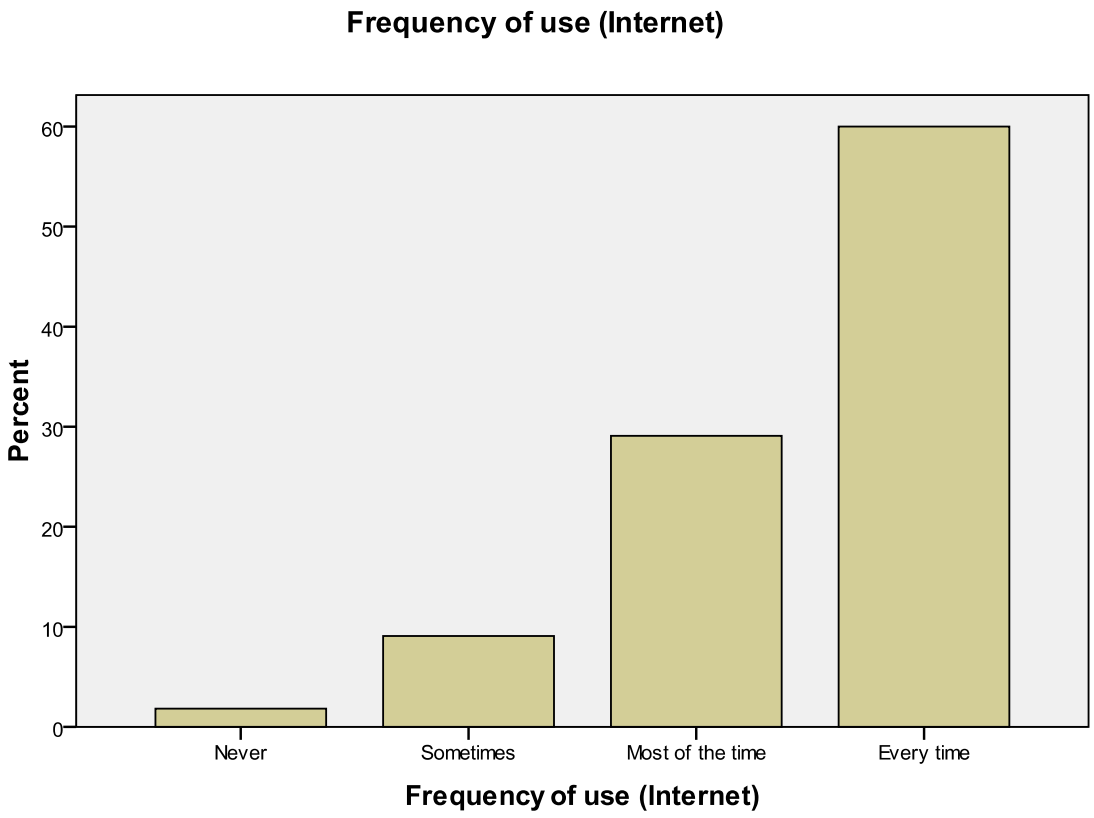
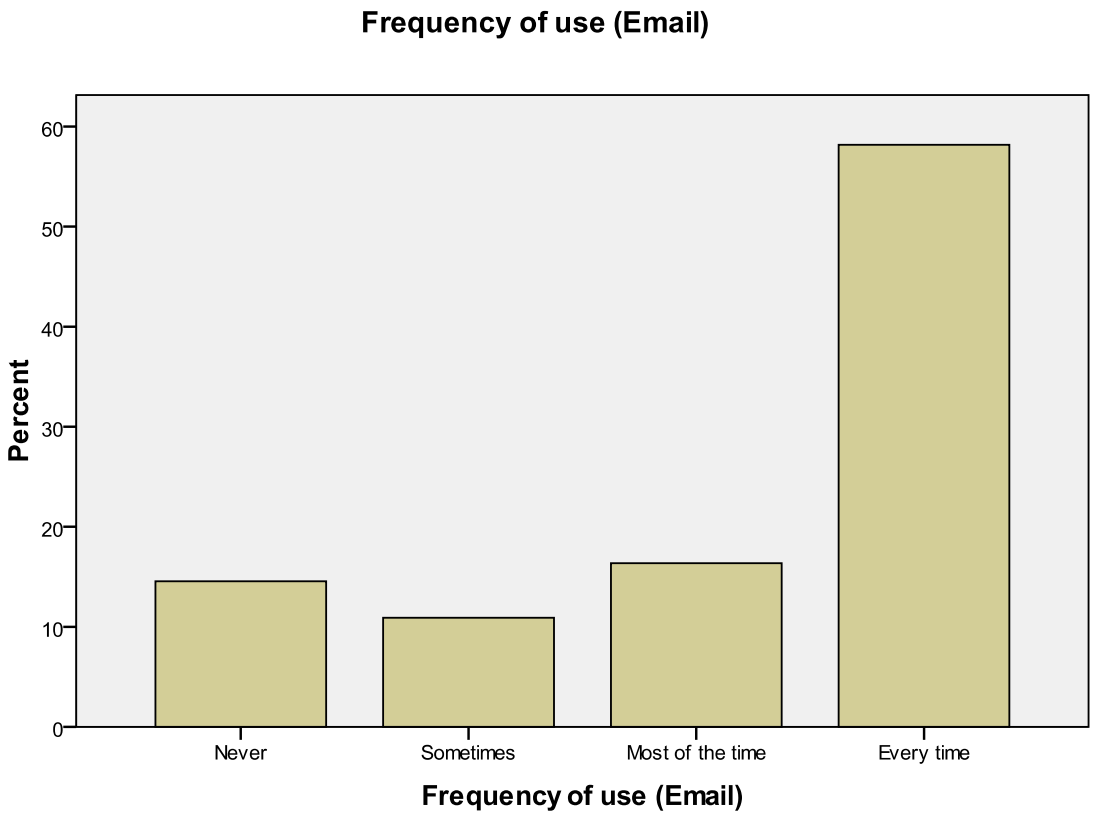


Figure 27 gives a clear indication that most of the respondents searched the Internet on a regular basis when they made use of the Smart Cape Access project, with 60% and 29.1% of the respondents indicating that they used the Internet every time and most of the time respectively. Only 1.8% of the respondents never made use of the Internet and 9.1%

indicated they were not regular users of the Internet.

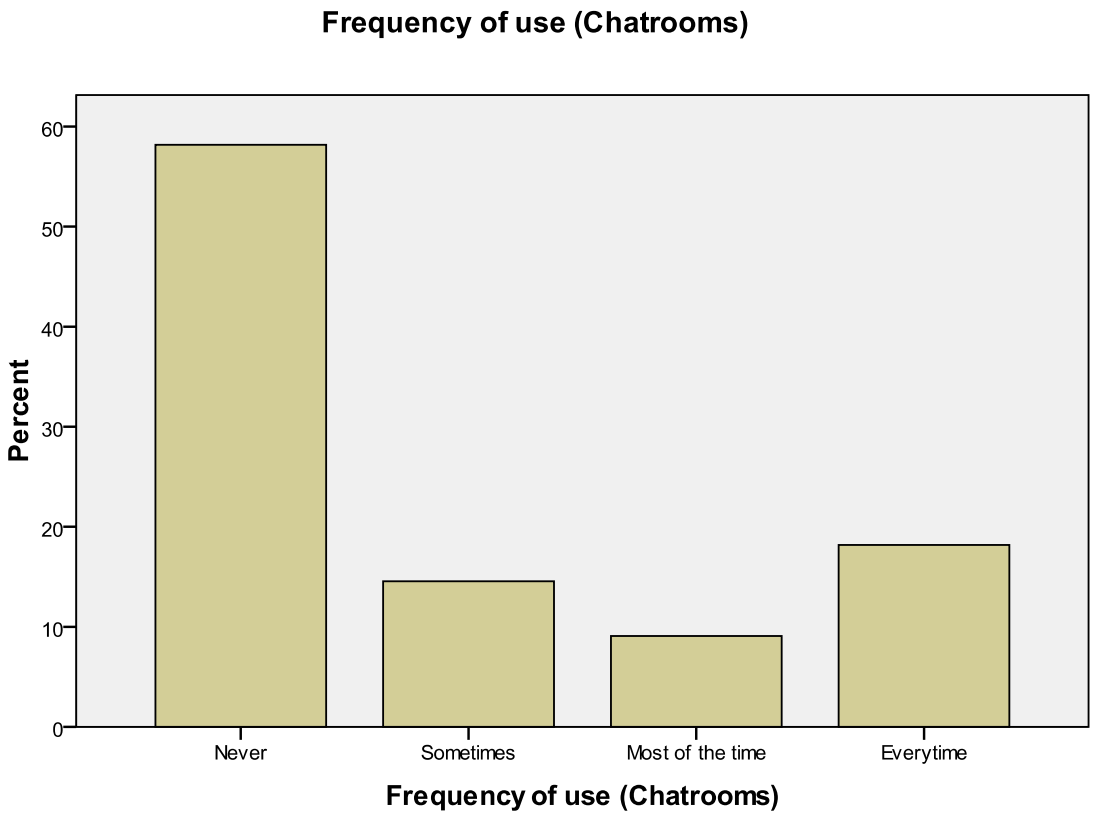
Figure 28: Respondents' frequency of use of Email facilities



The results in Figure 28 indicate that 58.2% of the respondents send and read Email every time they make use of the Smart Cape Access project. The rest of the results are more evenly spread whereas 14.5% indicated that they never used the Email facilities, 10.9% indicated that they sometimes made use of the facilities and 16.4% indicated that they made use of the Email facilities most of the time. The results indicate that

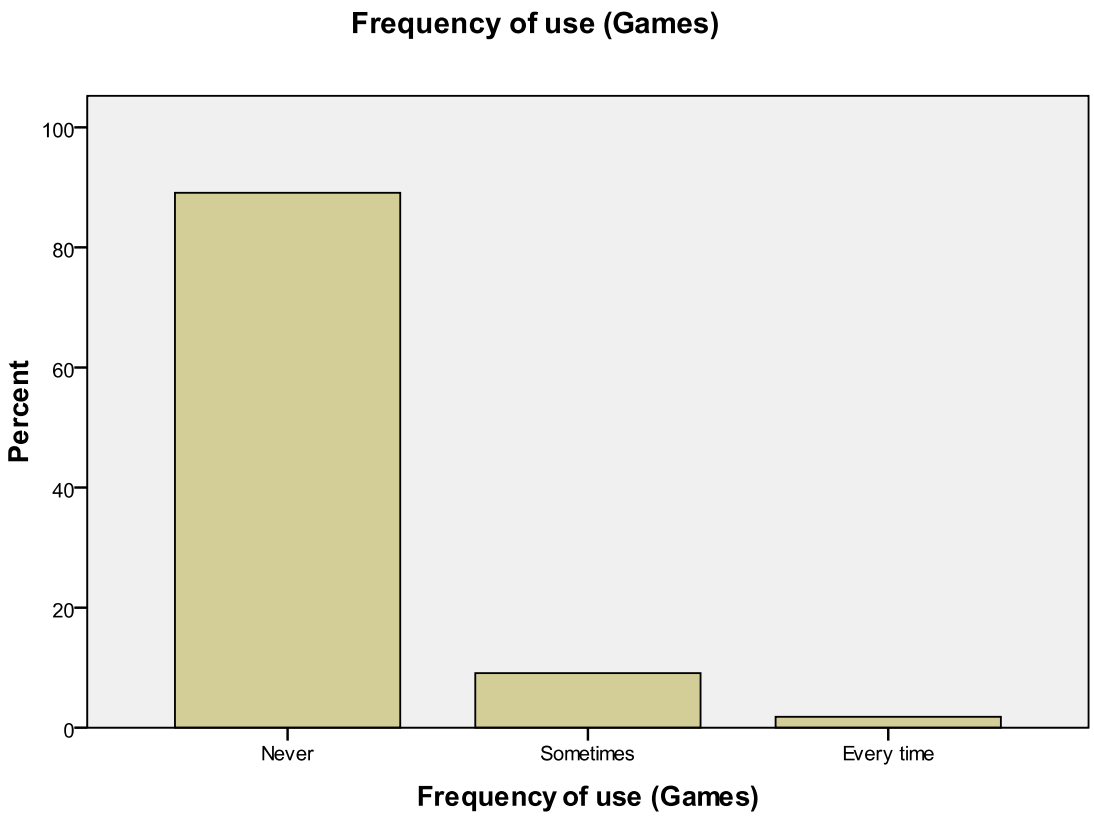
approximately three quarters of the respondents made use of the Email facilities on a regular basis. These results are substantiated by a previous finding with regard to what respondents were looking for on the computer where 65.5% (see Figure 9) of the respondents indicated they were sending and or reading Email.

Figure 29: Frequency of use of chatrooms



The results in Figure 29 indicate that most of the respondents (58.2%) never made use of the chat rooms, while 14.5% indicated that they sometimes made use of the chatrooms, A low 9.1% of the respondents indicated that they made use of the chatrooms most of time and 8.2% of the respondents indicated regular usage of chatrooms.

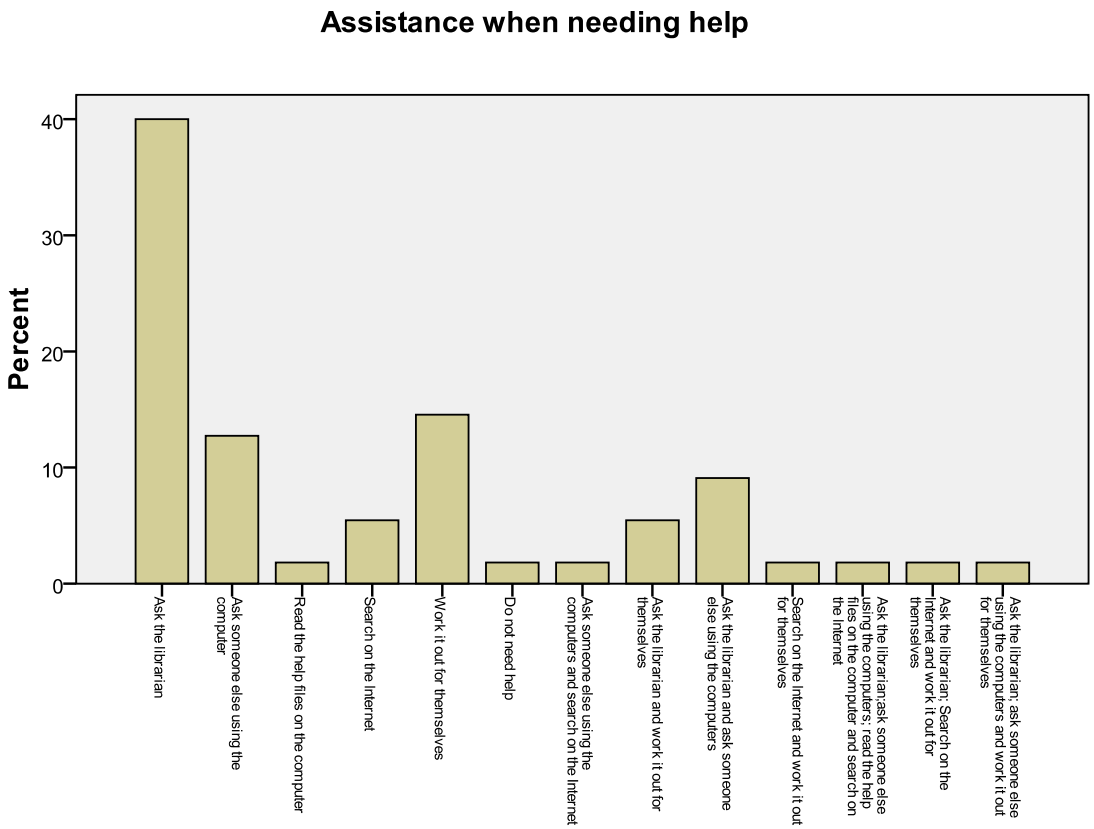
Figure 30: Frequency of use for games



The results in Figure 30 indicate that 89.1% of the respondents never used the Smart Cape Access Project to play games. Only a small percentage (10.1%) of respondents cumulatively used the computer facilities to play games.

4.2.3.6 Assistance when needing help

Figure 31: Respondents needing help



Respondents were asked to indicate what they do when in need of assistance with regards to using the Smart Cape Access project. For the researcher this question relates to access

to the facilities. What do users do when they get stuck? Do they fiddle around, wasting time or are there immediate assistance so they can continue with what they were busy with?

The results in Figure 31 indicate that most of the respondents (40.0%) approached the library staff if they needed assistance when using the Smart Cape Access project. This result is very interesting because from the researcher's observation the users were mostly assisted by volunteers. One explanation could be that volunteers are regarded as library staff by the users of the Smart Cape Access Project. The rest of the results indicate that 14.5% of the respondents tried to work out problems by themselves, while 12.7% of the respondents approached other users and 9.1% of the respondents asked assistance from both library staff and other users of the Smart Cape Access Project. Delft Public Library makes use of volunteers to assist users of the Smart Cape Access Project when assistance is needed.

The researcher observed that there were many times when no one was around to give assistance especially when library staff were busy with other tasks and users had to fend for themselves. It was interesting to note that when no one was around to help, some users were paying others to prepare documents.

It is clear that this is a shortcoming in the Smart Cape Access Project and that there is a need for employing a trained and skilled person full-time to assist the users of the project. As the Smart Cape Access Project is not only about using the Internet, the person should assist with both searching and other computer skills. The need for training will be discussed next.

4.2.3.7 Training needs

Table 4: Training needs of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	70.9	70.9	70.9

	No	16	29.1	29.1	100.0
	Total	55	100.0	100.0	

From the data obtained 70.9% of the respondents indicated that they needed training to utilise the services offered by the Smart Cape Access project optimally and 29.1% indicated that no training is required (Table 4). The majority of the respondents though indicated a need for training. The researcher found that although there is a demand for training for users of the Smart Cape Access Project at Delft library there is no indication that the need will be addressed in the near future.

Table 5: Training required in using the Smart Cape Access project

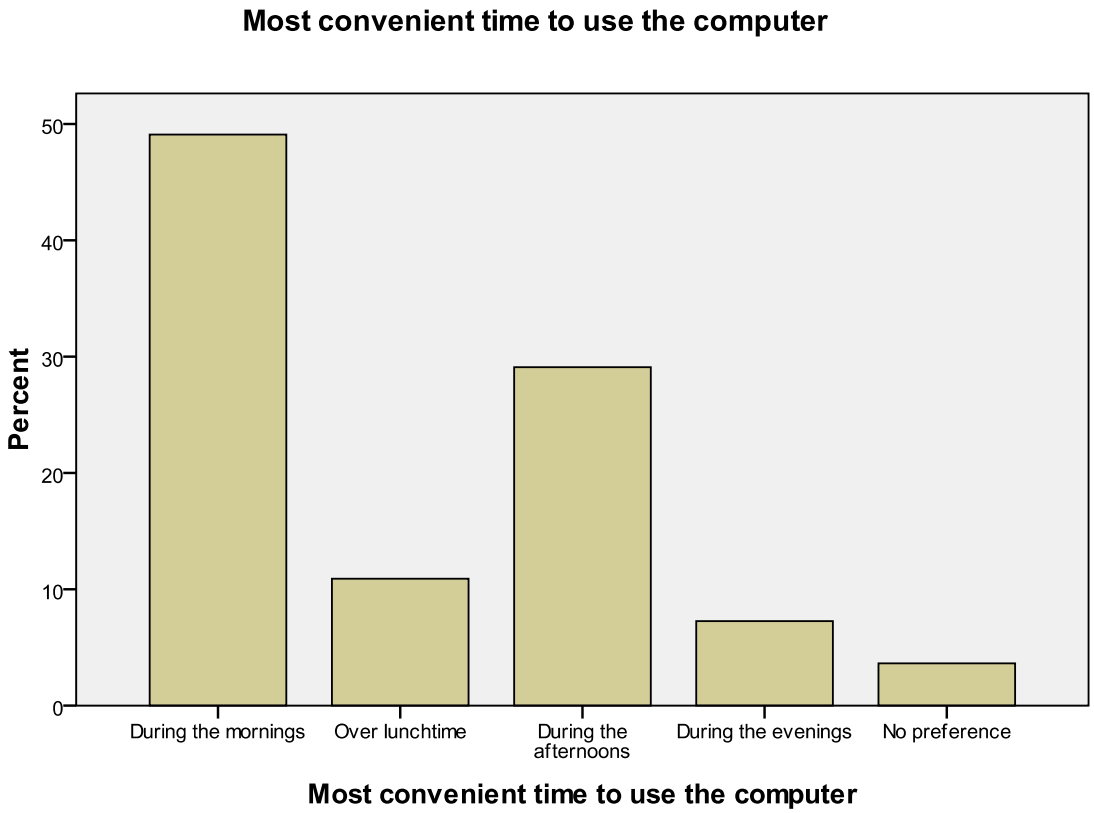
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Microsoft office	12	21.8	21.8	21.8
	Ms Office and Web searching	15	27.3	27.3	49.1
	Ms Office and Web design	1	1.8	1.8	50.9
	Ms Office and Email	2	3.6	3.6	54.5
	Web searching and Programming	1	1.8	1.8	56.4
	Ms Office, Web searching and Web design	1	1.8	1.8	58.2
	Web searching an Email	1	1.8	1.8	60.0
	No comment	6	10.9	10.9	70.9
	Not applicable	16	29.1	29.1	100.0
	Total	55	100.0	100.0	

From the data presented in Table 5 it is apparent that most of the respondents (27.3%) required training in web searching skills and the use of Microsoft Office applications e.g. MS Word, Excel, PowerPoint etc., followed by 21.8% of the respondents who required training in MS Office applications only. Other indications of training required are MS office and web design (1.8%), MS Office and e-mail (3.6%),

web searching and programming (1.8%), MS Office, web searching and web design (1.8%), web searching and e-mail (1.8%). 10.9% of the respondents indicated no comment. An interesting observation is that despite the obvious need for training, 92.7% of the respondents (see Figure 20) indicated that they were successful in obtaining the required information on the Smart Cape Access Project, suggesting to the researcher that most of the respondents at least have basic knowledge in using the facilities.

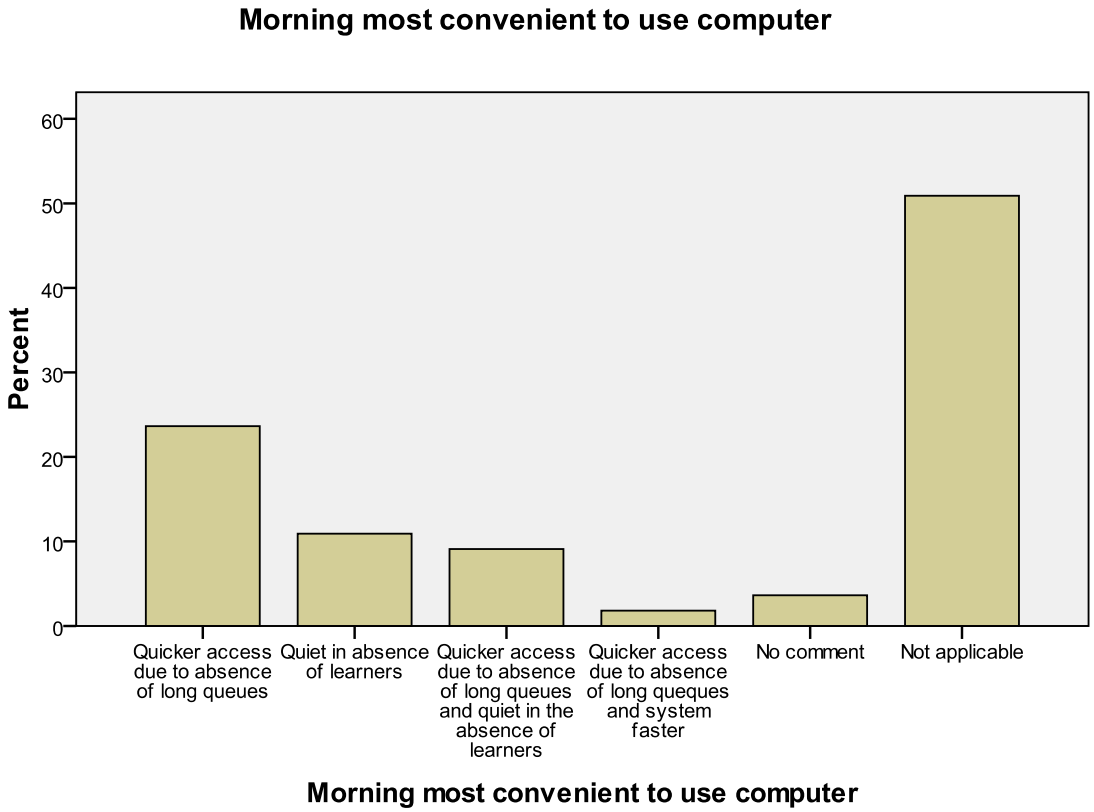
4.2.3.8 Access to the Smart Cape Access Project

Figure 32: Respondents' responses on the most convenient time to make use of the Smart Cape Access Project



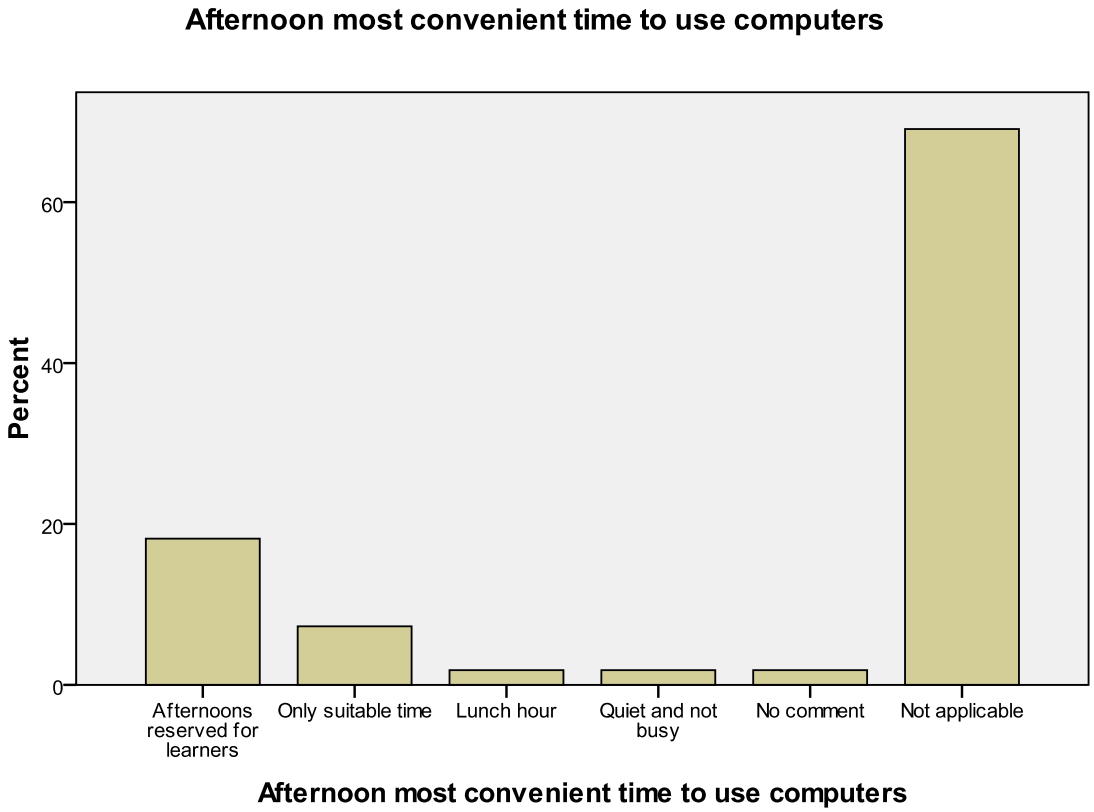
It is evident from Figure 32 that the respondents who preferred to use the facilities in the mornings add up to 49.1%, or about half of the respondents. Those who preferred using the facilities in the afternoons add up to 29.1% of the respondents while 10.9% of the respondents indicated that they prefer using the facilities during lunchtime. A low 3.6% of the respondents indicated no preference while 7.3% preferred the evenings. A possible explanation for the low evening use could be because the library closes early in the evenings i.e. 18h00 (Monday – Thursday) and from 17h00 no new sessions are allowed. The researcher suggests that this constitutes a problem for possible users in terms of open access, especially those who work late, forcing them to come on a Saturday if time allows, or to stay away altogether. Next the researcher will look at the reason(s) for these preferences.

Figure 33: Why respondents prefer to make use of the Smart Cape Access Project in the mornings



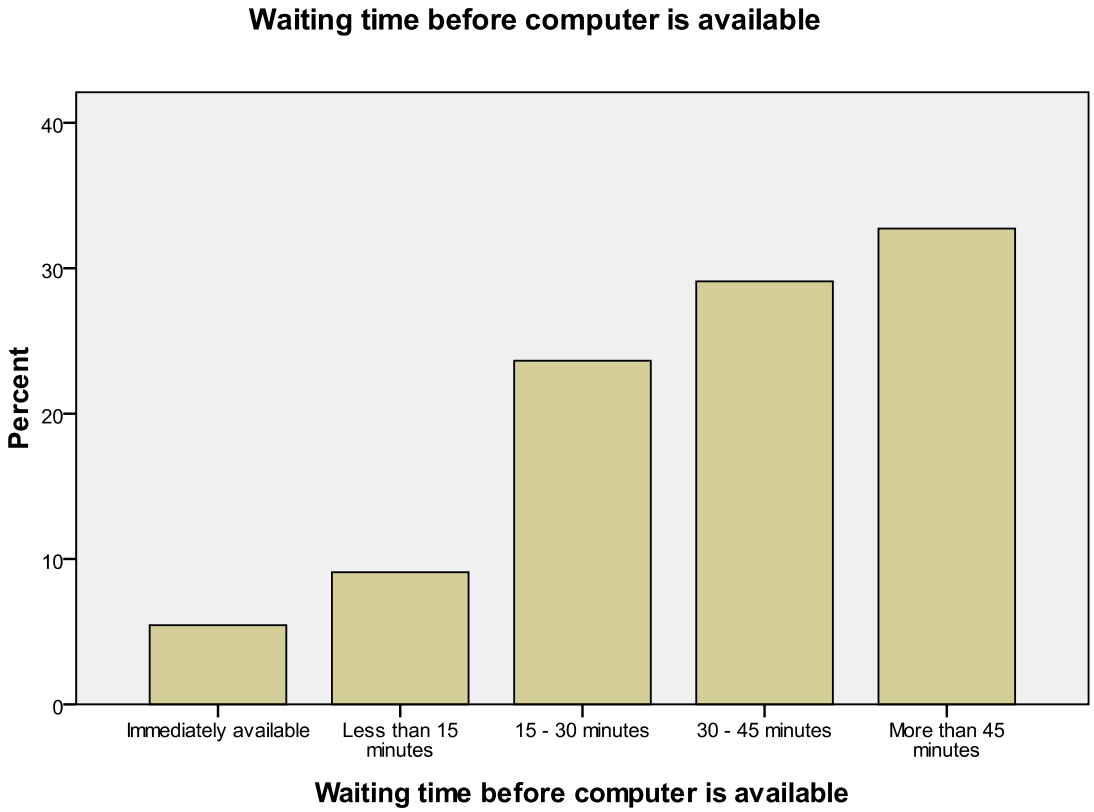
The results in Figure 33 suggest that 23.6% of the respondents' preferences are guided by the fact that there are no long queues in the mornings, which ensure quicker access to the facilities while 10.9% of the respondents indicated that the absence of learners ensure a quiet atmosphere with no disturbances caused by noise and over crowdedness. In fact a cumulative 43.6% indicated the absence of long queues and quietness as the two important factors that influence their preference.

Figure 34: Why respondents prefer to make use of the Smart Cape Access Project in the afternoons



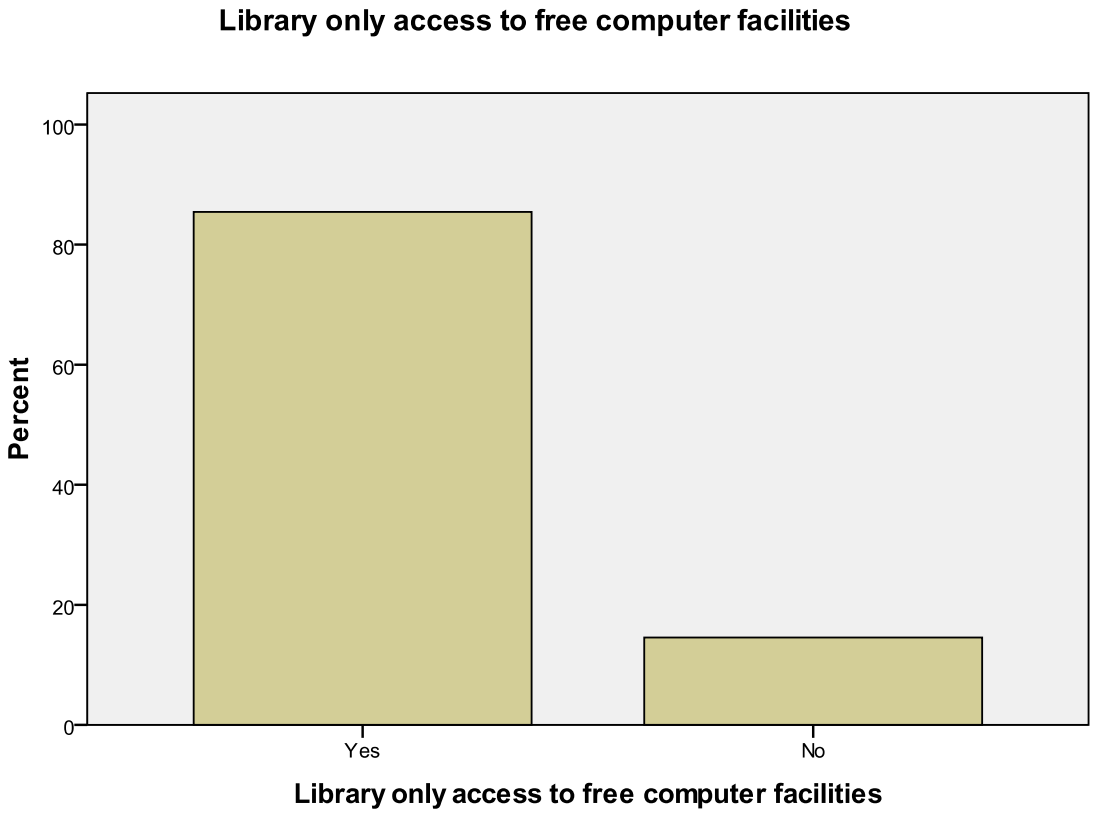
The results in Figure 34 indicate that 18.2% of the respondents were of the opinion that they had no choice in this regard because they are in school during the mornings and the afternoon sessions are, according to the library's rules, reserved for learners. The researcher though observed that the rule is not strictly enforced.

Figure 35: Respondents' results on how long it takes before a computer is available



The results in Figure 35 indicate that almost one third of the respondents (32.7%) waited for longer than 45 minutes before a computer became available. A possible reason for this is because prospective users of the Smart Cape Access project have to reserve a session by registering at the library issue desk and then having to wait in the queue for their turn. That means that if five people are registered while all the computers are in use, the following five registered have to wait for those already busy on the computers as well as for the next five in line to finish. The long waiting time discourages prospective users from waiting until a computer is available. Another 29.1% of the respondents indicated a waiting period between 30 – 45 minutes and 23.6% a waiting period between 15 – 30 minutes. A low 9.1% indicated a waiting period of less than 15 minutes and 5.5% indicated that a computer was immediately available. The results for this sample suggest that the 5 available computers are insufficient to serve the Delft community. This finding is later supported when the comments regarding the Smart Cape Access project are discussed.

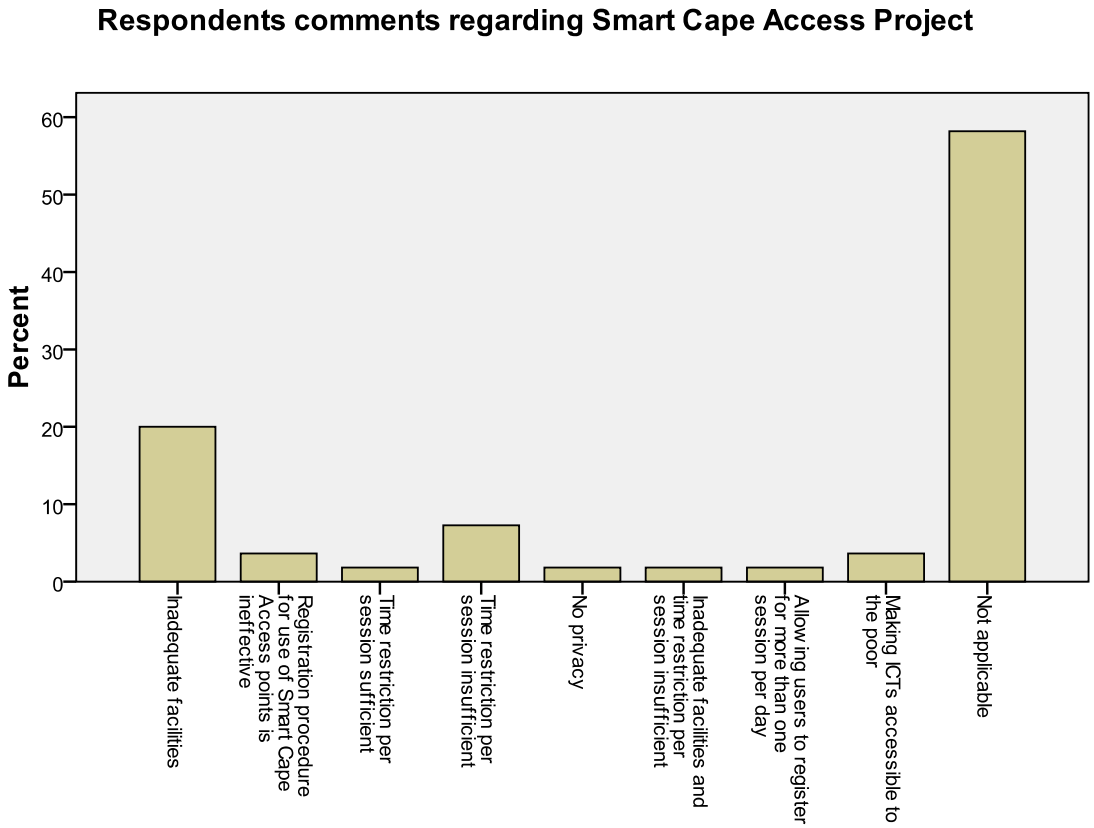
Figure 36: Library only access to free computer facilities



From the results in Figure 36 it appears that for this sample the overwhelming majority of the respondents (85.5%) have only the library to get access to free computers, while a low 14.5% have other means of access. Respondents were requested to indicate where else they have access to free computer facilities. The responses ranged from computers at work, government departments, schools and NGO's, but as indicated only a small percentage of the respondents made use of other venues. This suggest that the Delft Library, through the Smart Cape Access project, is the biggest provider of free access to ICTs in the Delft community.

4.3 Comments on the Smart Cape Access Project

Figure 37: Respondents' comments on the Smart Cape Access project



The results in Figure 37 indicate that 20% of the respondents felt that the facilities were inadequate because more computers are needed in order to shorten the waiting period for a computer to become available and to accommodate more prospective users. The rest of the comments are mostly criticism against the Smart Cape Access Project e.g. ineffective registration procedures (3.6%), inadequate facilities and insufficient time per session (1.8%), lack of privacy (1.8%), allowing users to register for more than one session per day (1.8%), and insufficient time per session (7.3%). An interesting observation is the fact that only a small percentage had something positive to say i.e. 1.8% indicated that the time allowed per session was sufficient and 3.6% indicated that the Smart Cape Access Project was a necessity to make ICTs available to the poor. Most of the respondents (58.2%) did not make any comments regarding the Smart Cape Access

Project.

4.4 Conclusion

The purpose of this chapter was to present, interpret and draw conclusions on the collected data in relation to how the Smart Cape Access Project was utilised by the community of Delft. The data collected by interviews and observations were presented and carefully analyzed. The results were presented in the forms of graphs, and in some cases, tables with explanations.

The researcher concludes from the findings that the Smart Cape Access Project is well-used and appreciated by the users. It is evident that the local library is the only place in the community where the majority of people can have access to free computer facilities.

The findings also suggest some barriers with regard to access to the Smart Cape Access Project, ranging from the location of the library, long waiting periods due to an insufficient number of computers and the opening hours.

The findings suggest that the computers are mostly used by the unemployed hunting for jobs on the Internet followed by students to search for information on school and college projects.

Many respondents indicated that the facilities were easy to use, that they were successful in their searches and satisfied with the results, suggesting that the Smart Cape Access Project is user-friendly.

In the next chapter a conclusion to this study is given, followed by certain recommendations.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a conclusion to the study and makes recommendations to different stakeholders with respect to the Smart Cape Access Project as well as for future research on the subject.

5.2 Conclusion

The main aim of the study was to determine how the Smart Cape Access Project was utilised by the Delft community and whether it addressed the needs of the community within the context of the MDGs.

The findings in this study suggest that the Smart Cape Access Project does not relate to all the MDG's as set out by UNESCO. The findings only gave support to MDG 1 and 8 in terms of using the Smart Cape Access Project for employment opportunities and providing free access to ICTs. Evidence for a contribution of the Smart Cape Access Project to the other MDG'S could not be established.

The researcher also found that all the research questions were not answered by the findings. The findings suggest that the Smart Cape Access project speaks in different ways to the needs of the community. Many respondents also indicated a need for basic computer training especially Ms Office applications and web searching skills to empower them to fully utilise the services provided by the Smart Cape Access Project.

The facilities in Delft Public Library are very much in demand. All five access

points are fully occupied from opening time in the morning until closing time in the afternoon. The findings in this study suggest that the Smart Cape Access Project is regarded as a necessity in the community, providing free ICTs to a community in which the majority of people cannot afford access to ICTs. The Smart Cape Access Project is by large their only means of free access to ICTs. A high demand and few computers result in people queuing to get access to the computers. Subsequently prospective users can get impatient and leave without making use of the Smart Cape Access Project. The long queues are also indicative of the high demand for the Smart Access Project.

The issue of access to the Smart Cape Access Project is very important. Access is so much more than only physical access to the facilities, people must also have the skills to use ICTs to find and use information. The study revealed that training is needed, ranging from basic computer skills and information retrieval skills to utilization of the Internet optimally. The question though is who must provide the training? Libraries in general are understaffed and a sustained training program can only add to an already heavy workload. The Western Cape Provincial Library Service brings some relief in terms of staffing by providing funds from conditional grants to municipalities in the Western Cape. However, according to the statement issued by IFLA in 2002 it is the responsibility of library and information professionals to help tackle the information inequality demonstrated in the growing digital divide and that information is made available to advance sustainable development.

The study also revealed that the Smart Cape Access Project is mostly used by people from the suburbs within walking distance from the library, though the library is located next to the major bus and taxi routes. Given the socio-economic conditions in the area, the question arises whether people can afford to spend money on public transport to get to the library. The high usage provides some proof that the location is effective and suitable for the community.

The information available should be useful and relevant. The most useful and relevant information is often local information, but the study revealed that the search for local

information was not a high priority, maybe because people are not aware and do not know how to find it online. Of high importance though was the need for information on jobs. In support of this finding the study gave an indication of high unemployment in the area.

The study also gave the impression that gender is an issue when it comes to using ICTs, in this case the Smart Cape Access Project. In this study the majority of users are male, more particular, young males. According to Cullen (2001) and Mphidi (2004) there is a perception that older people and women shy away from using ICTs and that men are more technically inclined than women. This issue requires more in-depth research because this study was limited to actual users of the Smart Cape Access Project only and not to non-users. Then only can a finding be made whether the use of ICTs are influenced by gender, race or other social-cultural factors.

The research revealed that the Smart Cape Access Project is user friendly according to the findings that the Smart Cape Access Project is easy to use and that searches on the Internet were mostly successful and yielded satisfactory results.

5.3 Recommendations

Drawing on the findings and the literature this study provides some recommendations. ICTs can reward those who use it well with increased economic opportunities and income, better quality of life, and cultural and political advantages. Those who do not use it are left behind and ICT disparities exacerbate existing inequities. The overall trend is that privileged groups and countries acquire and use ICTs more effectively, and because the technology benefits them in an exponential way, they become even more privileged (Bridges.org, 2005).

Valentine (2003) regards the City of Cape Town to have one of the greatest differentials between rich and poor in the world, hence the relevance of the Smart Cape Access Project in bridging the digital divide in the city. By making cutting edge

technology available to everyone, the City of Cape Town is taking a step closer to social justice and equal opportunity for all.

This study showed the Smart Cape Access Project in Delft Public Library is predominantly used by young males. The predominance of males reflects similar trends in computer use across the world. Efforts to encourage more females to make use of the computers are of the utmost importance. The researcher recommends a solid marketing strategy to promote the Smart Cape Access Project, including programmes to change the views embedded in certain cultures that ICTs are for men. In an effort to change perceptions regarding women and ICTs more women need to become involved with the project by becoming volunteers.

The study revealed that there is a need for training. Implementing formal and informal training programmes are needed. That in turn means that the services of qualified and trained staff are required. Because of financial constraints libraries can make use of volunteers to assist users with training. The problem with volunteers however is the inconsistency in terms of their availability, since they come and go as they like. A more structured arrangement with the volunteers is needed in order to have one on duty from opening to closing time.

The high intensity of use indicated that the number of computers available are insufficient and that people at times have to wait for long periods before a computer becomes available. More computers are definitely needed. The computers are inside the library area, near the issue desk and give no room for privacy and people have to endure crowdedness and noise, especially in the afternoon. A possible solution is to move the facilities to the activity area, where there is space for more computers and installing booths to ensure privacy.

This study was limited to actual users of the Smart Cape Access Project at Delft Public Library. A next study should include both users and non-users of the computers. One of the areas of the study should concentrate on female users and non-users.

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APPENDICES

APPENDIX A

Letter of request (in Afrikaans) emailed on 28 September 2009 to the City of Cape Town's Director: Library and Information Services and the librarian of Delft Public Library.

Goeiemôre Me Steyn

Hiermee versoek ek toestemming om navorsing by genoemde biblioteek te doen. Ek was alreeds in gesprekvoering met die bibliotekaris by Delft Biblioteek, wie my na u verwys het. Ek maak ook verskoning dat die versoek op so 'n kort kennisgewing gerig word.

Ek is huidiglik 'n MBibl student by UWK, besig met 'n mini tesis ter voltooiing van die kursus. Die titel van my tesis is: "The public library and the UNESCO Millennium Development Goals: the case of the Smart Cape Access Project model at a Cape Town township public library".

My studie sal konsentreer op die gebruik van die Smart Cape deur die gemeenskap.

Data insameling sal geskied deur onderhoude dmv van 'n vraelys met gebruikers van die projek te voer.

Die tesis word gedoen onder leiding van Dr Gavin Davis van UWK.

Indien my versoek goedgekeur word sal ek graag die navorsing vanaf 05 - 09 Oktober wil doen.

Ek hoop u sal my versoek gunstig oorweeg.

Byvoorbaat dank.

Steven Andries

Provinsiale Biblioteekdiens

084 251 0883

023 342 5053

From: Steven Andries [mailto:Sandries@pgwc.gov.za]

Sent: Monday, September 28, 2009 10:17 AM

To: Ninnie Steyn

Cc: flippie.van.der.walt@capetown.gov.za; Ingrid Neethling

APPENDIX B

Letter of permission (in Afrikaans) received on 29 September 2009 from the City of Cape Town's Director: Library and Information Services for the research to be undertaken.

Goeiemôre Steven

Goedkeuring word hiermee verleen om die ondergenoemde navorsing te onderneem by Delft-Biblioteek, onderhewig daaraan dat onderhoude gedurende die normale oop ure van die biblioteek sal geskied en dat onderhoude slegs op 'n vrywillige basis met gebruikers gehou sal word.

Ons sal dit waardeer indien jy vir ons 'n kopie van jou bevindinge kan stuur, aangesien direkte terugvoering in verband met 'n diens altyd waardevolle inligting lewer ten opsigte van die verdere/potensiële ontwikkeling van die diens.

Baie dankie en sterkte met die voltooiing van die tesis.

Ninnie Steyn

Direkteur: Biblioteek- & Inligtingsdienste

Gemeenskapsdienste

Kaapstad

Tel: +27 21 400-3782

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Sel: 084 211 2119

E-pos: ninnie.steyn@capetown.gov.za

Web: www.capetown.gov.za-----Original Message-----

APPENDIX C

Questionnaire

The public library and the UNESCO Millennium Development Goals: the case of the Smart Cape Access Project model at a Cape Town township public library

This survey is being carried out in connection with research I am undertaking to determine the utilization of the Smart Cape Access Project in Delft public library

Date:_____ Library:_____

Time:_____ Interviewer:_____

1. Residential address

Suburb	Mark with X
Voorbrug	

Rosendal	
Leiden	
The Hague	
Delft South	
Eindhoven	
Other	

2. Employment

Full-time employed	
Part-time employed	
Self-employed	
Unemployed	
Student	
Retired	
Other	

3. Age

Under 18	
18 – 24	
25 – 35	
36 – 50	
Over 50	

4. Gender

Male	Female

How often do you use the computer facilities?

Daily		

Weekly	
Monthly	
Two or more times per week	
Two or more times per month	

6. How did you find out about the Smart Cape Access Project?

Newspaper or pamphlet	
Library notice boards	
Library staff	
Saw other people using the computers	
Friend or family member Other	

7. What were you looking for on the computer?

To find information on the Internet for school /college projects	
Type / print out work for school / college projects	
Information on jobs	
Type / print CV's	
Meet people and chat on the Internet	
E-mails	
Read newspapers on the Internet	
Look up local information on the Internet	
Surf the Internet for fun	
Play games	
Prepare spreadsheets	
Prepare presentations	
Learning Information on businesses Computer skills Other	

8. Did you find what you were looking for?

Yes	No

9. Are you satisfied with the results?

Yes	No

If NO, comment please

……
……
……
……

10. How useful are the services provided by the Smart Cape Access Project?

Extremely useful	Moderately useful	Not useful	Other

11. How often do you use the following programs on these computers:

	Never	Sometimes	Most of the time	Every time
Word processing				
Excel				
Powerpoint				
Internet				
E-mail				
Chatrooms				
Games				
Other				

12. Do you find it easy to use the computers?

Yes	No

13. What do you do when you need help?

Ask the librarian	
Ask someone else using the computers	
Read the help files on the computer	
Search on the Internet	
Work it out for myself	
Other	

14. At what time is it most convenient for you to use the computer?

During the mornings	Over lunchtime	During the afternoons	During the evenings	At weekends or during school holidays

WHY?

Please comment

……
……
……

15. How long did you have to wait for a computer to become available?

Immediately available	Less than 15 minutes	15 – 30 minutes	30 – 45min	More than 45 minutes

16. Is the library your only access to free computer facilities?

Yes	No

If NO, where else?

……
……
……

17. Would you be interested in training on how to use the computer facilities?

Yes	No

If YES, what would you like training in?

……
……
……

18. Do you make use of any of the library's other services?

Yes	No

If YES, which ones?

……
……
……

19. How would you rate the Smart Cape Access Project overall?

Excellent	Good	Moderate	Not too bad	Unacceptably Bad

20. Any other comments with regards to the Smart Cape Access Project?

……
……
……
……
……

Thank you very much for taking time to complete this questionnaire.

Steven Andries, Masters Student, Department Library and Information Science,

University of the Western Cape, Private Bag X17, Bellville, 7535. Cell: 084 251 0883

E-mail: sandries@pgwc.gov.za