Good life.
Bad life

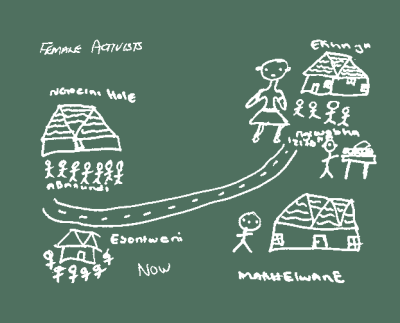
* Working
* Beautiful house
* Car
* A Person who's kids Go to ~~with~~ multiracial Schools
* A Person who's kids work
* A Person who has a house built next to the road, Close to Public Transport.
* A Person who has a Shop
* A Person who is community leader like councellors
* A Teacher (high School)

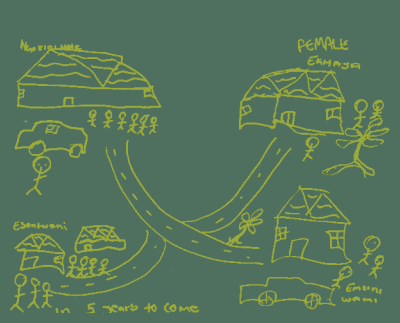
CLIQ

Community-based Learning, ICTs and Quality of Life

COMMUNITY REPORT

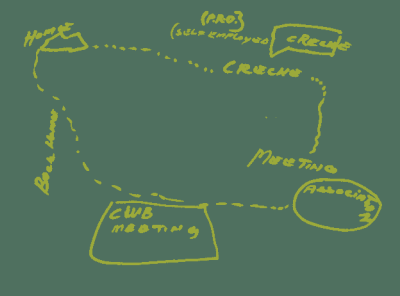
A participatory approach to assessing the impact of ICT access on quality of life in KwaZulu-Natal

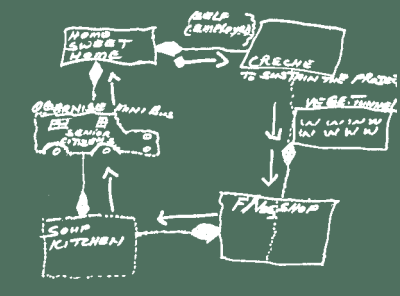

FEMALE ACTIVISTS
NOW
MAHLELWANE

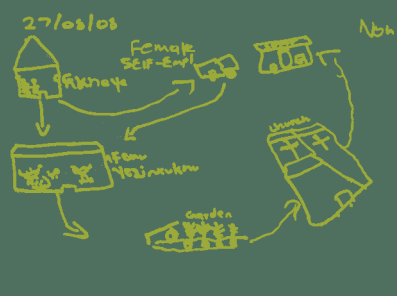

FEMALE
in 5 years to come

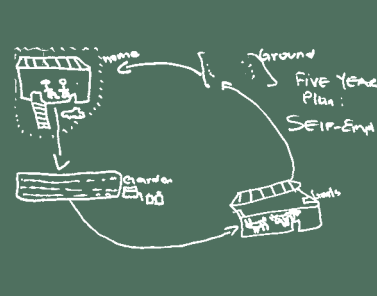
MALE ACTIVIST
NOW

5 YEARS
I DAM
MY HOME


CRECHE
MEETING
CWB meeting

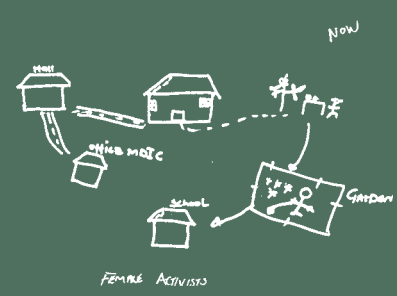

HOME SWEET HOME
CRECHE
SOUP KITCHEN

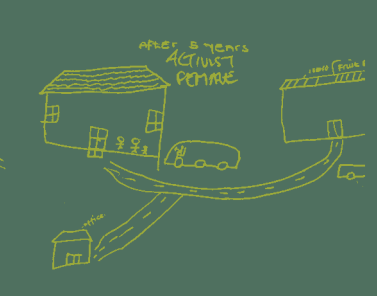

27/05/08
Female Self-Empl
Now
Garden


Ground
Five Year Plan :
SEIF-Empl
Garden

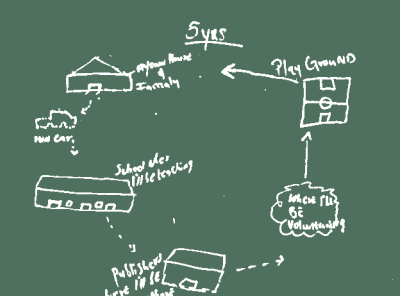
NOW
KAPPA SELF EMPLOYED MALE
Sotweni Tavern
TOWN

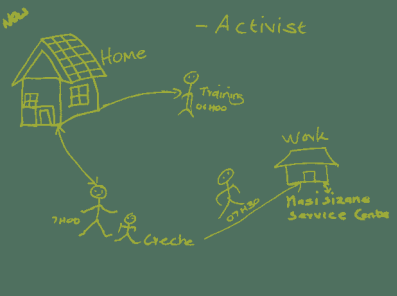
5 yrs
Salon
SELF EMPLOYED MALE

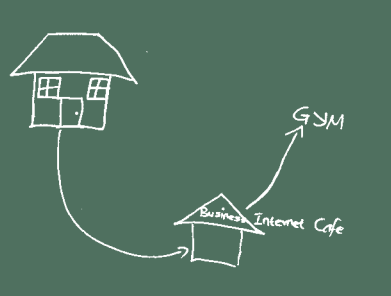

NOW
Mall
office MALE
School
Garden
FEMALE ACTIVISTS

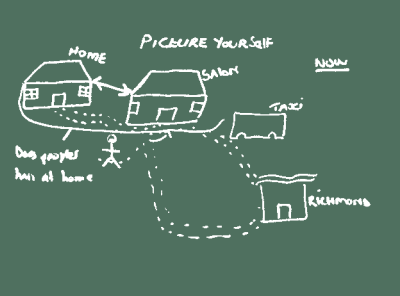

AFTER 5 years
ACTIVIST
FEMALE

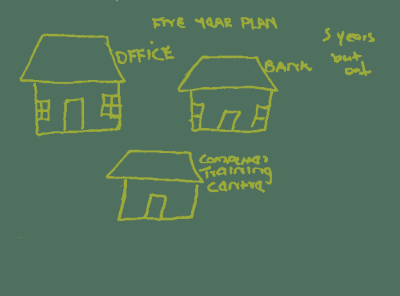
Activiste
Home
meeting
Library
Study groups

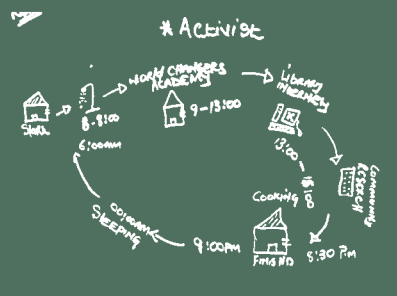

5YRS
Play GROUND
Family
School after interesting
MAKE ME BE Volunteering

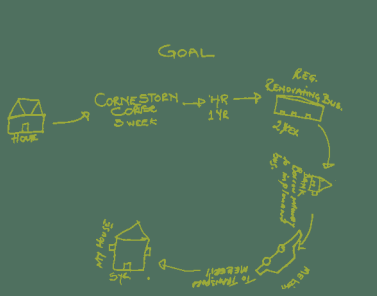

- Activiste
Home
Training
Work
Creche
Masizame Service Centre

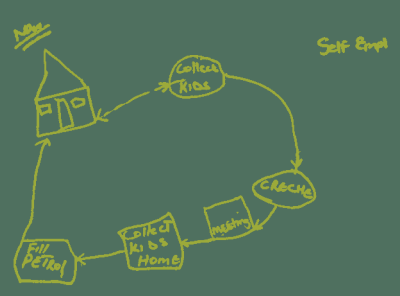

GYM
Internet Cafe


PICTURE YOURSELF
NOW
Home
Salon
TAXI
RICHMOND

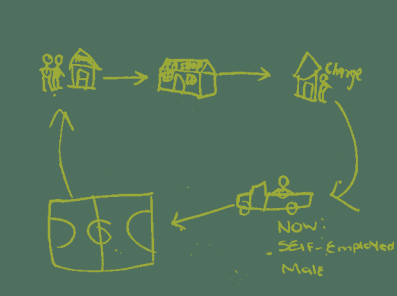

FIVE YEAR PLAN
5 years
OFFICE
BANK
COMPUTER Training CENTRE

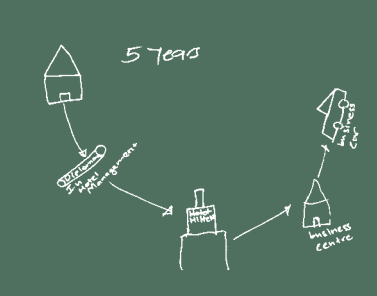

* Activist
WORK
9-13:00
13:00 - 15:00
Cooking
9:00PM
5:30 PM
6:00AM


GOAL
CORNERSTORN COLLEGE
3 WEEK
1YR
2 YEAR
5YR

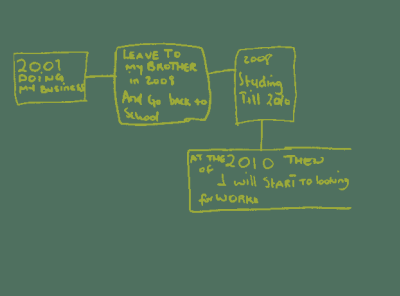

Self Empl
COLLECT KIDS
CRECHE
meeting
COLLECT Kids Home
Fill PETROL

BACK Home
SUPERVISE DUTIES
CRECHE SUPERVISOR TEACHER
GO TO taking kids and family home
TELL DRIVE TO PHONE MECHANIC TO FIX IT
OFFICE ADMINISTRATIVE WORK
MEETINGS
CHECK ALL THE CARS ONE TRANSA CARS ONE TRANSA SCHOLARS


CHANGE
NOW :
- SELF-EMPLOYED
MALE


5 Years
BUSINESS CENTRE

Home
FRIEND
MALL


2007
DOING MY BUSINESS
LEAVE TO MY BROTHER IN 2008 AND Go back to School
2009
Studing Till 2010
AT THE 2010 THEN OF I will START TO looking for WORK

NOW
TOWN
Home
Swimming
School
My friend

BAKERY
TRAINING
5years

Contents

What is this report about? 2
From the report writers 3
Introduction 4
Background and objectives 4
Research areas 4
Purpose and structure of this report 5
How the project was designed 6
A participatory approach 6
Stages in the research 7
Carrying out the CLIQ research 9
Who participated in CLIQ? 12
The research areas 14
Inanda 14
Sicabazini 16
Nhlazuka 18
Adam's Mission 20
Did participation in CLIQ and the use of ICTs affect quality of life? 22
Summary of results 22
Quality of life and life goals 23
Impact of CLIQ on participants 32
ICT knowledge and use 33
Barriers and aids to ICT use 37
Conclusions 40
Recommendations 41
Acknowledgements 44

Acronyms

ABET	Adult Basic Education and Training
CEO	Chief Executive Officer
CLIQ	Community-Based Learning, ICTs and Quality of life
FET	Further Education and Training
ICTs	Information and Communication Technologies (which includes computers, cell phones, radio, TV)
INK	Inanda, KwaMashu, Ntuzuma
KZN	KwaZulu-Natal
NGO	Non-Governmental Organisation
NPO	Non-Profit Organisation
QoL	Quality-of-Life (which is similar in meaning to well-being for the CLIQ project)
SMS	Short Message System
UNISA	University of South Africa
USAASA	The Universal Service Access Agency of South Africa – a unit within the National Department of Communications (South Africa)

What is this report about?

113 people

Two years

This report is based on the experience and findings of a group of 113 people who took part in a two-year participatory research project. This was known as the Community-Based Learning, Information & Communication Technologies (ICTs) and Quality of Life (CLIQ) project. The aim of the project was to find out if ICTs can have an impact on people's quality of life.

Free training

Computer use

Lives improve

Participants came from four poorer communities in KwaZulu-Natal, South Africa. Through their local telecentres, CLIQ provided free computer training and use and alongside this, participants discussed their quality of life and their life goals at different stages of the fieldwork. Some telecentres were not operating as well as others and some people were not able to participate as fully as others. The CLIQ research showed that when people use computers, they can improve their lives.

Training is important and should be linked to the needs of people who should be supported in their use of computers to help them reach their goals. For this to succeed it is essential that they have good access to computers that work.

The report is in memory of Nonhlanhla Gema.

Before CLIQ I only knew computers were not for people like me who are from a poor family. I did not have a positive thing about computers – they were only for people who studied at tertiary places or for richer people, so I never bothered myself about computers. I didn't know what it could do.... Now I see it as something that can change the life of a person, as long as he is given the relevant information. MbonaMY (2010)

From the report writers

CLIQ aimed to improve lives

The purpose of CLIQ was always to make a difference in people's lives – a goal which we pursued with sincerity throughout the project. We hoped that by providing the people with computer training and time to use computers in an empowering space, they would be able to use the opportunity to start making immediate differences in their lives. Some participants were able to make great changes in their lives, while others were not. However we also believe some of the skills that people learnt from CLIQ will help them as they continue on their journey towards a better future. Already we have found that this is happening. A couple of participants have contacted CLIQ up to a year after the end of fieldwork and told us how the computer training or project as a whole had helped them.

It is with respect and sympathy that we acknowledge participants' loss of family members, as well as the loss of one of the CLIQ participants and one of the TC facilitators, all of whom passed away during the period of the CLIQ fieldwork. We want to also express our wishes for a long, happy and healthy life to the children born to participants and facilitators during the fieldwork.

We sincerely appreciate the willingness of participants to share their personal experiences and intimate details of their lives with us. We tried to never lose sight of the goal that, through the process of this research, we wanted to work with participants so they could make the best use of the opportunity to improve their circumstances. It is our hope that those who took part in this research will be able to use what they learnt. We hope by reflecting on some of the other stories in this report, they will be able to continue with their efforts to improve their circumstances.

Siyabonga

What is left for the CLIQ team is to thank the many people that made this project possible. We do not have space to thank each person individually, but we have listed the names of some people at the back of this report. Most of all, we extend our thanks to the participants. They gave of their time and themselves to take part in the project based on the belief that we would in turn provide something of value to them. We thank you for your trust in us and for letting us learn from you. We are unable to mention your names in this report, as we have to keep your information confidential. We hope that you are proud of your participation in CLIQ and you will enjoy this report as a way of remembering it. Lastly, we wish that all your efforts to improve your quality of life are richly rewarded.

Siyabonga Kakhulu, Heidi and the CLIQ team

Introduction

Background and objectives

Do ICTs improve lives?

Research has shown that ICTs do contribute to economic growth. In South Africa, the government supports the delivery of ICTs to the public, partly through telecentres. It was not yet clear, however, if the use of telecentres helps to improve people's lives. This is mainly because there is no common agreement on what a telecentre is, or how telecentre success should be measured in terms of goals, impact and standards. The aim of CLIQ was to provide insight into the links between quality of life and the use of ICTs at state-sponsored telecentres by using participatory research methods.

The overall goal of CLIQ was to find out if poorer people could improve their quality of life through access to ICTs (in particular computers) after needs-based training.

The specific objectives were to:

- assist participants to improve their lives
- build the capacity of participating telecentre staff
- research the changes in participants' quality of life

Research areas

Four research sites were chosen with the help of the Universal Service Access Agency of South Africa (USAASA). The chosen sites had operational telecentres (or soon to be operational) and each telecentre had at least 10 computers connected to the internet. The research sites were: Inanda, Adam's Mission, Sicabazini and Nhlazuka, in KwaZulu-Natal. The fieldwork for the project took place between 2008 and 2010 with report writing and feedback to communities in 2011.

Purpose and structure of this report

This community report covers all four of the research areas. The intention of the report is to:

- pass information back to the participants
- inform participants about what the study has shown and to present information they could use to possibly improve their lives
- inform the telecentres of the findings with the hope that they can use the results to improve their operations and to engage with USAASA and other telecentres on common issues
- share the CLIQ experiences with others who are concerned with telecentres, ICT use and quality of life

Other academic reports have been written about CLIQ and information on these documents can be found in the back of this report.

The four areas where the research took place have been named already. From here on the report refers to the areas as Telecentre TC1, TC2, TC3 and TC4. This is so that readers cannot know which area is referred to. This is common in research to protect the people in each area from any negative impact. For the same reason the names of participants are not used. Instead they have been divided into young males and females (MY and FY); middle aged males and females (MM and FM) and older males and females (MO and FO). The two letters indicate the sex and age group of the participant.

Sex/ Age Code	Sex and Age description of participant
MY	Male aged up to 24 yrs
FY	Female aged up to 24 years
MM	Male aged 25 – 49 years
FM	Female aged 25 – 49 years
MO	Male aged 50 years +
FO	Female aged 50 years +

How the project was designed

A group of researchers, ICT trainers and delegates from the research areas met in May 2008 to discuss the design of CLIQ. A research plan was developed as a guideline for implementing CLIQ at each of the four areas. The telecentre managers and facilitators were an important part of the research plan. This research plan was adapted for each of the different situations at each telecentre.

A participatory approach

What do participants think?

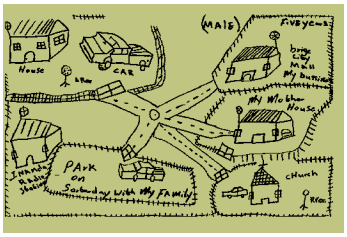
A participatory approach concentrates on what participants think about their own situation and how they might want to change things. A participatory research method was used for a number of reasons:

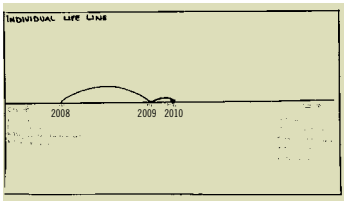
- It allows participants to say what quality of life means for them.
- It recognises that all people involved in the research have an influence on the process. (i.e. researchers, fieldworkers, participants, telecentre managers, facilitators and other local stakeholders).
- It is a flexible process. This was needed so that changes could be made when needed.
- It is suited for complex projects. CLIQ was also complex because participants made use of the CLIQ opportunity in different ways to try to improve their lives.

Throughout the two year fieldwork process, the researchers worked with the principle of participation in mind. Participants used the opportunity by making their own decisions about how they participated in the project, given the many different needs that they had.

Stages in the research

In each of the four study areas, CLIQ activities took place in four stages. The researchers tried to have equal numbers of men and women, unemployed youth, community activists and self employed participants. The first plan was to have 120 participants equally divided into the four areas but this was not possible. The research involved four stages and two phases of computer training.





Stage 1 Recruitment

During this stage interested participants were recruited. The staff of the four participating USAASA telecentres were involved in this too. At the first project meeting in each area, community members were told about the CLIQ project and people who were interested filled in a questionnaire.

Stage 2 Quality of life assessment

This second stage involved the first assessment of quality of life. Diagrams were drawn by participants to identify their definitions of quality of life and to find out how they rated their quality of life. An important part of this stage involved the participants discussing their own life goals during individual interviews.

Stage 3 Computer training

There were two phases to the computer training. In Phase 1 participants were introduced to computers, word processing, email and the internet. They were then given 100 free hours of computer training and internet time at their local telecentre. (This lasted until the final assessment.)

After Phase 1 training, the researchers facilitated another quality of life assessment. Again individuals and groups were interviewed. Participants looked at the level of well-being and life goals and how they had used and still wanted to use computers. This helped in the design of the Phase 2 computer training (on the next page).

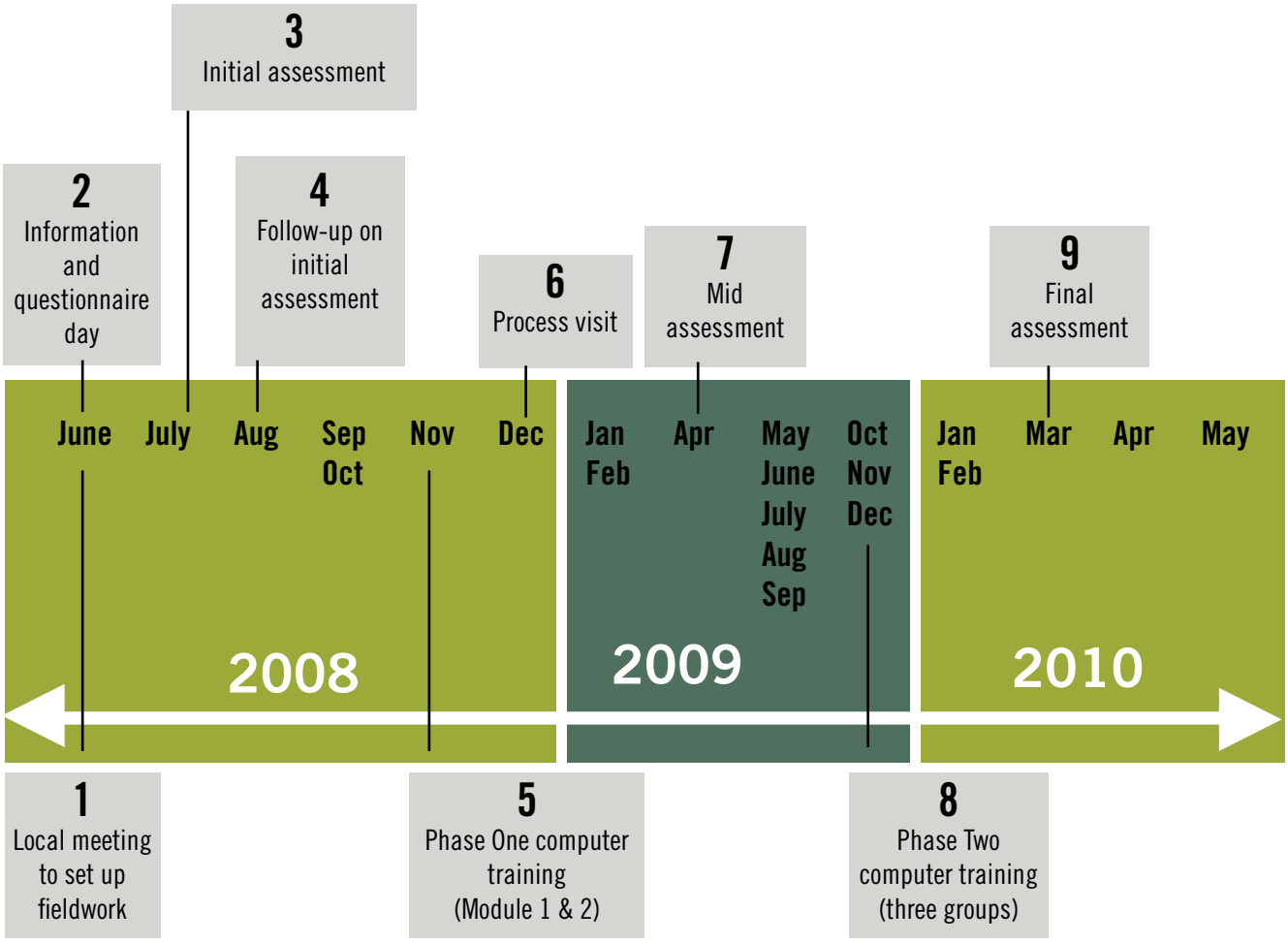
Stage 4 Changes in quality of life

The final stage focused on participants' changes in their quality of life over the two years of fieldwork; the use and impact of ICT access; and the impact of the project as a whole. In-depth individual and group interviews took place again using diagrams.

Computer training phases for CLIQ participants

Training phases	Objective	Issues covered
Phase 1 Module 1 Computer basics 2 x 3hr sessions	To help participants use computers off-line (not connected to the internet)	Introducing participants to computers and operating systems; learning how to use the mouse; filing; saving and opening documents. Introducing participants to word processing basics (Microsoft Word)
Phase 1 Module 2 Internet and email 2 x 3hr sessions	To help participants use computers on-line (connected to the internet)	Using the internet; how to find something on the web; learning the scope of information available; opening a Google Mail email account; sending and receiving attachments by email
Phase 2 Need-based training 3 days x 6 hrs	To help participants think about common life goals (Eg: studying, finding a job, starting a small business) and to give specific computer training to use appropriate programmes to improve their lives	Job searching: how and where to look for jobs on-line; how to do a CV; how to apply on-line; what jobs are available Small business: local needs and supply; how to do a business plan and market your business; costing and business calculations Further study: what institutions exist; what they offer; how to apply on-line; how to look and apply for bursaries Social networking: use of tools such as Facebook

The diagram below shows how CLIQ activities were were spread over time in one of the research areas.



Carrying out the CLIQ research

Main issues affecting the success of implementing the research were in connection with the telecentres and how well they functioned, as well as difficulties with following the research plan.

Factors relating to the telecentres

- In all areas there were problems with the computers which meant the participants could not use them. For example: computers had been stolen or damaged; there were problems with the programme passwords; some telecentres had no (or a slow) internet connection.
- In one telecentre the computers were often too busy for participants to get time to use them and sometimes the facilitators were too busy to help the participants.
- Sometimes the telecentre was closed either because there was no electricity or because the facilitator had other commitments.
- In three telecentres, the facilitators did not always record the hours used by participants or get them to fill in computer use forms.
- Facilitators changed regularly (often moving on to better jobs). This turnover meant re-training for new staff on their role in CLIQ.
- In all telecentres, the facilitators and/ or the managers were not happy with the fact that the facilitators got no regular payment or stipend, or that their stipend was very low.

Practical problems with following the research plan:

Distance

- All participants were given the same travel allowance but some participants lived close to the telecentre and others lived far away. This meant some participants did not come to some activities and could not afford to make extra trips to the telecentre to practice.

Delays

- In two areas, Phase 1 training was delayed due to initial problems securing the services of the trainer.
- Sometimes a delay in a CLIQ activity in one area meant a delay in an activity in another area because the same research team worked across all areas.

Communication

- CLIQ could not get hold of some participants by SMS to invite them to an activity.

Accreditation

- The research design could not be changed to provide accredited computer training (despite requests from participants at all sites).

Factors relating to telecentres and the implementation of CLIQ, were the main reasons why the hours of computer training and level of participation differed between the four areas. Some areas got more computer training than others. This meant that some participants had less opportunity to improve their lives during the fieldwork period. Below are indicators that the researcher used to rate the implementation of CLIQ in each telecentre.

Process indicator	Telecentre 1	Telecentre 2	Telecentre 3	Telecentre 4
Months between initial assessment and Phase 1 training	Good	Problematic	Problematic	Problematic
Months between Phase 1 and Phase 2 training	Acceptable	Good	Acceptable	Problematic
Months between Phase 2 training and final assessment	Acceptable	Good	Problematic	Problematic
Access to free computer hours at local telecentre	Good	Acceptable	Problematic	Problematic
TC facilitator on hand and willing to help participants	Good	Problematic	Problematic	Problematic
Relationship between fieldworkers and participants	Good	Acceptable	Acceptable	Acceptable
Area Implementation Ranking (where 1=best and 4=worst)	1st	2nd	3rd	4th

The lessons learnt from this were:

- The time between training sessions should not be too long, so participants can remember what they learnt;
- The time between a training session and an assessment should not be too short, so participants can have time to use what they learnt before they consider if their quality of life has changed
- There must be enough human support to help participants inbetween trainings; and
- Participants must be able to use the computers to practice.

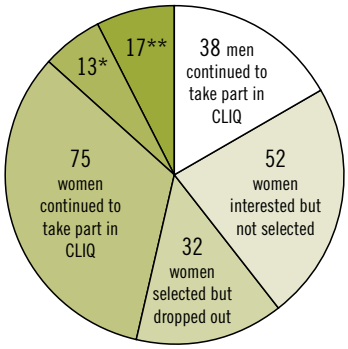
Time

Support

Practise

A vital feature of the project was to try to fit within the telecentre's existing activities and environment, and to help the telecentre when possible, to facilitate a true partnership.

A key role for telecentre staff was informing the community about the project and inviting those interested to CLIQ's first day in the community (for an information meeting). During all training sessions and assessments, CLIQ provided a contribution towards participants' transport costs, child care allowance (for those with very young children) and a lunch by local caterers.



* 13 men interested but not selected
** 17 men selected but dropped out

Who participated in CLIQ?

From the 227 people (159 women and 68 men) who attended the first meetings in each area, 162 were selected (107 women and 55 men). From this group of 162, 113 people (75 women and 38 men) took part in enough assessments to be included in the analysis of quality of life change. At TC1 and TC3, there were equal numbers of men and women. At TC2 and TC4 there were many more women, than men

The following figures show participation rates based on assessments and training sessions at telecentres:

- 66 participants attended all CLIQ activities or skipped only one
- 22 participants skipped more than one activity but did attend at least one computer training session
- 25 participants did not attend any computer training

At the end of fieldwork participants explained their reasons for not coming to some of the CLIQ activities. Some participants only had one reason for not attending, while others had up to nine different reasons.

Overall, issues to do with transport and travel, and the need to work or do something else on days when there were CLIQ activities were the most common reasons across the areas (for non-attendance).

Wanting to do something else on the day was a more common reason in urban rather than rural areas, while being away from the area, was more common in rural rather than urban areas.

Overall Issue	Reasons mentioned by 74 participants
Travel and transport (66)	not in the area; did not have money; weather was bad; were afraid of the journey
Other obligations (58)	needed to work; wanted to do something else on that day
Social issues (37)	sick family member; looking after children; a family member or friend did not want you to participate; gender roles and expectations
Personal issues (35)	sickness; did not feel like coming; pregnancy; tired; forgot; did not like coming to the telecentre
Project issues (13)	missed a day and were afraid of being kicked out; no contact from CLIQ (lost phone, no SMS); were not part of the computer training and thought you would hold everyone back; unhappy with trainer
For 14 people, nothing prevented attendance	

On the next page are some of the participants from all the areas. Others are shown elsewhere in this report. We tried to include a picture of each participant but there were some we did not have pictures of.

The research areas

I got information about Inanda I did not know before, even though I live in Inanda.
(Unemployed Youth)

As mentioned earlier, four areas were chosen for the CLIQ project. This section describes each area with some of the statistics as well as through participants' hand-drawn maps, timeline histories, or other descriptions. It is not possible to fit all of these into this report, but some have been included to help describe the areas. In all areas there were participants who said that they learnt new things about their area from the mapping and history exercises.

Inanda

The main stakeholders in the Inanda research were the 23 participants; Isibani Soluntu (the NGO that runs the Inanda Digital Hub), USAASA and the CLIQ research team.

General information about Inanda

The Inanda, Ntuzuma and KwaMashu (INK) area forms part of the urban node of the eThekwini metropolitan municipality located 3040 kilometres from the city centre. INK comprises a mix of formal residential townships and informal settlements with approximately 510 000 residents, most of whom are isiZulu speakers. Census statistics estimated that in 2006 about 65% of the population were younger than 29-years, and many were unemployed. Households without access to basic services are as follows:

- 26% are without electricity,
- 30% are without piped water,
- 2% are without waste removal services and
- 67% are without fixed line telephones.

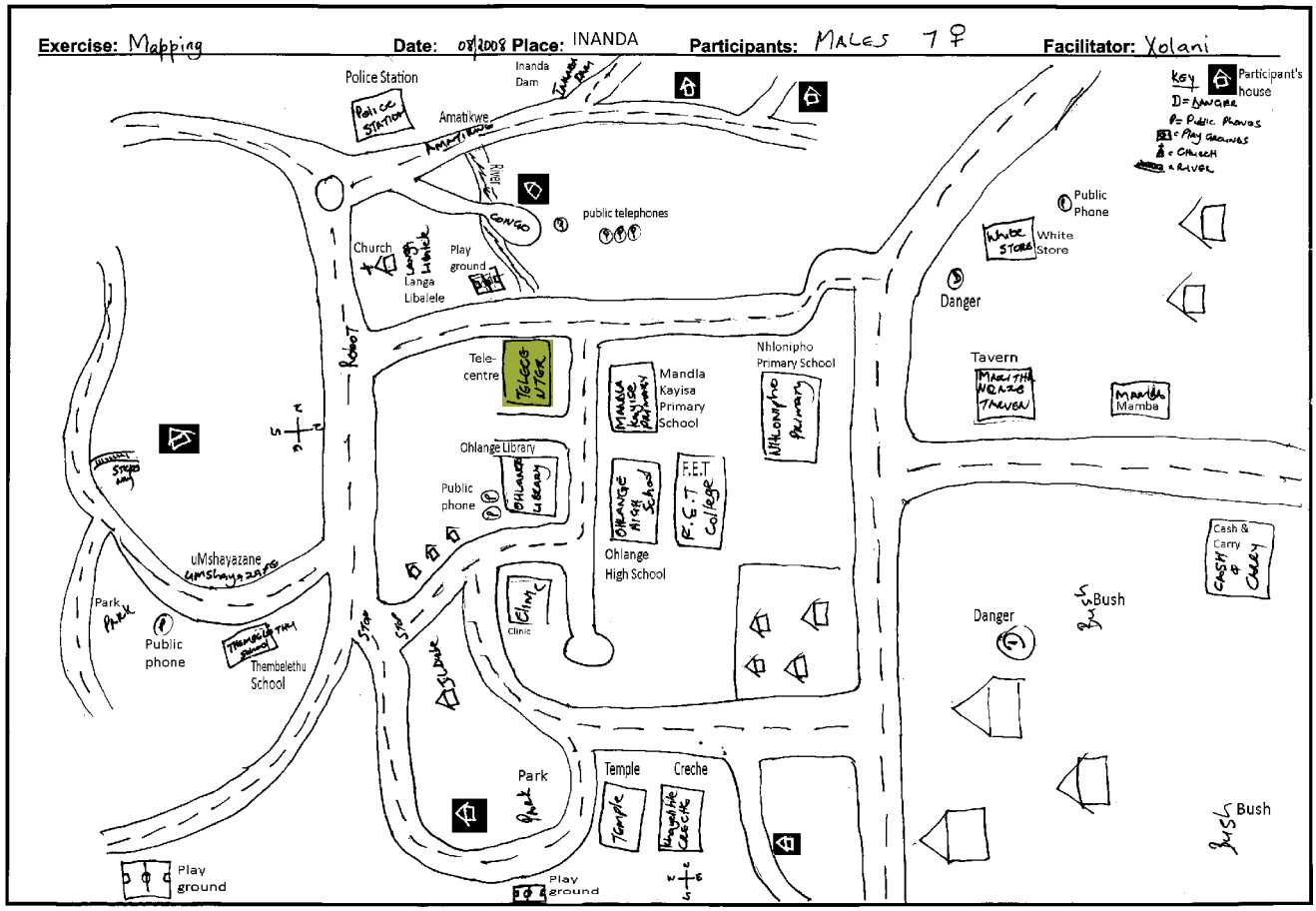
The Inanda township (Ward 52) is the oldest of the three settlements and second largest township settlement in South Africa. According to the South African Census (2001), the total number of households in Inanda is 38 793.

Other statistics about Inanda from 2001:

- 25% were employed (more of whom were men)
- 37% of households reported no income
- 47% had not achieved grade 8 (including 12% with no formal education)
- there is one library, two primary health clinics and a pension pay point.

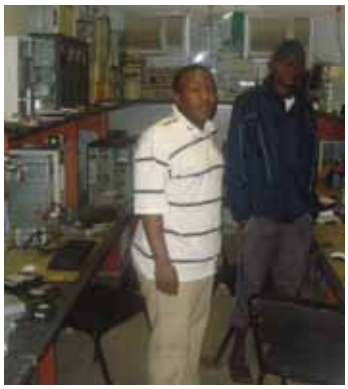
Inanda through participants' eyes

The map on the next page was drawn by a group of male participants. It provides a view of Inanda from a resident's perspective, noting key land marks, routes of travel and the participants' houses.



The Isibani Soluntu - INK Community Digital Hub

The INK Community Digital Hub at Inanda is run by Isibani Soluntu Community Development Trust, a locally-based non-governmental non-profit-making training organisation. The idea of a telecentre was initiated by the CEO of Isibani Soluntu who sought funding for a telecentre from USAASA. The Inanda Digital Hub (larger than the proposed telecentre) was established in May 2006 (with USAASA funding) starting with 28 donated computers. It is just off the KwaMashu highway and adjacent to the Inanda-Ohlange Library, which also has attached community meeting rooms.



The digital hub is housed in a set of containers used by Isibani Soluntu (but owned by USAASA) and consists of three components: a cyberlab (with 20 computers, a photocopier, fax machine and projection screen); a boardroom (used by the organisation and hired out to others); and a computer refurbishment centre (where computers are fixed). Isibani Soluntu has 14 trainers, most of whom work off-site or for other organisations, with about three staff members attached to the digital hub.

Internet connectivity is through the government-sponsored Sentech satellite and USAASA pays the internet bill. In 2008, all three components of the hub were functional, with the cyberlab fully booked with training activities. However, by the end of 2009 most of the computers had stopped working due to a leak in the roof that could not be fixed and the telecentre was closed for safety reasons. The cost of computer use is R10 per hour.

Sicabazini

The main stakeholders in the Sicabazini CLIQ research were the 33 participants, the Sicabazini Development Centre (an NPO), USAASA and the CLIQ research team.

General information about Sicabazini

eSicabazini is in Ward 8 in the local municipality of KZ 271, which is known as Umhlabuyalingana. Umhlabuyalingana is one of five local municipalities in the larger district municipality of Umkhanyakude, which is in north eastern KwaZulu-Natal. According to the last national census (2001) the population of Ward 8 is 2021. Of the 2021 people, 2011 speak isiZulu as their first language.

Other statistics about Sicabazini:

- two fifths of the population walk as their main form of transport
- one third have had no schooling and only a few have a qualification higher than matric
- most people have no reported income
- many houses are made of traditional materials, many have no toilets
- energy consumption is mainly for household use

Sicabazini through participants' eyes

One of the younger participants from Sicabazini typed a description of his area after computer training and emailed it to the CLIQ office. This description provides a good picture of the area.

SICABAZINI, THE AREA WHERE I LIVE

Sicabazini the area where I live, it is the place which doesn't have mountains and dams, it has a lot of forests and grass lands which leads to an increase in the number of Game reserves. According to weather, it's cold during winter but not much and hot during summer. We have our own style of houses and people get money by becoming entrepreneurs.

At Sicabazini we build our houses with small stones which are placed by small sticks and we use mud for plastering the sides and floors. We roof with some grasses and reeds. Those who are in the middle classes according to economy, they build normal houses which have four to six rooms - we don't have flats and mansions in our community. As we don't have mountains our area is full of trees and grass land. It is easy to build a house at any place we want. Basically by 1984 the apartheid government dispersed our families from their lands and they built a game reserve which is full of elephants and other wild animals including Big Five. Some community members get employed there. According to weather in winter it is cold but not in such a bad way, in a normal winter there are some few rains, but in summer there is a lot of rain and it's too hot - we used to sleep under trees, listening to music. The young boys and girls used to go and swim in rivers and lakes, where maybe sometimes they fish for their families. Most of the people get money by selling different products to the community and others they sell handwork locally and maybe they sell them to the tourists who visit the game reserves. Others, they are taken by tourists to go overseas for further education or employment. Youth get money by playing in some competitions e.g. soccer, music.

Although I'm living in such a community which is full of challenges, I really enjoy to live here. I would be a light behind the darkness; I have to change that bad habit which says "*there are no rewards on education*".

Written by a young male participant from Sicabazini (2009)

The Sicabazini Telecentre

The Sicabazini telecentre is within the Sicabazini Development Centre which is run by the Sicabazini Development Centre NPO, on the side of an important road linking Jozini and Mangusi and four kilometres away from the Tembe Game Reserve.

The telecentre opened in March 2008 and consists of two small joined rooms – a reception with a desk, a computer, a fax machine and a Vuvuzela Kiosk; and the other room for the 10 computers, desks and chairs. The rooms are air-conditioned. Internet connectivity was via GPRS satellite organised by a national NGO (with another private company). The NGO was involved in the set up of the centre and the equipment was provided by USAASA. The internet connection was changed to Telkom Satellite in 2009 and the bill is paid for by the telecentre.

The development centre was built with funding from the Department of Social Welfare and a donor, organised by the same national NGO. The centre manager is also the telecentre manager, and reports to the NPO. The centre houses a bakery, crafters workspace, five accommodation houses (each with two bathrooms and 10 beds), a crèche, a sewing co-operative, and a community hall. In 2009, prefabricated structures were added for skills training programmes. The telecentre is open on week days and sometimes on Saturday mornings. From 2008 to 2010, the cost of computer use was R20 per hour. This cost went up to R30 an hour in 2011.

Nhlazuka

General information about Nhlazuka

The Richmond local municipality is on the southern part of the Umgungundlovu district municipality and is approximately 38 kilometres south of Pietermaritzburg. Nhlazuka is about 25 km away from Richmond town and the major sources of livelihoods are farming and timber production. The community is very poor with high levels of illiteracy and limited employment.

A recent Community Survey (2007) estimated that:

- almost half of the population of 56 772 were between 0 – 19 years
- there are about two self-employed men for every one self-employed women and there has been a recent increase in informal trading
- a quarter of all households reported have no income

While some services have improved since 2001, inadequate services to address health concerns still remain.

Nhlazuka through participants' eyes

One of the advantages of participatory visual methods is that many people can contribute their knowledge at the same time and discuss issues, before recording and presenting their information. Nhlazuka's self-employed and young unemployed participants recalled changes in different aspects of Nhlazuka over time.

Time Trend for Nhlazuka by self-employed and unemployed youth participants (2008)

Year	No.of people	Crime	Poverty	Agriculture	Aids	Development	Live stock	Cellphones	Computers & laptops	Communication & information
1980	7	1	0	9	0	0	10	0	0	
1985	6	2	0	9	0	1	10	0	0	
1990	5	4	4	7	1	3	8	0	0	
1995	4	5	3	6	4	5	6	1	0	Cellphones were available
2000	6	7	2	5	6	6	5	4	1-computer 0- laptop	Schools have computers
2005	8	4	2	3	8	8	3	7	4-computer 0-laptop	Network was available for everyone
2008	8	3	1	2	9	9	2	10	8-computer 4-laptop	Thusong center was opened

This time trend shows that the number of people, AIDs, development and cellphones have been on the increase since 1980, while poverty, agriculture and livestock are decreasing. Crime was increasing, but from 2000 onwards it has decreased.

The Nhlazuka telecentre

The Nhlazuka telecentre was set up in 2005/2006 inside a government centre – the Thusong Centre. This centre also has offices for a number of government departments, including the Departments of Labour, Home Affairs and Social Welfare, as well as a police station, a library, a canteen and a community hall that doubles as an indoor sports arena. There is also accommodation attached to the centre. The centre struggles to access drinking water. It is reached by dirt road, which becomes dangerous in rainy weather. The area has many hills and mountains and the houses are spread far apart.

USAASA provided the computers and a fax machine for the telecentre, but these were stolen twice – once before the start of CLIQ and once during 2009. It is managed by the provincial office of a national NGO (Khulumani Support Group). The chairperson of Khulumani is employed by the Richmond Municipality. Overall the telecentre did not operate fully for most of the fieldwork period and it never had a daily facilitator who would open the telecentre regularly.

All of us know very well that information is power. So, let us use this centre to empower ourselves with information and knowledge.
Extract from a speech at the opening of the Thusong Centre in June 2008

Year	Events
1954	Oldest CLIQ participant was born
1959	President Mugabe was schooled at Adam's College
1980	Fighting between the ANC and IFP
1982	Landlines were installed
1983	Indian shops were vandalised
1990	People started using cellphones Igugu Labanguni school was built
1991	Political member killed by police [ZP]
1992	A war
1993	Electricity installed
1994	First democratic voting
1996	Nelson Mandela and Jacob Zuma visited Tarred roads Telecentre built
1997	New township built
2001	Apostolic Church built
2003	Drug abuse by youth Amanzimtoti College was changed to Adam's College
2005	Community garden
2006	New school for disabled children
2007	Free tap water Clinic was built at KwaNomlando office Hardware store Toilet built Serial killer in area
2008	Floods destroyed houses Promise Health Care nursing school opened Flood victims received a grant
2009	Vitamin campaign Internet arrived

Adam's Mission

General information about Adam's Mission

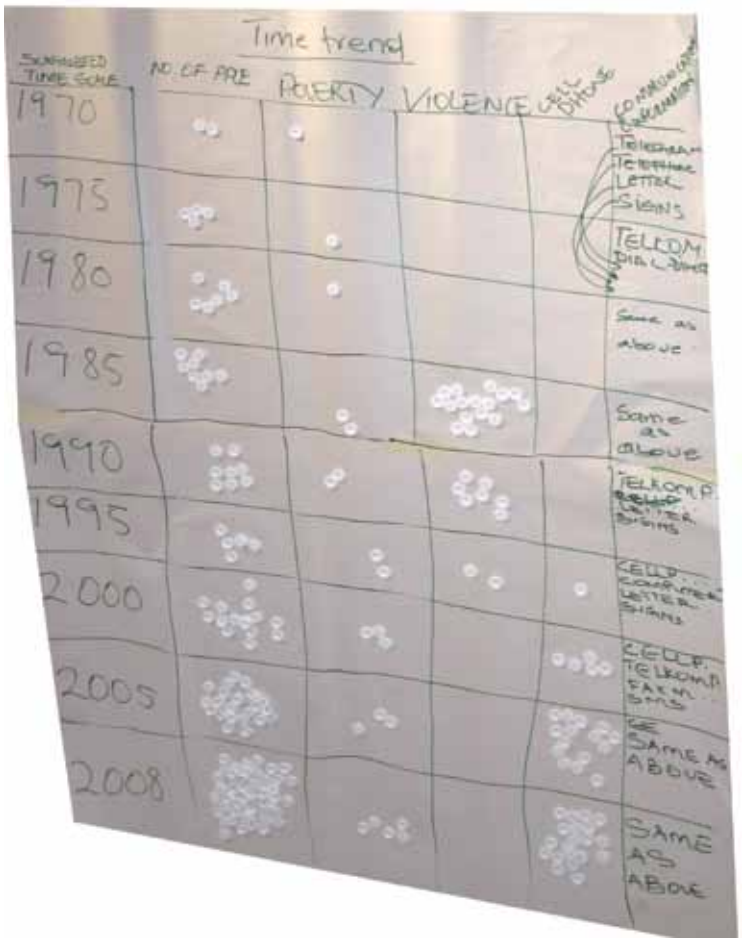
Adam's Mission is in Ward 67 in the district of uMbumbulu just over 10 kilometres from Amanzimtoti. It has a history as an education hub.

Statistics for the area show:

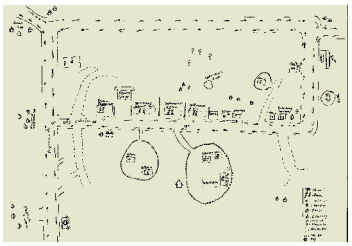
- two fifths of the population are between the ages of 10 and 19-years
- two thirds have Grade one through to Grade 11
- 2% have Grade 12 and some tertiary education
- there is a large youth population living on relatively little income
- employment levels are around one third

Adam's Mission through participants' eyes

Participants drew maps of their area in two groups and then compared their maps. Participants also provided a history of the area. Two participants who had recently moved to the area found this very helpful as they learned a lot – a comment also made by participants in the other three areas. This also helped the fieldworkers gain a better understanding of the area. The timeline shows the how people of Adam's Mission experienced political violence in the 1980s.



The Adam's Mission Telecentre



The Adam's Mission Telecentre is housed within a multi-purpose community centre that also has a library, a post office, a community hall and rooms for ABET, a sewing and catering co-operative and other co-operatives.

The telecentre is a large room, with 11 computers, desks and chairs, a fax machine, public phones and air-conditioning. It was set up by USAASA in 2002 and is run by the chairperson of the Isolwe Adam's Mission Child and Family Welfare Society, who co-opts volunteers to work in the telecentre as facilitators. Isolwe Adam's Mission is also involved in other development activities in the area. Internet connectivity is provided through SENTECH, the government internet service provider and USAASA pays the internet bill. The cost of computer use was R10 per hour in 2008 and went up to R20 an hour in 2009.

Did participation in CLIQ and the use of ICTs affect quality of life?

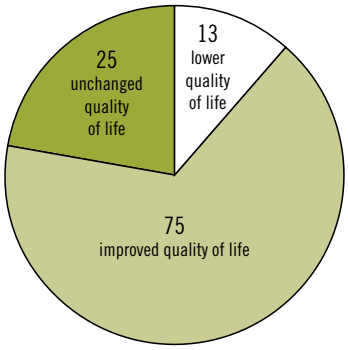
ICTs have a positive effect with support

There were many different things happening in the lives of participants over the two year fieldwork period and many of these things influenced whether or not their quality of life changed. The researchers looked at these changes and in particular which changes were due to participation in CLIQ. The overall results of the research show clearly that ICTs have a positive impact on a person's quality of life, when new ICT use is learnt and used within a supportive environment. This section gives the details of these results.

Summary of results

The individual in-depth interviews conducted with all participants, showed that:

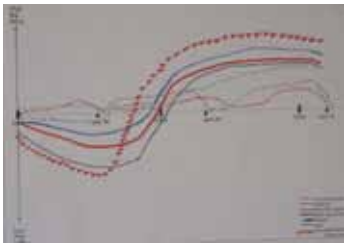
- two out of three participants (66%) reported an improvement in their quality of life between the first and final assessments
- one in three participants reported their quality of life had either declined (12%) or remained the same (22%)
- TC2 and TC1 had more participants with improved quality of life (around 75%), than the areas of TC3 and TC4 (around 60%)
- TC2 and TC1 were also the areas where there was better participation overall by participants and where there was more successful CLIQ implementation compared to the areas of TC3 and TC4.

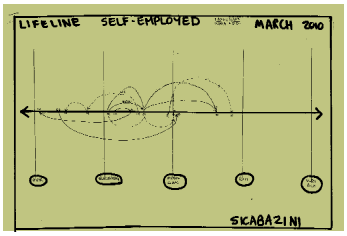


The reasons for changes in quality of life among participants are shown below – separately for those whose quality of life improved and for those whose quality of life stayed the same or declined.

Of the 75 participants whose quality of life improved (five most common reasons):	Of the 38 participants whose quality of life stayed the same or decreased (five most common reasons):
45 people… got a job (including temporary, permanent and volunteer jobs with a stipend) or improved their job 21 people… started or improved their own business or started an activist project 16 people… had a family member who got a job or a family member whose own business improved 10 people… built a house and moved home 8 people… felt improved quality of life due to new computer skills	15 people… said this was because there was no change in opportunities 13 people… ended their own business or said their own business had declined 9 people… got a job or improved their job but still did not improve quality of life 4 people… said the reason was that they were ill 4 people… had a family member who lost their job or a family member whose own business declined

Definitions of quality of life





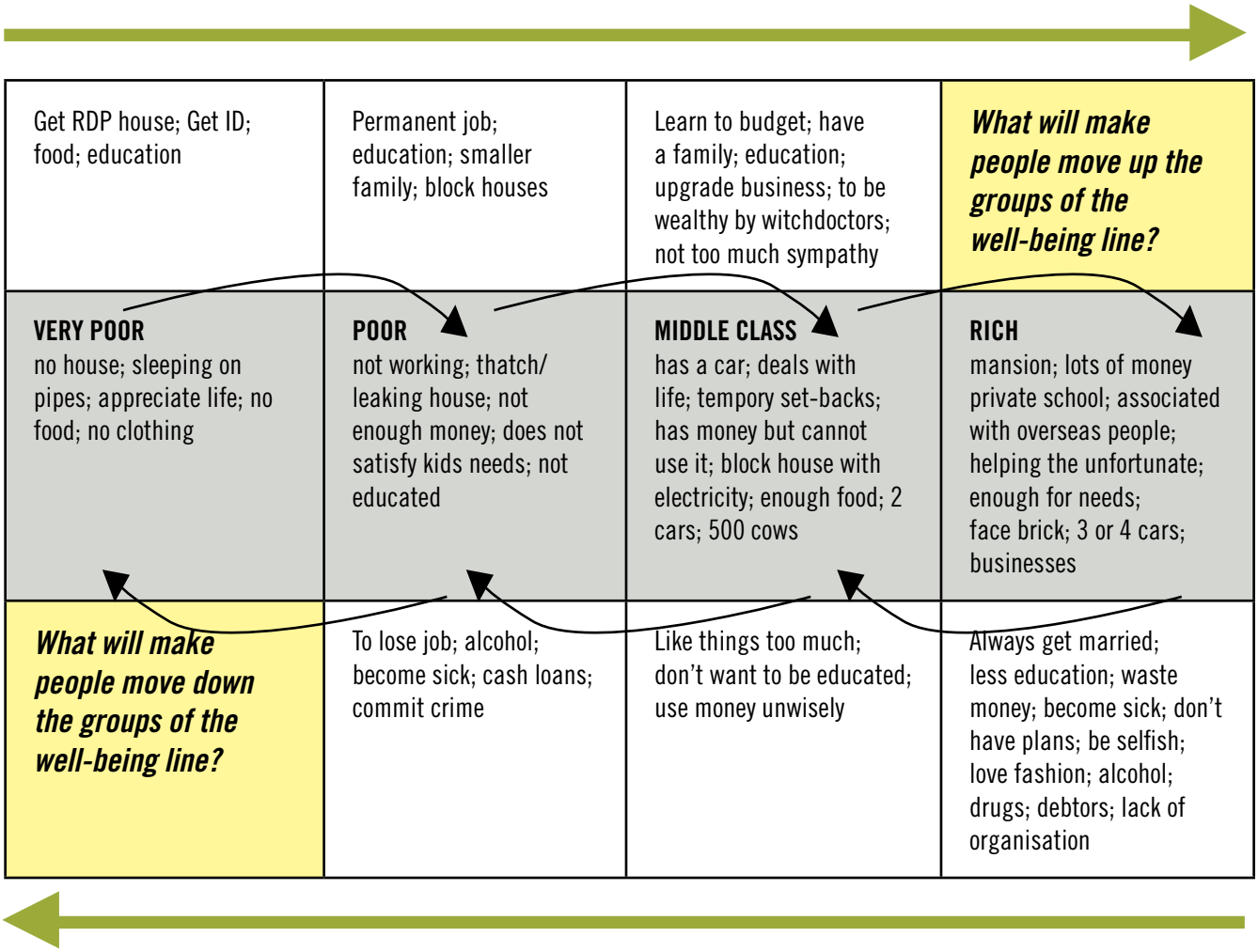
As part of the assessments, participants defined what a 'good' and 'bad' quality of life meant for them individually and in groups. Across all four areas similar aspects were mentioned as a way of describing what high and low quality of life meant.The table below is a summary of what participants said about high and low quality of life. As much as possible, the words that participants' used when doing this exercise are included in the table below.

QoL factors	Low quality of life or 'bad life'	High quality of life or 'good life'
Able to provide for self/dependent	Depend on others (including begging and grants) Unable to do or provide things for themselves.	Can provide for themselves or their family and can do things on their own – "deals with life".
Afford little/afford anything	Unable to afford any or some of the items they need. No choice – can only buy the cheapest.	Those that can afford anything and everything they want, when they want it.
Clothes	Wear the same clothes, or have old or no clothes.	Expensive, good-looking clothes/clothes with labels
Education	Not educated/poor education. Children go to public schools or not at all.	Well-educated. Children go to private, expensive or multi-racial schools.
Food	Do not have enough food or healthy food to eat. Go to sleep without eating.	Eat good healthy food. Don't go to bed hungry/eat every day. Have extra food to give to others.
Housing	Homeless or have "improper" houses (mud houses or houses that are falling down).	Big, or proper, or expensive or beautiful houses.
Job/business	No work/temporary or domestic work/scrap collection.	Good jobs (permanent/well-paid/sustainable/ monthly payment) or their own business.
Money/debt	A lack of money or lack of sufficient money. Debt.	Have their own money or lots of money. Have everything and money in the bank.
Family and networks	No family support or support system at home. Too many children.	Fewer children. Husband/wife. Support from family and friends. Maids. Associate with overseas people
Personal attitudes, beliefs, and behaviour	People who are lazy or sad or do not try to get work. Those who try but nothing works out. Criminals. Those who appreciate life. Those who are uncertain about their future.	Those who believe in God/go to church. Those with goals. Those who try or wish to improve on the important things. Always smiling. Those that take others for granted. Selfish.
Basic services	Lack of electricity, water and sanitation in the yard (urban areas).	Have electricity and tap water in their yard (rural areas).
Transport	Have to use public transport (urban areas). Can't pay for public transport and walk (rural areas) .	Own or drive one or more cars. Expensive or beautiful cars. Travel overseas.
Health	Bad health or a chronic disease (eg HIV). Alcoholics and disabled people.	Look or are healthy. Do not drink (alcohol). Becoming sick can move these people down.
Area	Poor roads/squatter settlement.	Live in the suburbs.
Community	"those who beg".	Community leaders. Sponsor others (financially).
Institutions	No bank account, ID or birth certificate. Unable to access government grants.	Have a bank account. Those who sign cheques.
Other assets	No cell phone, furniture or gloves to assist the sick.	Expensive cell phones, computers or laptops. Own farms or cattle or who have many assets. Those with TVs and DVDs. Children play with expensive toys.

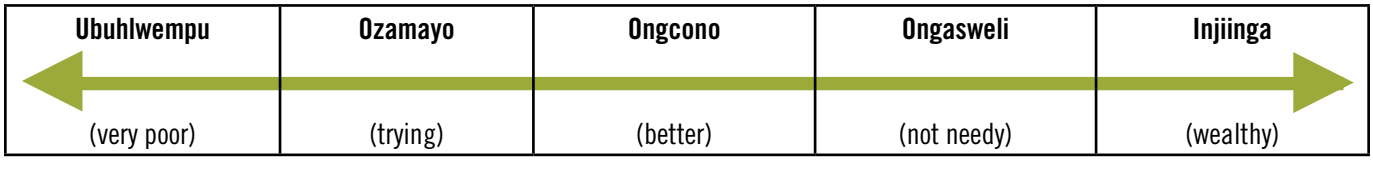
Initial views on quality of life and changes in quality of life

Movement on well-being lines

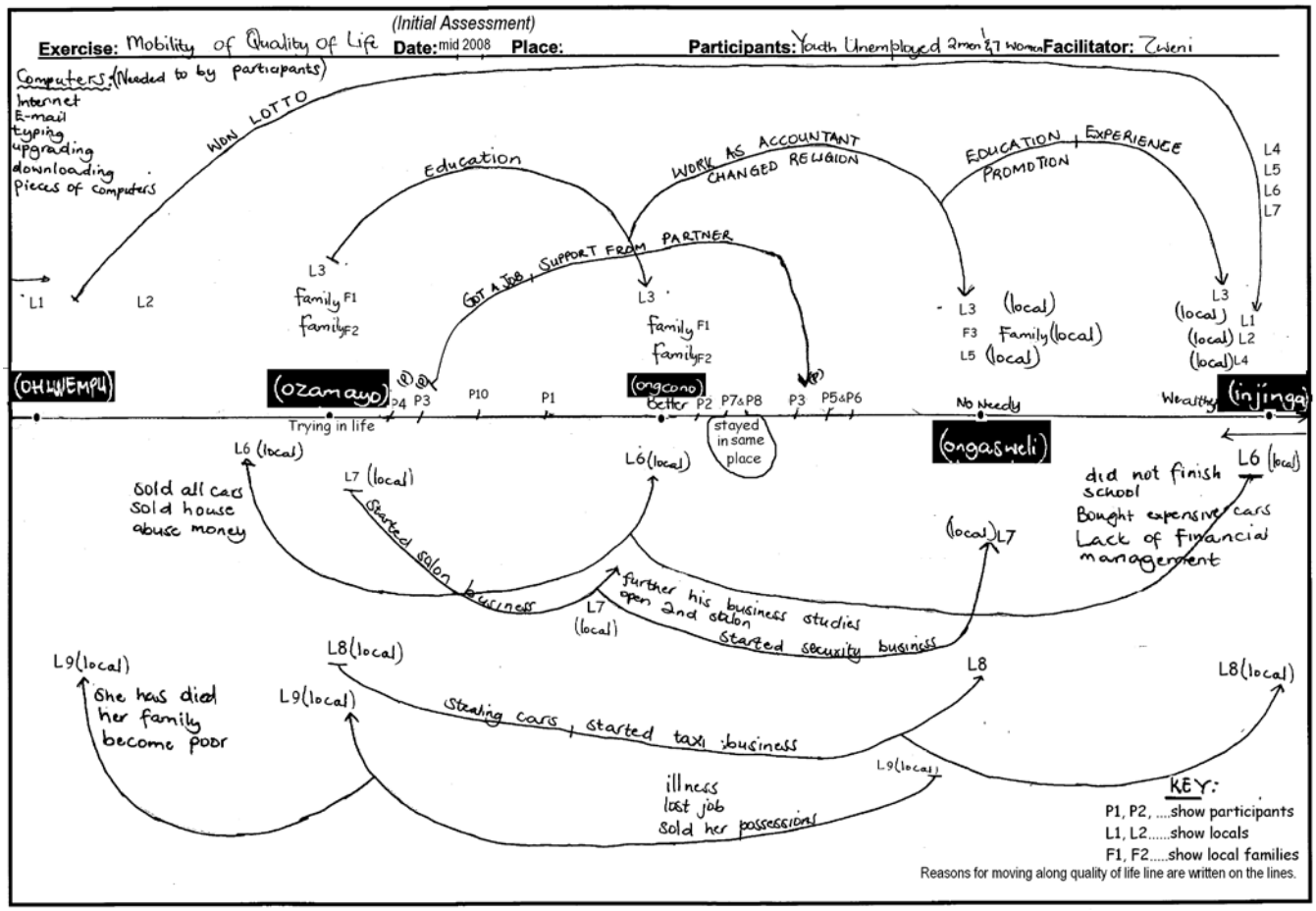
In 2008, participants considered who in their community were on the upper end of the well-being line and who were on the lower end. They also placed themselves on the well-being line, describing aspects of people found in each of the groups. In one area, activists went on to discuss what things may make a person move up or down the well-being line. The diagram below is a copy of the diagram these activists drew.



Other participants looked at factors that had caused people in their area to improve or lower their quality of life in the past. They then reflected on their own lives over the past two years (2006 to 2008) in terms of whether their quality of life had recently improved or declined. A copy of their diagram is shown on the next page with a reason for each of the quality of life changes shown. They defined five quality of life groups.



Changes in quality of life for a group of unemployed youth from 2006 to 2008



In this example, all the participants in the unemployed youth group placed themselves either in the Ozamayo or Ongcono well-being groups. However, they placed some of the activists or self-employed participants in the Ongasweli group. No CLIQ participants were put in the Ubuhlwempu or Injinga groups.

Again the expected issues of getting a job or a promotion, starting a small business and education were identified as factors that can improve well-being. Illness, loss of a job and selling of possessions were mentioned as lowering quality of life. Participants also identified factors less commonly referred to as affecting well-being including support from your partner, lack of financial management and abuse of money.

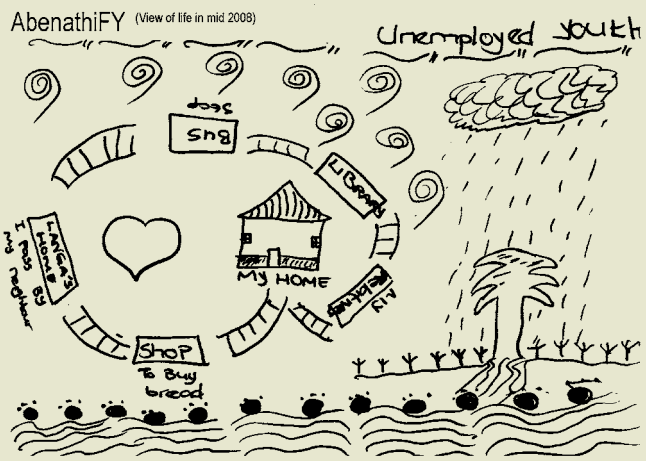
Overview of participants' life goals in different areas

Looking forward, participants discussed some of their goals in life with fieldworkers during the initial assessment. To help participants identify their goals or to understand their goals better, each drew a picture of their life as it was in 2008 and how they wanted their life to be five years later. Each set of diagrams was different, reflecting the current situation and the hopes of each individual. On the next page are two examples. The names have been altered to protect those who drew them.

In 2008, Jabulisiwe's time was spent doing chores, including fetching water from the river, and playing netball. After her chores and sport, she would read the dictionary to learn new words. She did not have money for further study and had applied for jobs but was not successful. She hoped for a better life, after learning to use a computer. **After having the computer certificate I will be empowered with different information.** JabulisiweFY (2008)

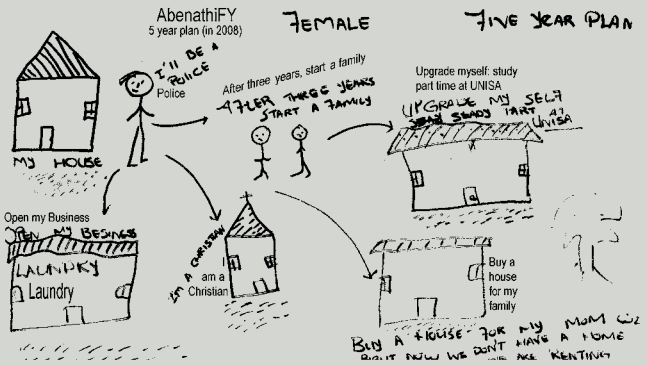
Abenathi's life in mid 2008:

Abenathi was unemployed in 2008. She spent her time going to the library, visiting friends and neighbours and going to the shop. (Note: Abenathi came to CLIQ's first assessment but was unable to return, so there is no information on changes in her life.)



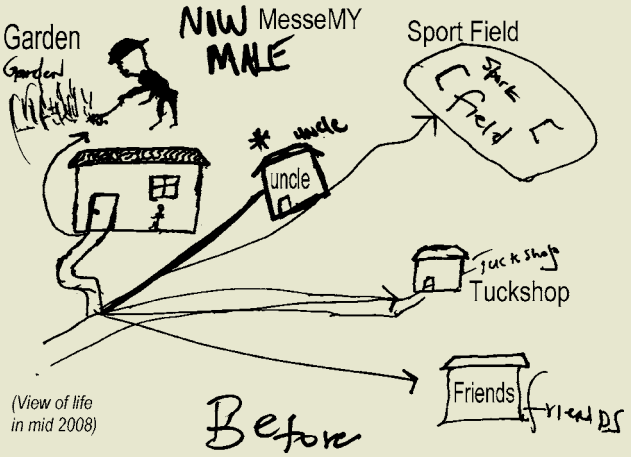
Goals for five years' time:

Abenathi's plans were to become a police officer and three years after that to start a family. She planned to build a house for her family and to upgrade her skills through study at university. Abenathi shows in the diagram she is a christian and also she has plans to open her own laundry business.



Messe's life in mid 2008:

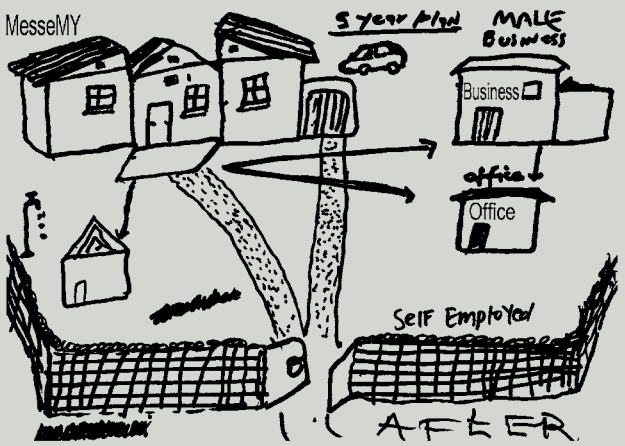
Every morning Messe attends to his garden and then goes to the shop, where he sells airtime. Later, he goes visiting his friends and to play soccer. He needed to learn how to apply for a job online, how to type a CV, faxing, emailing and downloading. He had thought through how he was going to achieve his goals. Eg: steps to set up his airtime business were: need to know how to do a business plan, register his business, find a good site where he will build his shop, find builders who will build the shop, and apply for a loan from the bank.



Goals for five years' time:

Messe wants to have his own big house, his own shop where he will be selling airtime and his own office where he will be meeting his customers and helping them with their problems, such as how to start a business and how to handle it. He also wants to fence his house with a wire fence. He wants to have a big water tank inside the yard and he will buy a fancy car.

In mid 2010, Messe said he had moved up a lot in his life in terms of knowledge and money. He had a good job which he got after typing and faxing his CV (to a place where he had heard about a job). Messe felt that CLIQ helped him with direction in his life and he really enjoyed using computers.



Main factors affecting quality of life in CLIQ communities

In some instances, mainly financial factors changed a participant's quality of life. In other cases, mainly social factors contributed to changes in a participant's quality of life. During the participatory assessment, participants mentioned between one and five factors that impacted on their quality of life over the two years.

Many positive factors or many negative factors would combine or compound each other resulting in a big positive or big negative change in quality of life. Sometimes when a participant experienced both negative and positive influences, these would cancel each other out and leave the participant's quality of life unchanged. In some cases, participation in CLIQ helped or contributed to the reason for quality of life change and in some cases it did not. Aspects of CLIQ that affected quality of life change were related to skills training and computer usage (as expected), but just being part of the CLIQ process or doing the assessments also helped some people change their quality of life.

Jobs

Family income

Businesses

Grants & IDs

Empowerment

Family & friends

Housing

Knowledge

Community activity

ICT training

Getting or losing a job

Quality of life almost always improved when participants got a job or received increased income from an existing job. Quality of life usually decreased or stayed the same with the loss of a job or with no change in opportunities. Getting a job was the most common reason for improved quality of life. Various aspects of CLIQ (both computer use and the process of participation) assisted some participants in accessing jobs.

(I am) still in poor position due to high rate of unemployment in the community.
JomoMY (2009)

Sally (who was unemployed in 2008) had worked previously as a cleaner and was hoping for more domestic work. Because of her newly acquired computer skills, she was successful at getting a job at the local car wash as a supervisor. However her life did not improve because her father passed away. Having him to rely on had been an important part of her well-being. Had it not been for the loss of her father, these changes would probably have improved Sally's well-being. (SallyFY 2010)

Family member changing their job or small business

Another major financial reason for quality of life change was if a family member's income changed whether it was from getting a new job, losing a job, or changes in a family business. In some cases one family member would change or get a job at the same time as others, leading to a big change in the family's quality of life status. Only in TC2 did a participant help a family member get a job through the internet (because of CLIQ).

I learn the knowledge about how to run a business. They were not providing us only with knowledge of the computer. NonkuFY (2010)

The reason I have taken a big step forward is because I have learned how to use computers and computers have improved my knowledge and thinking skills… Before we used to hire someone to do our monthly report but since I have the skills I do our report on computer... in a way we have saved a lot of money. I am communicating with other self-employed people on the internet and we talk about business-related issues. The main role of CLIQ was to open my mind in my business because they advised us on how to run a business properly and how to market the business. The business is where it is now because of CLIQ. NkuluFY (2010)

Starting or ending a small business

Common types of self-owned businesses were running a hair salon from home, selling fruits and vegetables, selling airtime, sewing, catering, baking, and construction services. Participants reported starting (or ending) their own businesses, as well as improvements in (or a decline in) their business as impacting on their quality of life. Overall a quarter of participants improved their quality of life because of changes to their small business.

CLIQ played a major role in getting my ID. Bonga contacted the department of home affairs by email in connection with his incorrect ID**. Now I am interested in finding things from the computer.** BongaMY (2010)

Getting or losing government grants and IDs

The fourth money-related factor that led to changes in quality of life was access to grants. Linked to this is the government service of providing IDs and birth certificates. As expected there is an increase in quality of life when grants are accessed and a decrease due to the loss of access to grants. The impact ID documents can have on quality of life is demonstrated by the terrible experience that Diva went through.

Diva got a cleaning job which improved her well-being between 2008 and 2009, but this job ended and in mid 2009 she was robbed. This decreased her well-being to below the 2008 mark. In late 2009 she was offered a job but she could not take it up because her employer required a copy of her ID for her employment contract. “They took all my documents, including my ID and when I went for a new ID, I was told I am appearing as deceased and I now can’t be employed.” On top of this Diva could no longer collect her children’s grant money. “When I got robbed, my child support grant money ended because I couldn’t make a new card.” Regarding goal setting she said “I feel very bad because none of my dreams are coming true because I can’t make any move without an ID. They took everything that belonged to me, in fact they took my whole life and happiness - until now, I am very sad in life.” In January 2011, Diva called CLIQ to inform us she had finally received a new copy of her ID. However by April 2011, she still did not have a job and had not started receiving her child grant again because “these things take time”. DivaFM (2010)

Being empowered and motivated

Two thirds of all participants mentioned that CLIQ had an empowering impact on their lives and helped them develop a plan for achieving their dreams. Goal setting activities were particularly singled out as having a positive impact. Not all impacts were positive. For example BathaFY said that she "feels bad because I have been trying so hard to meet my goals but things are not going accordingly". However in 2011, Batha contacted the CLIQ office to say that she had found a training opportunity and her computer skills were finally helping her.

To talk about your future plan makes a person not to give up. KhanyoFY (2010)

For Dinah, her quality of life did not change over the two years, but participating in the CLIQ process did help her in a number of ways. "I realised even more about things that I want to achieve in my life – things that I did not put down on paper but had on my mind." Dinah spoke of 'Socialising for Progress' "I was clueless at this time (2008) and I had no idea where to start and I was always at home and was not socially involved. CLIQ had an impact because I got to meet with other people and got more (information) on other people's lives and understanding them ... CLIQ had an impact in such a way that I could search for jobs, meet new people, getting resources in order for me to make my life better." DinahFY (2010)

Family, friends and networks

Friends and family are an important aspect of people's quality of life. Many participants noted that they benefited from making new friends with other participants. For DinahFY, CLIQ provided an opportunity to break out of her relative seclusion and she used the term, "socialising for progress" in relation to meeting new people as facilitating a positive impact on her quality of life.

One of Bhoza's goals was to have a wife and four children **because no one is someone without a family and to run a business you need family support.** BhozaMY (2008)

For Makho, participation in CLIQ built his self-esteem. "Now I'm happy because I know I'm out of poverty". He never thought he could learn to use a computer and so when he gained computer skills, it had a huge impact on his self-esteem. He also learnt things from around the country that other people don't know. The CLIQ process allowed him to "network with other people and share ideas on how we can make money". Makho got a job through one of the people he met during the CLIQ process. MakhoMM (2010)

Changing house or household

At each community, there were participants who managed to build a new home, or extend their home which led to improvement in their quality of life. It was mostly women who improved their housing. Moving from one household to another was a positive thing for some participants, but a negative thing for others. In addition, births and deaths in participants' immediate families or households represented major turning points and sometimes led to the participant moving to another household. Several participants had children leading to positive changes to their quality of life, although childcare was mentioned as a reason for discontinuing with their CLIQ work or set goals.

I was always at home doing nothing – didn't know much about life in general, but when CLIQ came along it opened another world in my life and I gained more knowledge about things that I never thought I would know, in the computer. KhethaFY (2010)

Knowledge, FET and further study

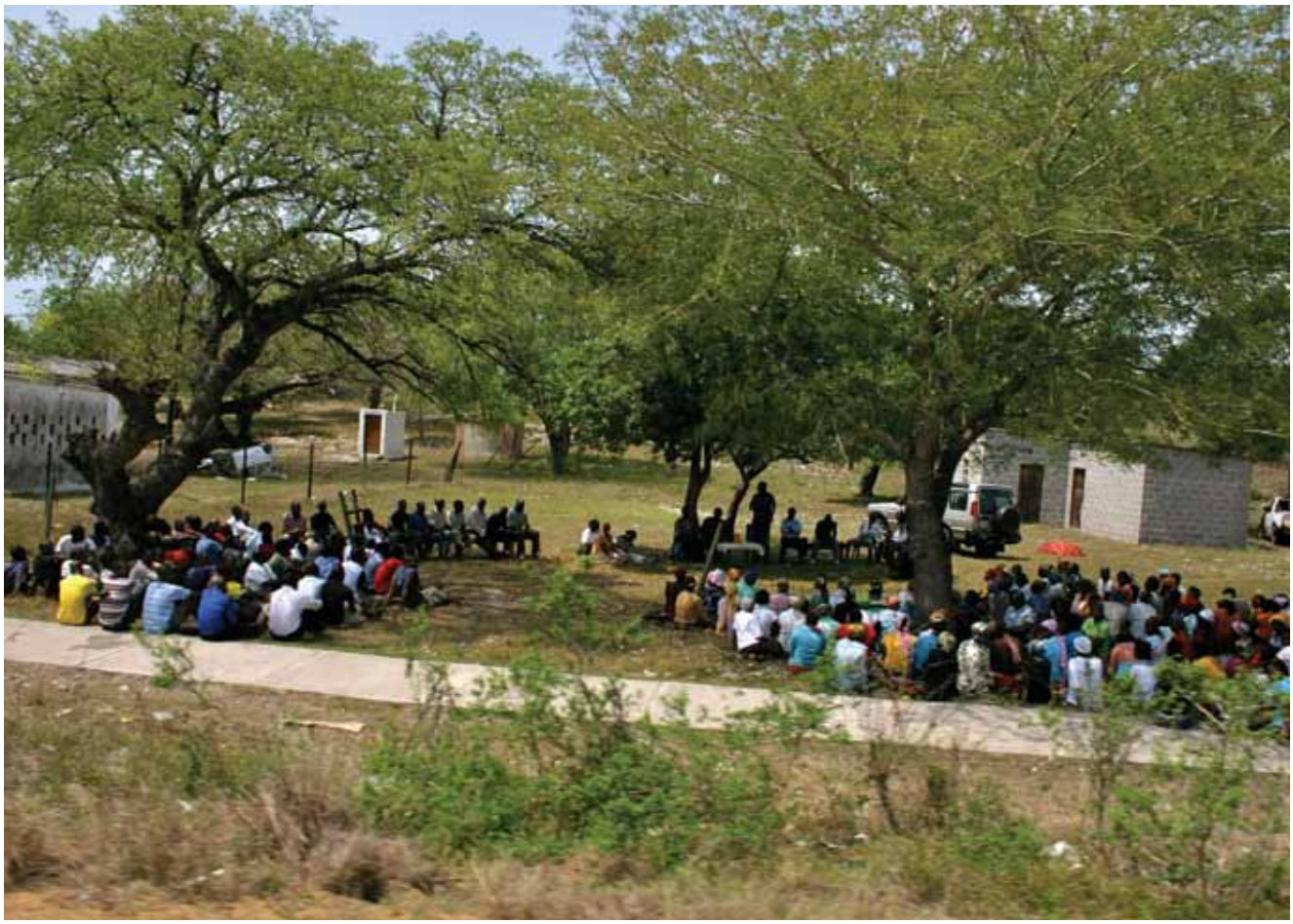
Across the areas, participants used the internet to search for information about further study, applied for admission to courses, used the email to communicate with lecturers and fellow students, typed assignments on a computer, and used the internet to search for information for assignments.

Computer use was vital in facilitating Musa's study. He searched the internet for information on Durban to see if it was a place where he wanted to stay while studying, as this would influence which institution he chose to study through. His use of the internet helped him secure a bursary. Musa also made use of his free hours to type his assignments and to communicate with lecturers and students via email. MusaMY (2010)

Engaging in community activity

The results of CLIQ show how a variety of types of non income-earning engagement with the community, such as volunteering, attending meetings, and assisting people in general, could improve quality of life. Such engagement brought new networks, knowledge, new experiences, status and other opportunities.

Mbona was ridiculed by friends for taking part in CLIQ because his friends said "CLIQ people have a lot of money and they are only giving you a small part. He took it upon himself to show them something good about CLIQ. He took drafts of a few of their CV's and typed them. Mbona recalls the exchange when he gave them a copy of their typed CV "Ah, did you pay for it?" they asked, and I said "No, CLIQ paid for it. And I used it for your benefit and not mine," Mbona said they were just amazed. MbonaMY (2010)



In summary, various financial and social factors had some major implications on the changes of quality of life for participants of CLIQ. In some cases, this was linked to their participation in CLIQ and in other cases it was not.

Cliq came to my area and we spent lots of time with them and they also gave us advice especially on applying to university, jobs and cv. We communicate with them till this day. What made me continue participating in Cliq activities was that I will have a bright future with them and after them. I wanted to learn computers and even the time I spent with the team was great, I learnt a lot of things from them. NdodaMY (2010)

Impact of CLIQ on participants

During the final assessment in mid 2010, participants were asked if CLIQ had had any impact on their achievements or goals. The researchers also noted from other parts of the in-depth interviews whether overall CLIQ had an impact on each participant and if this impact was linked to at least one reason why their quality of life had changed.

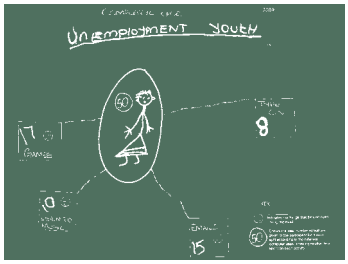
- For 39 participants, CLIQ helped towards one of the reasons why their quality of life changed;
- For 47 participants, CLIQ had an impact on them (which was mostly positive) but it was not linked to any of their reasons for quality of life change;
- For 27 participants, CLIQ did not have an impact on them, or it was unclear if there was an impact.

The experience of every CLIQ participant was unique. Many participants noted that CLIQ had had an impact on their lives although this had not necessarily led to a change in their quality of life. Below we look at these impacts of CLIQ on participants for two groups of participants: group 1 - those that linked the impact of CLIQ with a reason for quality of life change, and group 2 - those that did not link the impact of CLIQ to any of their reasons for quality of life change

The impacts which were mentioned most frequently in TC2 and TC1 were: greater knowledge of the world/open mind; started or improved own business or started activist project; and new/increased cellphone use. T3 and T4 did not have time to apply their knowledge and use computers in an attempt to improve their lives. TC3 participants were also more likely to mention negative impacts of self-esteem or motivation, such as feeling sad because goals were not achieved.

Of the 39 participants whose said that CLIQ impacted on one of the reasons for their changed quality of life (group 1), we found that because of CLIQ (top seven impacts):	Of the 47 participants whose said that CLIQ impacted on them, but was not a reason for their quality of life change, we found that because of CLIQ (top seven impacts):
27 people… felt empowered or had increased self-esteem, hope, direction, happiness and/or confidence 22 people… mentioned more friends, networks and social interaction 15 people… attained computer skills 13 people… mentioned greater knowledge of the world, a more open mind or increased access to information 13 people… said CLIQ helped them to start or improve their small business 11 people… got a job or improved their job 10 people… increased their cell phone use or learned new ways of using their cell phone	31 people… felt empowered or had increased self-esteem, hope, direction, happiness and/or confidence 24 people… mentioned more friends, networks and social interaction 21 people… attained computer skills 18 people… mentioned greater knowledge of the world, an more open mind or increased access to information 11 people… said CLIQ had some negative impacts on their self-image 12 people… mentioned either the use of computers or the money saved from free use of computers and emailing 8 people… increased their cell phone use or learned new ways of using their cell phone

ICT knowledge and use



During the quality of life assessments as part of CLIQ activities, participants did a number of exercises related to communication, information and computer use, in addition to the key exercises about assessing their quality of life. This section presents some of the findings on information and communication.

Communication patterns in 2008

At the start of the project, participants discussed what they liked and disliked about the different ways they communicated with others. A group of self-employed participants in TC3 gave interesting details about their experience and perception of different methods of communication that they used in 2008.

- Written messages, letters and SMSs had similar disadvantages in that it was not certain whether they had been read.
- Letters, SMSs and landline calls were regarded as the cheapest communication
- SMSs, landline calls and verbal messages via another person were regarded as the most convenient communication by self-employed participants in TC3. Others though, did not mention landlines at all, such as the activists from TC4.
- Activists in TC2 also mentioned cellphone call conflicts. They said when someone calls you they can lie about where they are, and cellphone calls can cause conflicts between lovers.

The table below is a copy of the communication matrix done by activists at TC4.

Communication methods	What do you like about this type of communication?	What don't you like about this type of communication?
Walk	Save money, keeps body healthy and active	Makes you feel tired, danger, shoes get damaged, cramps
SMS	Cheap, don't have to be afraid to walk	Insulting messages, delays (from network), ending relationships
Cellphone	Music, make things happen so easily, fast connecting with others	Strange calls, private numbers, causes conflicts, easy to lie, threatening calls
Letters	Respect, formal, saves money, easy to apply for job	No address/envelope, late answer, strange letters
Posters	Noticeable	Wrong information, late advertisement
Call back	Free of charge, helps for emergency	No respect, five call me backs at the same time, call back at night
Transport	Travelling safety, easy to reach where you are going	Price fixing, speeding, no safety belt, no respect, overload
Meetings	New ideas & opinions, find information on your own in minutes	Don't keep time, takes too long, empty promises

Sources of information

The best place for information differs across areas

Participants considered the types of information they needed or used in their daily lives, as well as where they got that information from (in 2008). They then discussed and showed where they were more likely to get the different types of information from, using a scale from 1 to 10, where 10 means most likely to get this information and 1 means least likely to get this information.

The example below, from a group of activists at TC1 shows newspapers are the most common place to get information on jobs – but they also mentioned it was difficult or costly to get newspapers where they were. The hospital, workshops and the resource centre were also good places to get information on jobs. In terms of getting news: TV, radio, newspapers, meetings and the library were all equally good places.

Information needs and places where participants got information differed across the four areras. For example, in TC3, the library was the most likely source of information for jobs, followed by meetings, newspapers and the Department of Labour. In the example below for TC1, they do not mention the Department of Labour and the library is not seen a s a very useful place for information on jobs. This is because they are far away from the library and there is also no office for the Department of Labour nearby.

Exercise: Information Matrix **Date:** Mid 2008 **Place:** TC1 **Participants:** 6♀ 8 6♂ Activists **Facilitator:** Xolani

where information is from ↓ / what information do you get →	News	Basic Information	Jobs ~~History~~	History	Health	Leadership
Radio	10	10	5	8	9	7
School	1	10	3	6	8	7
TV	10	10	1	8	9	6
Cellphones	5	8	4	0	3	0
Newspaper	10	9	10	6	8	3
Hospital	4	10	8	4	10	2
Shop	1	4	1	0	0	0
Resource Centre	5	7	7	0	0	2
Church	2	6	0	10	8	7
Library	10	10	2	10	2	6
Old People	4	6	5	10	5	9
Meetings	10	8	5	5	4	8
Workshop	7	9	8	0	6	7
Game Reserve	1	7	5	0	0	0

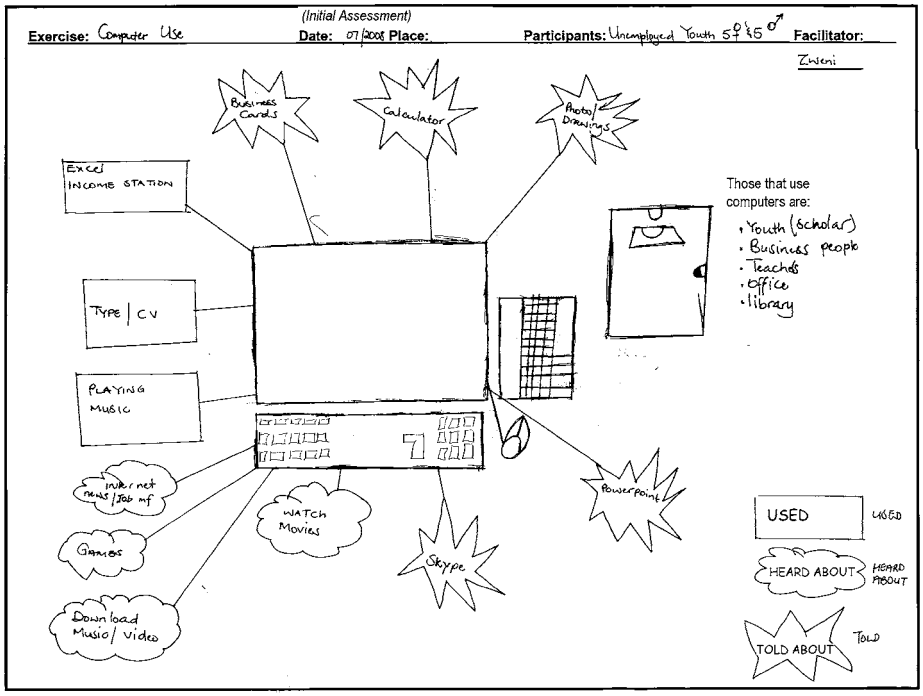
1 = get least information from this place
10 = get most information from this place

Least = 1
Most = 10

Computer knowledge and use

During the first assessment, groups of participants explored what they knew about computers. In the urban areas, more participants had used computers before CLIQ than rural participants. Also, the urban participants who had used computers had used more types of computer applications than their rural counterparts.

Urban people had used computers more



The computer use diagram above was drawn by unemployed youth in 2008 and shows some of them had used Excel for an income statement, MS Word for typing a CV and had played music through the computer. They also knew that it was possible to watch movies, play games, download music and videos and surf the internet to look for jobs, but none of them had done these activities before. The CLIQ fieldworkers told them about Skype, MS Powerpoint, how to make business cards, how to use a calculator and how to edit photos and diagrams on the computer.

Knowledge of computers in mid 2010

At the end of the project participants individually stated what they had learnt to do on computers and whether they had learnt it from CLIQ, from another source, by themselves, or a combination of sources Almost all the participants learnt how to use email. Other common skills were use of the internet and word processing. While some specifically mentioned applications, others preferred to mention the purpose for which they used the application. For example, "making a CV, business cards or a business plan," was a combination of using MS Word and applying knowledge on how to structure a CV or business plan.

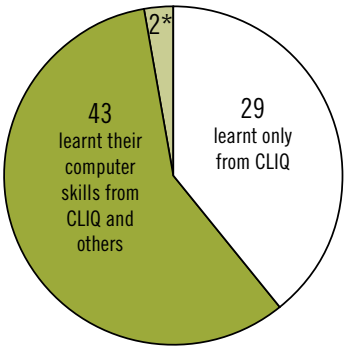
Perceived changes in people when they learn computers (2008)
(discussed by eight self-employed people)

Improvements seen in people who are using computers:

- they have offices
- they are bank tellers
- some of them are cashiers
- one of them teaches at the telecentre

Negative effects seen on people who use computers

- they are lazy,
- they spend more time using computers
- can't write properly
- poor spelling
- loss of memory



* 2 learnt only from other sources

Note: None learnt entirely through self- learning, although self-learning is included in other categories of 'only CLIQ'; 'only other' and 'CLIQ and other'.

ICT impact on quality of life change

In TC1 and TC2 particularly there were examples of where computer skill and use were essential for improved quality of life. An example of this is shown through Mthembeni's story, where he describes how connected and unconnected computer use transformed his tiling business, along with CLIQ business training. He expanded his customer base to include people outside of his area, as he could keep in contact through email. In 2008, he would wait at tile shops and follow customers to ask for a job. By 2010, he employed six people and bought tiling equipment. His quality of life improved and he helped improve the quality of life of others.

(The trainer) gave us the skill of running the business….(by) providing skills for typing pamphlets, emailing clients … my business 'grew up' because of the skill I received. I am always thinking about CLIQ because in these days many things of life are linked to the computer, if you not using cell phone, emails, business will not be running smoothly. If I buy the tiles for a customer, I have to calculate the money I used, and my time, before I charge that customer, I can't charge without calculating. MthembeniMY (2010)

In all areas, computer use directly helped people to improve their quality of life. For example, participants:

- searched for information to improve their business or community project (calculated prices and built reports)
- produced business cards or pamphlets
- emailed business customers and fellow business people
- produced and typed CVs for themselves and friends
- typed documents for community groups, Eg: churches or ABET classes
- used social networking sites like Facebook, Skype and GChat, as well as email to make new friends and stay in contact with old friends
- produced CDs and DVDs which they sold
- searched for information and learnt new things online to support their hobbies or build on their life goals
- sent SMSs from the internet to save money
- read the newspaper online
- secured a bursary for university study or funding for a training course
- applied for registration at a tertiary institution
- used the internet to assist in getting an ID or a job

In TC3 and TC4, there were fewer examples of quality of life change based on computer activities. This was largely due to problems with telecentre functioning. For example, in TC3, the Phase 2 training (on using the computer for finding a job, finding study opportunities or starting a small business) was only two weeks before the final assessment, while in TC4, Phase 1 training was about 2 weeks before the final assessment and there was no Phase 2 computer training.

Barriers and aids to ICT use

It is clear that information and communication technologies can be useful within local communities to help individuals improve their well-being. So why did more people not improve their lives?

In their final interview participants mentioned a range of factors that helped or prevented them from using ICTs to improve their lives (these are referred to as aids or barriers). This section specifically looks at these.

Participants had to consider the costs (eg: time or travel money) and the benefits (eg: creates income) of the different activities they could do, when deciding on whether or not they would attend CLIQ activities or use their spare time to practice using computers at their telecentre. This is known as the opportunity cost of choosing to do one thing over another. This opportunity cost should be kept in mind when considering the barriers and facilitators mentioned below, as sometimes these would combine to create a strong reason why participants should or should not use their time to learn and use ICTs.

Telecentres

Cell phones

Gender

Personal traits

Age

Distance

Design

Telecentre functioning

The use of computers for training was affected by many problems at all four telecentres. Problems included: erratic opening times; attitude of staff; internet connectivity; maintenance of computers and networks; and lack of support from USAASA.

Increased cell phone use

Although cell phone use was not part of the planned CLIQ training, the fieldworkers and trainers did teach participants some aspects of cell phone use, particularly related to the use of email and internet.

Like others, Mbona would usually go to the Vodacom website to send free SMSs to friends who were on the Vodacom network. If he needed to get an urgent message to someone who was not on the Vodacom network, he would email them, and then send them a "buzz" which was free from his cell phone, to tell them to check their email – via their cell phone. MbonaMY (2010)

My partner didn't want me to come because he felt like I am neglecting the child and I was creating financial problems because now he has to find someone to take care of the child when I'm here. He is fine with me learning computer, he just doesn't like the idea of me leaving the child at home. MimiFY (2010)

Personal characteristics

People learn how to use computers at different rates. A couple of participants 'caught on' to computers very quickly and became CLIQ's 'super users' seeing a role for computers in many aspects of their lives. Others were not that enthusiastic. Some were also more willing to leave home to attend activities than others.

Gender roles and perceptions

Perceptions of the role of women and men in society either helped or prevented participants from using their computer knowledge to improve their quality of life. Although many participants said they or their community felt it was fine for women to use computers, there were many underlying beliefs that did not support this. For example, many felt that women should take care of the home, spending most of their time cooking, cleaning and caring for household members.

In 2009, Manese reported how her well-being had increased because she started selling cosmetics and was running a hair salon from her home. She had to travel a fair distance to attend CLIQ activities but she turned this to her advantage by finding new customers near the telecentre. In 2010, a visit was paid to her house to interview her. Appearing 'sad and exhausted' she said "I have moved a little bit down (in terms of well-being) from where I was last year because I had a baby and I had to stop coming to the telecentre. I also had to stop my business so I could look after my baby. This was a decision I took with my family". However she also said "my life has stopped and will start moving again when the baby is old enough to be left in the house. My whole life has changed because I have a baby now and I have to respect my parents and do what they say". ManeseFY (2010)

If we want any information concerning our business, we come to the telecentre and research on the computer and (we are) sharing ideas with other women... I can make a CV and business cards and just reading news from the internet helps me... I find it easy to use my cell phone now. Especially the computer, it helped me a lot. I do a lot of things to develop myself and to grow our business. SamkeFO (2010)

Age and perceptions of age

Common reasons given for older people not using computers (and cell phones) were illiteracy, poor vision, or the inability to learn new things. BhekiMY said, "most of the older generation don't need to have computers especially if they will have their first phone when they are older. They can't use them." The example of Samke shows this was not true for all older people. Simpho (also over 50 years) improved her own business and started another one. She used to pay for internet use in Durban central (even though she had free hours at her TC) because she found that email was very helpful when communicating with her customers.

Distance and transport

Many participants were limited from using their free hours at the telecentre due to transport costs, lack of transport options and their distance from the telecentre. Some participants who had other activities near the telecentre would combine telecentre use and their other activity in order to save on transport costs.

Makhosi's quality of life was being improved from access to an ABET job from the chief, through achieving her driver's licence and from her participation in CLIQ (where she made friends and learnt to use computers). After the birth of her twins she moved to her fiancee's homestead which was further away from the telecentre. This distance together with the task of caring for two new born babies meant that she could not longer continue to use computers. MakhosiFM (2010)

Project design issues

Some problems in the design of the CLIQ project showed up over the two years. Problems mentioned were:

- Participants were SMSed on their cell phones when CLIQ activities were scheduled but some phone numbers did not work and some participants lost or changed their cell phones.
- Participants were disappointed that CLIQ could not provide an accredited certificate for the computer training and this may have discouraged some from taking part fully.
- Some participants said the computer training was too short.
- The scheduling of assessments and computer training was also a problem for some participants, especially those who had a job, as they could not take time off work to attend. This was the most common reason given for non-attendance at the final assessment.

SMS problems

Accreditation

Time

Scheduling

To sum up, it is important to identify the barriers and aids to ICT use given that CLIQ has found major positive impacts on quality of life when participants are able to overcome difficulties and use ICT to improve their lives.

Conclusions

Most people continue to work towards a better quality of life, regardless of where they feel they fit in their society. When aiming for a better life, individuals confront many factors which are social, economic, personal, environmental and political.

The definition of a 'good' quality of life is different for every person. This makes research on measuring changes in quality of life difficult. The project tried to measure the changes in quality of life when poorer people had access to free computer training and use in a supportive environment.

A participatory approach guided the CLIQ activities and training which was flexible to allow for changes based on what was found or what participants or telecentres wanted. How well the telecentres functioned was the biggest barrier to implementation. CLIQ was more successful in TC1 and TC2 when compared to TC3 and TC4. Better implementation and participation led to greater positive impacts on participants and ultimately a greater number of people who were able to improve their quality of life.

Two thirds of participants noted an improvement in their quality of life, while one third had unchanged or declined quality of life. People made use of the CLIQ opportunity in different ways and quality of life changed for a number of reasons. For each reason, the research found examples where the use of computers was an important part. For most (but not all) of the reasons, the research also found participation in the research process (the social part of the research process) contributed to the reason for quality of life change.

A conclusion reached from CLIQ research is that the way a project is implemented is very important if the project aims to improve quality of life. The research also identified several factors that can either help or prevent use of ICTs. This can be useful for other communities to understand as well as those who took part in this research.

Investment in telecentres is a medium and long-term investment in the people of South Africa. Telecentres in South Africa can help poorer people improve their lives, if they are provided with training and computer use in a supportive needs-based environment. In addition, people need convenient access that suits them in terms of location, opening times and style of service. Encouragement and support will help – particularly for women who often have to battle against community views not in favour of women becoming ICT literate.

Recommendations

From the CLIQ experience, there are many recommendations that can be suggested and implemented in order to improve the daily quality of life for the people of KZN. There are also many stakeholders who can make the recommendations for the way forward on how to promote ICT and particularly computer use in KZN.

The findings of this study are based on participants' information. Participants' recommendations have also been drawn on with regards to ICT access at telecentres. Participants from one area gave their recommendations for government, for CLIQ and for their telecentre, based on their participation in CLIQ.

Recommendations from participants

We need free computer use at telecentres

- Government must help the telecentre with permission to use the computers for free because the youth have no money.
- At telecentres the charges are too high. It's very expensive to use the internet.
- CLIQ, can you please give us some more free hours.

We need better service in terms of services and technology, especially internet

- Government should extend the telecentre to include the library so we can get knowledge from books. Government must pump more funds to improve the current status of the telecentre like extending the building, adding more computers and improving the level of service.
- The telecentre is growing fast but it experiences problems with the availability of internet so we suggest it [telecentre] has to sort out those problems for the sake of the community and anyone who uses the telecentre. The internet service must be improved.

We need better service in terms of people

- Government should employ permanent workers so the telecentre can improve. The telecentre is far from some members of the community. They must expand spaces for the computers and we need more.
- Employees of the telecentre must understand the principle of BathoPele and respect the value of any customer or project participant that visits the centre. The telecentre is also not open on a Saturday and a Sunday – which is a problem for us.

We need provision of computer training and other assistance

- Government must bring a qualified trainer to the telecentre (or give telecentre workers better training) to run the telecentre and to train local people to use computers. The government must assist the youth by giving them some learnerships or bursaries in project management, information services and information technology.
- Telecentre should give training itself to people who like computer training – it is not only for CLIQ to train people. Telecentre must provide opportunities to the whole community, not only those that have matric certificate.
- CLIQ should teach us more about computers instead of the way based on our position (e.g. self-employed). We can be glad if CLIQ can return to teach us computer literacy, so we can get an opportunity to work somewhere else. We need more advanced training on computers and accredited certificates.

Two other groups of messages from participants to CLIQ related to taking the findings of the project back to the participants:

- CLIQ must give us a full report about the project from 2008 to 2010 (book, magazine, pamphlets) – we need the book because our pictures are used in the book.
- This research was so good for this community because most of 'them' changed their lives with CLIQ – we will be glad if this research can continue. We want to meet with the other participants so we can share what we gained from CLIQ – the meeting must be at UKZN.

Note: We plan to do this by providing each participant with a copy this report and by holding a final workshop during which participants would receive certificates of participation.

Recommendations from CLIQ

The CLIQ team agrees with many of the recommendations from participants and had a few of their own:

- Needs-based courses catered for the local communities and based on local content are in demand at the telecentres. CLIQ highly recommends combining goal-setting activities along with computer-based training courses which address the needs of the local community.
- Computer-based courses must also be offered at times that suit the learners and creative solutions to problems of child care and travelling expenses must be found.

- The cost of using computers at telecentres needs to be reduced. Current charges of R20 and R30 an hour make the service unavailable to people in poorer areas. Our recommendations are that telecentres have separate costs for connected computer use and for unconnected computer use, where the telecentres pay the internet bill. This will encourage people to practise their skills and experiment without the pressure of spending 50c a minute. This way some money will still be collected to help the telecentre pay bills and a small payment from users shows they value the time they spend on computers.

Government (and USAASA) are reviewing the way telecentres are run. We suggest future changes:

- Allow telecentre managers to call directly for service providers to fix technical problems from an approved list and government pays.
- Allow for these service providers to provide basic training to telecentre facilitators on how to fix simple technical problems.
- Regulate a maximum charge per hour for computer use at telecentres where the internet bill is covered by government.
- Subsidise the cost of internet at telecentres which are not yet serviced by SENTECH (the government provider) while continuing to pursue its goal of providing broadband coverage across the country.

Many telecentre facilitators were enthusiastic about learning to use computers, fixing basic problems and providing training to local people. However, in most cases, they did not receive a reasonable stipend or salary. As a result, when their skills improved, they left the telecentre for jobs that would earn them more money. Government should pay a reasonable stipend to facilitators to encourage them to stay with the telecentre. The telecentre should plan for staff leaving (like they do at TC3), so the facilitator who is leaving has time to train the next person to do the job. Facilitators should also be part of decision making, as this would allow the telecentres to benefit from their good ideas and to keep them motivated by recognition of their valuable service.

A telecentre without users is not a telecentre. Telecentre facilitators should create opportunities to teach local people, even on an informal basis to practise their training skills. Facilitators should encourage all potential telecentre users regardless of their level of education as most people are able to learn to use computers. Telecentre managers and facilitators could also produce their own resource pack that is suitable for their area. This can be as simple as a printed list of useful websites, a template for a CV or business card, and a list of FET institutions.

All the above requires good governance and management of telecentres at the local level, and between the telecentre and government. Telecentres should develop a business plan and clear structures of reporting, decision making and accountability. There are many other recommendations aimed at government, to make better use of the money they have for providing "universal access to all".

Other CLIQ reports

Telecentres and poor communities in South Africa: What have we learnt? (by Attwood, H, Braathen, E. and May, J) 2010. This paper discusses the problems of telecentre functionality and the impact this had on the implementation of CLIQ.

The complexities of establishing causality between an ICT intervention and changes in quality of life: the case of CLIQ in four poorer communities in South Africa (by Attwood, H, May, J and Diga, K) 2011. The paper reports the findings about changes in quality of life across the four community areas.

The Role of Politics in Telecentres: Cases from South Africa (by Braathen, E., Attwood, H., and May, J) 2011. This paper looks at the issue of power and the empowerment of telecentre managers.

Acknowledgements

The CLIQ research would not have been possible without the time and effort of all the participants, even those who were not able to continue with the project. Key people who helped implement the project in each area are shown below and to them we give our heartfelt thanks and hope that they learnt as much from us as we did from them. Not mentioned below are Mandla Sithole from USAASA, whom we thank for all his effort and enthusiasm as we struggled through many difficult issues together. We also thank the area specialists, computer trainers, ICT development specialists and ICT4D researchers who helped us with project design issues. Lastly, we thank the School of Development Studies, University of KwaZulu_ Natal staff who helped us make sense of the many detailed interviews and reports generated by this project during a write-up workshop.

Key people in the CLIQ research process

	Adam's Mission	Sicabazini	Inanda	Nhlazuka
Overall Telecentre Manager	Desmond Makhanya (Isolwe Adam's)	Fikile Ngwenya (Sicabazini Development Centre – SDC)	Nozipho Mbatha (Isibani Soluntu)	Musa Ndlovu (Khulumani Support Group)
Daily Telecentre Facilitators	Nonhlanhla Gema Lucky Makhanya Nellie Mlambo Zanele Buthelezi Tsepho Mokoena Cmpo Msabala Thabisile Mkiyani	Lucky Mthembu Thulisiwe Mthembu Linda Mthembu Ngenzeni Sibiya	Nomvuyo Bhayisa Sali Mahlasela	Nomthandazo Mnthambo Nthokozo Shezi Slindile Mtungwa
Community Centre Manager/ Parent organisation staff	Desmond Makhanya and the board of Isolwe Adam's Mission Child and Family Welfare Society	Fikile Ngwenya and Nonhlanhla Sithole of the SDC NPO. Chairs: Mr Malwane, Mr Thwala, Mr Msane, and Mr Mthembu	Nozipho Mbatha of Isibani Soluntu with Siyabonga Nxumalo Phumzile Mhlongo Nontokozo Khubeka	Thusong Centre Managers: Neresh Sirawan Mtho Mzelemu Mr Gumede Musa Ndlovu
Other organisations		Peace Foundation Vuvuzela	Ohlange Library	Richmond Municipality
Local Caterers	Philisanani Cooperative	eSicabazini Development Centre Catering Cooperative	Kwaze-Kwasa Cooperative	Thomathosa Cooperative

CLIQ fieldworkers put in many hours of hard work together with the participants. In particular we thank them for their friendly and happy attitude, which helped us get through some difficult times.

Writers:
CLIQ participants, Heidi Attwood, Kathleen Diga, Julian May, Germaine Barnard

Photographers:
Jessie Knott, Heidi Attwood, Elise Bjastad, Sifiso Biyela

Editing:
Jillian Nicholson, Jessica Nicholson

Layout and design:
Jessica Nicholson

Fieldworkers:
Basithile Dlamini, Fezile Mhlongo, Makhosi Mathaba, Mamazi Mkhize, Mphile Msomi, Mpume Mabhida, Phindi Xulu, Sibongile Buthelezi, Sibongile S'bosh Maimane, Siyabonga Savego Mavuso, Sthembile Chonco, Thoko Ndarana, Xolani Ntsalazi, Zama Chonco, Zweni Sibiya.

Trainers for CLIQ:
Khetha Mabaso (UKZN), Khaya Ngcobo (Ziko Training), Salimina Mahlasela (Isibani Soluntu), JJ Msomi (Ziko Training)

Research Assistants:
Christopher Manyamba, Elise Bjastad, Inger Harber, Jenny Schaanning, Keri Arokium, Menzi Maseko, Collins Mucheuki, Nkeka Tseole, Siphamandla Chili, S'du Zulu, Sifiso Biyela, Natalie Benoit

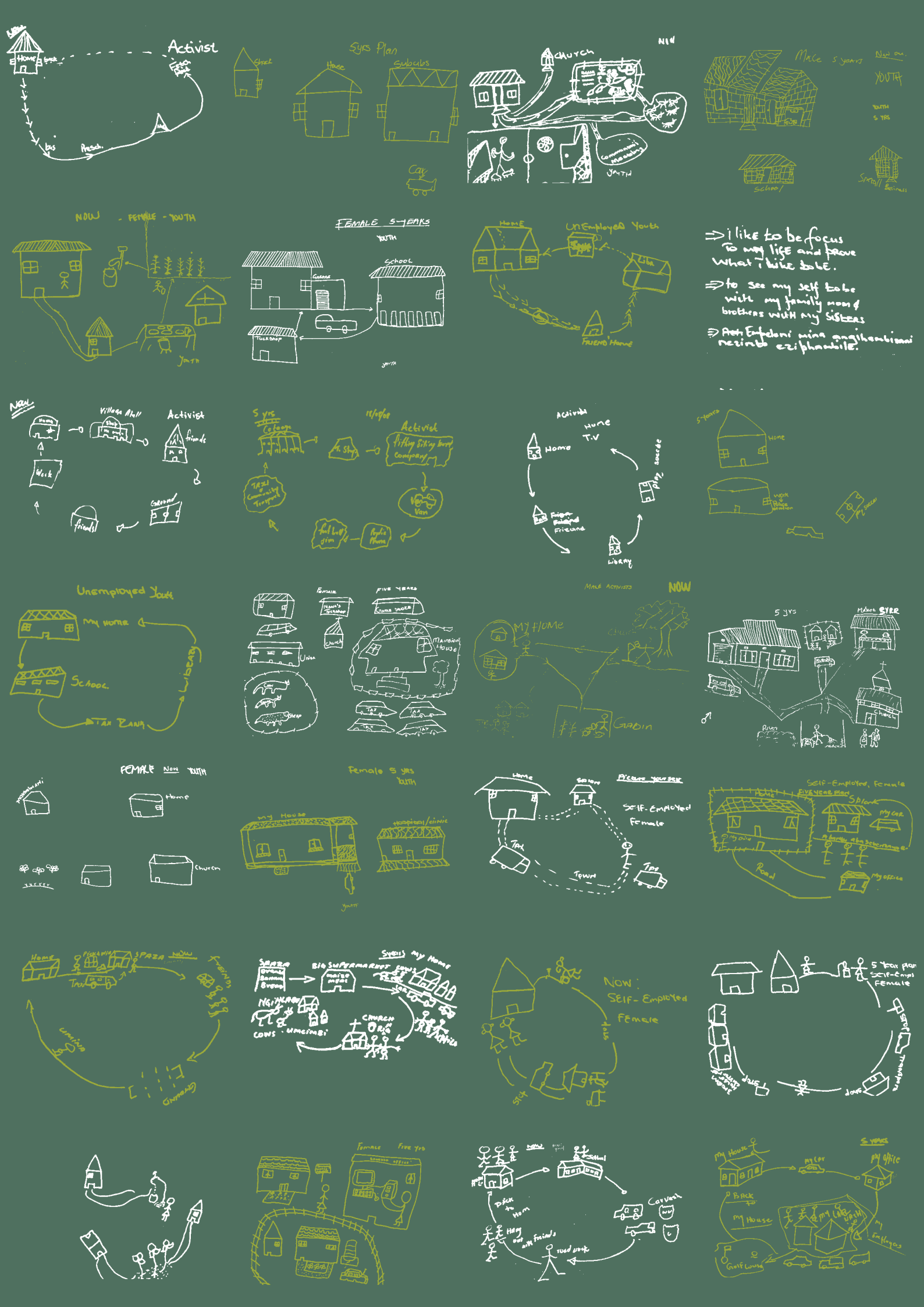
Administration:
Germaine Barnard, Kanagie Naidoo, Shivani Durgiah, Mary Smith

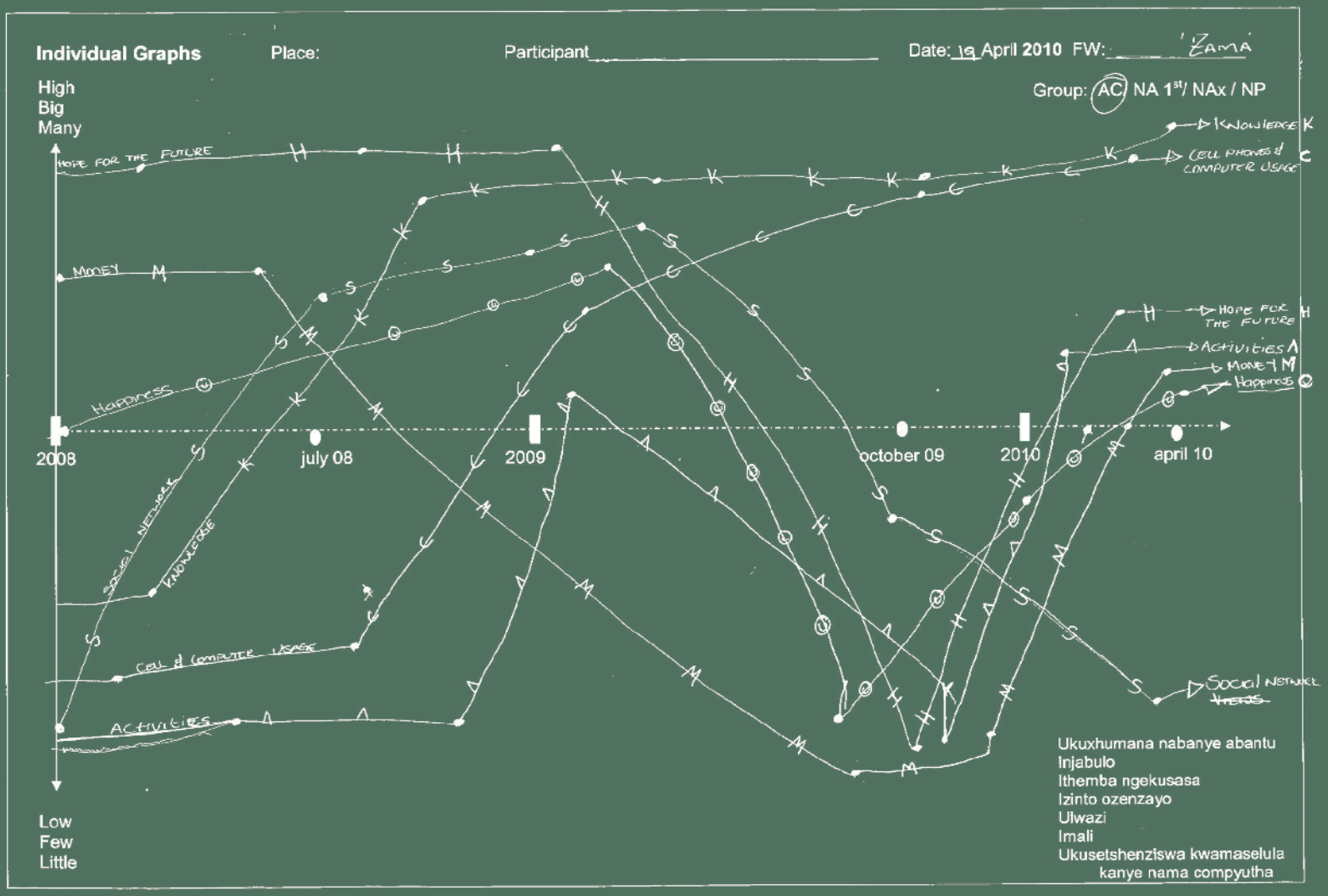
Principal Investigators:
Professor Julian May (School of Development Studies)
Einar Braathen (Norwegian Institute of Urban and Regional Research)

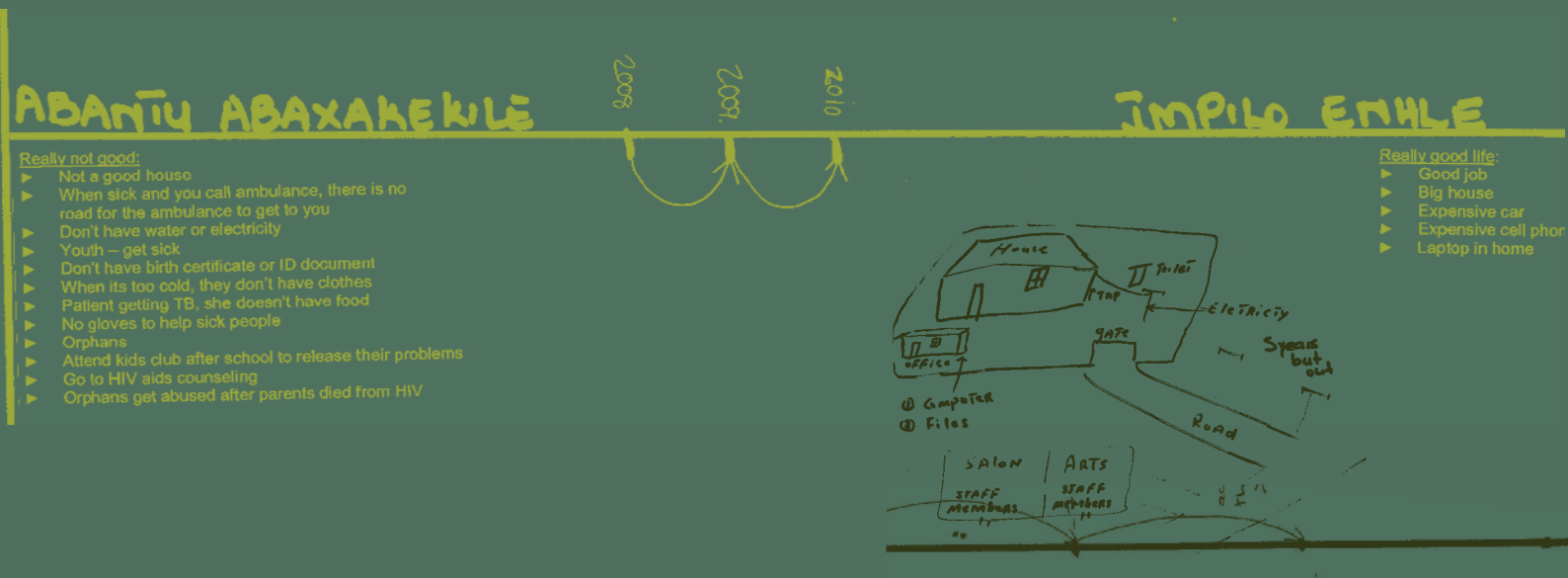
Funding:
Funding for the project was provided by the National Research Foundation of South Africa and the Research Council of Norway. Funding was also provided by the DST/NRF South African Research Chair in Applied Poverty Reduction Assessment.

Contact:
School of Development Studies
Tel: 031 260 2363
Email: attwood@ukzn.ac.za; digak@ukzn.ac.za
Website: http://sds.ukzn.ac.za
CLIQ Website: http://cliq.ukzn.ac.za

Published: August 2011


Activist
Home
Presch.
Sys Plan
House
Sububs
Church
Communion Meeting
Youth
Male 5 years
Now on.
YOUTH
School
Small Business
NOW - FEMALE - YOUTH
Youth
FEMALE 5 YEARS
YOUTH
School
Garage
Tuckshop
Youth
Home
Unemployed Youth
Libr
Friend Home
⇒ i like to be focus to my life and prove what i like to be.
⇒ to see my self to be with my family mom & brothers with my sisters
⇒ Ach Enfeloni mina angihambisani nezinto eziphambile.
Now
Village Mall
Activist
friends
Work
Ground
friends
5 yrs
Cottage
Activist
Fitting Siting Bond Company
Van
Activist
Home
T.V
Home
Play soccer
Friend
Library
5 years
Home
Work
Police Station
Unemployed Youth
My Home
School
Tax Rank
Library
Female
Five years
Nana's Tuckshop
Church
Union
Mansion House
Tax
Male Activists
NOW
My Home
Gabin
5 yrs
Maker 5 YRR
Church
River
FEMALE Now YOUTH
Home
Church
Female 5 yrs
YOUTH
My House
Hospital/clinic
Youth
Home
Salon
Picture yourself
Self-Employed Female
Tax
Town
Tax
Self-Employed, Female
Five year plan
Home
Splork
My car
Road
My office
Home
Pickwick
SPAZA
NOW
Friends
Umini
Unmond
Spaza
Big Supermarket
Maize meal
Sys 5 yrs my Home
Cows
Church
Cows
Umcimbi
Now:
Self-Employed
Female
Stop
5 Year plan
Self-Empl
Female
Stop
Tuckshop
Female
Five yrs
Now
School
Back to Hom
Carwash
Hang out with friends
Road work
5 years
My House
My car
My office
Back to
My House
My Lab
Wash
My Employers
Golf Course





LIQ

SCHOOL OF DEVELOPMENT STUDIES
UNIVERSITY of KWAZULU-NATAL

UNIVERSITY OF KWAZULU-NATAL

NIBR
Norwegian Institute for Urban and Regional Research

The Research Council of Norway

NRF