1 About this document

This document is in response to the invitation extended to the City of Cape Town to apply for a grant extended to it by the Global Libraries Initiative. This grant is intended to enable the recipient to replicate and extend its efforts in the areas of information access, training or content development.

This document is a proposal for an expanded initiative that will build on the success of the City’s previous and existing projects. Eleven activities have been identified. The intent is to expand and accelerate our existing ‘Smart City’ strategy. This involves a shift from providing access alone to information literacy, and local content generation and consumption i.e. access is no longer an end onto itself, but has become rather a means to an end. The aim is to move poor communities away from just being passive recipients of welfare-type services to active participants in the information society. This process is already underway, but real success will require additional significant commitment, resources and effort.

This proposal has been prepared by the e-Governance Unit of the Information Systems & Technology Department of the City of Cape Town, which was the recipient of the 2003 Access to Learning Award for its Smart Cape Access Project.

This proposal follows the prescribed format and consists of:

Section 1: Application summary information

Section 2: Project narrative

Section 3: Timeline for project activities

Section 4: Project budget

Section 5: Financial management

Section 6: Supporting documentation (appendices)

Budget spreadsheet (separate file)
## Section 1: Application Summary Information

**Organization Name:** City of Cape Town IS&T Department e-Governance Unit

**Institutional Official authorized to submit and accept grants on behalf of organization:**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Mr</th>
<th>First name</th>
<th>Nirvesh</th>
<th>Surname</th>
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</tr>
</thead>
<tbody>
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<td>CIO</td>
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<td>+27 21 400 1250</td>
<td></td>
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<tr>
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<td>+27 21 957 0026</td>
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<td></td>
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<tr>
<td>Address</td>
<td>City of Cape Town</td>
<td>Civic Centre</td>
<td>12 Hertzog Boulevard</td>
<td>Cape Town</td>
<td>8001</td>
<td></td>
</tr>
</tbody>
</table>

**E-mail:** nirvesh.sooful@capetown.gov.za


**Project Title:** Smart Cape Expansion Project

**Project Director:**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Mr</th>
<th>First name</th>
<th>Douglas</th>
<th>Surname</th>
<th>Gelderbloem</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Acting Manager: e-Governance Unit</td>
<td>Telephone</td>
<td>021 4001624</td>
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<tr>
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<td>Cape Town</td>
<td>8001</td>
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</tr>
</tbody>
</table>

**E-mail:** douglas.gelderbloem@capetown.gov.za

**Web site:** www.capetown.gov.za

**Amount Requested From Foundation ($USD):** 2,994,727

**Project Duration (months):** 36

**Estimated Total Cost of Project ($USD):** 5,731,945

**Organization's total revenue for most recent audited financial year ($USD):** 700,000

**Certification:** In connection with the application for funding submitted to the Bill & Melinda Gates Foundation, I certify that the information contained in these narrative and financial forms is accurate and fairly represented. I also certify that any cost-sharing commitment as outlined in the application budget will be met during the project.

NIRVESH SOOFUL

DOUGLAS GELDERBLOEM

Institutional Official

Project Director
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Section 2: Project Narrative

2 Organisational background & capacity

2.1 Cape Town’s Smart City Strategy

The Information Systems & Technology (IT) department of the City of Cape Town has had an e-government strategy since the formation of the City in its current form in 2000. This has become known as our ‘Smart City Strategy’.

This Smart City Strategy has six broad goals: (1) taking a leadership role in the digital/knowledge economy (2) ensuring an appropriate policy and regulatory environment (3) applying information technology to the processes of municipal service delivery and governance (4) using Information and Communications Technologies (ICTs) to foster economic and social development (6) creating a world class IT organization to meet the needs of the City of Cape Town.

Whilst the traditional role of the IT department has been to supply the internal IT needs of the organisation, this strategy reflects the increasingly important role that ICTs play in shaping the economy and society as a whole. The 1996 Constitution of South Africa and the subsequent Municipal Systems Act require local authorities to take responsibility for local economic development, and for every municipal department to consider the economic and social impact of every aspect of its operations.

The current Integrated Development Plan has a vision for Cape Town that is:

• “A sustainable city that offers a future to our children and their children
• A dignified city that is tolerant, non-racist and non-sexist
• An accessible city that extends the benefits of urban society to all and builds the capacity of its people
• A credible city that is well governed and trusted by its people
• A competent city with skills, capabilities and a competitive edge
• A safe and caring city that cares for its citizens and values the safety and security of all who live, work and play in it
• A prosperous city known for its ability to compete globally in the 21st century and its commitment to tackling the challenges facing South Africa, the Southern African Development Community and the African continent
• A city known for its leadership in Africa and the developing world”

ICTs have a critical enabling role to play in achieving this vision; this is recognised by the identification of the Smart City Strategy and the City’s e-government programme as a “flagship project”.

Given this mandate, the implementation of the Smart City Strategy has focused on delivering three things, which are the more outward focused aspects of the Smart City program. These are:

• The use of ICTs to improve the efficiency of service delivery and the administration of the City. This seeks to provide information systems and technology needs of the municipal administration and council for service delivery

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1 The City of Cape Town is an amalgamation of seven different municipal authorities that were merged in 2000 to form the new ‘Category A’ municipality – one of five in the Republic of South Africa.

2 City of Cape Town Integrated Development Plan 2006-2007, p11

3 City of Cape Town Integrated Development Plan 2006-2007, p7
The use of ICTs to better communicate with and deliver services to citizens and businesses – this includes providing information about services and enabling easier access to them; enabling information and financial transactions, and fostering democracy. This is closely related to the City’s service delivery and communications strategy.

- The use of ICTs to bring about social and economic development. This is a consequence of the increasing importance that ICTs play in business, employment, and the overall competitiveness of the City reflected in its ability to attract investment and create sustainable jobs. This is related to the City’s economic development and social development strategies.

These three goals are illustrated in the following diagram:

![Diagram](image)

*Figure 1: the three goals of the Smart City strategy*

It is significant that these goals are outward focused, and impact the residents and businesses of Cape Town directly. Cape Town’s e-governance program

The e-governance program has its origins in the Smart City Strategy, especially the more outward focused objectives. The first project to directly impact citizens was the Smart Cape Access Project, which installed computers with Internet access in public libraries across Cape Town. The 2003 Access to Learning Award partially funded the expansion of the original pilot project (six libraries) to almost all of the City’s 102 libraries. Use of these facilities is provided free of charge to all library members; to date the Project has registered almost 100,000 users.

The success of this project has led to both the formal establishment of the e-Governance unit, and the formulation of a broader program of projects. All of the e-Governance projects are guided by our mission, which is to realize the goals of the Smart City Strategy by doing the following:

- Providing access to computers and the Internet
- Encouraging people to develop the skills needed to use these tools effectively
- Providing relevant local content in the form of information and online applications

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4 Those few libraries that do not have a Smart Cape Access Point are branch libraries that are physically too small.
These are separate but mutually re-enforcing, as illustrated by this diagram:

![Diagram: The 'digital flywheel' that drives e-government]

- **Access** means making available computers that are connected to the Internet, and networks to support this

- **Skills** means encouraging individuals to acquire appropriate computer literacy skills, as well being able to use the computers as a platform for other types of training and skills development (including basic alpha-numeric literacy, economic literacy and life skills, and business literacy\(^5\)). Skills are acquired through experience and more formal training.

- **Content** means web based content that will encourage people to acquire the skills to access it. This may be information or take the form of applications, including those involved in service delivery. But most important is the creation and consumption of locally generated content that is relevant to the needs of local communities. The existence of local content is an important inducement for people to take the time and effort to develop the necessary skills needed to access it

Additionally, the E-Governance Unit is involved in impacting the environment in which technologies are developed and used, by commenting on and providing input into regional and national policy deliberations and participating in public forums.

Finally, the E-Governance department works to promote the projects it supports, to ensure that the relevance and important of ICTs in economic development is widely understood and supported.

### 2.2 Management structure

The e-Governance unit is composed of two groups of people:

**Internal staff:** these are direct employees of the City of Cape Town. At the present time there are no internal staff who work exclusively for the e-Governance unit. The managers who are responsible for the department are:

- Nirvesh Sooful – City CIO. Nirvesh was the originator of the Smart City Strategy, and initiator of the Smart Cape Access Project that was rewarded by the Gates Foundation in 2003
- Douglas Gelderbloem – IS&T manager responsible for Infrastructure and E-Governance

\(^5\) We refer to these later at the ‘four literacies’ or ‘4Ls’.
Other internal staffs who support the e-Governance department are members of the IS&T program office, specifically Wildre de Villiers and David Charles.

**Contract staff:** these are the people who do the work of the e-Governance unit. This staff is drawn from various backgrounds and companies, and are contracted to the City of Cape Town to work on various e-Government projects.

The key individuals who will be responsible for the project described in this proposal are:

- Nathan Momsen – Manager: access projects. Nathan was responsible for the development of the total technical solution together with a team of developers that was rewarded by the Gates Foundation in 2003
- Rasagee Pillay – Manager: content projects
- Leon Hendricks – Manager: skills projects
- Lynette Maneveld – project manager
- Mark Neville – research analyst, strategy and policy consultant. Mark was partially responsible for the Smart Cape Access Project that was rewarded by the Gates Foundation in 2003
- Leonard Solai and Beverley Johansen – promotions and communications. Leonard and Beverley have been involved in the promotion of various Smart City projects for several years, and have produced the periodic Smart Cape News newsletter
- Shaun George - technical project manager. Shaun was closely involved in the technical architecture development of the Smart Cape Access Point project, and is currently the support manager for Smart Cape Access Points

An organisation chart and CVs of these individuals are in Section 4 (5.1 and 5.2).

### 2.3 Strengths and expertise

The e-Governance unit has undertaken a range of projects in the last three years that build on its original Smart Cape Access Project. Most of these have been pilot projects. Some of the more important include:

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Project</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Digital Business Centres</td>
<td>Public access facilities aimed at small business and entrepreneurs</td>
</tr>
<tr>
<td></td>
<td>Smart Truck</td>
<td>Mobile access point</td>
</tr>
<tr>
<td></td>
<td>Foyer project</td>
<td>Smart Cape Access Point in foyers of public buildings – not libraries</td>
</tr>
<tr>
<td></td>
<td>Clinic Health Information Management System</td>
<td>Installation of PCs in ±100 municipal clinics (also see Skills and Content)</td>
</tr>
<tr>
<td>Skills</td>
<td>Basic computer literacy pilot project</td>
<td>Free basic training for unemployed youth</td>
</tr>
<tr>
<td></td>
<td>Smart Cape Volunteer Program</td>
<td>Volunteers to help new users in library access points</td>
</tr>
</tbody>
</table>
This schedule of projects demonstrates that the e-Governance unit has:

- a **well-established, integrated strategy** for tackling the digital divide and bringing into being an information society

- a **wide range of skills and expertise** in all the necessary disciplines needed to conceptualize, plan and implement these projects; these include:
  - the **leadership skills** required to cast the vision and keep the program motivated and progressing towards its goals
  - the **technical skills** needed to deploy and maintain computers and networks, and to host web based content
  - the **human development skills** needed to provide computer literacy and related training
  - the **content development skills** needed to create web based information that is relevant to local needs
  - the **promotional skills** to ensure that target communities are aware of and become involved in the access, training and content projects
  - the **analytical skills** needed to conceptialise and specify projects and applications

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Project</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internship program</td>
<td>School leavers temporarily employed within the City of Cape Town to gain skills and experience</td>
</tr>
<tr>
<td></td>
<td>Open Source Competency Centre</td>
<td>R&amp;D facility to explore and promote open source software development</td>
</tr>
<tr>
<td></td>
<td>Clinic Health Information Management System</td>
<td>Basic computer literacy training for clinic staff (also see Access and Content)</td>
</tr>
<tr>
<td>Content</td>
<td>Local Content Development Program (Ubushsa)</td>
<td>Pilot project to create locally relevant web sites for the City of Cape Town, non-governmental organisations and small business</td>
</tr>
<tr>
<td></td>
<td>Clinic Health Information Management System</td>
<td>Development of web based application (also see Access and Skills)</td>
</tr>
<tr>
<td>Support projects</td>
<td>Computer Refurbishment Centre</td>
<td>Refurbishment of corporate computer hardware for reuse by new users e.g. small business owners</td>
</tr>
<tr>
<td></td>
<td>Smart Cape News</td>
<td>Promotion of Smart Cape program and information society advocacy</td>
</tr>
</tbody>
</table>
• the **project management** skills needed to co-ordinate these projects and ensure that they are implemented efficiently

The following table maps these skills to specific individuals.

<table>
<thead>
<tr>
<th>Critical skill set</th>
<th>Individuals providing this skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Nirvesh Sooful</td>
</tr>
<tr>
<td>Technical</td>
<td>Nathan Momsen, Douglas Gelderbloem, Shaun George</td>
</tr>
<tr>
<td>Human development</td>
<td>Leon Hendricks</td>
</tr>
<tr>
<td>Content development</td>
<td>Rasagee Pillay</td>
</tr>
<tr>
<td>Promotional</td>
<td>Leonard Solai, Beverley Johansen</td>
</tr>
<tr>
<td>Analytics and planning</td>
<td>Mark Neville</td>
</tr>
<tr>
<td>Project management</td>
<td>Lynette Maneveld, Rasagee Pillay, Shaun George</td>
</tr>
</tbody>
</table>

The resultant **strengths** of the organisation are:

• **An existing, integrated strategy**. We have a well-formed strategy, which is being implemented. We have several successful access projects completed, and a number of pilot training and content projects either completed or in hand.

• **A long-standing project team** with the full spectrum of necessary skills, past experience of working together, and a collective commitment to ‘making a difference’ to the social and economic development of the poorer communities across Cape Town.

• **Current projects** that are already addressing the access, skills and content needs of Cape Town communities.

• The **support** and co-operation of senior local government officials, and public recognition of past successful projects, e.g. the support of other local government departments including Library Services, Urban renewal, Economic Development and Health; the support of elected officials as reflected by the role of the e-governance program in the City’s Integrated Development Plan (IDP); the 2003 Gates Foundation Access To Learning award.

### 2.4 Measures of success and lessons learned

Our measures of success are oriented towards each of the three pillars of our strategy. In each case they fall under three categories:

• **Numerical measures**: did the project achieve the targets that it set for itself?

• **Peer review**: has the project been independently assessed or reviewed? What were the conclusions?

• **Anecdotal reports**: What success stories or other reports has the project generated?

A summary of our record is provided by the following table:
<table>
<thead>
<tr>
<th>Success measure</th>
<th>Access projects</th>
<th>Skills projects</th>
<th>Content projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerical</td>
<td>The Smart Cape Access Project has achieved approximately 80% utilization of the available facilities, and has almost 100,000 registered users.</td>
<td>Our pilot free basic computer literacy project has trained 106 people of which 80 have reached an accredited standard 6</td>
<td>2 portals and 14 community oriented web sites have been created. Visitors and usage are being monitored</td>
</tr>
<tr>
<td>Peer review</td>
<td>The Smart Cape Access Project has been independently reviewed on several occasions, most recently by the Department of Information Systems of the University of Cape Town 7</td>
<td>No peer review to date</td>
<td>No peer review to date</td>
</tr>
<tr>
<td>Anecdotal</td>
<td>A large number of examples of the impact to the project on individuals have been reported by library staff and community volunteers. Some of these have been reported in our ‘Smart City’ newsletter</td>
<td>See, for example, the ‘thank you’ letters received from trainees following the pilot project (appendix 1)</td>
<td>Personal expressions of thanks from assisted organisations; this project is currently too new to have generated success stories</td>
</tr>
</tbody>
</table>

**Lessons learned**

The ‘lessons learned’ from these projects are wide and numerous, but in summary are:

**The necessity for an integrated approach**

Community needs for access, skills development and content should be addressed together; projects that address these issues separately can still be valuable, but have a better chance of success if they are conceptualised and delivered in concert with projects that together constitute an integrated program.

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6 Training has been given in accordance with the South African National Qualifications Framework; see www.nqf.org.za

• Individuals need to have achieved a basic level of computer literacy to be able to use the access facilities properly; volunteer programs to assist casual first-time users and formal literacy training programs need to be provided.

• The availability of relevant content (typically dealing with local events, issues and institutions) is a significant incentive to people to make use of the access facilities and take the time and effort to acquire the skills to do this.

• Locally relevant content is best created by members of the local community; to be able to do this they need the basic tools (access) and skills, as well as a program that will ‘set the ball rolling’ by creating sites about local institutions or businesses that can handed over to the owners for maintenance and development.

Our initial access projects, though successful by many measures, clearly demonstrated the need for computer literacy training and locally relevant web sites. These needs are addressed by our integrated Smart Cape Expansion Project.

**Projects need to be people-focused, not technology focused**

We all know it, but we need to keep reminding ourselves that it’s not about the technology; in an information society, technology is the enabler of better informed, better skilled, more employable people who make up more coherent, tolerant, prosperous communities. Of course it is important for the technology infrastructure to be in place, but once this has been achieved then the focus needs to shift to information literacy and local content generation.

**There is no one-size-fits-all access facility**

As has been pointed out in recent independent review article, the location of access facilities influences the profile and number of people who use them. Libraries have been particularly successful, but are less suitable for people who want to use the internet for business purposes or for personal banking. (For this reason, one of the e-Governance projects has been to establish Digital Business Centres, geared towards business support and business development services.) Not everyone in a community makes use of libraries or is pre-disposed to do so. For this reason, Access Points are needed in other high-traffic public buildings.

**The supporting infrastructure (networks and bandwidth) needs to be in place**

Our access projects have suffered from limited options for connectivity, low available bandwidth and its very high cost. This has greatly impacted user experiences of the access facilities; response times are often very slow and running costs have been very high. This discourages users from regular use and from developing their computer literacy skills.

Of course these problems affect all other Internet users in Cape Town. Both changes in the local regulatory environment, which are bringing about more competition, and separate initiatives by the City of Cape Town’s ICT Infrastructure department, are addressing this. We anticipate that within a few months, the access projects supported by the City will have the use of higher bandwidth lower cost connectivity.

**Community buy-in, local champions and public awareness are especially important**

Community informatics projects depend on the support of the communities that they seek to serve. Efforts to identify and work with local champions and through them to create community awareness are of particular importance, especially when introducing projects that are less tangible in nature, i.e. there is no obvious physical

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8 W Chigona ‘Should communal computing facilities cohabit with public facilities?’ Journal of Community Informatics 2006 vol 2 (3) reproduced at appendix 4
infrastructure. This has been less of an issue up until now since demand for access facilities exceeded the installed capacity even without promotion; but projects addressing skills and content will require higher levels of engagement with target communities.

3 Overall objective of the proposed project

Overview

The overall goal of the proposed project is to expand the existing Smart Cape program of the City of Cape Town’s e-Governance Unit by:

• Taking forward existing pilot projects in the areas of skills training and local content development
• Extending the reach of these projects and associated access projects so that more people benefit
• Better resourcing all of these projects so that they can be delivered more quickly
• Replicating these projects in other towns and cities

3.1 Purpose of the project

The Smart Cape Expansion Project

The purpose of the proposed project is to draw significant numbers of people into the mainstream of the knowledge economy by:

• increasing and improving public access to computers and the internet
• providing training in computer literacy, information literacy and content development
• supporting local content development

The proposed project has eleven related activities

This will be done by:

1. Building on the success of current access projects; more access projects will be provided, focusing on differing user segments. These will include:
   • Improving the facilities at some of the current library based Access Points by providing more computers\(^9\). These facilities will be used for computer literacy training. (Activity 1)
   • Access Points in the foyer areas of public buildings. The first pilot project is currently being developed. Access Points may also be installed at some City-managed public health clinics. (Activity 2)
   These projects will require modifications to the current Access Point management software; using this software for training purposes will also require modifications. (Activity 3)
   Users of these access facilities will be supported by a formal Volunteer Program. (Activity 4) These volunteers will be drawn from those people who have successfully completed the public computer literacy training program (see below).

\(^9\) The computer hardware and the cost of bandwidth will be covered by other program sponsors – see section 8.1
2. Applying the learning from recent pilot projects addressing skills training and content development. This will include:

- Designating a number of libraries and Digital Business Centres as ‘Access To Learning Centres’. At least six are envisaged. These will have computer literacy and training facilities that can be used for training and other skills development activities (Activity 4, 5 & 7). Basic computer literacy training will be given to up to 10,800 people.

- The goals of this training will be:
  - increasing the general level of computer and information literacy in each community
  - giving people sufficient skills to help others to become literate also (both formal train-the-trainer and through family/friend/neighbour support).
  - People undergoing free training will be asked to do volunteer work as helpers at Smart Cape Access Points (see (1) above)
  - initiate further (second level) training that takes people in one of three directions:
    - work in the local IT industry by feeding them through learnership programs
      - work in the call centre industry. This industry is growing rapidly in Cape Town but is limited by the lack of computer literacy in the work force
    - development of local content. This has both employment opportunities and also is required to support the growth of locally relevant content in general
  - Donations and grants offered by local companies can be used (see 3.6 and 8.1)
  - The modified Smart Cape Access Point management software (see above) will be used to bring down the set-up cost of the Access To Learning Centres

3. Implementing our Local Content Development strategy (Activity 7). This involves:

- using locally developed skills to produce web sites for local community organisations and small businesses
- training the owners of these web sites, and others, how to support and expand them
- promoting locally relevant online content through the Smart Cape Portal (home page for all Smart Cape Access Point computers) and the Digital Business Centre Portal
- creating a ‘training ground’ for individuals to move into local content oriented industries (web development, graphic design, animation etc.)

4. Documenting and packaging applications, methods, materials and case studies for the benefit of other municipalities and agencies in southern Africa (Activity 8)

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10 Learnerships and government sponsored programs that give school leavers and the unemployed skills and work experience by subsidizing their temporary employment. The City’s IS&T department has already successfully run such a learnership program

11 See www.callingthecape.org
• Our Smart Cape Access Point software is open source and will be made available for use by other organisations

• Our training approach and materials will be packaged for wider use. An important aspect of this will be ensuring that the training material is accredited as part of the South African National Qualifications Framework\(^\text{12}\)

• Case studies and how-to guides will be produced to assist with replication of the Smart Cape Access Project and the Smart Cape Literacy project in other town and cities

5. Disseminating and sharing our experiences

• Two Access To Learning Conferences will be organised. These will be aimed at local municipalities, e-government project staff and community informatics practitioners. Representatives of the Gates Foundation will be invited to attend these conferences (Activity 9)

• Directly assist one other municipality in the Western Cape to conceptualise, resource and implement a similar program (Activity 10)

• A monitoring and evaluation program will be initiated from the outset (Activity 11). Reports emanating from this M&E program will be delivered at the Access To Learning Conferences.

This project is important because:

Cape Town is the largest metropolitan area in the Province of the Western Cape. The population was approximately 3,239 million people in 2006, and is expected to grow by approximately 1% per annum to 3,448 million by 2014.\(^\text{13}\)

Unemployment in Cape Town rose from 17.3% in 1995 to 23.4% in 2004, which represents an increase of 6.1%. The Western Cape Provincial Economic Review and Outlook 2006 further projects that joblessness among young people in the Western Cape in particular is becoming "increasingly dire", with over 52% of 15 to 24-year-olds in the province being unemployed. Among 25 to 34-year-olds, the unemployment rate is substantially lower at 25%, dropping to about 13% among 45 to 54 year-olds. Government has long acknowledged this problem, and the national Accelerated and Shared Growth Initiative for South Africa (ASGISA) strategy\(^\text{14}\) has set a goal of increasing economic growth, and halving unemployment and poverty by 2014.

In addition to the challenge of unemployment, is the fact of skills levels that are completely unequal to meeting the demands of the workforce of the region. The Western Cape Provincial Economic Review and Outlook 2006\(^\text{15}\) discusses this at great length, stating that skills upgrading

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\(^{12}\) The National Qualifications Framework is a government sponsored initiative to establish and harmonise training and skills development standards, and accredit course material and training organisations. See www.nqf.org.za and www.saqu.org.za

\(^{13}\) Provincial Government of the Western Cape, 2006. ‘Socio-economic profile: City of Cape Town 2006’


\(^{15}\) Provincial Treasury (Provincial Government of the Western Cape), 2006. ‘Western Cape Provincial Economic Review and Outlook 2006’
“is critical to match appropriately skilled labour supply with demand from industries that are growing in the Province, thereby alleviating skills constraints in the sectors over the medium to long term.”

This document also identifies job creation and improved labour market performance as being fundamental to building a shared, inclusive and vibrant economy that responds to the dilemma of systemic poverty and inequality.

Skills development and job creation are therefore central to our future, and most government programmes are planned with this in mind. The Provincial Government of the Western Cape has therefore decided to provide support for those activities which seem to best meet these goals, and has recommended this support for the following priority sectors:

“…one low-cost, high-impact sector – call centres and BPO activities – along with four high-cost, high-impact sectors – tourism, oil & gas, ICT and SMMEs.”

(Provincial Economic Review, 2006: 144). These are all primarily knowledge-based sectors, which fall well within the sphere of this project.

The e-Governance Unit’s initiatives therefore fit into the model of a developmental local government. All the projects run by this Unit form part of a holistic strategy which aim to equip our communities with the necessary skills and knowledge to both meet the above-mentioned demands on the workforce, but to also create their own opportunities for development themselves. Our experiences to date – especially in relation to the Smart Cape Access Project - have illustrated that when an individual is equipped with the right skills and opportunities, this usually also translates into economic benefits and development for other members of that community. There is a tremendous motivation to spread the benefits of an opportunity through a community, so we see a great deal of knowledge sharing, skills transferal and, as a direct result, job opportunity creation and new employment.

Therefore, ‘access’ can mean not just physical availability, but more widely also encompass the individuals’ ability to use the ICT tools provided. This is what we are aiming to achieve with this project. This is, however, not an end in itself, but rather a necessary precursor to the ultimate objective of economic growth, job opportunities and improved standards of living for all.

3.2 Problem statement

The fundamental problem that the Smart Cape Expansion Project seeks to address is the poor state of the ‘culture of learning’ prevalent in many of Cape Town’s poorer communities. This is reflected in lower levels of alphabetical literacy, lower school pass rates, poor computer literacy and information literacy. This results in higher levels of unemployment, fewer opportunities to find jobs in the mainstream knowledge economy, lower household incomes and a greater incidence of poverty. This is reflected in a range of social indicators, ranging from TB infection rates to crime statistics.

Of course, these causes and effects are mutually reinforcing; relative poverty means less access to the tools, skills and information needed by individuals to better themselves. This is the log-jam that the project seeks to break.

\[16\] Provincial Treasury \textit{ibid}, page 234
\[17\] Provincial Treasury \textit{ibid}, page 155
\[18\] Provincial Treasury \textit{ibid}, page 144
• Access projects provide the computing infrastructure and tools that are otherwise unaffordable or unavailable to most people in the target communities

• Skills projects give some people the opportunity to learn new foundation skills that both enable further new skills to be learned, and in themselves open the way to employment opportunities that would not otherwise exist

• Content projects provide locally relevant information that helps to build stronger communities; act as an incentive to become computer literate; and give some the opportunity to learn new skills as content creators

3.3 Anticipated outcomes

The deliverables of this project will be:

Access
• Create Access To Learning Centres to provide computer literacy training (outcome of activity 1)
  • Re-equip at least four libraries to support training (designated Access To Learning Centres)
  • Establish at least two other Access To Learning Centres
    [Total: at least 6]
• Establish up to 10 Foyer Access Points in public buildings (municipal facilities including clinics) (outcome of activity 2)
• Smart Cape Access Point management software updated (outcome of activity 3)
  This is required to make Smart Cape Access Points easy to manage in situations where there are not full time staff (e.g. library staff) permanently on hand; and to allow the same software to be easily used in training environments

Training
• Provide free, basic computer literacy training to NQF standards for 5,400 people over a two year period (outcome of activity 4)
• Use trained individuals to establish a formal volunteer program at Library and Foyer Access Points (outcome of activity 5)
• Feed at least 1,500 of these trained individuals into either the ICT or call centre industries (outcome of activity 6)
• Train 15 content creators to join the project team, and Access To Learning Centre staff with skills to populate websites (but not necessarily be content creators); redevelop Smart Cape flag-ship web site (outcome of activity 7)

Local Content Development
• Develop, host and promote up to 1,000 community web sites (pages) (outcome of activity 7)
• Develop, host and promote up to 20 web sites for local non-governmental organisations and community based organisations (outcome of activity 7)
• Provide the resources (equipment and other facilities) for trained individuals to take over the maintenance of these sites (updating content) and progressing towards web site development and support (outcome of activities 1 & 7)
Replication materials
• Packaging of software, courseware, and know-how in the form of case studies or a ‘cook-book’ for dissemination to other agencies and organisations (outcome of activity 8)

Sharing experiences
• Two Access To Learning conferences aimed at local municipalities, e-government project staff and community informatics practitioners (outcome of activity 9)
• One other municipality in the Western Cape directly assisted (outcome of activity 10)
• Monitoring and evaluation reports (outcome of activity 11)

3.4 How this project will be useful
This project will be useful in a number of direct and indirect ways. Directly it will:
1. Increase the quantity and utility of facilities offering computers and access to the internet
2. Increase the general level of computer literacy and information literacy in the targeted communities
3. Provide the skills to some people that will assist them to find employment, especially in local fast growing industries that require computer literacy as a pre-requisite
4. Increase the quantity of locally relevant online content
5. Provide the skills to some people to create and maintain content
6. Give opportunities for people to volunteer their time to pass on their new skills to others

Indirectly it is hoped that this project will:
7. Inculcate a culture of learning within poorer and/or depressed communities
8. Raise education standards and make more people more employable
9. Strengthen communities through access to locally relevant information, resulting in better social cohesion and tolerance
10. In the longer term, help to reduce poverty levels, and with this improve crime, health and other social indicators

3.5 Risk assessment
Other than the standard risks associated with any project (time/ cost overruns, shortage of skills, etc.) the main risks associated with each proposed activity stream are:

<table>
<thead>
<tr>
<th>Activity number</th>
<th>Project activity</th>
<th>Nature of risk</th>
<th>Type of risk</th>
<th>Likelihood</th>
<th>Impact</th>
<th>Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Access To Learning Centres</td>
<td>Cost of bandwidth remains high</td>
<td>External</td>
<td>Medium</td>
<td>High</td>
<td>Existing bandwidth management methods continued</td>
</tr>
<tr>
<td>A1</td>
<td>Insufficient or unsuitable</td>
<td>External</td>
<td>Low</td>
<td>Medium</td>
<td>Reduce number of separate</td>
<td></td>
</tr>
<tr>
<td>Activity number</td>
<td>Project activity</td>
<td>Nature of risk</td>
<td>Type of risk</td>
<td>Likelihood</td>
<td>Impact</td>
<td>Mitigation</td>
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<td>------------</td>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A1</td>
<td>Access To Learning Centres</td>
<td>Lack of support from related government departments</td>
<td>External</td>
<td>Low</td>
<td>High</td>
<td>Work with existing supporters and foster project champions in other departments</td>
</tr>
<tr>
<td>A2</td>
<td>Foyer Access Points (in addition to Access To Learning as above)</td>
<td>Other front line departments unwilling to provide customer serviced staff</td>
<td>External</td>
<td>Medium</td>
<td>High</td>
<td>Budgeted for internally</td>
</tr>
<tr>
<td>A3</td>
<td>Smart Cape Access Point management software upgrade</td>
<td>Application development exceeds time and resources budget</td>
<td>Internal</td>
<td>Low</td>
<td>Medium</td>
<td>Intensive project management</td>
</tr>
<tr>
<td>A4</td>
<td>Basic computer literacy training</td>
<td>Too many/too few candidates</td>
<td>External</td>
<td>High</td>
<td>High</td>
<td>Well executed communications and selection process</td>
</tr>
<tr>
<td>A4</td>
<td>Basic computer literacy training</td>
<td>Poor initial pass rate</td>
<td>External</td>
<td>Low</td>
<td>High</td>
<td>Continual review of course material; tight selection process</td>
</tr>
<tr>
<td>A5</td>
<td>Volunteer program</td>
<td>Too few volunteers</td>
<td>External</td>
<td>Medium</td>
<td>Medium</td>
<td>Provide additional incentives (stipend)</td>
</tr>
<tr>
<td>A6</td>
<td>ICT employment training</td>
<td>Too few suitable candidates</td>
<td>External</td>
<td>Medium</td>
<td>High</td>
<td>Well executed communications; tight selection process; continual review of course material</td>
</tr>
<tr>
<td>A6</td>
<td>ICT employment training</td>
<td>Too few employment opportunities</td>
<td>External</td>
<td>Low</td>
<td>High</td>
<td>Work closely with established industry bodies, viz. Calling the Cape (call centre industry), Cape IT Initiative (ICT industry)</td>
</tr>
<tr>
<td>A7</td>
<td>Local content development and associated training</td>
<td>Too few suitable candidates</td>
<td>External</td>
<td>Low</td>
<td>High</td>
<td>Well executed communications; tight selection process;</td>
</tr>
<tr>
<td>Activity number</td>
<td>Project activity</td>
<td>Nature of risk</td>
<td>Type of risk</td>
<td>Likelihood</td>
<td>Impact</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>continual review of course material</td>
</tr>
<tr>
<td></td>
<td>Local content development and associated training</td>
<td>No interested organisations or companies</td>
<td>External</td>
<td>Low</td>
<td>High</td>
<td>Well executed promotional program</td>
</tr>
<tr>
<td>A8</td>
<td>Replication materials</td>
<td>Volume of material means that development cost exceeds budget</td>
<td>Internal</td>
<td>Unknown</td>
<td>Medium</td>
<td>Seek additional sponsorship</td>
</tr>
<tr>
<td>A9</td>
<td>ATL Conferences</td>
<td>No interested attendees</td>
<td>External</td>
<td>Low</td>
<td>Medium</td>
<td>Well executed promotional program; build up reputation of conferences over three years (start small, low expectations)</td>
</tr>
<tr>
<td>A10</td>
<td>Replication project</td>
<td>No willing replication partner</td>
<td>External</td>
<td>Low</td>
<td>High</td>
<td>Extend offer/search to South / Southern Africa</td>
</tr>
<tr>
<td>A11</td>
<td>Monitoring &amp; Evaluation</td>
<td>Recruiting a suitable independent assessor</td>
<td>External</td>
<td>Low</td>
<td>High</td>
<td>Short list of suitable candidate organisations (academic or companies) to be prepared for immediate approach</td>
</tr>
</tbody>
</table>

### 3.6 Sustaining the project

This project is not a ‘greenfields’ project; it is a proposed extension and acceleration of an existing project. The intent of the City of Cape Town is to undertake these projects anyway – though on a smaller scale and slower pace. The e-Governance unit that will undertake this project is an existing, funded department of the City’s Information Systems & Technology (IS&T) department. The support of the Gates Foundation will effectively lift the efforts of the e-Governance unit to a higher level of impact and significance. This success will attract support from others, as we have seen from the Smart Cape Access Project. (This project was initiated by the IS&T department, but following its success was embraced by the Library service.)

Specifically:

**Access**

Once established, the Access facilities will continue to be supported by the relevant hosts (e.g. Library Services) and the e-Governance unit.

**Training**
The Access To Learning Centres will continue to be used for community informatics and training programs. Several local industry bodies that depend on a pool of trained computer literate workers (such as Calling the Cape, the call centre industry body) may be interested in supporting ongoing public computer literacy training if the ALTA supported training has been useful to them.

Given the momentum that the ATLA support will give to the Volunteer Program, it is hoped that this will become self-sustaining with a minimum of further financial support.

**Content**
The intent of the Local Content Development Strategy is to seed the emergence of a culture of learning manifest as a demand for local content (consumption) and core of competent local content creators (supply). The success of this aspect of the project will be marked by the self-generated increase in the availability of locally relevant content.

### 4 Target population served

#### 4.1 Who this project will help

This project will help some of the poorer communities of Cape Town, especially those in the 15-24 age group who are most likely to be unemployed. Through an analysis of the usage statistics of the Smart Cape Access Points, together with other demographic data, we have a fairly good idea of who these are, where they are and how to reach them. Our pilot projects have already successfully engaged some of these communities in suburbs of Cape Town such as Delft, Khayelitsha, Guguletu, Langa and Mitchells Plain. We will use this project to extend our reach to, for example, Athlone, Grassy Park, Imizamo Yethu, Kraaifontein, Scottsdene, Nyanga, Browns Farm, Bishop Lavis, Tafelsig and Atlantis.

#### 4.2 How this project will help

This project will be help in a number of direct and indirect ways. Directly it will:

1. Increase the quantity and utility of facilities offering computers and access to the internet
2. Increase the general level of computer literacy and information literacy in the targeted communities
3. Provide the skills to some people that will assist them to find employment, especially in local fast growing industries that require computer literacy as a pre-requisite
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10. In the longer term, help to reduce poverty levels, and with this improve crime, health and other social indicators

4.3 Why it is important to help this population

As outlined in sections 3.1 and 3.2, Cape Town communities face an “increasingly dire” problem of unemployment and underemployment, because of skills sets and skill levels which are “completely unequal to meeting the demands of the workforce of the region”.

One consequence of pervasive unemployment is depressed and dysfunctional communities with high levels of poverty and crime. Opportunities for individuals to improve themselves and thereby their communities are few, especially with relevance to the contemporary knowledge economy. If we are to draw everyone in Cape Town into the formal, information based economy they must be given the tools, skills, information and opportunities to do so.

The potential funding by the Gates Foundation of the proposed project activities allows them to be implemented on sufficient scale to a significant, rather than token, impact.

5 Project team

5.1 Institutional arrangements

The Smart Cape Access Project will be managed at a number of different levels:

- Overall (executive) responsibility lies with Nirvesh Sooful, CIO of the City of Cape Town
- Day to day management of the project as a whole is the responsibility of Douglas Gelderbloom
- Delivery of specific access, skills and content projects are the respective responsibilities of Nathan Momsen, Leon Hendricks and Rasagee Pillay
- Lynette Mandveld if responsible for day-to-day project management
- Leonard Solia and Beverley Johansen will be responsible for communications and promotional aspects of each project
- Mark Neville will be responsible for ensuring delivery of the knowledge management and replication projects, including organisation of the Access To Learning Conferences

These team arrangements are illustrated by the following organisation chart:
5.2 Project team

The project team will be primarily composed of the following individuals. As the project progresses other specialists will be contracted to deliver specific components, e.g. conduct training courses. All of these specialists will report to one of the project team detailed here.

Nirvesh Sooful

Nirvesh Sooful is the Chief Information Officer (CIO) of the City Of Cape Town. He is the architect and driver of the City's Smart City strategy, which the South African National Minister of Communications, Ivy Matsepe-Cassaburri, has called a "visionary transformation strategy," which positioned Cape Town "to become one of our most technologically advanced cities" and "a frontrunner in South Africa's National IT Strategy".

While at the City of Cape Town, Nirvesh has implemented some of the largest ICT projects in South Africa, creating billions of Rands of value for the City, in addition to delivering value and access to opportunities for some of the poorest sectors of society. These have resulted in the city winning numerous national and international awards including the Gates Foundation Access to Learning Award and the 21st-Century Achievement Award from the Computerworld Honors program.

Nirvesh has spoken on numerous platforms in South Africa, on the African continent and internationally. Nirvesh has numerous academic qualifications and is currently studying for an Executive MBA at the UCT Business School.
Douglas Gelderbloem

Douglas Gelderbloem is the Manager of ICT Infrastructure at the City of Cape Town. He is an experienced project manager, infrastructure specialist and telecommunications expert.

He has been responsible for implementing many infrastructure projects within the city. These include:
- The city wide area network when the metro was formed from seven previous separate municipalities
- Consolidated the e-mail systems for the metro
- Upgrade the 3000 user Local Area Network within the Civic Centre headquarters
- Two Data Centre project
- Information Security and Business Continuity
- Wireless and VoIP Installations
- Smart Cape Access Points within Libraries
- Digital Business Centres for SMME access within previously disadvantaged communities

He is currently also responsible for the day-to-day management of the e-Governance section, implementing amongst others:
- OSS Clinic application
- Techno Centre
- The generation local community web content
- Linux desktop standardisation

He has spoken at various e-Government and ICT Infrastructure forums around the country and is recognized as a leader in these areas in local government.

Nathan Momsen

Nathan Momsen has been a pioneer in the telecommunications industry, having over 26 years experience in the IT industry, and involved with diverse projects and technologies. He started his career in the telecommunications industry, where he was involved in research and development as well as managing the repair center for data communications equipment. He joined Philips SA as the manager responsible for Data systems which include PC’s, Networking and Unix systems. He later joined IBM as a country specialist in Networking products, as well as Automatic Teller Machines (ATM’s) and Unix systems.

Nathan has been involved with leading edge technologies over the years, and is currently involved with latest state of the art solutions covering mobile technologies, security, wireless and wired solutions.

His collective expertise spans from the desktop to the mainframe, and including the infrastructure required for all of equipment to work seamlessly. He was responsible for large projects namely:
- Convergence of Voice and Data as early as 1989, including VOIP for Shell SA
- Convergence of Voice and Data over Microwave links in De Beers Mine, including complex SNA networks
- Rolled out Pick ‘n Pay network, and responsible for support
- Roll out of Woolworths networks country wide, which included a complete systems roll out for charge card transactions, including technical support for the country
- Roll out of Sanlam Network, including core solution
• The design and implementation of the City of Cape Town’s UniWAN, that connects all core service, the first Quality Of Service Implementation, on this scale

Nathan has also been a consultant to the City of Cape Town for many years in the data communications environment, where he implemented world-class cost saving solutions.

With a passion for people, Nathan has been involved with many developmental projects including several internships with the municipality, including many projects in the communities, that are done free of charge.
• Cornflower Primary – in Mitchells Plain first satellite connected school in SA in 1987, after 10 years one of the most successful solutions in schools to date
• Certified over 25 MCSE’s for free with funding from Denmark
• Manenberg People Center – Computer center established over three years ago
• Transport project for people living with disabilities

Nathan is involved with a number of NGO’s where he servers on the board, as well as providing free technology inputs to various organizations, and grassroots developmental projects within the Cape Town and surrounding areas. He enjoys the development of citizen centric solutions, that takes the sting out of the technology to ensure ease of use for the citizens.

Nathan was responsible for the technology development of the Smart Cape Access Project, together with his technical team from Business Data Solutions, and introduced a key value add not specified in the scope of the internet access project, namely the statistics engine. This was key due to the knowledge of the communities, and how gathering of statistics will assist various governments departments regarding the usage patterns etc.

Rasagee Pillay

Rasagee Pillay is the proprietor of InfoWizz Information Services, which has been in business since mid-2003. InfoWizz focuses primarily on providing research services to clients and utilising knowledge and content management strategies to optimise efficiencies in the workplace. In addition, Rasagee has also done a great deal of project management work, specifically on content and knowledge management, strategy development, and software development projects. InfoWizz works primarily for the public sector and small businesses, believing that bolstering our public service and developing our entrepreneurial spirit is key to our country’s survival and growth.

Rasagee has an undergraduate and postgraduate degree in Music, specializing in Ethnomusicology. She also has a further postgraduate qualification in Library and Information Science. She has worked in the public, academic, NGO and private sectors in South Africa. Before starting InfoWizz, she managed Accenture’s Knowledge Management department in their Cape Town office for almost 5 years. Since starting InfoWizz, Rasagee has consulted to the Provincial Government of the Western Cape, the City of Cape Town, and a few small businesses in Cape Town.

Leon Hendricks

Leon Hendricks offers more than 18 years of experience in the SA corporate computer industry. He has managed critical projects across a broad spectrum of computing environments, within different corporate and Government organizations. Formally qualified with an IT Diploma, his exposure to diverse methodologies, architectures, software tools and extensive database and applications development
Qualifies him to advise on a wide range of issues. Leon has also done a range of management leadership courses at among other:

- CIO Leadership Training – WITS Business School
- Entrepreneurship Training – Giessen University
- Finance Management – Institute of Directors
- Corporate Governance – PWC
- Director Leadership – Institute of Directors
- Part of the ongoing mentorship program from Netherlands Management Program

He has been in business for almost 10 years and is currently the Managing Director of DLK Group, an IT Business Solutions and Training company that assists all tiers of Government such as education, health and social services as well as private businesses in enabling their business strategy through better utilization of technology. He is also a major shareholder and Chairperson of the board of an Enterprise Architecture and BPM company called Collaborative Process Integration which focuses primarily on Blue Chip companies in defining, aligning and mapping their business strategies.

Leon has further been recognized for a number of achievements within industry viz.

- Business Person of the Year – Western Cape Business Opportunities Forum
- Entrepreneur of the Year – Vodacom
- Technology Top 100 company
- Impumelelo Top 300 company
- Finalist Africa SMME Award

He has served as Board Member for the past 3 years on the Western Cape Business Opportunities Forum and is currently a full member of the Institute of Directors as well as a member of the Project Management Institute. He is involved in a number of social responsibility projects within Education and Health sectors and has successfully run a 12 month internship program for 25-30 technical IT staff. He also provides mentorship and coaching to a number of small businesses.

**Lynette Maneveld**

Lynette Maneveld is the Managing Director of an IT Professional Services Company and an experienced Project Manager. She has 18 years experience in Information Technology Services including a qualification as a Novell Certified Network Engineer, an IBM AIX Administrator and various other IT and Management Courses. She worked for 8 years at Old Mutual as a Network Engineer covering all systems from the old IBM Mainframes to Novell and Microsoft Networks. A further 7 years as the Network Manager for Topics, one of the Wooltru Companies supporting a country wide Virtual Private Network, mainframe Point of Sale and various Head office Networks and Databases. She left Topics to pursue a career at Siemens Business Services as the Regional ITS Manager in which she managed all operations within the Western Cape and Mosselbay (including managing customers like Petrol Chemical SA, Lufthansa, Hollard Insurance, Ithemba Labs etc). As General Manager at the time she had 84 technicians, project managers, system analysts, database administrators reporting to her.

She left Siemens Business Services to start her own business and holds a 51% share in Orange Business Services. Her experiences at Orange stems from being one of three Project Managers delivering a Microsoft Solution to the City of Cape Town to standardise all desktops within the City of Cape Town. This project was called Exite and was one of the largest of its kind for Microsoft at the time. It was rolled out with
350 backend servers and approximately 8500 desktops. On this project, she worked very closely with Microsoft South Africa as they formed a part of the Project Management Team.

After completing the City of Cape Town Exite (Microsoft) Project she worked at the Innovation Hub in Pretoria as Operations Manager. The Innovation Hub is Africa’s first internationally accredited Science Park and her duties included architecting ITS for emerging companies with competencies in Science and ITC. The Park offered the use of HPs Itanium Range of Servers and nurturing and educating the Incubator and Enterprise companies in its uses and the niches it could cover was one of her responsibilities.

Currently she has contracts at the City of Cape Town’s IS&T e-Governance Unit, Project Managing Digital Business Centres in the City. The Digital Business Centres are based at four centres around Cape Town which are designed to deliver ICT services to SMMEs and start up businesses in the communities.

One of the other projects Lynette manages is delivering an Open source Developed solution with Open Source Operating Systems and Wireless internal and external networks to 104 Clinics. This involves liaising with both Provincial and Local Government to ensure that Provincial Databases are in sync with Local Government databases and that the solutions developed to manage Anti Retroviral Treatment to patients are rolled out in the relevant Clinics. Lynette’s has ultimate responsibility for ensuring that the public experience at health facilities for the City of Cape Town is streamlined and managed faster and smarter.

**Mark Neville**

Mark is an experienced business manager, project manager and business analyst. He is currently a partner and senior consultant of Radian, a knowledge economy consulting firm that helps private firms and public sector institutions make better use of technology. In recent years he has developed deep experience in e-government, telecommunications and healthcare through work for government entities in all spheres, providers and users of telecommunications, and advising on the use of technology for the provision of services for the healthcare industry.

He has a marketing background, developed whilst working for publicly listed international companies in both Africa and the UK. He has worked in the pharmaceutical industry; marketing manager of a chemicals (adhesives and sealants) manufacturer; marketing director of a division of Siebe PLC, and of a listed FMCG foods business.

Mark’s current professional interests are project management, service process design, knowledge management, and strategy consulting. Recent well-recognised clients include South African Airways, the Department of the Public Service (Centre for Public Service Innovation), AngloGold, City of Cape Town, Western CApe Provincial Government, Transnet, and the Shuttleworth Foundation. He is the chairman of the management board of Sentient Communications, a technology-focused PR company.

Mark has an MBA from the University of Cape Town, as well as a first degree in Physiology & Biochemistry. He has had a number of articles published, including his MBA thesis on Organisational Design for Service Excellence in the Journal of Human Resource Management. He is a volunteer mentor for the Cape IT Initiative, as well as
fulfilling this role professionally for several companies. He is an occasional public speaker, and guest lecturer at the UCT Graduate School of Business.

Leonard Solai

Leonard is the executive director of Denovo Communications. He holds an MBA from the Universities of Cape Town and the Rotterdam School of Management (Netherlands) and an Honours Degree in Sports Medicine. For the last twelve years, Leonard has worked for many multinationals in marketing, marketing communications, market research and design, and services marketing.

As Regional Head at a large communication agency he worked as client leader for organisations such as The City of Cape Town (Transformation and Organisation Development Communications), GCIS (Qualitative research for President Mbeki’s State of the Nation Address) and Bristol Myers Squibb among others. While working on Bristol Myers Squibb’s “Secure the Future” programme, he conducted large projects in 5 SADC countries, focusing on the clinical and medical arm of “Secure the Future”.

He conceptualised and implemented an extensive media and marketing strategy (including capacity building) rollout of an anti-malarial drug for East and West Africa. He has a strong network in many African countries and understands the implementation dynamics of communications programmes in these areas.

Leonard is an experienced medical PR consultant and has consulted on campaigns for prescription and consumer drugs, disease management and health promotion. He has a keen interest in local government issues and internal communications.

Beverley Johansen

Bev has worked with Leonard since 2005. Bev, a casting director by profession and event specialist, was lured to PR and Communications and has subsequently completed PRISA’s Certificate in Public Relations Practice. Bev runs the Denovo office and project managers and assists on all Denovo client accounts.

Shaun George

Shaun George has been working in the Information Technology Industry for 10 years. Shaun started out with a company called Maseco System Integrators and then later started Business Data Solutions with Nathan Momsen. Shaun has been involved with leading edge technologies over the years, and is currently involved with latest state of the art solutions covering mobile technologies, security, and wireless and wired solutions.

Shaun has consulted to the City of Cape Town for many years as a specialist in thin client technologies for 8 years and has been involved in both Microsoft and Linux solutions in various roles. He started out as Junior Engineer and is now a Project Manager in charge of technical rollouts for the Egovernance Unit of the City

- City of Cape Town
- Shaun was part of the technical team from Business Data Solutions that developed the technical solution for SmartCape
- Migration of the Cape Metropolitan Council’s (Now part of the City of Cape town) Website from a Linux platform to a Microsoft Platform
• Infrastructure support of Cape Metropolitan Councils (Now part of the City of Cape Town) Project Team in terms of Microsoft Internet Information Server, Citrix and R&D other related technologies
• Designing and implementing the City of Cape Towns GIS Citrix server environment
• Member of the City of Cape Towns SAP Thin Client project team
• Gauteng Department of Education – Overall responsibility for the Microsoft architecture and certification lab for the project. He was also third line support for the Microsoft environment which supported 1,070 schools and 26,750 computers
• Sanlam – Migrated legacy applications to new MSI Standard
• MGX (Old Mutual Demutualization) – Setup network server that scanned and processed over a million forms

5.3 Team qualifications
Please see resumés in section 5.2. Together these individuals constitute a long-standing project team with the full spectrum of necessary skills, past experience of working together, and a collective commitment to ‘making a difference’ to the social and economic development of the poorer communities across Cape Town.

5.4 Ultimate responsibility
Ultimate responsibility for this project lies with Nirvesh Sooful, CIO of the City of Cape Town.

If this project is funded by the Gates Foundation, then it is envisaged that a senior e-Governance program manager will be recruited to oversee the specifics of this project on a day-to-day basis. This individual will report the CIO.

6 Impact assessment

6.1 What a successful project will achieve
The success of the project can be assessed in two ways:

1. The successful delivery of the individual activity streams
2. The successful impact of the project as a whole

1. The successful delivery of the individual activity streams
Three metrics will be employed:

• Numerical *(Was the target met?)*
• Peer review *(What do independent observers say was achieved? Did the project have the desired impact?)*
• Anecdotal *(What do the subjects of the activity say they got out of it?)*

Measuring these will be built into the project plan for each activity, and defined as a specific deliverable (as per standard IS&T Project Office process). Where independent peer review is possible, the reviewer will be recruited at the outset of the activity.

2. The successful impact of the project as a whole
One of the thirteen project activities is exclusively devoted to a monitoring and evaluation program (Activity 13). This will be initiated from the outset. There are a number of independent organisations already familiar with the work of the e-
Governance unit who will be approached to undertake this activity on a professional basis. These include:

- Department of Community Informatics, and the e-Innovation Academy, Cape Peninsula University of Technology (Professor G Erwin)
- Department of Information Systems, University of Cape Town (Dr. Wallace Chigona)
- Ingenium, a private research company (Pam Sykes)

Reports emanating from this M&E program will be delivered at the Access To Learning Conferences.

### 6.2 Success measures

#### Specific metrics:

<table>
<thead>
<tr>
<th>Activity number</th>
<th>Activity</th>
<th>Output target</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Access To Learning Centres</td>
<td>Four libraries upgraded and designated Access To Learning Centres</td>
<td>Centres established within six months; functional for at least three years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two other Access To Learning Centres established</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Foyer Access Points</td>
<td>Ten Foyer Smart Cape Access Points established</td>
<td>Established within 12 months</td>
</tr>
<tr>
<td>A3</td>
<td>Smart Cape Access Point management software upgrade</td>
<td>New version of the Smart Cape Access Point management software to cope with:</td>
<td>Completed, tested and deployed within four months</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• deployment in Access To Learning Centres (dual boot up in either Linux or Windows)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• deployment in unmanaged environments (Foyer Smart Cape Access Points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• improved statistics gathering (for monitoring and evaluation)</td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>Basic computer literacy training</td>
<td>Basic computer literacy training for 10,800 people</td>
<td>Over three year period</td>
</tr>
<tr>
<td>A5</td>
<td>Volunteer program</td>
<td>Volunteer program established to provide user help in 60% of library based Smart Cape Access Point and 100% of Foyer Smart Cape Access Points</td>
<td>Year one: 30% of all libraries and 40% of foyers have volunteer programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year two: 50% 70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year three 60% 100%</td>
<td></td>
</tr>
<tr>
<td>A6</td>
<td>ICT employment training</td>
<td>Initiate further training for 1,500 graduates of the basic computer literacy training program for entry into the Call Centre or ICT industries</td>
<td>Over three year period</td>
</tr>
<tr>
<td>A7</td>
<td>Local content development and content management training</td>
<td>15 content creators trained and employed as part of the project team</td>
<td>Over first two years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An indeterminable number of website owners and members of the community who actively participate in the activities of local content generation. (It is impossible to predict at this stage how</td>
<td></td>
</tr>
<tr>
<td>Activity number</td>
<td>Activity</td>
<td>Output target</td>
<td>Time frame</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fast and successful take up will be.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SmartCape flag-ship web site</td>
<td>Over three year period</td>
</tr>
<tr>
<td></td>
<td></td>
<td>97 community web sites with ±1,000 community web pages created, developed, hosted and promoted (±10 community web pages per site)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 NGO/CBO web sites created, developed, hosted and promoted</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facilities provided for the 15 content creators trained and employed as part of the project team</td>
<td>Functional within 6 months</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Web hosting facilities provided</td>
<td></td>
</tr>
<tr>
<td>A8</td>
<td>Replication materials</td>
<td>Packaging of software (where open source), courseware (where non-proprietary) and know-how in the form of case studies and a ‘cook book’ for dissemination to other agencies and organisations. This will be done by initiating an e-Governance Knowledge Management program</td>
<td>One edition at the end of years two and three</td>
</tr>
<tr>
<td>A9</td>
<td>ATL Conferences</td>
<td>Two southern African Access To Learning conferences</td>
<td>One at the end of the second and third years</td>
</tr>
<tr>
<td>A10</td>
<td>Replication project</td>
<td>One other municipality in the western Cape directly assisted to establish their own project</td>
<td>Over years two and three</td>
</tr>
<tr>
<td>A11</td>
<td>Monitoring &amp; Evaluation</td>
<td>Project office monitoring of each activity Independent evaluation of the entire project</td>
<td>Ongoing throughout project; interim reports to be delivered at the first Access To Learning Conferences; final report to be delivered at second conference</td>
</tr>
</tbody>
</table>

**Impact metrics**: to be established in conjunction with the appointed independent agency.

### 6.3 Assessment process

The assessment process will take two forms:

- Project tracking and achievement of measurable output targets by the City of Cape Town Information Systems & Technology Project Office

  Periodic project reports will be issued in accordance with the Project Offices’s standard project management process.

- Establishment and tracking of impacts will be done by the appointed independent monitoring and evaluation agency

  Reports will be generated annually and presented at the planned Access To Learning Conferences.
6.4 Steps to be taken at the beginning of the project to ensure that the program impact is captured

- Each of the eleven activities that collectively make up this project will be separately scoped and tracked by the City of Cape Town Information Systems & Technology Project Office. This process begins with the sign off of a project initiation report and project charter, and ends with a project closure report.

- The independent monitoring and evaluation (M&E) agency will be appointed within three months of project start date, once the first twelve project charters have been finalised. These will form the basis of the brief to the M&E consultancy. The M&E consultancy will be appointed through public tender using the City’s standard procurement process.
### Section 3: Timeline for Project Activities

**Project timeline**

For more details of each activity, please see the project narrative (section 4).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due date</th>
<th>Person responsible for activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Access To Learning Centres</td>
<td>Centres established within six months; functional for at least three years</td>
<td>Douglas Gelderbloem, Nathan Momsen, Shaun George</td>
</tr>
<tr>
<td>A2 Foyer Access Points</td>
<td>Established within 12 months</td>
<td>Douglas Gelderbloem, Nathan Momsen, Shaun George</td>
</tr>
<tr>
<td>A3 Smart Cape Access Point management software upgrade</td>
<td>Completed, tested and deployed within four months</td>
<td>Nathan Momsen</td>
</tr>
<tr>
<td>A4 Basic computer literacy training</td>
<td>Over three year period</td>
<td>Nirvesh Sooful, Leon Hendricks</td>
</tr>
<tr>
<td>A5 Volunteer program</td>
<td>Year one: 30% of all libraries and 40% of foyers have volunteer programs Year two: 50%/70% Year three 60%/100%</td>
<td>Nathan Momsen, Lynette Maneveld, Mark Neville</td>
</tr>
<tr>
<td>A6 ICT employment training</td>
<td>Over three year period</td>
<td>Nirvesh Sooful, Leon Hendricks</td>
</tr>
<tr>
<td>A7 Content training</td>
<td>Facilities operational within the first six months Training ongoing over course of project</td>
<td>Rasagee Pillay, Nathan Momsen</td>
</tr>
<tr>
<td>A7 Local content development</td>
<td>Over three year period</td>
<td>Rasagee Pillay</td>
</tr>
<tr>
<td>A8 Replication materials</td>
<td>Two editions – end of the second and third years</td>
<td>Mark Neville, Knowledge Management manager</td>
</tr>
<tr>
<td>A9 ATL Conferences</td>
<td>One at the end of the second and third years</td>
<td>Leonard Solai, Beverly Johansen</td>
</tr>
<tr>
<td>A10 Replication project</td>
<td>Over years two and three</td>
<td>Nirvesh Sooful, Lynette Maneveld, Mark Neville, Nathan Momsen, Ragagee Pillay</td>
</tr>
<tr>
<td>A11 Monitoring &amp; Evaluation</td>
<td>Ongoing throughout project; interim reports to be delivered at annual Access To Learning Conferences; final report to be delivered at third conference</td>
<td>Mark Neville, contracted independent service provider</td>
</tr>
</tbody>
</table>
## Section 4: Project Budget

### 7 Budget spreadsheet

#### Project Budget Spreadsheet

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>City of Cape Town e-Government Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title</td>
<td>Smart Cape Expansion Project</td>
</tr>
<tr>
<td>Are there Indirect Costs?</td>
<td>No</td>
</tr>
<tr>
<td>Date</td>
<td>13 April 2007</td>
</tr>
</tbody>
</table>

#### Budget Line Items

<table>
<thead>
<tr>
<th>Task/Item</th>
<th>Year 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td>$1,162,500.00</td>
</tr>
<tr>
<td>Access To Learning Centres</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Foyer Access Points</td>
<td>$27,778.00</td>
</tr>
<tr>
<td>Smart Cape Access Point management software upgrade</td>
<td>$22,322.00</td>
</tr>
<tr>
<td>Basic computer literacy training</td>
<td>$0.00</td>
</tr>
<tr>
<td>Volunteer program</td>
<td>$0.00</td>
</tr>
<tr>
<td>ICT employment training</td>
<td>$37,950.00</td>
</tr>
<tr>
<td>Local content development and training</td>
<td>$697,222.00</td>
</tr>
<tr>
<td>Replication materials</td>
<td>$87,950.00</td>
</tr>
<tr>
<td>Access To Learning Conferences</td>
<td>$60,000.00</td>
</tr>
<tr>
<td>Replication project</td>
<td>$0.00</td>
</tr>
<tr>
<td>Monitoring &amp; Evaluation</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Benefits**

<table>
<thead>
<tr>
<th>Task/Item</th>
<th>$0.00</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Task/Item</th>
<th>Cost per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Travel</strong></td>
<td>$98,333.00</td>
</tr>
<tr>
<td>Access To Learning Centres</td>
<td>$0.00</td>
</tr>
<tr>
<td>Foyer Access Points</td>
<td>$0.00</td>
</tr>
<tr>
<td>Smart Cape Access Point management software upgrade</td>
<td>$0.00</td>
</tr>
<tr>
<td>Basic computer literacy training</td>
<td>$0.00</td>
</tr>
<tr>
<td>Volunteer program</td>
<td>$0.00</td>
</tr>
<tr>
<td>ICT employment training</td>
<td>$0.00</td>
</tr>
<tr>
<td>Local content development and training</td>
<td>$37,950.00</td>
</tr>
<tr>
<td>Replication materials</td>
<td>$0.00</td>
</tr>
<tr>
<td>Access To Learning Conferences</td>
<td>$0.00</td>
</tr>
<tr>
<td>Replication project</td>
<td>$0.00</td>
</tr>
<tr>
<td>Monitoring &amp; Evaluation</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task/Item</th>
<th>$1,375,000.00</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Task/Item</th>
<th>Cost per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consultants</strong></td>
<td>$386,439.78</td>
</tr>
<tr>
<td>Access To Learning Centres</td>
<td>$100,633.00</td>
</tr>
<tr>
<td>Foyer Access Points</td>
<td>$81,911.00</td>
</tr>
<tr>
<td>Smart Cape Access Point management software upgrade</td>
<td>$0.00</td>
</tr>
<tr>
<td>Basic computer literacy training</td>
<td>$42,777.78</td>
</tr>
<tr>
<td>Volunteer program</td>
<td>$0.00</td>
</tr>
<tr>
<td>ICT employment training</td>
<td>$0.00</td>
</tr>
<tr>
<td>Local content development and training</td>
<td>$110,417.00</td>
</tr>
<tr>
<td>Replication materials</td>
<td>$0.00</td>
</tr>
<tr>
<td>Access To Learning Conferences</td>
<td>$13,889.00</td>
</tr>
<tr>
<td>Replication project</td>
<td>$0.00</td>
</tr>
<tr>
<td>Monitoring &amp; Evaluation</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task/Item</th>
<th>Cost per Unit</th>
</tr>
</thead>
</table>

**Supplies**

| Task/Item                                                                 | $2,394,272    |

#### Taxes

Specifically procured consultant expenses and supplies attract VAT @ 14%. Included in above

- **Direct Costs**: $2,394,272
- **Indirect Costs**: nil
- **Total Grant Request**: $2,394,272

1. All amounts must be in US $
The above is an excerpt from the project budget spreadsheet (.xls file), which is provided separately from this document.

**Total project budget by activity**

<table>
<thead>
<tr>
<th>Number</th>
<th>Activity</th>
<th>Total cost</th>
<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Access To Learning Centres</td>
<td>R4,010,000</td>
<td>R906,000</td>
<td>$125,833</td>
</tr>
<tr>
<td>A2</td>
<td>Foyer Access Points</td>
<td>R4,270,000</td>
<td>R789,760</td>
<td>$109,689</td>
</tr>
<tr>
<td>A3</td>
<td>Smart Cape Access Point management software upgrade</td>
<td>R340,000</td>
<td>R160,000</td>
<td>$22,222</td>
</tr>
<tr>
<td>A4</td>
<td>Basic computer Literacy training</td>
<td>R13,700,000</td>
<td>R9,308,000</td>
<td>$1,292,778</td>
</tr>
<tr>
<td>A5</td>
<td>Volunteer program</td>
<td>R4,107,000</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>A6</td>
<td>ICT employment training</td>
<td>R594,000</td>
<td>R270,000</td>
<td>$37,500</td>
</tr>
<tr>
<td>A7</td>
<td>Local content development and training</td>
<td>R10,596,000</td>
<td>R7,635,000</td>
<td>$1,060,417</td>
</tr>
<tr>
<td>A8</td>
<td>Replication materials</td>
<td>R1,393,000</td>
<td>R630,000</td>
<td>$87,500</td>
</tr>
<tr>
<td>A9</td>
<td>Access To Learning Conferences</td>
<td>R860,000</td>
<td>R460,000</td>
<td>$63,889</td>
</tr>
<tr>
<td>A10</td>
<td>Replication project</td>
<td>R500,000</td>
<td>R500,000</td>
<td>$69,444</td>
</tr>
<tr>
<td>A11</td>
<td>Monitoring &amp; Evaluation</td>
<td>R900,000</td>
<td>R900,000</td>
<td>$125,000</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>R41,270,000</td>
<td>R21,558,760</td>
<td>$2,994,272</td>
</tr>
</tbody>
</table>

### 8 Budget narrative

#### 8.1 Budget overview

The budget for the proposed Smart Cape Expansion Project for the next three years is approximately R41 million (US$5.6 million). This budget covers the direct and indirect costs that can be identified, but not any separate organisational overhead. The salaries and overhead costs of employees of the City of Cape Town has also not been taken into account; they will perform the necessary tasks as part of their normal duties.

The e-Governance Unit has a current annual budget of R5,000,000, of which approximately R3 million is for operating expenses and R2 million for capital investment.

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An exchange rate of R7.2 to USD1 has been applied throughout.
expenses. Operating costs include the remuneration of the members of the e-Governance unit that are contracted to the City, but are not direct employees of it.

This is in addition to the overhead costs incurred by the unit for office rental, telecommunications, utilities, security, etc. These are part of the general overhead of the City of Cape Town and provided for out of the budgets of the IS&T Directorate (of which the e-Governance unit is a part). No attempt has been made in this budget to recognise or recover these costs.

In a similar way, some of the costs associated with our projects are not for our account, for example the cost of the floor space in libraries occupied by Access Points, which is effectively paid for the department of Library services. In the same way, the cost of the bandwidth used by Access Points is part of the overall telecommunications costs of the City as a whole.

In addition to the proposed Expansion Project outlined here, the e-Governance unit will also contribute to a number of other projects that are not directly part of this program, though related to it. These include:

- the operation of an Open Source Software Development Competency Centre
- the operation of a Computer Refurbishment Centre
- the fitting out and operation of a ‘Smart Truck’ which contains a mobile Access Point
- the development, implementation and support of a Clinic Health Information Management System, and associated training of several hundred clinic staff

The e-Governance unit is therefore not dependent on the Gates Foundation ALTA grant for its survival; however the grant will allow the Unit to significantly expand and accelerate its activities, and in ways that ensure that the access facilities provided to date have their fullest possible impact on the poorer communities that we seek to serve.

There are, of course a number of other local government programs seeking to address the needs of these same communities, though the provision of housing, security, health services etc. But these needs are so great that they tend to ‘crowd out’ spending in other areas (such as knowledge economy training and development); however important these other needs are, they are seen as secondary and so attract little funding. Only support donors with a specific concerns for these aspects of development (such as the Gates Foundation) can ensure that these communities receive a more holistic package of socioeconomic interventions – aimed at moving these communities away from consumers of welfare to active participants in the knowledge economy.

The budget for the Smart Cape Expansion Project is the sum of the projected costs for each of the planned thirteen activities. We have attempted a separate budget for each of these activities and allocated costs according to the prescribed categories; the budget spreadsheet is the sum of these activity budgets.

The activity budgets have been calculated in South African rand (ZAR) and converted to United States Dollars (USD) for the purposes of populating the above budget spreadsheet.
### 8.2 Budget summary for each activity

#### A1 Access To Learning Centres

**Description**

Six Access To Learning Centres will be created, four at existing libraries and two at other facilities, e.g. Digital Business Centres or Community Centres. Existing underutilised spaces will be used; no building or construction costs are envisaged. Space rental and associated utilities (overheads) have also been discounted.

Set up costs include furniture and fittings, computer workstations, servers, cabling, a digital projector, and signage. Computers will be provided by a local telecommunications company (MTN) in terms of a separate donation.

Direct operating costs include the costs of the bandwidth used by each facility, and support and maintenance of the equipment. Bandwidth costs will be subsidized by a local telecommunications company (MTN) in terms of a separate donation. Support and maintenance will be provided by the existing Help Desk and Support service established to support the Smart Cape Access Points.

The Centers with be used for basic computer literacy training (Activity 4) and local content training (Activity 7) and development (Activity 8). The costs associated with these activities are budgeted separately.

#### Costs

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Staff to establish each centre</td>
<td>R360,000</td>
<td>Some of these will be staff contracted to the e-Governance Unit; others will be contractors to install specific equipment or furniture – 50% funded by GF</td>
</tr>
<tr>
<td>Travel</td>
<td>Travel to and from each centre by the installation team</td>
<td>R80,000</td>
<td>The e-Governance has chargeable use of government vehicles</td>
</tr>
<tr>
<td>Consultants</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>±20PCs per centre</td>
<td>R840,000</td>
<td>Cost to be covered by an expected donation by MTN</td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>One server per centre</td>
<td>R90,000</td>
<td></td>
</tr>
<tr>
<td>Supplies – software</td>
<td>MS Windows licenses</td>
<td>R252,000</td>
<td>To added to the City’s corporate software license</td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td>Digital projector and other training</td>
<td>R180,000</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Cost</td>
<td>Comment</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------</td>
<td>----------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>peripherals</td>
<td>aids</td>
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<td>Furniture &amp; fittings</td>
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</tr>
<tr>
<td>Supplies - other</td>
<td>Signage</td>
<td>R60,000</td>
<td>Cost to be covered by an expected donation by MTN</td>
</tr>
<tr>
<td>Supplies - other</td>
<td>Bandwidth (three years)</td>
<td>1,296,000</td>
<td>Cost to be covered by an expected donation by MTN</td>
</tr>
<tr>
<td>Supplies - other</td>
<td>Maintenance and support</td>
<td>R432,000</td>
<td>Share of direct costs of existing Help Desk and support service – 50% funded by GF</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>R4,010,000</td>
<td></td>
</tr>
</tbody>
</table>

**Summary**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total cost</th>
<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
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<tr>
<td>Travel</td>
<td>R80,000</td>
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<td>$0</td>
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<tr>
<td>Consultants</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>R3,570,000</td>
<td>R726,000</td>
<td>$100,833</td>
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<td>Totals</td>
<td>R4,010,000</td>
<td>R906,000</td>
<td>$125,833</td>
</tr>
</tbody>
</table>

**A2 Foyer Access Points**

**Description**

Ten Smart Cape Access Points will be created in the foyer areas of public buildings, such as cash offices, clinics and community centres. Existing underutilised spaces will be used; no building or construction costs are envisaged. Space rental and associated utilities (overheads) have also been discounted.

Set up costs include furniture and fittings, computer workstations, servers, cabling, and signage. Computers will be provided by a local telecommunications company (MTN) in terms of a separate donation, or will be sourced from the Computer Refurbishment Centre.

Direct operating costs include the costs of the bandwidth used by each facility, and support and maintenance of the equipment. Support and maintenance will be provided by the existing Help Desk and Support service established to support the Smart Cape Access Points.

User assistance will be provided by front desk staff of the facility, assisted by volunteers (see Activity 5).
The Foyer Access Points will provide increased opportunity for members of the public to access the digital content that will be created by the Local Content Development project (see Activity 8).

**Costs**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Staff to establish each Foyer Access Point</td>
<td>R400,000</td>
<td>Some of these will be staff contracted to the e-Governance Unit; others will be contractors to install specific equipment or furniture – 50% funded by GF</td>
</tr>
<tr>
<td>Travel</td>
<td>Travel to and from each Access Point by the installation team</td>
<td>R80,000</td>
<td>The e-Governance has chargeable use of government vehicles</td>
</tr>
<tr>
<td>Consultants</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>5 PCs per Access Point</td>
<td>R350,000</td>
<td>This cost will be covered by an expected corporate donation, or sourced from the Refurbishment Centre</td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>1 server per Access Point</td>
<td>R150,000</td>
<td></td>
</tr>
<tr>
<td>Supplies – software</td>
<td>None</td>
<td>R0</td>
<td>Access Points use open source software</td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td>Printers</td>
<td>R0</td>
<td>Provided under an existing management contract – service provider recoups cost of equipment through per page cost</td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td>Cabling</td>
<td>R60,000</td>
<td></td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td>Furniture and fittings</td>
<td>R300,000</td>
<td></td>
</tr>
<tr>
<td>Supplies - other</td>
<td>Signage</td>
<td>R50,000</td>
<td></td>
</tr>
<tr>
<td>Supplies – other</td>
<td>Bandwidth (three years)</td>
<td>R2,160,000</td>
<td>This cost to be covered by the existing bandwidth costs for each building</td>
</tr>
<tr>
<td>Supplies - other</td>
<td>Maintenance and support</td>
<td>R720,000</td>
<td>Share of direct costs of existing Help Desk</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Cost</td>
<td>Comment</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>support</td>
<td></td>
<td>and support service – 33% funded by GF</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>R4,270,000</td>
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</table>

**Summary**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total cost</th>
<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>R400,000</td>
<td>R200,000</td>
<td>$27,778</td>
</tr>
<tr>
<td>Travel</td>
<td>R80,000</td>
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<td>$0</td>
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<tr>
<td>Consultants</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>R3,790,000</td>
<td>R589,760</td>
<td>$81,911</td>
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</table>

**A3 Smart Cape Access Point management software upgrade**

**Description**

The original Smart Cape Access Point management software was designed only for use in libraries. Experience has shown that it required modification for use in other environments such as cash offices, clinics and community centres. Additionally, the software needs to be modified so that it can be used for training purposes. In some cases the PCs will be made capable of booting up in a Windows environment to allow for training to be conducted that complies with the National Qualifications Framework standards.

This development work will be done as a stand-alone project by the e-Government Open Source Software Development Competency Centre. This project has been costed as follows

**Costs**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Application development team</td>
<td>R320,000</td>
<td>Application scoping, development, and testing work insourced from Competency Centre</td>
</tr>
<tr>
<td>Travel</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Consultants</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>Hardware for testing</td>
<td>R20,000</td>
<td>Supplied by IS&amp;T</td>
</tr>
<tr>
<td>Supplies – software</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
</tbody>
</table>
### Supplies - other
- **Description**: None
- **Cost**: R0

### Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Total cost</th>
<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>R320,000</td>
<td>R160,000</td>
<td>$22,222</td>
</tr>
<tr>
<td>Travel</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Consultants</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>R20,000</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>R340,000</strong></td>
<td><strong>R160,000</strong></td>
<td><strong>$22,222</strong></td>
</tr>
</tbody>
</table>

### A4 Basic computer literacy training

#### Description

*Please see appendix 2 for a full and detailed description of this proposed activity*

The objective is to provide basic computer literacy training, free of charge, for 5,400 people over three years. More details of the approach are given in appendix 2. An average cost of R2,500 per learner per course has been budgeted, including course administration.

There will also be a small cost associated with promoting the training within target communities, and award ceremonies.

The training itself will take place at the Access To Learning Centres. The cost of the training facilities are included in activity A1.

- Each Centre will run six courses a year for 50 people per course (in classes of 10).
- Each year each Centre will train 300 people
- Each year the six Centres will train 1,800 people
- Over three years the six Centres will train 5,400 people

#### Costs

<table>
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<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>No direct personnel cost</td>
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<tr>
<td>Travel</td>
<td>For account of contractor</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Consultants</td>
<td>Training consultants @ R2,500 per learner per course</td>
<td>R13,500,000</td>
<td>Three year training cost – 2/3 funded by GF</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Cost</td>
<td>Comment</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------</td>
<td>-------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>None</td>
<td>R0</td>
<td>Use ATL Centres</td>
</tr>
<tr>
<td>Supplies – software</td>
<td>None</td>
<td>R0</td>
<td>Use ATL Centres</td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td>None</td>
<td>R0</td>
<td>Use ATL Centres</td>
</tr>
<tr>
<td>Supplies - other</td>
<td>Promotional activities</td>
<td>R200,000</td>
<td>Ten communities over three years</td>
</tr>
<tr>
<td>Supplies - other</td>
<td>Award ceremonies</td>
<td>R108,000</td>
<td>Six per Centre</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>R13,808,000</td>
<td></td>
</tr>
</tbody>
</table>

**Summary**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total cost</th>
<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Consultants</td>
<td>R13,500,000</td>
<td>R9,000,000</td>
<td>$1,250,000</td>
</tr>
<tr>
<td>Supplies</td>
<td>R308,000</td>
<td>R308,000</td>
<td>R42,778</td>
</tr>
<tr>
<td></td>
<td>R13,808,000</td>
<td>R9,308,000</td>
<td>$1,292,778</td>
</tr>
</tbody>
</table>

**A5 Volunteer Program**

**Description**

The Volunteer Program will encourage learners to work on a voluntary basis at Access Points to support and assist users.

The target for establishing volunteer programs is

<table>
<thead>
<tr>
<th>Facility</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libraries (97)</td>
<td>30% = 30</td>
<td>50% = 49</td>
<td>70% = 70</td>
</tr>
<tr>
<td>Foyers (10)</td>
<td>40% = 4</td>
<td>70% = 7</td>
<td>100% = 10</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>Number of active volunteers at any time</td>
<td>170</td>
<td>280</td>
<td>400</td>
</tr>
<tr>
<td>Number of volunteers passing through the program each year</td>
<td>510</td>
<td>840</td>
<td>1,200</td>
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</tbody>
</table>
The objective is to have five active volunteers in each volunteer program at any one time.

The Program will have a full-time co-ordinator, as well as a budget for promotional materials, and support materials (information manuals, T-shirts, etc.)

A stipend of R100 per volunteer per month has been budgeted for, assuming a churn rate of three per year. Local companies will be asked to sponsor this cost.

### Costs

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Co-ordinator</td>
<td>R720,000</td>
<td>Three year salary cost – to be paid by Library Services</td>
</tr>
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<td>Personnel</td>
<td>Stipends</td>
<td>R3,060,000</td>
<td>R18,000 per year per Access Point</td>
</tr>
<tr>
<td>Travel</td>
<td>Travel allowance</td>
<td>R72,000</td>
<td>R2,000 per month for three years</td>
</tr>
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<td>Consultants</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – software</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies - other</td>
<td>Promotional and support materials</td>
<td>R255,000</td>
<td>R100 per volunteer for 2,550 volunteers over three years</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>R4,107,000</td>
<td></td>
</tr>
</tbody>
</table>

### Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Total cost</th>
<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>R3,780,000</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>R72,000</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Consultants</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>R225,000</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>R4,107,000</td>
<td>R0</td>
<td>$0</td>
</tr>
</tbody>
</table>
A6 ICT employment training

Description

The purpose of this activity is to direct trained individuals towards employment opportunities or into further training. No additional training will be provided directly, though the Access To Learning Centers may be made available to other organisations as facilities for further training to be done, e.g. feeder program into the call centre industry.

A part-time coordinator will be recruited to facilitate this.

Locally conducted research by McKinsey has shown that the local call centre and ICT industry has an employment multiplier of 4, i.e. each new person employed creates four more jobs elsewhere in the economy.

Costs

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Employment coordinator</td>
<td>R540,000</td>
<td>Three year salary cost – 50% funded by GF</td>
</tr>
<tr>
<td>Travel</td>
<td>Coordinator travel</td>
<td>R54,000</td>
<td>R1,500 per month for three years</td>
</tr>
<tr>
<td>Consultants</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – software</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies - other</td>
<td>None</td>
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<td></td>
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<tr>
<td>Total</td>
<td></td>
<td>R594,000</td>
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</table>

Summary

<table>
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<tr>
<th>Category</th>
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<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>R540,000</td>
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<td>$37,500</td>
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<tr>
<td>Travel</td>
<td>R54,000</td>
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<td>$0</td>
</tr>
<tr>
<td>Consultants</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Totals</td>
<td>R594,000</td>
<td>R270,000</td>
<td>$37,500</td>
</tr>
</tbody>
</table>
A7 Content training and development

Description

Please see appendix 3 for a full and detailed description of this proposed activity

A content development team will be formed, with staff drawn where possible from the Smart Cape Expansion Project training programs. At full strength the team will consist of:

- 1 project manager
- 5 senior researchers
- 10 researchers/content creators
- 2 developers
- 1 system administrator
- 1 web designer
- 2 trainers

The training of this team will take place ‘in-house’.

The content development team will produce:

- a redeveloped Smart Cape flag-ship portal
- a Digital Business Centre portal
- 97 community web sites with ±1,000 community web pages created, developed, hosted and promoted (±10 community web pages pr site)
- 20 NGO/CBO web sites created, developed, hosted and promoted

Training and ongoing operations will require the following facilities:

- office accommodation including furniture – this will be provided by the IS&T Department
- office furniture and equipment
  - PCs
  - printers/fax/copiers
- digital cameras
- audio recorders
- pool cars (shared vehicles)

In addition the project will incur costs for:

- marketing – promotional activities will be require to both involve local communities in content creation, and to promote the resulting web sites
- web site hosting

This team will in turn train as many web site owners and members of the communities that participate in local content generation as possible. We anticipate that over the term of the project this will run to hundred of individuals. This training will be done at Access To Learning Centres.

Costs

The personnel that will make up the content development and training team will have the following salary costs:
The overall project costs will be:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Full content development and training team</td>
<td>R8,760,000</td>
<td>See breakdown above – 3/4 funded by GF</td>
</tr>
<tr>
<td>Travel</td>
<td>Pool cars and travel allowances</td>
<td>R270,000</td>
<td>R7,500 per month</td>
</tr>
<tr>
<td>Consultants</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>Computers and office equipment</td>
<td>R345,000</td>
<td>Provided by IS&amp;T Department</td>
</tr>
<tr>
<td>Supplies – software</td>
<td>Web development software</td>
<td>R50,000</td>
<td>Provided by IS&amp;T Department</td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td>Cameras, audio recorders</td>
<td>R30,000</td>
<td>Provided by IS&amp;T Department</td>
</tr>
<tr>
<td>Supplies - other</td>
<td>Web hosting environment</td>
<td>R151,000</td>
<td>Provided by IS&amp;T Department</td>
</tr>
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<td>Office accommodation</td>
<td>R540,000</td>
<td>Provided by IS&amp;T Department</td>
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<tr>
<td>Supplies - other</td>
<td>Promotional activities</td>
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<tr>
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<td></td>
<td>R10,596,000</td>
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</tr>
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**Summary**

<table>
<thead>
<tr>
<th>Category</th>
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<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
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<td>R6,570,000</td>
<td>$912,500</td>
</tr>
<tr>
<td>Travel</td>
<td>R270,000</td>
<td>R270,000</td>
<td>R37,500</td>
</tr>
<tr>
<td>Consultants</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>R1,566,000</td>
<td>R795,000</td>
<td>$110,417</td>
</tr>
<tr>
<td>Totals</td>
<td>R10,596,000</td>
<td>R7,635,000</td>
<td>$1,060,417</td>
</tr>
</tbody>
</table>
A9 Replication materials

Description
Measures will be taken from the outset of the project to collect and document methods, project plans, reports, outcomes and case studies. This will be done by establishing a dedicated Knowledge Management office, staffed by a full time professional. This person will be responsible for packaging documents, software and other outputs for reproduction and dissemination. A project web site will be established where as much of the information as possible will be made available digitally.

Costs

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Knowledge Management Officer</td>
<td>R1,260,000</td>
<td>Three year contract – 50% funded by GF</td>
</tr>
<tr>
<td>Travel</td>
<td>None</td>
<td>R0</td>
<td>Minimal travel required</td>
</tr>
<tr>
<td>Consultants</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>Computers and office equipment</td>
<td>R25,000</td>
<td>Provided by IS&amp;T department</td>
</tr>
<tr>
<td>Supplies – software</td>
<td></td>
<td>R0</td>
<td>Use Content project resources</td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td></td>
<td>R0</td>
<td>Use Content project resources</td>
</tr>
<tr>
<td>Supplies - other</td>
<td>Office accommodation</td>
<td>R108,000</td>
<td>Provided by IS&amp;T department</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>R1,393,000</td>
<td></td>
</tr>
</tbody>
</table>

Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Total cost</th>
<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>R1,260,000</td>
<td>R630,000</td>
<td>$87,500</td>
</tr>
<tr>
<td>Travel</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Consultants</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>R133,000</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Totals</td>
<td>R1,393,000</td>
<td>R630,000</td>
<td>$87,500</td>
</tr>
</tbody>
</table>
A9 Access To Learning conferences

Description
Two Access To Learning conferences will be organised, aimed at community informatics practitioners and e-government teams from other cities in southern Africa. These will be held in Cape Town using municipal facilities. The e-Governance Unit will be responsible for organising, promoting and hosting these conferences. Other sponsors will be sought.

At these conferences, replication materials (see activity A8) will be made available and reports by the independent monitoring and evaluation team (see activity A11) will be presented.

Costs

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Event Organiser</td>
<td>R360,000</td>
<td>Contracted for two six month periods</td>
</tr>
<tr>
<td>Travel</td>
<td>None</td>
<td>R0</td>
<td>No travel paid</td>
</tr>
<tr>
<td>Consultants</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – software</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies - other</td>
<td>Venue hire</td>
<td>R200,000</td>
<td>Provided by IS&amp;T department</td>
</tr>
<tr>
<td>Supplies – other</td>
<td>Other event costs</td>
<td>R200,000</td>
<td>Supplies - other</td>
</tr>
<tr>
<td>Supplies - other</td>
<td>(speaker stipends)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies - other</td>
<td>Promotion</td>
<td>R100,000</td>
<td>Branded ATL</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>R860,000</td>
<td></td>
</tr>
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</table>

Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Total cost</th>
<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>R360,000</td>
<td>R360,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Travel</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Consultants</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>R500,000</td>
<td>R100,000</td>
<td>$13,889</td>
</tr>
<tr>
<td>Totals</td>
<td>R860,000</td>
<td>R460,000</td>
<td>$63,889</td>
</tr>
</tbody>
</table>
A10 Replication Project

Description
One municipality in South Africa will be assisted to set up their own project. This will include:

- Visioning and scoping
- Providing replication materials
- Assisting with establishment
- Help with fund raising
- Mentoring and advice

Costs

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>e-Governance project team members</td>
<td>R0</td>
<td>No incremental cost</td>
</tr>
<tr>
<td>Travel</td>
<td>Visits to project site</td>
<td>R150,000</td>
<td></td>
</tr>
<tr>
<td>Consultants</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies –</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies –</td>
<td>hardware</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies –</td>
<td>software</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies –</td>
<td>peripherals</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies -</td>
<td>other Material support</td>
<td>R350,000</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>R500,000</td>
<td></td>
</tr>
</tbody>
</table>

Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Total cost</th>
<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>R150,000</td>
<td>R150,000</td>
<td>$20,833</td>
</tr>
<tr>
<td>Consultants</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>R350,000</td>
<td>R350,000</td>
<td>$46,611</td>
</tr>
<tr>
<td>Totals</td>
<td>R500,000</td>
<td>R500,000</td>
<td>$69,444</td>
</tr>
</tbody>
</table>
A11 Monitoring and Evaluation

Description
Project management and adherence to good practice will be provided by the IS&T Project Office. All eleven projects will be monitored by them.

Separately, a suitably qualified independent company or academic department will be contracted to review the project at the end of the second and third years. They will be involved and in touch with the project from the outset, and will produce two evaluation reports which will be presented at the Access To Learning Conferences.

Costs

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultants</td>
<td>Contracted service provider</td>
<td>R900,000</td>
<td>R300K first report, R600K second report</td>
</tr>
<tr>
<td>Supplies – hardware</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – software</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies – peripherals</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Supplies - other</td>
<td>None</td>
<td>R0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>R900,000</td>
<td></td>
</tr>
</tbody>
</table>

Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Total cost</th>
<th>ATLA share (ZAR)</th>
<th>ATLA share (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Consultants</td>
<td>R900,000</td>
<td>R900,000</td>
<td>$125,000</td>
</tr>
<tr>
<td>Supplies</td>
<td>R0</td>
<td>R0</td>
<td>$0</td>
</tr>
<tr>
<td>Totals</td>
<td>R900,000</td>
<td>R900,000</td>
<td>$125,000</td>
</tr>
</tbody>
</table>

9 Contributions to the project by entities other than the Foundation, and how these will be made

The City of Cape Town will continue to support the operations of the e-Governance Unit as part of its normal activities. The e-Governance Unit budget is provided for by the Information Systems & Technology department. In addition, other municipal
departments contribute to these activities by accommodating access points, or using their own front line staff to interact with the public.

In addition, several other entities have promised to support the efforts of the e-Governance Unit. These include:

- **Cornastone/MTN** – a South African network operator and services provider. Cornastone/MTN has been awarded a contract to build and operate a wireless network for the use of the City of Cape Town. As part of this project, Cornastone/MTN will provide desk top computers and network connectivity for skills development and other related projects. These will be used to establish and partially cover the operating costs of the Access To Learning Centres and the Foyer Access Points

- **Dell Foundation.** The Dell Foundation has donated desktop computers to the City of Cape Town for use in socioeconomic developmental projects. Some of these will be used for the Smart Cape Expansion Project

### 9.1 Budget assumptions

The detailed budget assumptions for each activity are included in the budget narrative. The total project budget will be derived as follows:

<table>
<thead>
<tr>
<th>Budget contributor</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Governance Unit – contribution from budget 2007-8 (July to June)</td>
<td>R4.0m</td>
</tr>
<tr>
<td>E-Governance Unit – contribution from budget 2008-9</td>
<td>R4.4m</td>
</tr>
<tr>
<td>E-Governance Unit – contribution from budget 2009-10</td>
<td>R5.0m</td>
</tr>
<tr>
<td>Library Services (Volunteer Program)</td>
<td>R0.7m</td>
</tr>
<tr>
<td>Local companies (Volunteer Program)</td>
<td>R3.1m</td>
</tr>
<tr>
<td>Cornastone/MTN</td>
<td>R2.5m</td>
</tr>
<tr>
<td>Gates Foundation</td>
<td>R21.6 (±$3m)</td>
</tr>
<tr>
<td>Total</td>
<td>R41.3m (±$5.7m)</td>
</tr>
</tbody>
</table>

The E-Governance Unit will expend these budgeted amounts on the project regardless of the support of the Gates Foundation. However, the projects will be on a smaller scale and will inevitably have greatly reduced reach and impact compared with that otherwise contemplated in this proposal. Further, the support of the Gates Foundation will act as a catalyst for other donations to be forthcoming.

### 9.2 Procurement policies and procedures

Please see Financial Management section for detail. In summary:

- **Computer equipment** is supplied by appointed suppliers, appointed through an open, public tender process

- **Consultant services** are procured from registered suppliers who have been accredited by an independent organisation; registered suppliers then compete for contracts through an open tender process
Section 5: Financial Management

10 Bank Information:

- **What is the name of the bank and account details that will receive foundation funding? In what currency will funds be held?**

  The account that will receive the funds is the account of the City of Cape Town Bank: ABSA
  Branch code: 631609
  Account number: 4056 584 569

  The Finance Department of the City of Cape Town has previously opened a separate and specific suspense account (GD7500154) to hold and manage the funds previously received from the Gates’ Foundation. This account accrues the interest on the account balance. This account will be used to receive and manage the ATLA Replication Grant funds.

- **Who will have signature authority for funding in this account?**

  This account will be managed in accordance with the rules governing the finances of the City of Cape Town. The accountable officials are the City Manager (i.e. the CEO), Mr. Achmat Ebrahim and the Chief Financial Officer (CFO), Mr. Mike Richardson.

- **What are the policies and procedures for the transfer of funds between foreign currency and local currency bank accounts, and between other bank accounts?**

  Receipts of funds from foreign bank accounts are routinely handled by the country’s commercial banks, including the City’s bankers (ABSA). All receipts of foreign currency amounts are reported to the Reserve Bank of South Africa and converted to local currency (South African rand) at the market exchange rate on the day. Local organisations (including the City of Cape Town) may not routinely hold foreign currency; other than this there are no restrictions on the transfer of funds between foreign currency and local currency bank accounts.

- **What restrictions and/or reporting requirements (for agency/institution) do you have with respect to the transfer of funds to and from bank accounts?**

  Transfer of funds from the City’s account to other bank accounts can only be done through the City’s creditor payment department, which requires receipt, validation and executive approval of invoices and expense claims. This process is managed independently of the IS&T department and the e-Governance unit, and is subject to both internal and external audit.

11 Accounting

- **What key accounting procedures, and controls, including tracking and reporting expenditures, investment income and interest, will be used during the planning process?**

  All of the funds under management by the City of Cape Town are managed by the City’s Finance Department, using the municipal SAP ERP system according to the
principles of GAMAP (Generally Accepted Municipal Accounting Practices) and GRAP (Generally Recognised Accounting Practice) as specified within the MFMA (Municipal Finance Management Act No. 56 of 2003) – all of which is specified by the National Treasury.

All expenditure management is done using this system, which requires:

• allocation of funds to department and project budgets
• authorization of payment requests against validated invoices and claims by the project’s accounting officer, with independent checks by the procurement department who independently generate an order number
• release of funds for payment against the order number by the project’s accounting officer, with independent checks by the creditor payments department
• payment by electronic funds transfer into the recipients’ bank account

Reports drawn from the SAP ERP system will be used for tracking and reporting expenditures.

Additionally, the IS&T department has a program management office, that independently tracks and quality assures all projects undertaken by the department including the e-Governance unit. This office:

• ensures that proper project management and reporting procedures and adhered to
• keeps track of the project documentation and produces regular reports relevant to the phase of the project, including project inception reports, progress reports, risk logs, project expenditure and completion reports

All interest on the positive balance of the funds contained in the project bank account will accrue to the project specifically, not to the municipality generally.

• How quickly will deposited grant funds be available to be spent? What is the process for spending them?

Grant funds will be theoretically available for disbursement immediately on receipt from the Gates Foundation once they have passed through the normal banking channels. Realistically, it will normally take about two months before the funds are actually available for spending due to the internal processes of the City of Cape Town

The process for spending them requires:

• the formal acceptance of a project budget by the Council
• allocation of funds from the suspense account to a particular project budget

External payment processes will only be initiated following the standard and duly authorised procurement process, and subsequent acceptance of validated invoices and expense claims.

• How are payments for goods and services initiated, reviewed and authorized?

Goods and services procured in the course of this project will be subject to the City of Cape Town’s authorised procurement processes, which are designed to ensure that:
• the widest possible number of suppliers are aware of and able to tender for the supply of goods and services
• only suppliers who are registered with the municipality as being of good financial standing and up-to-date with their tax submissions and payments (Tax Clearance certificate required annually) can tender for the supply of goods and services. This requires registration on an independently managed Western Cape Supplier database (see www.tradworld.co.za)
• the tender procedure is transparent and fair
• the procurement of goods and services is not subject to manipulation or corruption
• the goods and services procured are fit for use and meet minimum quality standards and specifications
• goods and services that meet the minimum quality standard are procured at the best possible price

Only goods and services that have been procured in this way can be supplied and invoiced. The payment process requires:
• the issue of an order and order number by the procurement department
• confirmation of receipt, delivery or supply of the ordered goods or services by the IS&T department
• acceptance of a valid invoice by the IS&T department and the creditor payment department
• release of funds for payment by the project accounting officer
• transfer of funds to the supplier by the creditor payment department

This process is subject to independent internal and external audit.

• What is the procedures and documentation process to support cash and petty cash expenditures?

Cash and petty cash expenditures will only be accepted from City of Cape Town staff. A formal expense reimbursement process exists to manage this, which includes allocation of expenses to relevant accounts and project budgets. Such expenditure by suppliers and contractors is subject to repayment by the submission of an invoice (see above).

• What procedures (if any) will be undertaken to manage currency risk?

All goods and services required for this project will be procured locally, i.e. from within South Africa. No exposure to currency risk is anticipated.

• What are the tax requirements and exemptions [e.g., VAT, customs/excise, payroll, other] during the project?

All suppliers to the City, including contractors and consultant, are required to be registered companies, who are therefore responsible for their own tax compliance. All such entities are only paid against a valid invoice (see above), which must include Value Added tax (VAT) at the relevant rate (currently 14%).
As all goods and services will be procured locally, there are no expected customs/excise implications.

No aspect of this project is able to benefit from any particular tax exemption. (In South Africa very few tax exemption provisions exist.)

12 Audit and financials

• What are your internal and external audit requirements? What is the frequency of reviews?

The City has an internal audit department. It conducts audits as per its approved audit plan throughout the year.

In addition, the IS&T (IT) department has a Program Office that tracks and reports on project expenditure throughout the course of each project.

As a municipal entity, the City of Cape Town is subject to external independent audit by the National Auditor General on an annual basis.

• Please provide financial statements from the previous 2 years that, if available, have been audited by the government accounting office (or equivalent).

City of Cape Town audited financial statements

Please see separate file.
To Smart Cape

First and foremost I would like to thank Smart Cape for providing us with such a wonderful opportunity. Without you I would have been still in wonderland about modern technology. That's putting it mildly if it wasn't for you I would still be clueless about Computers in general.

The fact that the course is free makes me think that I am dreaming. This is such a dream come true for me because I wanted to know the ins and outs of Computer but lacking of finance has been the Beast. With Smart Cape around no one can go wrong.

Now I'm fully prepared for Job hunting. I feel like if it says Computer that's mine. That's the confidence I've developed through the course. It has made me realize that from now on my career has to do IT.

This is the change to this Nation of ours. Those that are less privilaged like I do this is your opportunity grab it. It's a sure thing that there is a job somewhere waiting for me in the IT world.

Smart Cape keep doing what you do I'm sure you can't go wrong
HALAAAALA Smart Cape.

Kind Regards
Eric bongani Phama
TO SMART CAPE

This training develops me with skills because I’m skilled now. I appreciate that it might be continued in order to develop the community as a whole.
If it’s going to continue I hope that is going to change the situation of unskilled labor in the community.

I’ve done this training so its going to be easy for me to market myself because I’m going to produce my certificate and show my skills. I’m got improvements because I now know how programs works differently.

I would like to thank the management for applying this training.

Nomandla  
Kind Regards  
Nomandla Koni
REPORT ON MY TRAINING

MS WORD

I enjoy each and every moment in word in extent that I can even work using it all the time. I struggle a bit in inserting picture’s but I catch up later.

Benefits

I benefit a lot in terms of information like how to use insert pages, print and all that kind of stuff.

How will it help me

It will help me a lot especially in making my own CV write letters and all my documents.

How did I find the program

It was difficult first but I catch up later the was nothing much after that, so keep up the good work.
Report to Smart Cape

I benefited a lot about this training because I was unemployed, miserable to sit at home doing nothing today I’m proud because I’ve learnt a lot without paying anything.

This training is helpful to the community especial for the people who don’t have skills. Today I can get my dream job, I can work as a data capturer.

Thank you to Smart Cape for giving us this opportunity it changed my career today I’ve got skills, I can reach my dreams.

THANK YOU SO MUCH!

Kind regards
Tulani Mguzulwa
TO SMART CAPE

I write this letter to thanks smart cape for this wonderfully training. The training was wonderful and I thank every single thing you have done for us. The training was free, so it didn’t cost me so much money the money I use was for a bus fairy only because the meal was also there for us. So I thank you a lot for what you did for us.

I think this training is important for community because this is free, and other people like me don’t have enough money to fulfill their studies, but because of the training you gave to us we have our Computer Skills. I do appreciate it.

I think this should be continued because there are a lot of youth’s outside and they do nothing, not because they don’t want to do something but they have now money.

It helps the community to develop and grow.

It prepared me for lot’s of job opportunities because now I know I can work every where I want with the skill I’ve gained.

It brought me many changes more specially in my career, it gave me a skills that I all ways wished to have one day.

I think I can archive my goals and have a new life soon as I finish the training.

Yours truly
Yolanda Mngqibisa.
REPORT TO SMARTCAPE

It is a great opportunity for me to be part of your training in extant that you can also do for the others out there and for those who don’t have money to continue their studies after they pass their matric.

When I first come here I didn’t know anything about computers even to make my cv but to day I’m able to do a lot printing, writing of presentations and using excel etc.

Continuation of this training is vital because if you have computer skills there are many opportunities to have a job.

It is helpful to our communities especially in our black communities because most of us we want to learn computers but we don’t have money.

It improves me a lot in terms of my job market especially in my abilities to look for a better job.

It brings a lot of change in my career and also as my added skill and I never thought of an IT but now I’m very interested in it. I think I can achieve a lot in terms of information and to teach others about IT and how it can help them.

Thank you smartcape keep up the good work!

Kind Regards
Luyanda, Rodger hloywa
REPORT TO SMART CAPE

It is a great pleasure for me and the people of Western Cape to have this Free Training Project, more special people who are unemployed. We welcome this for our community, a good credit to our SMART CAPE.

It gives us skills development and benefit for our 2010 World Tournament, in term of job opportunity. There is more development in our country with this kind of project. The skill itself shows good development to have, item of placement for government jobs or the entire nation.

To market myself, it will give me an opportunity for computer jobs as we know how important it is to have computer training skills.

For me, it gave me a chance grow up in this Training Project because its second term, I gained some skills in the IT career. I’m still looking forward to the future of this Project.

It will give me a good success in my career and achievement in life.

Kind regards

ZITHULELE CONNOR FELANE
TO THE CITY OF CAPE TOWN

This is a letter of thanks and appreciation regarding the computer training offered by SMART CAPE. This opportunity that has been given to me has been a valuable instrument which has helped tremendously.

I feel that this could really empower our communities and equip more people so that they could get better jobs. A strong and educated individual creates strong and educated communities and creates a ripple effect. Therefore I feel that this opportunity should be continued allowing more people to better themselves.

On a personal level it has brought a positive turn around and change to my career whereby now I am able to do so much more because I have so much more understanding.

I would like to thank SMART CAPE and all the trainers for a job well done!

Kind regards
Samantha
Dear Sir/Madam

I would like to thank you for the training you offer to us it was a great opportunity we really appreciate what you did.

The training was very nice and our trainee was very good to us she make sure we understand everything before we can pass to another programme and we have done all the programme’

I would be very glad if you can continue with this project so that you can provide skills to unemployed youth. This project was a great opportunity because now I have computer skills so it is going to be easy to find a job. I can now become a data capture and do any office work because of my computer skills

Yours sincerely
Zukiswa Sigwela
SMART CAPE

DEAR SIR/MADAME

I WRITE THIS LETTER TO THANK YOU FOR GIVING US THIS CHANCE TO LEARN AND KNOW WHATS HAPPENING IN THE LAND OF COMPUTERS. AND THANKS FOR THE BEST TRAINERS THAT YOU GAVE US.

WE APPRECIATE WHAT YOU ARE DOING FOR US. GIVING US A SKILL OF BEING COMPUTER COMPETIT. NOW WE CAN BE ABLE TO GET BETTER JOBS AND BETTER LIFE.

I HOPE THIS IS NOT THE LAST, YOU WILL CONTINUE WITH THIS TRAINING AS YOU ARE HELIPING PEOPLE WHO CAN’T AFFORD TO GO TO UNIVERSITY OR COLLEGES.

THANK YOU.

YOURS SINCERELY
BULELWA MBOSO,
Smart Cape

this computer it was wonderful the only module was difficult is Microsoft exel I try my best work hard at and get understand.

leacture she teach me different way unrstanding modules teach me in constructive manner an undustand graphical user interface.
the skill I have is a success for me and transfer teach those do not have it in my community.

Yours truly

L.NTSHUNTSHE.
P749
Xhala crescent
Site B
Khayelitsha
7784
03 April 2007

Smart Cape

Dear Sir\Madam

I am a young man doing the course at Zenzele training centre. My name is Pambili
Makinana. The purpose I write this letter is that ‘I am so impressed with it because
It increases the confidence while I am infront of the computer.

The course is just good even more than words can say.

It must be taught at secondary school level. It must be an ongoing thing to empower
those school leavers all around South Africa.

The teacher is a good kind of a person, She is easy to approach so that makes it easy
To understand what’s going on. She doesn’t get board.

Yours truly,
Pambili Makinana (student)
SMART CAPE

Dear sir/Madame

I would like to say thank you to all the people at Smart Cape by giving us this project. It was nice and wonderful we appreciate everything they do for us.

The teacher you gave us was kind and nice. I hope Smart Cape won’t stop project like this so that we can get more skills. It was difficult for us to find jobs because there was nothing on our hands but now it will be better.

I will also want to say to Smart Cape if they have job opportunity must not forget us. Thank you very much Smart Cape.

Your Sincerely
Thabisa Semani.
SMART CAPE

Dear Sir/Madam

Thanks for having this opportunity to have few lines revealing the ideas I have to you. Time has come for any individual to broaden the views on how the culture of excellence provides the course, as it is utmost important for networking and future for goal setting.

_I would like to appreciate the one who has undergone different programs for few weeks with us. Today I feel myself being capable to perform any task given so as to prove that I have learnt everything we have undergone. Business minded people are aware on how to use computers these days and seek better jobs._

I would like to say keep up the good work, consequently I prefer to admire the whole program because I am this person and no one shall grab the information provided.

Yours sincerely
Malibongwe Jam-jam
Smart Cape

Thank you very much for the opportunity given to us so that we can be to be skilled into Computer Skills. The knowledge that we have gained will enable us to make our lives easier and comfortable.

The content of your learning programmes was easy to follow and demand more focus and practice and in itself shows one that you know what you are doing the material is relevant to every days work that we confront in our daily environment.

It is also true that you have the needs of your constituency at heart and will go a long to address some of the challenges we face to create a better life for all, and many jobs will be created as the result of the training. The way forward for now is that all those who have succeeded in the training to be placed in your Data base and be placed in the job environment should the opportunity exists. That will be a great achievement also from the Dept. of Labor, because the objective to half the unemployment rate by 50% by 2014 may be achievable.

Yours truly,
Benjamin.
14 Appendix 2 – Detail of the skills training project

Basic Computer Literacy Training for Community Based Skills

Leon Hendricks – computer competency training specialist

14.1 Background

As one of the 3 key pillars of the Smart Cape Strategy i.e. Access, Literacy Training and Content Management, phase one of the “Community Based Computer Literacy Program” was embarked on in March 2006 with the intention of training 100 unemployed individuals within disadvantaged communities. This pilot project would encompass 2 phases and would be fully subsidized by the City of Cape Town. Phase one encompassed certifying people on NQF level 1 and Phase two taking them to NQF level 2. The focus was ultimately on all aspects of Information Technology skills development on Microsoft Office and Open Office applications.

These courses were/are based on a Windows and Linux Operating system environment.

These courses were/are divided into the relevant hours required to complete a course, based on the requirements of the learner, and then self-study services which can be scheduled and adapted according to their needs.

Key criteria was set in terms of the target market and eligibility for people to be able to access this free training, and varied between locations. They included the following:

• Age group ranged from 18-35
• Academic criteria ranged from Grade 10 to any tertiary qualification
• Persons needed to be literate in English
• Persons needed to be unemployed

The training was provided by the training division of DLK (www.dlkgroup.com). Although there were delegated training co-ordinators in each of the training venues, the main management of these coordinators and trainers was managed from the DLK offices.

14.2 Location

Four key sites were identified for the pilot phase viz.

• Moses Mabhida
• Guga S’thebe (Langa)
• Khayalitsha Business Centre
• Delft South Library

A vigorous marketing campaign was embarked on to advertise the free training at community centre’s, taxi ranks and public libraries.

14.3 Approach and Methodology

DLK utilized the following structured methodology to deliver the training to the various identified locations.
DLK Training’s main method of delivery is a blended-learning approach, starting with instructor-led training, and finally moving towards self-study, providing the correct tools to the learner to get the full benefit of this method of learning. The lecturer/facilitator utilizes courseware to allow for consistent delivery of content and to instill the concepts to the learners, and assisting the slower delegates in understanding more complex concepts.

DLK further follows a structured project management methodology, which allows for managing project risk and ensuring successful project rollout. We have/had certified Project Managers onboard which further enhances our belief of “Managing by Project”

DLK will take/took full responsibility in assisting with the:

- Screening and scheduling of learners
- Running the training effectively and systematically
- Assessing the learners
- Supporting the learners through their new experience
- Issue of certificates
- Awards events
- Report back to City of Cape Town

The administration is/was be run from the main training venues for ease of contact with the prospective learners, but is/was also be extended to the DLK offices

The material used by DLK Training, then allows the learner to continue their learning after the instructor-led course at their own time, at their own pace, continuing with the learning process already introduced in the classroom.

By the end of the training session, learners will feel comfortable working in the application and applying all the concepts taught.

14.4 Structured Learning Process:

The number of credits per Unit Standard depends on the nominal hours allocated to the course. These hours will include the lecture-led 6 hour session, the 1 hour workshops, as well as the time allocated for self-study and workshops.

- The Learner attends a 6 hour Lecture Led training session. This introduces him/her to the specific course, the basics of the course and how to study using the CD
- The learner also receives a CD and/or access to the program on the LMS
- The CD is installed on the PC – or to log the student onto the system a license code is required. (This information is immediately received by the facilitator)
- The facilitator now knows that the student has signed up and expects results of the section tests as well as the practical tests
- If a result is not forthcoming, the facilitator will either email or phone the user to query his/her progress
- If a result is received, the user is contacted by the facilitator congratulating on the completion of the first section and result and encouraged to continue the next section
• The facilitator notifies all learners of scheduled workshops for the courses that are currently running
• Once all the section tests and practical exercises have been forwarded to the facilitator, he will schedule the final Formal Assessment with the learner (this can be done with multiple numbers of students in a classroom)
• A final Formal assessment is conducted on all the outcomes based on the Unit Standards covered in the course
• This will be the final assessment before certification
• There will be continual feedback to the different Heads on the progress and development of the student
• There will be a monthly awards morning or afternoon where those who have completed their course will receive their report, recognition and certificate. (It must be decided if the learner is going to be certified at the completion of ALL the unit standards, or after each one)

14.5 Formal Assessment
To ensure that the learning process has been successful, and to measure the new skills of the learner, each learner must schedule a time to be officially assessed using the Assess-IT programme. Each learner, allowing him or her to be assessed on the concepts they were taught and for DLK Training to be sure that the learner will be able to comfortably work on a computer using the basic skills taught, must complete the formal assessment.

Only after the final formal assessment has taken place will certificates be issued with a detailed report on the successful completion of the course.

14.6 Support
A service of limited free telephonic support is provided to all learners who have attended the training programs.

At the completion of the skills management program, a delegate is able to contact DLK Training for support on the topics covered on the course. These support calls are logged onto a system, and a monthly report is produced allowing us to monitor the activities of those who have attended the training.

14.7 Course Content
The following core training modules were delivered and it is the recommendation that these continue as part of the mass rollout of Community and SMME “Computer Literacy Training” into the foreseeable future.
• Introduction to the computers and the internet
• Managing and using files
• Basic Word-processing
• Basic spreadsheets
• Basic Presentations
• Using email
• The internet and the World Wide Web
14.8 Standard qualifications

The course material provided the necessary skills to reach the required standard for the following qualifications:

- 21184 National Certificate: Advanced Secretarial and Computing Skills NQF Level 4
- 48860 Certificate: End User Computing NQF Level 5

Unit Standards

<table>
<thead>
<tr>
<th>Unit Standard</th>
<th>Description</th>
<th>NQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>117925</td>
<td>Understand how a Computer Operates</td>
<td>NQF Level 2</td>
</tr>
<tr>
<td>117902</td>
<td>Using generic functions in a GUI environment (Using Microsoft Windows)</td>
<td>NQF Level 1</td>
</tr>
<tr>
<td>117867</td>
<td>Managing files in a GUI environment (Using Microsoft Windows)</td>
<td>NQF Level 1</td>
</tr>
<tr>
<td>116938</td>
<td>Use a GUI based Word processor to create and edit documents (Using Microsoft Word)</td>
<td>NQF Level 1</td>
</tr>
<tr>
<td>116937</td>
<td>Use a GUI based spreadsheet to create and edit spreadsheets (Using Microsoft Excel)</td>
<td>NQF Level 2</td>
</tr>
<tr>
<td>116933</td>
<td>Use a GUI based presentation application to create and edit slide presentations (Using Microsoft PowerPoint)</td>
<td>NQF Level 1</td>
</tr>
<tr>
<td>117923</td>
<td>Use a GUI based presentation application to prepare and produce a presentation according to a given brief (Using Microsoft PowerPoint)</td>
<td>NQF Level 2</td>
</tr>
<tr>
<td>116931</td>
<td>Use a GUI based web browser to search the Internet (Using Internet Explorer)</td>
<td>NQF Level 2</td>
</tr>
<tr>
<td>116945</td>
<td>Use electronic mail to send and receive messages (Using Outlook Express)</td>
<td>NQF Level 2</td>
</tr>
<tr>
<td>116935</td>
<td>Edit and organise electronic messages using a GUI based messaging application (Using Outlook Express)</td>
<td>NQF Level 2</td>
</tr>
</tbody>
</table>

14.9 Metrics

The following table illustrates the number of learners trained as well as assessed within the 4 facilities as part of phase 1 pilot project training.

<table>
<thead>
<tr>
<th>Training Centre</th>
<th>Total trained</th>
<th>Total Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guga S'thebe</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Khayelitsha Training Centre</td>
<td>29</td>
<td>21</td>
</tr>
<tr>
<td>Delft South Library</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Moses Mabhida Library</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>total</td>
<td>107</td>
<td>82</td>
</tr>
</tbody>
</table>
14.10 Success stories
We have trained 10 people in the “Train the Trainer Program” and these persons are currently being utilized to assist with phase 2 of the pilot project. We have also established that 36 persons out of the original 107 trained have thus far been able to find employment in various market sectors such as administrators and data capturers.

14.11 Continuity and Sustainability
A part of ensuring sustainability it is imperative that strong leadership is identified from within the communities who have been on the training to be skilled up as trainers and so ensure true job creation and skills transfer is realized through this process.

DLK has already identified and trained 10 potential leaders that have merged out of this program and is currently using these persons to assist with the rollout of phase 2 of the training.

Over time DLK will source a further 10-20 individuals from the community who have completed the course and displayed leadership potential to do train the trainer education.

These learners will then be awarded further education and training in the line of:

- Becoming a qualified SAQA Assessor or Moderator
- Becoming a qualified Trainer in IT Skills

This will also form part of a sustainable capacity building and job creation strategy within local communities.

DLK will run specialised courses for these students on an ongoing basis at their offices in Pinelands on a Saturday morning.

Once these learners have qualified and presented their portfolios, DLK will also endeavour to position these learners in various positions within their database of clients.

14.12 Costs

<table>
<thead>
<tr>
<th>Training component</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>End User - Introductory courses</td>
<td>R2,500.00 per day, max 10 delegates</td>
</tr>
<tr>
<td>Printed Manual</td>
<td>R50.00 per manual</td>
</tr>
<tr>
<td>Self-Study CD</td>
<td>R65 per manual per course, which includes the self-study CD</td>
</tr>
<tr>
<td>Formal Assessment</td>
<td>R22 per final formal assessment</td>
</tr>
<tr>
<td>Certificates and Reports</td>
<td>R20 per certificate and reports</td>
</tr>
<tr>
<td>Teas, Coffees and Snacks</td>
<td>R20 per learner</td>
</tr>
<tr>
<td>Lunches / Snacks</td>
<td>R35 per learner</td>
</tr>
<tr>
<td>Licensing of network version of self-study material</td>
<td>To be negotiated on numbers.</td>
</tr>
</tbody>
</table>

The above prices are exclusive of VAT
Appendix 3 - Detail of the content development project

Project Ubusha

Rasagee Pillay – Content Development Specialist

15.1 Introduction

The City of Cape Town’s local content creation pilot project was conceived as an attempt to address the problem of the lack of relevant content throughout our continent - “African claim to Internet domain space is 0.2% for a population of 14% of the global population. What is most worrying is that there is no emphasis and no effort to develop content for majority of the countries.” (AfrISPA: 2005: 5)

The premise behind this drive for local content creation is well documented in research, and it is that the creation of local content incentivises increased usage of technology, which in turn drives social and economic development. “There is growing realization that ways must be found not only to address this divide, but also to actively help lift people out of poverty. Access to ICTs has been shown to support social and economic development in terms of healthcare, improved education, employment and trade, as well as enrich local culture. This is being addressed through the Smart Cape project and the provision of Digital Business Centers. But access alone is not enough. People must have the skills to use ICTs to find and use information. And information must be available that they find useful and relevant. The most useful relevant information is often local information”. (CCT: 2006, 3)

The focus of this project is thus very much one of creating and promoting local online content/ e-content for the primary purpose of social and economic development. The benefits of making more local e-content available will be felt by all. However, the real target market for this project is the economically disadvantaged i.e. the urban poor, people whose economic status is such that while they are aware of technology and its potential benefits, they lack the means to acquire this for themselves and use it to its best advantage. The Smart Cape Access Project took the correct tools for informational empowerment to these communities, other initiatives such as the e-Governance Computer Literacy Training and this local content creation project lead the way to using these tools for maximum positive impact.

15.2 Pilot Project

The pilot phase of Project Ubusha (Xhosa for “a new way of doing things”) started in January 2006. The scope of the pilot project was:

- To develop and continuously refine a local content strategy for the City Of Cape Town, and an implementation plan for this project
- To design and develop a new Smart Cape Access Project portal (www.smartcape.org.za), which focuses largely on locally relevant community content
- To design and develop a new Digital Business Centre Portal (this will be published online in May 2007), which focuses on content supporting local businesses
- To design and develop websites for the City Of Cape Town Digital Business Centres. To date, 3 of the 4 Digital Business Centres have had their websites created
To design and develop websites or pages for small NGOs and SMMEs based in the pilot communities of Langa, Khayelitsha, Mitchells Plain and Delft. To date, 14 community web or pages have been created.

The pilot project achieved the following:

- Identifying the project team
  
The initial project team in its current composition, comprises a project manager, 2 researchers/content creators, a web designer and a developer.

- Defining simple criteria for the selection of community organisations and SMMEs to be the recipients of websites
  
  - The recipient must own a local business (within the community where the project is running), which is well-established, in operation for a minimum one year.
  
  - The business in question should be one that can benefit from the publicity of a website e.g. a township tour operator, or a clothing designer. Local service providers/tradespeople (like electricians, plumbers etc) may register their details on the Smart Cape Services Directory, but should not receive their own websites

  - The business has to display commitment to the development of his/her website. They have to attend meetings and workshops, be fully involved in the content identification and creation process, and attend e-Governance’s Computer Literacy Training programme as well.

  - The business has to agree to all the terms and conditions imposed by the City Of Cape Town on recipients of this project

- Identifying the pilot communities
  
  - For various reasons, the communities identified for the project pilot were Delft, Khayelitsha, Langa and Mitchells Plain, all lower income areas.

- Designing and developing portals and websites as listed above
  
  - To date, the project team has completed 2 portals and approximately 14 community websites and pages

  - Developing the strategy for the local content creation project

The pilot project has closed and this project is now ‘operational’.

15.3 Lessons learned from the pilot project/ Current challenges which pose risk to the project

This is a relatively new area of work worldwide, and certainly very new in South Africa. Our government has long recognised the critical importance of local content – “in ensuring that the Information Society is fair, just and contributes to a better world, more effort will need to be exerted to ensure that content available on the ICTs is relevant and appropriate to all communities”. (PNC on ISAD: http://www.pnc.gov.za/content/view/87/57/.) However, in implementation, government and its various agencies have focused their efforts almost exclusively on the creation of local content in local languages viz. “ICTs need to provide opportunities for local people to interact and communicate with each other, expressing their own ideas, knowledge and culture in their own languages” (PNC on ISAD: http://www.pnc.gov.za/content/view/87/57/), rather than the creation and promotion
of local content in a language that is commonly understood throughout South Africa, the entire African content, and globally. Our surveys on our Smart Cape Access Project (where the portal was made available in all 3 official languages of our province) have revealed to us that the vast majority of our users prefer to use the English interface. Our approach has therefore been that we will create online local content in English first, thereby making all our content globally accessible. Making this content available in the other languages of our country will be part of this project, but for a later stage only.

Since this is a relatively new area of work, there are not many practical, hands-on case studies, either locally or internationally, and few approved methodologies and toolkits to refer to. Therefore, we have experimented, refining our approach as we went along. We have made many mistakes, but our consultative, inclusive approach and total honesty with all stakeholders helped us achieve and maintain buy-in and support from everyone involved.

Our challenges in the future are as follows:

• Growing the project: budget

  This project needs to cover all communities of Cape Town, in an organised and structured manner. However, it has been operating on a shoestring budget and a skeleton staff up until now. Continuing in this manner will mean that we will barely scratch the surface of what needs to be done, rendering the whole initiative meaningless. The e-Governance Unit has worked hard to identify alternate funding for initiatives of this nature. Failure to do so will pose a serious threat to the future of this project.

• Growing the project team

  We have a very small team with overwhelming amounts of content to bring online. Our experience in this area teaches us that our content specialists have to be selected with the greatest care, so we have devised a job specification detailing what we require: the personality type, combined with the right qualifications and skills, bolstered by the on-job training we provide. This is confirmed by our research findings: “these pioneers need to have the creative, technical and people skills to transform an idea into something that can be disseminated or exchanged”. (Ballantyne: 2002, 4). We have had to balance the need for technical know-how against the need to use people from the communities, who can ‘speak the language’, and therefore elicit the right information, enabling the project team to represent them accurately in what we create. This is a slow process but essential to the success for this project.

• Skilling staff and website owners appropriately – creating sustainable developmental models

• Getting small businesses to understand why they need to take an active involvement in this process and own their websites

• Identifying ‘best practice’ in this area. Since this is a new area of work, we have had to devise much of our own tools and methodologies, refining them as we go along

15.4 How does Project Ubusha plan to use the ATLA funds, should they be awarded to the e-Governance Unit of the City Of Cape Town?

The City of Cape Town has 97 suburbs (meaning the smallest geographical subdivisions of the city). Coincidentally, there are also 97 physical Smart Cape sites,
each of them in a public library. The City’s Library Services Department has planned so that every citizen has access to a public library which is no further than 5 kilometres from their homes. It therefore seems logical that we treat every physical Smart Cape site or each suburb as its own community.

Much of the initial groundwork has been done for us by the Smart Cape team. They developed their rollout plan based on socio-economic profile and urgency of need of each site. We still believe this to be the best approach, and will therefore follow the same rollout plan. However, creating local content for 97 communities is a somewhat different prospect from rolling out Internet access to 97 sites, so our expansion will have to have less aggressive deadlines. We are planning a slower and more measured approach.

15.5 Deliverables per community

While a significant proportion of what the content team does is determined by the nature of the community, requiring a reasonable level of flexibility, some deliverables can be outlined at the outset:

1. Pages for municipal facilities:
   a. Library
   b. Clinic
   c. Sports facilities
   d. Municipal offices
   e. Contact details for ward councilors (local politicians)

2. Pages for schools in the area. Content support for schools e.g. project information

3. Directory of local service providers (plumbers, electricians etc)

4. Websites for a maximum of 12 community-based SMMEs, NGOs and CBOs. These will be selected by a strict list of criteria. Any organization or SMME who does not get selected for a website in this phase can:
   a. Be handed over to a digital business centre, where the staff can create a page from a pre-defined template which will be published on the digital business centre website.
   b. Be put onto a waiting list which will be seen too after this rollout is complete
   c. Be handed over to an approved web development company who will provide this service at a market-related rate. We may be able to negotiate bulk discounts with these companies.

15.6 Rollout plan

We have developed a 3-year rollout plan, the essential elements of which are the following:

<table>
<thead>
<tr>
<th>Task</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project set up:</td>
<td></td>
</tr>
<tr>
<td>1. Project planning</td>
<td>July – September 2007</td>
</tr>
<tr>
<td>2. Project team selection and initial</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Time frame</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>training</td>
<td>3. Finalisation of rollout plan</td>
</tr>
<tr>
<td>• 1 project manager</td>
<td></td>
</tr>
<tr>
<td>• 5 senior researchers</td>
<td></td>
</tr>
<tr>
<td>• 10 researchers/ content creators</td>
<td></td>
</tr>
<tr>
<td>• 2 developers</td>
<td></td>
</tr>
<tr>
<td>• 1 system administrator</td>
<td></td>
</tr>
<tr>
<td>• 1 web designer</td>
<td></td>
</tr>
<tr>
<td>• 2 trainers</td>
<td></td>
</tr>
</tbody>
</table>

3. Finalisation of rollout plan

**Phase 1:**

1. Rollout to 6 original Smart Cape pilot communities  
   - September – December 2007

2. Train staff at Digital Business Centres to populate basic websites
3. Design and develop Smart City website. This is the flagship website for the e-Governance Unit, marketing all their projects to external stakeholders

**Phase 2:**

1. Rollout to next 20 communities  
   - January 2008 – June 2008

**Phase 3:**

1. Rollout to next 15 communities  

2. Start developing websites for NGOs and CBOs with established partnerships with the City of Cape Town. These will be limited to 5 per phase

**Phase 4**

1. Rollout to next 20 communities  
   - January 2009 – June 2009

2. 5 NGO/ CBO websites

**Phase 5**

1. Rollout to next 20 communities  
   - July 2009 – December 2009

2. 5 NGO/ CBO websites

**Phase 6**

1. Rollout to last 16 communities  
   - January 2010 – June 2010

2. 5 NGO/ CBO websites
15.7 Impact at the end of 3 years

At the end of this 3-year process, we will have:

- Created websites and pages for almost 1 000 community organisations and SMMEs, along with the related benefits of promoting local businesses and increasing computer literacy skills. It is difficult to estimate how many of these organisations and companies will be willing and able to take control of their websites but they will all be equipped with the skills to do basic content updating.
- Created websites for 20 NGOs/ CBOs linked to the City Of Cape Town, raising their profiles and awareness of the services they provide
- Served the e-government agenda by raising awareness of government services through our portals
- Skilled and provided employment for 15 researcher/ content creators on our team
- Our intention is to use the City Of Cape Town’s Digital Business Centres as venues for our workshops. We will also equip the staff at these centres with the skills to interview business owners and create and populate basic websites themselves. This will help them grow their skills and services so that they can pick up our overflow, thereby rendering these centres more sustainable.

15.8 Future plans

It is difficult to predict where our users will be in terms of computer literacy and comfort as users of technology 3 years from now, but our research and experience leads us to expect that we will be serving proper online communities, where our communities will be sufficiently empowered and motivated to generate a significant proportion of the content themselves - “…there is a strong need for content that is grounded in the reality of the local context. One of the best ways to generate this content is to get members of the same community to create it”. (Batchelor 2002: http://www.inasp.info/newslet/jun02.html). We expect to have developed a culture where online local content creation and use is accepted as a normal way of living,

- Where every user has his/ her own email account and can use this with ease
- Where users can communicate directly with politicians, and the response of these politicians can be tracked and rated
- Where users will be able to access and use online government services
- Where users know where and how to find the online information they need
- Where users create their own pages off ready-to-use templates on our websites
- Where every businesss which needs it, can have its own website and keep the content up-to-date and attractive
- Where users can set up and manage their own blogs
- Where users can write their own life stories and experiences on our sites, thereby recording the history of communities who have long been ignored by the writers of our history books

Finally, it is also our intention to also investigate rolling out this project through the Province of the Western Cape, replicating the models we have developed here, and creating new ones for more rural communities.
References


City of Cape Town Smart City Initiative, 2005. Moving Cape Town Communities Online: a draft policy for support for local content development. Cape Town.

16 Appendix 4 - Smart Cape Access Project independent review articles
AN EVALUATION OF KEY DETERMINING FACTORS FOR IMPLEMENTING A SUCCESSFUL COMMUNAL COMPUTING INITIATIVE IN A DISADVANTAGED COMMUNITY IN SOUTH AFRICA

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AN EVALUATION OF KEY DETERMINING FACTORS FOR IMPLEMENTING A SUCCESSFUL COMMUNAL COMPUTING INITIATIVE IN A DISADVANTAGED COMMUNITY IN SOUTH AFRICA

ABSTRACT

This paper explores the hypothesis that a consistent set of controllable factors can be identified and manipulated to ensure the success of a communal computing initiative. A qualitative analysis of various stakeholders involved in the Smart Cape communal computing project in the Cape Town (South Africa) is presented. Seven specific variables were drawn from literature on the subject. The intention of the research was to explore the differential effect of each of these seven variables on the usage rate of the centres. The primary means of data collection was through structured interviews with key staff at communal computing centres and a number of users. The findings suggest that these determining factors have varying impacts on the usage of the centres. Although the research was mainly exploratory in nature, it afforded interesting personal insights to enrich and contextualise the findings. However, the research strongly supports the view that ICT-based community development initiatives need be people-focused, not technology-focused. They also need to ensure their relevance by catering to specific needs of the community, not external perceptions of community needs.

INTRODUCTION

It is often unrealistic to expect those living in digitally poor areas to acquire their own technology (Ernberg, 1998). A possible solution for bridging the digital divide is a setup where the population are accorded access through shared facilities (universal access). These shared facilities come in different forms including low cost computers (such as the Simputer and Volkscomputer), telecentres and their several derivatives. This paper uses a generic term “communal computing facilities” (CCFs) to refer to these facilities.

CCFs have not been very successful. This has led to the realisation that the task of bridging the digital divide involves more than the techno-centric approach of providing the technology to the disadvantaged communities (Roode et al, 2003). We have identified a set of factors, which according to existing literature, is critical to the success of CCFs. However, it is not
Success Factors of CCFs for the Urban Poor

clear whether these factors can be applied equally to all kinds of CCFs. This paper reports on an exploratory research effort to look at how these factors affected public-funded CCFs among the disadvantaged in Cape Town South Africa. The centres are run by Smart Cape.

Background
The current distribution of access to ICT among different communities in South Africa must be understood in the light of the fact that the country had an apartheid policy up to 1994. Due to this apartheid legacy, locations which are predominantly non-white still have minimal access to technology. Miller (1999) notes that while 90% of all whites have telephone in their homes, the figure for blacks stands at 10%. Smart Cape (www.smartcape.org.za) is one of the many initiatives which have been undertaken to address this imbalance.

Smart Cape, an initiative of the Cape Town City Council, provides free computer access and internet connectivity to the residents of Cape Town (Infonomics South Africa, 2003). The access points for the initiative are located in selected public libraries in the city. At the time of the research the project had established access points in six libraries in the city. Each centre has five internet-enabled computers available to the public. This research investigated three of the six centres, namely Guguletu, Grassy Park and Brooklyn.

Guguletu serves a largely black community; Grassy Park serves a predominantly coloured community, while Brooklyn serves a community in which many refugees from central Africa reside. While all three centres are within disadvantaged areas, they are also at different levels of development. Guguletu is characterised by extensive informal housing (aka “shacks” i.e. houses built without planning permission and typically made out of corrugated iron and plastic sheeting), Grassy Park is mostly formalised low cost high-density housing. Brooklyn is characterised by formalised low cost single unit housing.

USER-RELATED SUCCESS FACTORS FOR CCFs
Prior to undertaking this and related research, a fairly comprehensive literature survey was undertaken. However, in order to devote more space to the discussion, we have elected to refer the reader to the more detailed discussion which can be found in Arellano et al (2003) and is available from any of the authors on simple request. From the literature, seven factors that contribute to the successful CCF implementation were selected. Since the centres are non-profit oriented, the high level of patronage which is evident in all three centres will be
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used as the main indicator of successful implementation (Mchombu, 2003; Menou, 1993 &UNESCO, 1997).

Local buy-in: It is essential to get the backing of the community. This is achieved by getting the community involved in the project from the outset and ensuring the community ownership of the project (Bridges.org, 2002).

Local champion: A champion is an individual who has influence in the community and commands respect. Having the support of local champion encourages involvement of the other members of the community (Bridges.org, 2002; Ernberg, 1998).

Usefulness and relevance of service to community needs: CCFs should provide services and content that meets the needs of the community (Colle, 2004; Ernberg, 1998).

Location: CCFs should be located at a place where people visit to do other activities such as shopping. The location should also be easily accessible (Colle, 2004). It is also necessary that the location should be equally inviting to different groups of people.

Marketing and public awareness: Advertising and public relations promote awareness of the existence of the facility. Colle and Roman (2002) point out that community members must first become aware of the telecentre and its services before they will get involved in it.

Reliability of facilities: This refers to the frequency and the duration over which the services are unavailable. When the facilities are excessively unavailable users may lose trust in the service and reduce the usage (Bridges.org, 2002).

Staff training and user support: CCF staff should be trained on the available applications so that they can provide assistance to users. “Without training, a community telecentre will be stillborn: operators will not be able to help users, and users will stay away because they don't know what to do with the available technology.” (Gómez et al, 2001)

This paper examines how these factors affect the use of public funded CCFs among the disadvantaged communities around Cape Town.

**RESEARCH METHOD**

Since this research project was exploratory in nature and we were mostly interested in the people’s opinion of the factors which affect their use of CCFs, we opted for a qualitative approach to our study. It is anticipated that follow-up research may be more quantitative in
Success Factors of CCFs for the Urban Poor

nature and use a questionnaire and larger sample to statistically confirm our current tentative findings.

Sample selection

For practical reasons, we used CCFs operating within reachable distance from our base and thus settled on the Smart Cape initiative. In selecting the three centres from the six available, judgmental sampling process was applied. This approach is described as involving the researcher hand-picking the sample because to his/her judgement, they are typical to what he/she wants (Ofo, 1994). The intention was to choose CCFs that were representative of varied communities representing different races, cultures, needs and economic levels. The purpose of such a sample selection was to investigate whether any obvious inter-community differences arose, and how important the localised influences were.

Since this is an exploratory, qualitative study, we decided not to operationalise the “level of success” or usage rate in a strict methodological manner. For all three centres it was found that, although no formal log books (written or electronic) were available for analysis, the available work stations were generally being used at close to capacity levels whenever they were operational. From the frequent queues which were evident and the responses from the respondents, it can be deduced that the user demand outstrips the supply and thus other factors than intention or desire to use determine actual usage rates. This is in sharp contrast to some other, less successful community ICT initiatives such as, for instance, more than half of South Africa’s MPCCs (Multi-Purpose Community Centres) which have become “white elephants” and are severally under-utilised (Benjamin, 2001). The CCFs under investigation can all be categorised as “successful” in terms of usage. Hence the focus of our data analysis is on the differential influence of the various success factors.

Data collection methods

At each of the CCFs, a single structured interview was conducted with a staff member. A different structured interview was conducted with approximately 7 users per CCF. The interviews were tape recorded and transcribed into a data collection framework document.

The questions for both the staff and the users were mainly aligned with the factors identified in the previous section. Although the services are offered free of charge, an additional question on affordability (the price they would be prepared to pay for the service) was also included in order to assess the value the users put on the facilities.
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FINDINGS AND IMPLICATIONS

This study does not aim to investigate the details of individual determining factors, but rather identify common threads across these factors, and the collective effect of them on the usage of the CCFs. For this reason, answers of a similar nature from users at the same CCFs have been clustered and recorded as a single entry. This has been done so that common responses across all centres are more easily identifiable. Additionally, the small sample size does not lend itself to quantitative inferences based on proportional analysis. However, where appropriate, data has been represented in percentage form simply for ease of use.

General findings

Staff responses

The five computers which are available at each CCF share a single dial up modem connection which makes internet access extremely slow. Normally, users are limited to 45 minute sessions. Guguletu gets a daily average of 50 users while Grassy Park and Brooklyn each gets an average of 60 users. As stated earlier, this is pretty close to full operational capacity when taking into account the restricted opening times of the library and occasional system unavailability.

User responses

General users’ responses are summarised in Table 1.

<table>
<thead>
<tr>
<th></th>
<th>Guguletu</th>
<th>Grassy Park</th>
<th>Brooklyn</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s free</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Helps type out CV’s and apply for jobs</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word processor and cheap printing</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Internet access</td>
<td></td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Close-by</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Government is assisting public in finding employment</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Local community is learning about computers</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

*Table 1: The best thing for users about the CCFs.*
Success Factors of CCFs for the Urban Poor

For the majority of users, the worst thing about the CCFs is the slow internet connection. Other problems that were mentioned are: “learning the software is difficult”, “have to queue for a long time”, "computers are old and often out of order” and “there is no privacy”.

**Local buy-in**

*Staff responses*

At all the CCFs no community members were involved in the implementation. Grassy Park manager and staff live in the community. By contrast, the staff in the two other CCFs live outside the respective communities. All of the managers felt that this did not affect the usage of the CCFs. The Guguletu manager suggested that the reason for this was that “the library was already well established, prior to the start up of the centre and so many people already knew and felt comfortable with the staff.” The Brooklyn manager, however, felt that employing community members at CCFs could encourage members from the community to join. “They would be able to assist new members fill in their address details in the registration form.”

*User responses*

Four out five Guguletu respondents felt the CCF staff should come from the community. The main reason given was familiarity. Most members and potential members would find it easier to approach someone they were familiar with for assistance. In contrast, all respondents from the other CCFs felt that CCF staff does not have to come from the community since it “does not matter where they come from as long as they can do their job.”

**Implications**

The absence of local buy-in did not seem to play a big role. A possible reason for this rather surprising finding could be that the CCFs are set up in local libraries. Starting up a CCF within an operational community organisation such as a library, using existing staff members to run the CCF, seems to be a huge benefit. The community is already familiar with the organisation and its staff and thus the initial barrier of adapting to new environment is reduced. The CCF is seen as an extension of the existing system to expand the knowledge resources to include those offered through ICT. The community, therefore, tends to view the CCF as additional resources in the library.
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It is also interesting to note how culture affected different perceptions on buy-in. The majority of Guguletu respondents considered it important that CCF staff should come from the community. The respondents from the other communities did not consider this as important. Further work is necessary to establish the actual cultural basis for the differences in reasoning.

**Local champion**

All users indicated that there was no (personal) champion who influenced them to use the CCFs. Guguletu and Brooklyn staff indicated that there is no leader who plays the role of a champion. However, the Grassy Park manager indicated that there is an influential person within the community who “probably encourages the people to use the centre.”

**Implications**

Despite the fact that there was no individual champion for two of the three centres, all projects received support from the community. But, according to the users and the managers, the communities are very supportive of the local libraries. Thus it could be assumed that the library itself – either as an institutional actor or through its staff – is fulfilling this role of the local champion.

**Usefulness and relevance of services to community needs**

**Staff responses**

The CCFs offer word processing, internet, email, spreadsheets and presentation packages. Of these, the Internet, word processor and email are used the most. E-mail is especially popular at Brooklyn since the refugees community needs to communicate with their families back home. Adults appear to use the CCFs mainly to search for employment opportunities; prepare job applications; and apply for jobs online. Not surprisingly, scholars use the CCFs for Internet, email and project writing. At Guguletu, staff assists users in job searching. Responding to popular demand, Brooklyn is planning to implement a CV-creation wizard which will walk users through a process of creating their own CVs.

**User responses**

Table 2 provides a summary of what users actually do when using the CCFs. Employment related services (job searching and CV typing) account for the highest use: 10.
Success Factors of CCFs for the Urban Poor

<table>
<thead>
<tr>
<th></th>
<th>Guguletu</th>
<th>Grassy Park</th>
<th>Brooklyn</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working on school projects</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>E-mail</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>General Internet browsing</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>To find employment</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Type CV’s</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Write business plan</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Run consulting business</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Exploring available software</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Looking for training</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

*Table 2: What users use the centres for.*

**Implication**

The CCFs are offering services which the communities need.

**Location**

**Staff responses**

Staff at all the three CCFs feel that the respective locations of the centres are ideal. All centres are walking distance from public transport routes and central to the local and surrounding communities. In addition, the Brooklyn manager noted that the library is a very suitable place for the CCF. Having CCF in the library makes people use the other services offered by the library. “The impact of the computers as an educational tool is extended through the other medium available in the library.”

**User responses**

Table 3 summarises the factors users like most about the locations of the CCFs. Only two Grassy Park users had reservations about the location. For one, it is far from her home while for the other it is too close to public transport terminal and, therefore, too noisy and risky.
Success Factors of CCFs for the Urban Poor

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociable meeting place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to the library services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secure place</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 3: Factors users like about the location of the computer facility.*

Implications

The findings confirm the literature about the location of CCFs. The success of the location within a library concurs with the suggestion that CCFs should be “located in or near places where people already tend to come together” (Bridges.org, 2002). An interesting observation is that the libraries are not close to retail or commercial areas. This means that users wishing to access the CCF are required to commute to the library specifically, rather than include it in their regular errands. It can be concluded, therefore, that these neighbouring services need not be retail or commercial.

Two responses were of significant interest. A Guguletu respondent focused on the importance of the sociable aspect of the location, favouring the presence of numerous people. In contrast, two Grassy Park respondents noted that they felt that their safety was compromised when visiting the CCF because of the numerous people using the adjacent bus terminal.

Marketing and public awareness

Staff responses

The launch programmes for the respective CCFs generated significant media attention. Smart Cape posters in and outside the libraries are also used advertise the CCFs. In Brooklyn, most people find out about the CCF during Library Week. The packet of information which the library distributed in the current year included information on the CCF. Currently, the CCFs do not advertise through any media. The Grassy Park manager noted that its community finds out about the CCF through word of mouth.

User responses

User responses on how they first found out about the CCFs are summarised in Table 4. Only four users (two - Grassy Park and two - Brooklyn) believe that most people in the community do not know about the CCFs.
Success Factors of CCFs for the Urban Poor

<table>
<thead>
<tr>
<th></th>
<th>Guguletu</th>
<th>Grassy Park</th>
<th>Brooklyn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saw while using the library</td>
<td>3 (60%)</td>
<td>4 (40%)</td>
<td>4 (57%)</td>
</tr>
<tr>
<td>Word of mouth</td>
<td>2 (40%)</td>
<td>5 (50%)</td>
<td>2 (29%)</td>
</tr>
<tr>
<td>Local newspaper</td>
<td></td>
<td>1 (10%)</td>
<td></td>
</tr>
<tr>
<td>Launch event</td>
<td></td>
<td></td>
<td>1 (14%)</td>
</tr>
</tbody>
</table>

Table 4: How users first found out about the CCF.

Implications

Given the number of respondents who found out about the CCFs while using the library, there seems to be a significant marketing effect by virtue of being ‘attached’ to an established community service facility. In addition, word of mouth played a very significant role. This seems logical given the economic position of residents, and consequently, their limited access to the more costly media types.

Computing capacity

Staff responses

Guguletu and Grassy Park staff indicated that there are not enough computers at the CCFs to meet the demand. Often people queue for computers. An increase in the number of computers would bring more users to the CCFs. However, and contrary to the opinion of its users, the Brooklyn manager claims it has enough computers and users rarely queue for computers.

User responses

Only a Grassy Park and two from Brooklyn respondents feel that there are enough computers at the CCFs. Other than two (one from Grassy Park and one from Brooklyn), the rest indicated that they often queue for computers. All users but one (from Grassy Park), indicated that they would use the CCFs more if there were more computers.

Implications

An evaluation of the Smart Cape Project noted that capacity was one of the bottlenecks of the project (Infonomics South Africa, 2003). The results support this proposition. However, in disadvantaged communities users appear to be willing to wait for the (free) service rather than go elsewhere and pay.
Success Factors of CCFs for the Urban Poor

Reliability of facilities

Staff responses

Smart Cape has a central help desk where faults are logged. Most problems can be sorted out over the phone. Support staff is sent out to the CCF to attend to severe problems. On average it takes between one and three days to fix a problem. CCF staff is not trained on how to fix software problems. However, they can fix simple problems such as those which require mere rebooting of the computers.

User responses

43% of the total respondents were of the opinion that the computers are often offline. The majority of the Guguletu and Brooklyn respondents said they wait when the computers are offline. The majority Grassy Park users wait or leave depending on the urgency of the work.

Implications

Computers at the CCFs are often online. It was observed that most users wait for computers to become available simply because they cannot find free service elsewhere. This suggests that reliability may not as important to users as the price of the service.

Staff training and user support

Staff responses

The library staff has received training on the applications available in the CCFs and is able to assist users. The most common problem faced by the Guguletu users is the lack of familiarity with open source software; but staff can assist with this problem.

Even though all the managers believe that public (i.e. user) training would be beneficial, none of the CCFs offer it. Staff shortage and lack of skills among the personnel were cited as the reasons for this. In addition, one of the staff members believes that the City Council fears that free public training would interfere with the council-sponsored businesses which offer training at a fee.

In Guguletu there is no staff specifically dedicated to the Smart Cape project; all staff is able to help out with user problems; as a result there is always someone available to help. In contrast, both in Grassy Park and Brooklyn, two people are allocated to the CCFs and the other library staff can help when the allocated staff is otherwise occupied.
Success Factors of CCFs for the Urban Poor

User responses

All the users but one (Grassy Park) are satisfied with the support from staff. 90% of the users would attend a basic training course while 95% would attend an advanced course.

Implications

Whilst there is no formal user-training, the training which the staff received tends to trickle down to the users. Users are often found assisting each other. This skills transfer is a key benefit of CCFs.

Pricing and affordability

Staff responses

All the staff feel that it is important that the service is offered for free. Due to high rates of unemployment, the majority cannot afford to pay for the service.

User responses

The majority of the users said they would only continue using the services if the prices were low. Table 5 summarises the users’ responses to what sort of price they would consider to be fair. Note that the average charge at Internet Cafés is R5 per 15 minutes (i.e. R15 for a 45 minute slot).

<table>
<thead>
<tr>
<th>Centre</th>
<th>Price range for 45 minute slot (in Rands)</th>
<th>Justifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guguletu</td>
<td>1 – 3.75</td>
<td>• That is what I can afford.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• That is a fair price for what is offered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• That is what I would be willing to pay.</td>
</tr>
<tr>
<td>Grassy Park</td>
<td>3.75 – 7.50</td>
<td>• That is what I can afford.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• That is a fair price.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Printing is still an additional cost.</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>7.50 – 15</td>
<td>• Similar to prices at an Internet Café.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Must be less than internet Café’s prices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• That is a fair price</td>
</tr>
</tbody>
</table>

Table 5: What they would be willing to pay for the services

Implication

This factor was used to obtain some measure of the elasticity of demand with respect to price. Many development organisations believe demand for ICT access to be almost perfectly elastic at a zero price. The finding of this research was that users, even those from disadvantaged
Success Factors of CCFs for the Urban Poor

... felt that the service warranted a substantial “fair price.” An important observation is that this “fair price” correlates with the general income level of the community.

TENTATIVE LESSONS LEARNT
Communal computing facilities in well established institutions

When the CCFs were established, the communities had already established trust in the library system. In a way, the library acted like a local champion to the community. Operating inside a library also assisted with the marketing the CCFs. It was observed that most users found out about the CCFs while using the library. A case was also noted where the library marketed the CCF whenever they were marketing their services. It is also interesting to note that a number of users indicated that when they have to wait for a computer, they make use of the other services available in the library. It can be argued that this certainly reduced the levels of frustration the users faced when they had to wait.

The libraries also benefited from the marriage because indications are that the CCFs increased the usage of the library services. As the Brooklyn manager notes, the CCFs and the other services offered by the library complement each other well as sources of information and knowledge. Similar success stories have been recorded where telecentres have been located in post offices (UNDP, 2003). However, care must be taken when deciding on which institution a CCF should pair with. Some locations may not be conducive to certain categories of the community based on gender or religious beliefs (Colle and Roman, 2002).

Demand for information among the urban poor

Possibly the main explanation for the success of these CCFs is the high level of demand among the urban dwellers. The urban poor have enormous demand for information which is not adequately met (Shilderman, 2002). An additional consideration could arise from the fact that the urban poor are probably more exposed to technology than their rural counterparts.

Possible cultural factors

Owing to the differences in culture and economic status of the three communities, we expected a number of differences in our findings for the three CCFs – which was the main original motivation for the research and the qualitative methodology which was adopted. However, as it turned out, most factors were similar for all the CCFs. However, there are a few differences worth noting: One was with respect to the view on whether the CCF staff
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should come from within the community or not. Another difference was in respect of the ideal location of a CCF. This possible cultural difference emphasises the importance of focusing on the local community. CCFs cannot be successfully implemented compliant to external objectives; the solutions must be tailored to the local context and sensitive to the culture of the community.

CONCLUSIONS

This research supported most of the general factors identified in the research as necessary to the success of communal computing as also being relevant to centres operating among the urban poor. However, it has also been shown that a few of the factors do not appear to be very significant. It can be argued, therefore, that there are no universal rules which apply to all kinds of CCFs. There is a need, therefore, for further research to identify how different factors affect CCFs in different contexts.

Another interesting finding from this research is the confirmation that “piggy-backing” a CCF onto an already well established public institution proves to be beneficial. In this particular case operating from a public library helped in creating exposure for the centre. Finally, it was also noted that, instead of requiring a community leader to act as a local champion, an institution – in our case the library – could also act as the local champion and caused the community to buy-in the centre.

Future research should focus on making the findings more representative by enlarging the sample size and finding a more heterogeneous mix of both successful and less successful initiatives. This would possibly be less resource-hungry by means of a more quantitative approach though the quality of the responses could well suffer. It is finally proposed that future research adopts a methodologically more substantive indicator for CCF usage rate and success.

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Should communal computing facilities cohabit with public facilities?

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Abstract

Reasons for establishing communal computing facilities (CCF) in existing public facilities vary from lower setup and operating costs, to easy access for intended users. We explore how CCFs operate in existing public facilities and the effects of these environments on the operations and usage of CCFs. Informed by findings of studies on CCFs in disadvantaged communities, this paper notes a number of merits and demerits of setting CCFs in existing public facilities. We note that hosting institutions may contribute towards achieving CCFs’ critical success factors. On the negative side, hosting institutions may limit the type of users for CCFs.

Keywords: Digital divide, shared-access, location, critical success factors, public facilities

Introduction

Communal computing facilities (CCFs) such as telecenters are a well recognised weapon in the fight against the digital divide. Such facilities offer Information and Communication Technology (ICT) access to members of the community who cannot afford personal access. Setup and operating costs are some of the major challenges in setting up CCFs. One of the solutions to such problems is to set up a CCF in an existing public facility such as a school or a library (Jensen and Esterhuysen, 2001). Examples of CCFs operating in public facilities include the World Bank School Telecenter Project where schools open up their computing facilities to the general public (World Bank, 2005) and telecenters operating from post offices in Afghanistan (UNDP, 2003). Over and above saving costs, CCFs operate in public facilities to ensure accessibility by users and potential users.

A number of studies mention in passing issues that come up when CCFs are hosted in other facilities. However, there is a dearth of studies dedicated to looking at this issue in detail. Studies of this kind would serve to inform stakeholders of issues which must be taken into account when setting up CCFs in public facilities so that both the CCF and the hosting institution can benefit from their cohabiting arrangement.

Informed by qualitative research studies done on two separate South African CCF initiatives, this paper brings to light the challenges and benefits that arise when a CCF operates from a public institution. We argue that the hosting institutions may play a significant role towards the CCF realising some of the telecenter critical success factors. On the negative side, our research also shows that the hosting institution may exclude other members of the community from using the CCF.

The discussion in this paper is based on two South African initiatives: the Smart Cape Access Project and the Cape Access Project. The Smart Cape Access Project operates from public libraries in the city of Cape Town while the Cape Access Project operates from libraries, schools and Multi-Purpose Community Centres (MPCC) in the Western Cape Province.
Literature review

We define a communal computing facility as a center which provides shared computer and internet access to a community. CCFs usually offer their services for free or at minimal rates. CCFs go by different names and modes of operations; the most common name being ‘telecenter’. Other names include ‘telecottage’ (Haman, 2001) and ‘Communication Technology Center’ (Alkalimat & Williams, 2001). In South Africa, a substantial number of CCFs operate as part of MPCCs (Snyman & Snyman, 2003).

CCFs co-habiting in public infrastructures

There are different models where shared computing facilities co-locate with other community facilities. One model is where an institution incorporates shared computing functionality in its operations. The second model is where an institution opens up access to computing facilities which originally (or traditionally) were ones to which the general public did not have access. The third model, which we are addressing in this paper, is where an independent CCF is setup and operates in a public facility.

An example of the model where an institution incorporates CCF functionalities in its operations is when a library chooses to incorporate shared computing facilities in its services. Cisler (1998) encourages libraries to do that. He posits that this would be in the interest of the libraries. Bundy (2000) claims that telecenters set up as part of a library are more likely to survive compared to those set up outside libraries. Proenza (2001) reports that every parish library in Jamaica has computer facilities. Cisler, however, warns that since the CCF functionality will attract new kinds of library users, libraries need to re-orient their staff to cater for a new breed of users.

School-based telecenters fall in the second model. By opening up its computing resources to the general public a school aims at generating additional revenues for the school as for example to support the maintenance and upgrade of the ICT infrastructure (Mayanja, 2002; World Bank, 2005). This model enables schools to afford and maintain technological infrastructures which would otherwise be beyond their reach. Publications written about projects in this model mainly concentrate on telecenter management issues for the schools (Islam & Welch, 2005, Mayanja, 2002; World Bank, 2005). Few studies have focused on how the fact that the CCF is situated on a school affects users from the wider community.

There is a dearth of research specifically addressing issues arising from operating CCFs from public facilities. Several authors mention the issue but clearly not as the main thrust of their research or publications. Proenza (2001) advises that for sustainability, rural-based telecenters need to go into partnership with other public service providers. Proenza adds that school computer laboratories, libraries and post offices provide ideal partners. However, the article discusses the issue only briefly and does not address issues affecting the communities which are meant to use the facilities.

Additionally some researchers have argued that the nature of the hosting institution may inhibit access to some members of the community who would like to use the CCF. Colle and Roman (2002) argue that a “location in a library or school might intimidate those who might benefit from the service.” This is because community members with low levels of education or literacy may feel out of place in the locations which are considered “intellectual”. In addition, Colle and Roman make mention of a telecenter in Mamelodi, South Africa, which had to be relocated from a library because the community perceived the library as an official/government location.

Cultural factors may also limit accessibility to some host institutions. For example, Colle and Roman also mention that in Latin America some women were put off from using the internet because it was located in post offices, which in their context were considered “male places.”

Critical success factors for communal computing facilities

We are arguing that the nature of the business and the culture of the hosting institutions have an impact on the success of the hosted CCF. To appreciate how the host institution may influence the success of a CCF, there is need to understand (1) how the term “success” can be used in relation to CCFs and (2) what factors are critical to achieve this success.

In fact, there is no consensus on what the term “success” means for a CCF. A number of publications on CCFs measure success in terms of profitability and sustainability (Jensen and Esterhuysen, 2001;
While there is a general agreement concerning the need for sustainability of CCFs, indicators concerning sustainability are only relevant if the initiative is directed toward generating a profit or if the funding agency has the intention of discontinuing funding at some stage. There are, however, (or are proposals to develop) CCFs which have continuing funding from governments or other agencies (in the same way that governments fund schools and libraries) (Gurstein, 2001). For instance the initiatives which are used as cases in this study are fully supported by the government and users are not required to pay for their services.

There is a need, therefore, to establish a different evaluation criteria for such CCFs. Mchombu (2003), Menou (1993) and UNESCO (1997) suggest that one way of evaluating community information can be based on patronage or use. This is the approach which we adopt in this paper.

A number of researchers and practitioners have suggested different factors that are critical to the success of CCFs (Jensen and Esterhuysen, 2001; Proenza, 2001, Roman & Colle, 2002). However, there is not much agreement on the factors and, there would appear to be few if any attempts to rank the influence of the different factors perhaps because the ranking of such factors would necessarily be highly context dependent. Previous papers (Chigona, et al 2005, Chigona & Samaai, 2006) discussed seven critical factors for CCF success of which four would appear to be of specific relevance to this discussion. They are: community buy–in, local champion, location of CCF, and marketing and public awareness.

**Community buy–in:** To ensure high acceptance and usage of the CCF, it is essential to get the backing of the community. This is achieved by getting the community involved in the project from the outset and ensuring the community ownership of the project (Bridges.org, 2002; Jensen and Esterhuysen, 2001; NTCA, 2000).

**Local champion:** A champion is an individual with influence in the community and commands respect. Having the support of a local champion for a project encourages involvement of the other members of the community to follow suit (Bridges.org, 2002; Ernberg, 1998). For the long term sustainability of a project, it is advisable to have more than one local champion (NCTA, 2000).

**Location of the CCF:** A CCF location should be easily accessible both physically and socially for different groups of people (Colle, 2004; NTCA, 2000). In other words, the location should be suitable for people of different age groups and genders. It is desirable, therefore, that the location should be at a place where people visit to do other activities such as shopping. Jensen and Esterhuysen (2001) note that there are examples of cases where usage of telecenters increased once the telecenter relocated to inside or near another community infrastructure.

**Marketing and public awareness:** Community members must first become aware of the CCF and its services before they will get involved in it (Colle and Roman, 2002). Marketing can take the form of advertising, public relations, events and promotions. To sustain the “visibility” of the CCF, the marketing efforts must be ongoing (NCTA, 2000). Marketing is also important to generate support (including financial support) for the telecenter (Jensen and Esterhuysen, 2001)

The initiatives under study

This paper is based on studies on two South African CCF initiatives: the Smart Cape Access Project and the Cape Access Project. Detailed results of those studies are published elsewhere (Chigona & Samaai, 2006, Chigona et al, 2005, Chigona et al, 2006). These studies form a part of a larger ongoing research effort to investigate factors which contribute towards the failure of CCFs in South Africa. In this section only an overview of the initiatives will be presented; the research methodologies used in those studies are discussed in the next section.

**Smart Cape Access Project**

Smart Cape Access Project (or Smart Cape for short), an initiative of the Cape Town City Council, provides free computer access and internet connectivity to disadvantaged communities in the city of Cape Town (Infonomics South Africa, 2003). The access points for the initiative, usually referred to as Cape Access Points, are located in selected public libraries in the city. All one needs to access the facilities is a library membership which is itself free of charge. Users are allowed only up to 45 minutes of access time per day.
Cape Access

The Cape Access, a project of the Provincial Government of the Western Cape (PGWC), aims to provide its residents (especially those in the rural areas) “with access to technology and benefits that can be derived from it” (PGWC, 2004). The project aims to provide technological infrastructure to allow the public to interact with government and business.

At the time of the study, the project had six pilot sites in different parts of the province. The areas where the centers were located are categorised into urban, rural and deep rural. The centers operate from MPCCs, libraries and schools. The centers which operate from libraries adopted a technological solution similar to the one used by the Smart Cape.

To reduce capital investment, wherever possible, the Cape Access Project uses community computing facilities already available in the community. This has been the case with the MPCCs and the schools which are part of the project. The schools had computing facilities made available under the Khanya project, a Western Cape government led initiative providing ICT infrastructure in schools (www.khanya.co.za). On the other hand, hosting institutions which have no computing facilities (e.g. the libraries) were provided with the required facilities.

In addition to providing the technological infrastructure, the initiative assists the communities in establishing e-community forums. An E-community forum is a community-based group responsible for planning and running the computing resources. The group consists of representatives of the community, community leaders and non-governmental organisations (PGWC, 2004). E-community forums aim at creating a bottom-up approach to ICT development. Over and above mobilising the respective communities towards using the centers, the e-community forums are supposed to come up with the ICT-enabled projects for the community. The identified projects are to be supported by the Cape Access Project.

Research methodology

Both the Smart Cape and Cape Access studies used a qualitative interpretive approach. This research approach was selected as it provided a means for obtaining respondents’ explanations and interpretations of the phenomena being studied (Myers, 1997; Snape and Spencer, 2003). In depth, semi-structured interviews and observations were used to obtain information from different stakeholders. Due to the anonymity agreement with the respondents, the identities of the centers remain hidden.

Smart Cape study

Data was collected from three Smart Cape Points. These will be refered to as Center-A, Center-B and Center-C. The sample was selected using a purposive sampling technique i.e. a sampling technique where the researcher selects samples “because they have particular features and characteristics to enable detailed exploration and understanding of central themes and puzzles which the researcher wishes to study” (Lewis, 2003:78). In this case, the sample was selected based on the social-economic differences of the different locations. Center-A: Mainly refugees from central Africa; with formalised low cost single unit housing. Center-B: Predominantly coloured community; with formalised low cost high density housing. Center-C: Largely black; with largely informal housing. A culturally diverse sample was selected based on the assumption that culture may play a role in CCF adoption.

Data was collected by means of interviews and observations between August 2004 and January 2006 in five phases as follows:

Phase 1: Initial interviews

The focus of this phase, which was conducted in August 2004, was to identify the critical success factors for the CCFs. Structured interviews were conducted with the management and users of the three centers. Seven users were interviewed per center.

Phase 2: Second round of interviews

In-depth interviews were conducted with the management of the three centers. In addition, semi-structured open-ended questionnaires were personally administered to on users (selected using convenience sampling) and to a randomly selected sample of non-users. For the purposes of this research a user is
defined as anybody who has used the facility more than once. A non-user on the other hand is a person who lives within the catchment area of the CCF, and knows about the facility but does not use it. The sample had 23 users and 11 non-users. The interviews were conducted in August 2005. For detailed results of this phase refer to Chigona et al (2006).

Phase 3: Observations at Center –C

Observations were conducted to complement and validate the findings of the initial interviews. The observations were non-intrusive, i.e. the users were observed as they naturally used the system (Shaughnessy & Zechmeister, 1997; Goulding, 2002). The researchers were positioned where they could see the application being used but could not see the actual screen contents. The observations paid particular attention to the following aspects:

- Demographic composition of the users in terms of age and gender.
- Social-network influence: Whether the users came in groups or individually.
- The use of the facilities i.e. the activity the users were engaged in when they were using the facilities.

The observations were conducted on four separate days at Center-C. Each observation session lasted two and half hours. This exercise was carried out within the first two weeks of December 2005.

Phase 4: Observation at a center in a relatively advantaged area

Observations were conducted at a Smart Cape access point operating in a library in a relatively advantaged community. This phase was included in the study in order to ascertain whether the pattern observed at Center-C was unique to centers operating among the disadvantaged communities. Two observation sessions were conducted with each session lasting one and half hours. This phase was conducted in the second week of January 2006. The idea of observing another facility outside the area of focus in order to deepen your understanding of the area of focus was adopted from Goulding (2002).

Phase 5: In-depth interviews

In-depth interviews were conducted with users and staff at Center-C. These interviews were meant to verify findings and to seek clarification on the themes which had emerged from the previous phases of data collection. At this phase one staff member and three users were interviewed. Interviews were stopped at this point as it was observed a saturation point had been reached i.e. no new concepts were emerging from the interviews.

Cape Access study

The aim of the study was similar to that of the first phase of the Smart Cape study. However, this study looked at CCFs operating among the rural and semi-urban communities. In addition, the study investigated the roles that e-community forums are playing in the operations and usage of CCFs.

Data was gathered through interviews with management, users and non-users of two centers. The two centers, one rural and the other semi-urban were selected using purposive sampling. In addition, members of e-community forums of all six pilot sites were interviewed. Observations on two of the centers were also used to obtain empirical data.

Data analysis

The data analysis was based on the work of Ritchie et al (2003). In the first instance, the empirical materials from the two studies were analysed separately. This analysis aimed at identifying key themes emerging from the data. The relationship between the hosting institutions and the use of CCFs appeared as themes in both studies. This finding prompted us to revisit the data and pay special attention to issues around the relationships between hosting institutions and the CCFs and how the relationships affect the use of the CCFs.

The second analysis went through the following process:

- Categorisation of the primary materials from both studies.
• Identifying key themes relating to the relationship between hosting institutions and the use of CCFs.
• Relating the findings to existing literature to validate the results.
• Drawing conclusions and recommendations.

Findings and lessons learnt

The findings show that there are different levels of willingness among different public institutions to host CCFs. It was also noted that the hosting institutions had influence on the operations of the CCF as well as on the public’s adoption of the CCF. These findings are discussed in turn.

Factors affecting the willingness to host

Different levels of willingness to host CCFs were noted among the hosting institutions. Compared to libraries; schools appeared to be less-willing CCF hosts. There was a case where a school principal was a member of the e-community forum, but was not willing to open up a school for the establishment of a CCF. A school is reported to have refused to allow CCFs to use its computing facilities for training. (The library from which the CCF operates could not be used for training due to space limitations hence a need for another training venue). In contrast, libraries appear to be very willing to host CCFs. For example, after noticing a low usage among women, a library at Center-C organised a special training program for the women.

The differences in attitudes between libraries on the one hand and schools on the other hand as hosts may be understood from two perspectives:

1. Perceived benefits to hosting the CCF and
2. Potential security risk for the host’s existing infrastructure from the CCF.

Recall that under the Cape Access Project not all the host institutions received computing infrastructure; the libraries did, but the schools had to use their existing computing facilities. In other words, the schools have to allow external users access to their ICT infrastructure without, according to the schools management, “apparent benefits to the school.” The schools indicated that it was not clear to them how they would be compensated and how the maintenance costs would be shared between the school and the project. It can be seen, therefore, that unlike the case with the libraries, the benefits for the hosting schools are not clear. In fact, the schools potentially stand to lose.

In addition the Smart Cape libraries claimed that the introduction of computers increased the number of library users. The library management perceived the CCF as a complimentary service to their everyday service of providing information to the general public.

Practically, school-based facilities may be available to the community only after school hours. To make matters worse, due to security concerns, the schools are likely to be less willing to surrender the control of their computing facilities and premises to another organization after school hours. Even though a school is a public place, its infrastructure and operations are designed for a limited subset of the population (the learners and staff). Opening up school facilities to the wider community raises new challenges and risks for the schools. The circumstances for libraries are different. In the first place, libraries are public places by nature and in addition, the CCF is expected and can operate within the normal operating hours of the libraries. It can be seen, therefore, that for a library, hosting a CCF does not substantially present additional risks to its property or operations or an addition to operating costs.

Facilitating community buy-in

The Smart Cape studies did not identify any attempts at creating community buy-in by the project. In addition, there was no evidence of local champions influencing the local community to use the CCFs. Based on existing literature, the lack of community buy-in and absence of champions could have compromised the success of the CCFs. However, contrary to what might have been expected, the centers were successful: The facilities are occupied most of the time and in most cases users have to queue for the facilities. What may on the face value look like a contradiction between existing literature and our findings may be explained by the role hosting institutions played in facilitating the CCFs community buy-in.
As the managers explained, the libraries were well established prior to the initiation of the respective Smart Cape projects. Many of the community members already supported the library, “knew the staff and felt comfortable with them” (Smart Cape Center Management). The communities’ trust of the library and its staff is evidenced in that library management at Center-C is occasionally invited to give talks to community on the benefits of the computing facilities. It can be said, therefore, that the hosting institution as an actor in the CCF network (to borrow from the Actor Network Theory terminology) is facilitating the community CCF buy-in and is serving as a local champion encouraging members of the community to adopt the new innovation.

Marketing and public awareness

As was noted in the literature review, marketing and public awareness is one of the critical success factors of a CCF. Our findings point out that the host institutions contributed towards the marketing and raising public awareness of the respective CCFs. This was specifically noted among the library-based CCFs. A substantial number of library-based CCF users in both projects indicated that they came to know about the CCFs while using the respective libraries. In addition, the libraries actively market the CCFs and their services. In both projects, libraries include information on the CCF during their respective public awareness campaigns. In contrast, no marketing efforts were noted from the hosting schools.

The benefits which a hosting institution obtains from hosting a CCF could explain the willingness (or lack) of the hosting institution to invest efforts in marketing the CCF.

Biased user-profile

It can be said, therefore, that while it may be true that the hosting institutions assist in marketing the CCFs, it must also be observed that the marketing effect offered by the hosting institutions may be biased towards a specific segment of the population. The profile of users in the CCFs operating in libraries seems to be similar to the profile of the library users (typically learners from surrounding schools). This is not surprising considering that a substantial number of CCF users became aware of the existence of the facilities while they were using the library. Including the CCF information in the library marketing campaigns may not be helpful in reaching a non-biased audience. According to the theory of selective exposure, people are most likely to pay attention to what is already of interest to them (Rogers, 2003). It can be said, therefore, that members of the community who are not interested in the library are less likely to pay attention to a library campaign.

The problem of a biased user profile may be mitigated by CCFs actively marketing themselves. Cape Access E-Community forums are currently engaging in such activities.

Constraints of the host may restrain the operations of a CCF

It was noted that some of the operational requirements of the hosting institutions may not be conducive to the operations of the CCFs. For instance, some members of the e-community forums noted that the libraries’ “no-noise” requirements are not ideal for CCF operations especially where the computing facilities are located within the main library hall. The two studies show that most users and potential users lack computer training, skills and self-efficacy in the use of computers. It can be said, therefore, that most users would require human assistance during their initial uses of the system. Seeking and obtaining human assistance, in this case, often implies engaging in a verbal conversation.

Another constraint imposed by the hosting institution is business hours. The operational hours for a hosting institution may not be conducive to the operations of a CCF. For instance, Cape Town libraries opening times are aligned to the normal working hours of other businesses in the country. The libraries usually close at 17:00 while most businesses in the city close at between 16:30 and 17:00. Similar constraints were observed with CCFs operating in MPCCs. The operating hours contribute towards defining who may or may not use the libraries and the CCFs housed in the libraries. Only those who are free from other commitments during the normal working hours may use the facilities. As was noted for the two projects, these are usually learners (after school hours) and the unemployed. In other words, potential adopters who are in full time employment are unable to use the facilities. As we noted elsewhere, this puts the blue collar workers at the biggest disadvantage since they do not have access at their respective work
place because they are too junior and they may not access ICT at the CCF because they work “wrong” hours.

Judging from the resistance from hosting schools, it can be concluded that it is unlikely that hosting institutions can allow CCFs to operate outside the normal working hours of the respective hosting institutions. An exception was noted at one Cape Access center where the CCF is open to the public outside the normal hosting library’s opening times. As mentioned by the center management, this arrangement was possible because of the small number of CCF users and because the center is rural-based and “rural communities have trust in each other”.

Conclusions

This paper aims at initiating a discussion on the impact of hosting institutions on CCFs. Using data from studies on two South African initiatives, the paper notes that hosting institutions have both positive and negative impacts on CCFs. The lessons learnt from the two studies are summarised in Table 1.

Table 1: Summary of lessons learnt from the two studies

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Limitations</th>
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<tr>
<td>• The CCF may act as a change agent.</td>
<td>• Constraints laid down by the host may not be conducive for the CCF.</td>
</tr>
<tr>
<td>• The initial set-up problems are eliminated.</td>
<td>• Biased user-profile.</td>
</tr>
<tr>
<td>• Marketing and public awareness effort.</td>
<td>• Resistance from some of the actors in the hosting institutions.</td>
</tr>
</tbody>
</table>

The study points out that a hosting institution may contribute towards the CCF achieving the critical success factors. It was noted that a hosting institution may facilitate community buy-in as well as acting as a local champion. The role of the host in marketing and bringing public awareness about the CCF was also noted. However, it was observed that the marketing provided by the host may lead to a biased user profile for the CCF. To mitigate the bias, the CCF should actively market itself to other audiences who may not be reached by the host.

It was also noted that the operational setup of the hosting institution may not be conducive to the operations of the CCF. It is recommended that the stakeholders must be aware of the potential problems and attempts must be made to circumvent them. For instance, the “no noise” policy could be addressed by placing the computing facilities in a room separate from the main library hall.

One of the major findings of this paper is that an institution’s level of willingness to play the role of a “good” host is positively associated with the perceived benefit the CCF brings to the hosting institution. A hosting institution is less likely to be supportive towards the course of the CCF when the host perceives the relationship to be parasitic. On this point, we would recommend that CCF initiators must be candid on the benefits the host may gain from housing the CCF. Hosting a CCF brings new risks to the host and the host must be willing to bear that risk if the compensation is clear and perceived to be fair.

This paper concentrated on the influence the hosting institutions may have on CCFs. It should be noted that a CCF may have effects on a hosting institution. For mutual benefits of both the CCF and the hosting institution, there is need for further studies of this relationship.

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