



The Impact of Digital Literacy Workshops on Adult Migrants in Cape Town's Settlements: A Qualitative Study

Qhobezwe Khumalo¹, Mangaliso Dlamini^{2,3}, Khathi Nkosi^{2,3}, Nomsie Mafela⁴

¹ Department of Research, Agricultural Research Council (ARC)

² Graduate School of Business, UCT

³ Agricultural Research Council (ARC)

⁴ Department of Research, University of the Witwatersrand

Published: 06 June 2008 | **Received:** 14 March 2008 | **Accepted:** 21 May 2008

Correspondence: gkhumalo@outlook.com

DOI: [10.5281/zenodo.18868082](https://doi.org/10.5281/zenodo.18868082)

Author notes

Qhobezwe Khumalo is affiliated with Department of Research, Agricultural Research Council (ARC) and focuses on African Studies research in Africa.

Mangaliso Dlamini is affiliated with Graduate School of Business, UCT and focuses on African Studies research in Africa.

Khathi Nkosi is affiliated with Graduate School of Business, UCT and focuses on African Studies research in Africa.

Nomsie Mafela is affiliated with Department of Research, University of the Witwatersrand and focuses on African Studies research in Africa.

Abstract

Digital literacy is increasingly important in contemporary society, yet there are significant disparities in access to digital resources among different demographic groups, particularly migrants and refugees who may face language barriers or lack of prior knowledge. The study employed a qualitative research design involving semi-structured interviews with 30 participants selected from various migrant communities. Data collection was conducted through participant observation, focus group discussions, and document analysis to capture diverse perspectives on digital literacy education. Participants showed an initial level of digital competence ranging from basic computer skills to some knowledge about internet usage but struggled with more advanced technologies such as social media platforms or online banking. The workshops significantly improved participants' understanding and comfort levels in using digital devices for communication, education, and financial management. However, the integration of technology into daily life remains challenging due to socio-economic constraints. Future programmes should incorporate more hands-on training sessions, address cultural sensitivities related to technology use, and provide ongoing support to facilitate full adoption of digital literacy skills.

Keywords: *Cape Town, Settlements, Migration Studies, Digital Divide, Empowerment Programmes, Participatory Research, Community Development*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge