

## Abstract

**Keywords:** *ICTs, e-readers, e-learning, implementation strategy*

ICTs have the potential to improve service delivery within the education sector. The challenge so far has been the lack of a standard strategy or approach to introduce ICT in schools. This has made the ICT integration process in education harder for stakeholders. While many ICT solutions have been proposed, the e-reader was chosen as the focus of this research. Both qualitative and quantitative approaches were used, where 150 students and 11 teachers were engaged, and interviews were held with 3 other stakeholders in the education and publishing industries. The findings indicate that while most students and teachers agree that they would benefit highly from the introduction of e-readers into the teaching and learning process, there are still a lot of infrastructural challenges that need to be resolved before such an ICT solution is introduced. These include electricity and internet coverage in under-served areas and government backing for community-based reading programmes. Furthermore, learners are not sufficiently interested enough in reading physical books widely and on their own, a problem exacerbated by poor family involvement in their school work, thus negating the main justification for introducing e-readers to solve the problem. However, the foundation of a strategy for a hypothetical implementation is given towards the end of this thesis and attempts to chart the eventual trajectory that will need to be taken in order to take e-reader implementation from dream to reality.