



Report to Vodacom Foundation on SchoolNet SA Partners in Learning Training and Support for Community ICT Centres

Progress Report: April 2012

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EXECUTIVE SUMMARY

SchoolNet SA has been commissioned by Vodacom Foundation to offer four courses to staff at the various provincial ICT Resource Centres, namely:

- ICT Resource Centre Staff Training
- Sizanani ICT Skills for Community Members – Training of Trainers
- Microsoft Partners in Learning – ICT Skills for Teachers – Training of Trainers
- HelpDesk – Deploying Technical Support Solutions – Training of Trainers

SchoolNet has offered the first two courses to six of the nine ICT Resource Centres thus far and half of the centres have received the other two courses. The intention of this report is to describe the courses offered; to report on the individual training sessions; and to highlight areas of concern and recommendations to help ensure that future training sessions are more successful.

Generally the training sessions held thus far have been well received. The Centre Staff Training has been offered in most provinces before the ICT Resource Centres have opened. This has provided a good opportunity for staff to think through issues of management, marketing and operations and to have systems and policies in place before opening the centres. Unfortunately in some provinces the ICT resource centre was not yet equipped and the alternate training venues that were provided were not ideal. In some provinces fulltime staff for the centres have not yet been appointed, so the course participants have been unsure as to who will actually be in charge of the day to day running of their centres and who will offer the training.

The Sizanani course has been praised for being well-designed for adult learners who are novice computer users. Having staff trained to run this course at the centres means that a good quality course with sound methodology can be offered to community members. Unfortunately in some centres it was unclear who would actually run the courses as full time centre trainers had not been appointed.

At all training of trainers’ sessions for the Microsoft ICT Skills for Teachers course held to date a number of new trainers were appointed. This means that theoretically each ICT resource centre has local capacity to be able to offer this scenario-based course to teachers in the area. Centres are now expected to build this course into their training programmes and SchoolNet SA will provide CDs and certificates to teachers completing this course. Unfortunately, as with the Sizanani course it is unclear at some centres who will implement the training programme.

The HelpDesk training of trainers’ course has been successful in terms of building local capacity to conduct basic technical trouble shooting at schools and at the ICT resource centre. Sadly, very few new trainers have been approved to offer this course at the ICT resource centres as on the whole the candidates for this training have been poorly selected in terms of having the required pre-existing technical knowledge and skills to be potential trainers.

At centres that have already received training; SchoolNet SA ICT Support Specialist and Trainer, Nomty Gcaba is offering telephonic support and mentorship to centre staff and she is visiting each centre to observe how the centres are being run. These visits allow Gcaba an opportunity to offer face-to-face support to centre staff; a training refresher where required; as well as an opportunity for staff to highlight issues they are having at the centres. The outcomes of these visits will be reported on separately.

ICT RESOURCE CENTRE STAFF TRAINING

The course was designed to guide the centre staff through a process of determining for themselves what the needs of their centre are and coming up with programmes and solutions that will work in their contexts. Through a process of guided facilitation, the centre staff are able to determine what the needs of their community are and how they can respond to these needs; what skills and capacity are required to run a centre well; and how to market, manage and evaluate the effectiveness of their centre. To date staff and officials at the following centres have been trained:

- Witbank, Mpumalanga Resource Centre (held on 7-9 December 2010)
- Sunnyside, Gauteng Resource Centre (held on 25-27 May 2011)
- Upington, Northern Cape Resource Centre (held on 9-11 October 2011)
- Lady Frere, Eastern Cape (held on 31 October – 2 November 2011)
- Makhado, Limpopo (held on 13 -15 February 2012)
- Pinetown, KwaZulu-Natal (held on 12-14 March 2012)

SIZANANI – ICT SKILLS FOR COMMUNITY MEMBERS – TRAINING OF TRAINERS

The Sizanani ICT Skills for Community Members course was developed by SchoolNet for use in the non-formal education sector. Whilst the course itself is aimed at high school learners and community members who are new to computers, the training of trainers' course is aimed at participants who have good computer skills themselves who want to be able to run this course at the ICT Resource centre. The Sizanani Training of Trainers course follows the Centre Manager course and thus the same centres who have received centre manager training have participated in this course:

- Witbank, Mpumalanga Resource Centre (held on 10-11 December 2011)
- Sunnyside, Gauteng Resource Centre (held on 23-24 May 2011)
- Upington, Northern Cape Resource Centre (held on 12 – 13 October 2011)
- Lady Frere, Eastern Cape (held on 3 - 4 November 2011)
- Makhado, Limpopo (held on 16 - 17 February 2012)
- Pinetown, KwaZulu-Natal (held on 15-16 March 2012)

ICT SKILLS FOR TEACHERS – TRAINING OF TRAINERS

The ICT Skills for Teachers course empowers participants of all computer abilities to be able to produce documents and artefacts that they will find useful in their work as teachers. The training of trainers' course is aimed at participants who have excellent computer skills and who now wish to train others. After first experiencing the course as participants, the training of trainers sessions focus on the training methodology and approach of the course so that facilitators are able to use the cognitive apprenticeship model when running this course. To date staff and other teachers or departmental officials near to the following centres have been trained:

- Witbank, Mpumalanga Resource Centre (held on 21-22 May and 12-13 July 2011)
- Sunnyside, Gauteng Resource Centre (held on 7-9 June and 12-13 July 2011)
- Lady Frere, Eastern Cape (held on 21 – 25 November 2011)
- Upington, Northern Cape Resource Centre (held on 14 – 18 November 2011)

HELP DESK – DEPLOYING TECHNICAL SUPPORT SOLUTIONS: TRAINING OF TRAINERS

Whilst the HelpDesk course is typically run for computer-literate teachers and students who have limited technical computer skills, the training of trainers' session is aimed at adults with advanced technical computer skills (equivalent to an A+ qualification). In the training of trainers' course, participants work through the courseware and the master trainer also discusses the suggested training approach. Because of the advanced level of prior technical skills that are required to be a trainer for this course, only a small percentage of those who attend the training of trainers' session are likely to be appointed as trainers. Despite this, it is still worth centre staff attending the course as it will improve their own technical skills and put them in a better

position to promote this course to schools in the area when it is being run at the centres. To date the following centres have received this training:

- Ganyesa Resource Centre (held on 6-10 December 2010)
- Witbank Resource Centre (held on 14-18 February 2011)
- Upington, Northern Cape Resource Centre (held on 24 – 28 October 2011)
- Lady Frere, Eastern Cape (held on 14 - 18 November 2011)
- Makado, Limpopo (held on 26 – 30 March 2012)

DESCRIPTIONS OF ICT RESOURCE CENTRE STAFF TRAINING

All of the centre staff training sessions follow the modules and activities listed below. An overview of each training session and key discussion points are then given for each of the centre staff courses that have taken place thus far.

Module 1 – Who are we?

- Who are our clients?
- What do we do?
- SWOT analysis

Module 2 – What is our vision?

- What do our clients need?
- What does the system want?
- Reflection – What do we want to achieve?
- How do we achieve this vision?

Module 3 – What do we offer?

- What are our current programmes?
- What other programmes should we offer?
- Who will use what and when?

Module 4 – How do we recognise success?

- What information do we gather?
- How will we gather this information?
- Creating evaluation tools

Module 5 – What do we need to know?

- What skills do we need to build?
- What capacity do we need to build?

Module 6 – How will we run this centre?

- What makes a well-run centre?
- What factors characterise a well-run centre?

Module 7 – How do we market ourselves?

- What is your core message?
- How will you communicate your core message?
- What information is important to publish?

WITBANK, MPUMALANGA RESOURCE CENTRE (HELD ON 7-9 DECEMBER 2010)

This course was attended by the following participants:

- | | |
|----------------|---|
| • Ngwenya V.J. | -Deputy Chief Education Specialist: Library & CIE |
| • Mokumo E.T. | -ICT Centre Manager and ICT Facilitator |
| • Nel L. | -Media Advisor: ELIS |
| • Tshiredo T. | -Curriculum Implementer: CIE |
| • Mokoena J. | -Deputy Chief Education Specialist: EDC |
| • Simelane S. | -Senior Education Specialist Career Guidance Centre |
| • Seopa C. J | -Senior Education Specialist Science Centre |



As it was the first time for SchoolNet SA to run this course two trainers were in attendance – SchoolNet SA’s Executive Director, Janet Thomson and ICT Support Specialist and Trainer Nomty Gcaba. After this pilot run of the course the materials were finalised and Nomty Gcaba will conduct future training sessions on her own.

During the course the following issues were raised:

- There was a need for motivation strategies to make youth become independent learners.
- Certification of courses would motivate teachers to complete training and to then practice their skills.

- Access to the centre and the cost of transport to the centre were regarded as major potential threats to the Witbank centre being used. To mitigate this threat the centre would need to be well marketed and internet access would need to be provided at no cost. It was also hoped that other sponsors would pay for transport to the centre.
- Principals and senior management would need to be in support of training and preferably participate in training sessions themselves to encourage their teachers to attend.
- The major challenge was having no email at the centre and limited internet access. This was caused by very strict firewalls being in place.

The facilities at the centre were considered to be excellent. The centre is not only well equipped but also beautifully designed and decorated. The service centre (fax, email, typing, computer & printing services) was discussed but was found to be less frequented than in community centres which are located in the heart of a township or in a rural area where no technology exists and where users do not have to travel far to use the services. While there had been some careful planning at the centre it was unfortunate that the computer lab had been planned to have rows of desks with computers on them. This layout makes it difficult for the trainer to see the screens of the participants and it is preferable to have workstations placed around the wall or grouped in banks or circles of computers.

At the time of training, 48 youths had already been trained in computer literacy at the centre and 155 teachers had used the centre. It was hoped that the training of trainers' courses would help to build on this success in that trainers at the centre would be equipped to offer recognised courses and certification to teachers and community members using the centre. The number of people using the centre also highlighted the need to get systems in place to ensure smooth running of the centres – in particular a need for an acceptable use policy for the centre was highlighted as well as the ability for staff to create a shared calendar to plan the use of resources.

Participants expressed gratitude for this workshop. Even though much of the content appears to be common sense and quite routine, many of the discussions raised new aspects to consider. The centre staff felt that they were reminded to implement some of the procedures even though they might have been already familiar with them.

All participants appeared to enjoy the course and benefit from it. It now remains to be seen whether they will achieve their goals and work towards their vision for their centre.



SUNNYSIDE, GAUTENG RESOURCE CENTRE (HELD ON 25-27 MAY 2011)

This session was attended by the following eight participants:

- Dawn Crawford -Technology Facilitator
- Leon Faurie -Technology Facilitator
- Seeng Sithole -SES
- Shila Mphahlele -SES
- Georg Jacquelin -E-learning facilitator
- Nomkhosi Ndlovu -DCES
- Musawenkosi Ndlovu -E-learning facilitator
- Shadi Mokoena -DCES E-learning (joined on the second day)



All attendees were from the district office and none of them had been appointed as the centre manager. The plan for this centre is that district officials will be responsible for training educators at the centre and that the centre manager will do the planning and timetabling once the centre is up and running. It was not clear how this centre will operate and whether it will have a dedicated person. During the course the group realised that whilst they are not the decision makers they would present their plans to their managers in the hope that a workable plan could be implemented.

The trainer noted that this session was not easy as many of the topics had to be based on assumptions around how the centre could be run as opposed to discussing the reality of what was taking place. On the other hand participants thought it was a good idea to attend this training before the centre was opened because they had not thought of some of the issues that were raised during the course and felt that the discussions allowed them to think through how the centre could optimally be run.



At the start of this training session only three computers were working in the lab, the internet was not working in either lab and the data projector was not working. Fortunately the trainer had her own data projects and the participants had their own laptops to use.

The intention of the ICT Resource Centre in Pretoria is to have both a training venue and an internet café. The Internet café will be accessible to the public who want to use the internet or use the computers and the training centre will train the community in different skills.

Participants raised the following issues:

- It was not clear whether there would be full time trainer and centre manager and whether this person/ people would be selected from those attended the course.
- Management of finance was a concern as currently all funding needed to be applied for from the department of education (e.g. to repair a computer) and this process can take longer than six months.
- Some concerns were raised about the area where the centre is located – some believed it was in a high crime area whilst others thought that if the security were tight there was no reason to panic.
- There was some discussion around whether surfing the internet would be free – but it was felt that this question could be addressed once the centre is opened.
- Marketing was seen as every one's job in the DOE and the ways of marketing the ICT resource centre were discussed in detail.

The following feedback was received from participants:

"The course gave me more insight on how a centre should be run. Fortunately our centre is still under construction as a result we managed to identify a lot of things from our trainer's experience which will be of great help when our centre is running. We also identified possible contextual factors which we might experience. The training was an eye opener to me in terms of involving myself in team work, networking and lifelong learning."

"Our trainer is full of energy, insight and has a lot of information and skills that made me realised that she can be my mentor if I could be given a chance to manage the centre. What I liked most about her is that she is not selfish with information and she improvised in terms of other resources that we did not have at the venue e.g. internet."

"Thank you very much for the excellent course. In the beginning I was quite sceptical, but then I really started to get into the course and thoroughly enjoyed it. I found it very helpful, especially seeing that our centre will soon open. The knowledge gained from your workshop was very helpful and I am sure that we will benefit greatly from it. Please come to Tshwane and visit us again. Please thank SchoolNet on our behalf."



UPINGTON, NORTHERN CAPE RESOURCE CENTRE (HELD ON 9-11 OCTOBER 2011)

This training session took place at the MTN lab of Vela-linga Primary School as the centre was still in the process of being equipped. Nonetheless the trainer was taken to the centre and shown the layout. The trainer noted that "the centre manager is well organised and he has already thought about how the centre is going to run, this has made it easy for all of us. The building consists of 21 laptops and 15 desktops in different areas. The desktops will be mostly used by community members to access internet and the laptops will be used for training. Also there is centre managers office, the room for keeping laptops and the big area that will serve as a reception."

The attendees included one teacher and eight district officials. Bennett Johannesen is employed as the centre manager and he came with his crew including two officials - one from Kimberly and one from Namaqualand.

The following nine people attended this training session.

- Bennett Johannesen -IT UNIT HEAD/ Centre manager
- Patrick Mokwena -IT PROJECTS
- Mike Friedeberg -IT/EMIS
- Sebastian Feris -EMIS
- Sakhele Rorwana -EDUCATOR
- Wendell Job -IT TECH
- Samuel Beukes -IT TECH
- Patrick T Mlotha -CENTRE MANAGER



Unfortunately there was no internet access at the school's computer room which meant that the participants were not able to see collaboration links, blogs and wikis. The training started by exploring who participants were as individuals and as a centre; what the centre's identity was; and how the group would like it to be known; and who the centre's clients are and what participants would like to do for them. The trainer noted that before this session the group had only considered training teachers – but after the training they realised that the centre could also support a range of groups in the community as well as offer a range of other services at the centre.

One advantage of the centre that was noted was the lack of crime in the area. The group did however express concern about whether the project will be able to sustain itself after the Vodacom Foundation funding ends. It was still unclear how the centre would manage their finances but the plan was for Bennett to discuss these issues with management.

At the time of running the centre manager's course the centre was in its final stages of preparing to open. The trainer was confident that the team would be able to plan an effective programme for the centre and that they would put systems in place to ensure the smooth running of the centre. The participant comments below indicate that the course has left them well prepared to begin to run their centre effectively:

"I found the training of effective management and use of a resource centre very useful and interesting to start with. I must say that the course really exceeded the expectations I had before the course started. It enhanced ones knowledge and skills of effective management and the use of a resource centre."

"I think we are now confident and feel empowered to effectively and resourcefully run and utilize the IT centre to the full benefit of the school and community at large."

"The knowledge gain at this training will help our IT centre to reach its greatest heights and thank to a well resource, an efficient and yet humble Facilitator/trainer. We found the facilitator very useful and well vested with the content. The trainer/facilitator was very patient with us and was able to guide us through the process and yet know how to let us achieve the expected outcomes."

"I have found the training very useful and informative because our resource centre will be opening and launched soon. The components and modules of the trainer were very precise and covered all aspects of where we will start to where we are going with our centre (Vodacom Siyanda Resource Centre)."



LADY FRERE, EASTERN CAPE (HELD ON 31 OCTOBER – 2 NOVEMBER 2011)

The following eleven people attended this training session and all knew one another:

- Mike Abofra -DCES- Maths & Sciences
- George Mureguzi -SES-Mathematics
- Sakhumzi Detyana -SES E-LEARNING
- Pakama Mjobo -DCES - TLTE
- Nolundi Ngethu -SES-MSTE
- Bukelwa Xipu -SES-NS
- Chulekazi Bula -CES-CURRICULUM
- Nomkhitha Mbola -SES-MATHS
- Cikizwa Madliwa -SES-EMS
- Lizo Tontsi -SES-TECH
- Nqabakazi Sobinta -SES-SCHOOL LIB



At the time of running this course the centre was not operational so the activities were geared towards discussing how the Vodacom ICT Resource Centre would be run once it was opened. The participants thought the centre was going to work in a similar way to the previous centre they had in the district. This centre was used as a training venue to train teachers when the need arose or when there was funding to do so provided by companies. This centre manager course took place in the old lab, which consisted of 20 computers that are not normally used. These computers are not in good condition they were suitable to be used for basic training. As the course progressed the group realized that the new centre would be able to offer far more services than the old centre, including providing life-long learning opportunities to arrange for people and offering an information gathering-internet café.

When the group brainstormed the potential centre users they realized that this was closely linked to the issue of marketing. They asked themselves the question of who actually is the community around the centre, why should we involve them and how much input should they have into the decision making at the centre. By the end of the training session the group realized that it would be important to have clear policies in place regarding sourcing and managing funds for the centre, especially as the centre does not have a separate bank account. On the whole the training was successful, but participants felt there was a definite need for further training and support as they established the centre. In terms of achievements, the group noted that the course had equipped them with the following knowledge and skills:

“Now I know that centre will provide services determined by the district but to take into account of the needs of the funders, the available facilities and resources; the services it could render may include the following; media centre services, training of educators and learners in basic and advanced computer skills, the use of computers in teaching and learning, internet café and render services to the wider community.”

“It is clear that the centre must be managed in a way to sustain itself after the two years of Vodacom support.”

“The workshop made it clear that other than the education sector in general the community also must be involved and should benefit in its programs.”

“The need to have fulltime manager and a trainer will be an advantage.”

“The SWOT analysis helped me to realize that there are steps to be taken into account when establishing a resource centre of this nature. e.g. planning, installations, and marketing of the centre to mention but a few.”

MAKHADO, LIMPOPO (HELD ON 13 -15 FEBRUARY 2012)

The following six people attended this training session. Of these participants, three officials have been seconded to run the centre. One person will fulfil the position of centre manager and two will serve as trainers.

- Ntendeni Mugwabana -Ses
- Dina Coetsee -Es
- Tsakani Gladys Mugivhi -Es
- Absolom Netsianda -Es
- Samuel Masuluke -Centre Manager
- Matshaya Mathivha -Tech Coordinator



The trainer noted that this was the first centre staff course that she had run for this Vodacom Foundation project where the centre staff members had been appointed. Whilst the group could not make all of the decisions pertaining to running the centre, Sam Masuluke who was to be the centre manager was able to commit to discussing the points raised with the relevant stakeholders and he would also be able to report back to the group and the funders on the running of the centre. During the course, a group of departmental officials visited the training. During this visit, the centre manager presented an overview of the Vodacom project and outlined the plans for the centre, the type of equipment that would be available and an overview of Vodacom's financial contribution to the project.

This training took place at the newly refurbished Vodacom ICT Resource Centre. Unfortunately at the time of training there was not yet an Internet connection as the centre manager was waiting for Vodacom to set up the network. This prevented the group from working on any of the activities that required Internet access including the creation of Windows Live accounts. There was also no telephone connection in the offices; however Vodacom had promised to give two cellphones to be used to run the office.

The plan for this centre is that there will be an Internet café which will be used by anyone who wants to search the internet or work with computers on his or her own. There are 32 laptops available which will be used at the centre to train people on different skills. This centre is going to run the first group of Sizanani courses so as to test their training skills as well as their marketing skills. They will then continue with other plans for the centre, including all SchoolNet courses.

During the group discussions the following matters for concern were noted:

- There was no cleaner
- The steps going up into the centre posed an access challenge to physically disabled people.
- It was not clear who was going to finance the centre activities.
- Part of this centre's commitment involved supporting 20 schools in the area who would be given Smartboards. The group was concerned as to the criteria that had been used to select these schools as some have poor infrastructure. There was also a concern that no support had yet been given to the schools.
- Whilst officials had been tasked with running the centre and offering training – these people were also responsible for other jobs in the department. They would be responsible for two jobs and yet their official offices are far from the Vodacom ICT Resource Centre.

The trainer concluded that "this centre looks very promising. The Centre manager is a good listener and he understands his position, especially after this training. The two trainers are very quiet but I am sure they will do their job." Her major concern regarding the centre though was the fact that the staff would not be based fulltime at the centre and would have to divide their time between the centre and their other departmental responsibilities.



PINETOWN, KWAZULU-NATAL (HELD ON 12-14 MARCH 2012)

This course was attended by the following four people:

- Mandla Dlamini -IT officer
- Zanele Mdubeki -IT teacher/Hlahlindlela
- Lindiwe Dlamini -Centre Manager
- Njabulo Mlotshwa -IT officer

One of these participants, Mrs Lindiwe Dlamini, received an appointment letter for Centre Managers position on the first day of training. This was welcome news as in the planning phases of this training she had not been confident as about whether or not she would be appointed. The other three participants attended the course in the hopes that two of them would eventually be hired as centre trainers for the Vodacom ICT Resource Centre. Mandla Dlamini and Njabulo Mlotshwa are centre managers for KwaMashu and KwanDengezi. Zanele Mdubeki is a teacher at Hlahlindlela High School in Pinetown.

During the course, the following officials visited:

- Chris Wiggins – Assistant Manager IT
- Nelly Naicker – IT officer – Truro house
- Phillip Dikgomo – ICT senior Manager
- Zama Ngidi – Assistant Manager Auxy – Pinetown District



The Pinetown District ICT Resource Centre is the only one in the district. It is on the 4th floor of the Pinetown District offices and it known as “Cosy Cat”. According to the group, one of the main challenges they face is the “Pinetown region includes a degree of ignorance of and resistance to ICT technology among teachers, and a lack of resources to implement innovative educational programmes such as technology and ICT laboratories”. Other challenges cited by the group include a lack of finances and transport to be able to market the centre effectively. They have no communication tools – e.g. internet access, a telephone and a fax machine. (Incidentally the Blackberry sent by Vodacom had been kept by Lindale’s supervisor as the package had been addressed to him.)

The group believes that despite the challenges they have a number of strengths including their ability to plan centre programmes to achieve maximum usage of the centre. The group is also able to work well as a team and is punctual. They also had designed marketing materials to promote the centre and were looking forward to the opportunities to attend other training of trainers’ courses. The location of the centre means that township and rural school teachers may not be able to access the centre easily, but communities and schools in the Pietermaritzburg area will be able to access the centre without incurring transport costs and the centre can also be used by Edgewood College and Unisa students.

During training the following main points of concern were raised:

- The router for the Vodacom ICT Resource Centre was situated on the 3rd floor where there was another router for the DOE. According to Chris Wiggins this is not going to work as the Department of Education does not want people going in and out of the server room. A meeting was scheduled to discuss this issue.
- There were complaints about the centre being placed on the 4th floor. District workers believed their safety would be put at risk by members of the public being allowed to pass by their offices in order to access the centre.
- The centre had been flooded by water and during the training the carpets were wet. This placed both the equipment and the health of employees and visitors at risk. The officials who visited the training set up a meeting to deal with this concern.
- The lifts in the building were not working and they stopped functioning a long time previously. This made it impossible for disabled people to access the centre and posed a challenge to other visitors who need to access the centre via the stairs.
- No full time trainers have been hired to work at the centre.

The following comments from participants indicated that the training was well received:

“Despite the lift and the smell at the centre, training went smooth and participants were very active.”

“The course was good, very relevant and informative to equip us with some skills egg: for working as a group.”



DESCRIPTIONS OF SIZANANI – TRAINING OF TRAINERS

WITBANK, MPUMALANGA RESOURCE CENTRE (HELD ON 10-11 DECEMBER 2011)

Ten people attended the course, and of these the following six were deemed to have sufficient skills to become trainers in the Sizanani course:

- Ngwenya V.J. Deputy Chief Education Specialist: Library & CIE
- Mokumo E.T. ICT Centre Manager and ICT Facilitator
- Nel L. Media Advisor: ELIS
- Racheal Lindiwe Nyalunga Middleberg district – coordinators for kids up program
- Nchabeleng Dorcas Sophia Mashiane – Hands on trainer for Kids up program
- Zanele Faygella Mohlala

The venue was described as “perfect for this type of course” by the trainer as the internet was connected and data projector was provided. Unfortunately, many useful sites were blocked including web-based email sites (e.g. Gmail) and instant messaging tools (e.g. Skype). The trainer was able to install Artrage on all the computers and all participants received a Sizanani CD.

On the first day the participants worked in groups to design logos, letterheads and business cards for community organizations. These activities then led to the more complex tasks of creating maps and programs. The master trainer was impressed by the effort that the participants put into thinking of names for their organizations and using a combination of programs to design the logos. She noted that on the first day the participants were shy, but she encouraged them to work in groups and to talk about what they were doing so they could learn from one another.



On the second day participants designed programs, budgets, and signs for their organizations. Participants also had an opportunity to do other activities from the Microsoft Partners in Learning ICT Skills for Teachers course and also looked at all the scenarios that are provided. Participants were provided with the Microsoft Learning Suite DVD and enjoyed downloading and using Auto Collage, Windows Movie Maker and Songsmith (Academic edition). In particular the group enjoyed using Songsmith to create and produce their own songs. The participants were very eager to use PowerPoint Plex and Skype but unfortunately these sites were blocked. Alongside is an Auto Collage that shows the participants enjoying this training session.



SUNNYSIDE, GAUTENG RESOURCE CENTRE (HELD ON 23-24 MAY 2011)

Ten people attended this course. Of these participants, some were only observing the session and others lacked the required skills to be able to train others independently. The following four participants were deemed to have the suitable skills to offer the Sizanani course by the master trainer:

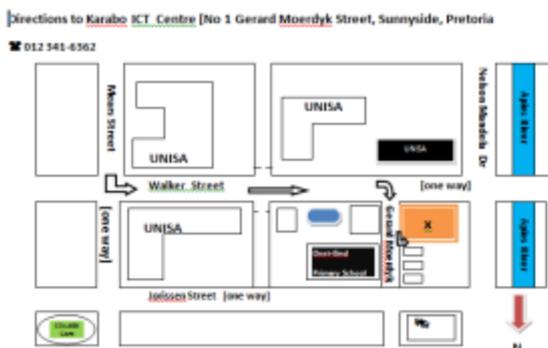
- Dawn Crawford Technology Facilitator
- Leon Faurie Technology Facilitator
- Shila Mphahlele SES
- Clement Mbanda Trainer Mamelodi centre

This was the first time this venue was used for training and on the first day not all the equipment was in working order. Fortunately, a technician was able to rectify the technical challenges and he fixed the computers, data projector and the smart board. Unfortunately the Internet did not work during the training session and Flash had not been installed which meant that the “see how” tip sheets could not be viewed. The training venue consisted of 20 computers connected to four system boxes. Participants used any number to login and the trainer suggested putting numbers on the computers to keep track of the login details. Artrage was installed on all the computers.

On the first day of training participants worked in groups to think of businesses that they could establish or organizations that they could help in their community. Participants also introduced themselves using an icebreaker activity that involved taking pictures of each other and then telling a story about one’s partner. Designing the logo was a task that all participants enjoyed, and Leon Faurie showed tremendous skills during this activity.



During this training session the group was visited by the facilitator from Mindset. He presented the Mindset materials for one and a half hours – providing an overview of what content was available and how teachers and learners could access this content. Unfortunately the Mindset materials were not loaded onto the computers at the centre which meant that the participants did not have an opportunity to explore the Mindset materials.



On the second day participants designed programs, budgets, and signs. One activity that proved challenging was to design a map. This took a long time as some of the maps were designed from Pretoria to Atteridgeville.

During the course participants also had an opportunity to do other activities from the Microsoft Partners in Learning ICT Skills for Teachers course and looked at all the scenarios that are provided. In the final thirty minutes of training the participants’ work was screened on the data projector and they then had opportunity to look at how others performed. The master trainer noted that the participants were very active during the sessions, worked well in groups and that the team spirit was very high.

UPINGTON, NORTHERN CAPE RESOURCE CENTRE (HELD ON 12 – 13 OCTOBER 2011)

Ten people attended this session and of them the following nine were regarded as having sufficient skills to be able to train others in this course:

- Bennett Johannesen IT UNIT HEAD
- Patrick Mokwena IT PROJECTS
- Miike Friedeberg IT/EMIS
- Sebastian Feris EMIS
- Wendell Job IT TECH
- Samuel Beukes IT TECH
- Patrick T Mlotha CENTRE MANAGER
- Seitibaleng Moitsehang Educator



On the first day of training participants worked in groups and as individuals. The Centre Manager took pictures of all participants and downloaded them to access whilst doing their profiles. The trainer introduced Artrage to the group and this application (and the tip-sheets) were then used by participants to design their own computer designs.

The participants worked very quickly. However the master trainer reminded them that when they train others using the Sizanani courseware the participants skills will be very basic. The group had a good discussion around logos and the reasons for their design choices which showed that the group was able to make choices carefully and to then justify these choices. The group then moved on to the other activities and was able to create professional looking business cards.

The trainer noted that the group was one of the best she had trained thus far in this project stating that “their skills are very good and their concentration is high. I think they love this whole thing. They are passionate about their community and they understand the community that they serve and for this reason they are very thorough in what they are doing”.

LADY FRERE, EASTERN CAPE (HELD ON 3 - 4 NOVEMBER 2011)

Eleven participants attended this training. Of these, some work at the ABET institution near Lady Frere and others at the Lady Frere District Office. Some of the participants in this course had no computer skills and some lacked the level of computer skills necessary to become trainers. The following four participants are able to run Sizanani courses as trainers:

- Mongikazi Debra Daka ABET
- Sakumzi Detyana DoE – Curriculum
- Nobenguni Mzamo ABET
- Mzukhona Cekeshe ABET

The new computers for this ICT resource centre had not been installed at the time of the training so the old computers that had previously been in this centre were used. There was no internet access in the resource centre and the built in data-projector did not work. Most of the computers had office 2003 and a few had Office 2007. Despite these challenges the course continued smoothly making use of the facilities available.

Participants worked in groups of four – with the master trainer mixing people of different abilities as opposed to asking those with very limited skills to leave the training session. In addition to the activities described for the other Sizanani training sessions the group talked about whether they thought this course would work at the ABET centres and also in the Vodacom ICT Resource centre. The participants all thought the Sizanani course is good since it introduces basic computer skills and encourages people to think about starting their own businesses.

In particular the master trainer noted that Sakumzi Detyana was very skilled in using the computer and explaining the choices she had made. The master trainer further noted that the two potential centre managers who attended the session were also very skilled and that she was confident that these materials would be used positively in this centre.

Whilst the trainer was able to download Artrage for the group, the lack of internet access meant that she could not help participants to set up email addresses if they did not already have these. She also was unable to install Songsmith and AutoCollage which participants at other sessions have enjoyed working with.

MAKHADO, LIMPOPO (HELD ON 16 - 17 FEBRUARY 2012)

The following four people attended this course and were appointed as trainers:

- Tsakani Gladys Mugivhi -ES
- Absolom Netsianda -ES
- Samuel Masuluke -Centre Manager
- Matshaya Mathivha -Technical Coordinator

The master trainer noted that whilst all the candidates had good computer skills and were able to perform all tasks, Samuel Masuluke in particular had excellent computer skills. The training venue for this session consisted of 34 laptops which were in good working order but the laptops were not connected to the internet and there was no printer in the computer lab.

The participants worked in groups to think of organizations that could be established to support the community. The group found this an easy task and worked quickly and independently. A difference in opinions around the logo for the organization led to a lively discussion about what logos mean.

After designing the logos the group started a discussion around business cards and participants wanted to take shortcuts like using Publisher and not Word. The master trainer encouraged the groups to use both programs as both were valuable in developing skills. In the end the logo and business card that were produced looked very professional.

The participants followed the materials step by step and enjoyed working together as a team. By the end of day two all activities were complete and the master trainer discussed the way forward including training issues, reporting and evaluating trainees.

Below are some extracts from the participant feedback forms:

The facilitator was patient and guided us well we needed it most. I think the community will benefit from the activities which we will handle with them. My skills were taken to a higher level. We really enjoyed the sessions although we seemed to run out of time for all the activities.

Hope that this ICT training should extended further to more people in other communities.

The content is extremely rich and the scope is very wide, and encourages one to explore further.

This training was very flexible for the trainees, they did not battle to do their activities and their pace was very fast.

This is a very nice course that can benefit the community much. I feel more training time is needed looking at the people we'll be working with ICT illiterate people.

PINETOWN, KWAZULU-NATAL (HELD ON 15-16 MARCH 2012)

The following four people attended this training session and all four of them were deemed able to now facilitate the Sizanani course:

- Mandla Dlamini -IT officer
- Zanele Mdubeki -IT teacher
- Lindiwe Dlamini -Centre Manager
- Njabulo Mlotshwa -IT officer



Of the participants in attendance, two were district IT officers and one was an IT teacher from Hlahlindlela High School. The fourth participant, Mrs Lindiwe Dlamini received an appointment letter for the Centre Manager's position on the first day of training. This was good news for the centre because during the planning stage Lindiwe had been unsure as to whether or not she would be hired.

The training venue consisted of 34 laptops; all these laptops were in good working order. However they were not connected to the internet and there was no printer available in the lab. The trainer further reported that the carpets were wet and did not smell good and the lift was not working.

According to the trainer all participants were computer literate and they managed to do all the required tasks. The participants followed the materials step by step and the trainer enjoyed seeing them working together as a team. By day two they all finished their activities and the group then discussed the way forward, training issues, reporting and evaluating trainees.

The following feedback was given by participants:

The course is very relevant and informative, it has all the necessary information to equip you to improve your life skills and has all the answers if you were about to be your own boss.

The trainer is very informative and she is able to share information across also easy approachable, very friendly person.

The training is user-friendly and can benefit many people in the community.

ICT SKILLS FOR TEACHERS – TRAINING OF TRAINERS COURSES

WITBANK, MPUMALANGA RESOURCE CENTRE (HELD ON 21-22 MAY AND 12-13 JULY 2011)

The master trainer for this course noted that the training venue was “superb” with enough PCs for all the teachers. The only technical challenge was accessing some sites on the Internet which were blocked by the network which affected the plan to register teachers on the Partners in Learning Network. The trainer overcame this by using his own 3G modem to help register them.

Ten very committed participants attended this training. Of these, many were CAT and/or IT teachers and this meant that they were technically astute. Amongst the attendees was the principal of the local high school, Mr. Lesley Sikwambane, who showed a great willingness to adopt the use of ICT to support learning on behalf of his school. The centre manager, Mathandi Mokumo, was also very helpful and did a lot to make sure that training was successful from the logistical point of view. The following eight participants were deemed to have the computer and presentation skills required to run the ICT Skills for Teachers course:

- Thembi Roselyn Milda Ndlovu:
- Ngwanamtsinyane Esabella Mtsweni
- Vincent Pele Thulani Mabena
- Julia Martha Zanele Mohlatlole
- Susiwe Leslely Sikwambane
- Lindiwe Millicent Johanna Skosana
- Irene Mokgaetji Matjiu
- Elizabeth Thandiwe Mathandi Mokumo



On the first day of training the group spent fifteen minutes getting to know one another which also allowed the master trainer to assess the computer skills of the group. The master trainer then explained what the Partners in Learning programme involved and introduced the ICT Skills for Teachers course. The master trainer led a discussion on the ICT Skills for Teachers course design principles, including: shaping and fading, just-in-time learning, scaffolding and self-directed learning. The group also discussed how this course is tailor-made for adult learners, in terms of choice, self-paced and flexibility.

Based on his assessment of the group’s computer skills the master trainer then selected a scenario in the intermediate level (How to create an interactive picture) for the whole group to work through for twenty minutes. After twenty minutes a volunteer, Thembi, talked the group through the steps, and it was clear from her presentation style that she would be a confident trainer.

After this activity the master trainer took the participants through the general components of a scenario as well as how this structure is meant to support self-directed and independent learning with the help of tip-sheets, outcomes and examples. The master trainer also used this opportunity to show that the Microsoft Partners in Learning CD cd has been updated with the inclusion of scenarios based on the Learning Suite for Schools resources. Thereafter, the participants were released to work on scenarios of their choice, with the aim of getting them to have a more concrete understanding about the structure and the content of the course. In the meantime the master trainer moved around, observing what the trainees were doing and which scenarios they had selected.

The last session of the first day was Pair and Share. Firstly, the group discussed briefly about what Pair and Share is, as well as the role that the facilitator needs to play in order to make this an effective sharing session rather than a dull “Look at what I have done” activity.

On the second day the group was asked to reflect on the previous day in terms of what they thought would work well about the methodology; and what challenges they thought they might face in terms of implementing the Shaping and Fading approach of training. This was an interactive session with trainees being encouraged to draw from their personal experiences of working with adults. The group was also shown the Microsoft Digital Literacy Curriculum – a free online course that allows participants to work through the materials at their own pace and to then take a test and print a certificate at the end of the course. This can potentially be used by participants using the centre who need a computer literacy certificate when applying for a job or to add to their CVs.



The training session ended with the master trainer answering questions about the course design of the ICT Skills for Teachers course and allowing time for participants to finalize their scenarios for the showcase. After tea the group was divided into four and tasked with preparing a presentation on part of the training process. The groups then presented their work and each aspect was opened to the floor for discussion. After lunch the participants showcased their scenarios that they had completed as individuals. In closing the group discussed how to manage a show case effectively and how to get ready for training in terms of the logistics and documentation that is required.

Below are selected comments from the participants indicating that the course was well received:

“This course has absolutely broadened my knowledge. Our facilitator has made us more clear on how to do facilitation, cascading and brainstorming”

“It was a fruitful session, I have gained more than I have expected. I’m now familiar with scenarios and Tip-sheets”

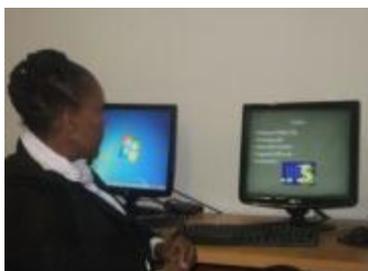
“It will be highly appreciated if it reaches everyone around the country computers are easily accessible this days and all people must be computer literate. To Microsoft and SchoolNet you are really doing a great job keep it up. My skills have been sharpened and I am going to impart what was taught to me”

SUNNYSIDE, GAUTENG RESOURCE CENTRE (HELD ON 7-9 JUNE AND 12-13 JULY 2011)

The training venue was well equipped and made good use of computers connected to the Multipoint Server. The only technical issue was the lack of Internet access which prevented participants from registering on the Partners in Learning Network.

The group consisted of eight eLearning District coordinators from Tshwane. Included in the group was Sophia Molohe who is already an Intel Getting Started trainer, and she shared valuable insight around what it’s like to work with teachers at the entry level of ICT adoption. The rest of the group comprised very experienced trainers and as a result the main focus was on the course methodology and content of the course as the participants were already able to demonstrate good facilitation skills. All eight participants demonstrated the required skills to be trainers for this course and are listed below:

- Petra Swanepoel
- Jan Basson
- Musa Ndlovu
- Sophia Salome P. Molohe
- Leon Fawie
- Shadi Mokoena
- Solane Mlambo
- Dawn Crawford



The structure of this training course was similar to the order of events already described for the Witbank ICT Skills Training of Trainers session. The master trainer reported that on the first day Shadi Mokoena volunteered to take the group through the

steps of a scenario and proved that she could do this with confidence. During the showcase session on the final day the master trainer encouraged interactivity and the audience were invited to make comments and inputs at the end of each presentation. The session closed with a discussion of issues relating to “Getting Ready for Training”, and in this session the group talked about all the logistics and documentations related to training in this course.

Below are selected comments from the course evaluations:

“Confidence in applications often used one still finds that there are areas for improvement. The course was worthwhile”

“Thank you very much. This was worthwhile; I really gained a lot and will be able to implement the course. The trainer added real value by sharing experiences and adding professionalism”

“Our trainer was a confident trainer, managed the group very well and a good communicator and trainer. I enjoyed the training”



LADY FRERE, EASTERN CAPE (HELD ON 21 – 25 NOVEMBER 2011)

This training session took place in a Computer Lab based at the District Teachers Centre. Although there were enough computers for all the participants there was no internet access.

With twenty-five participants, this was a big group for a training of trainers session and comprised a mix of classroom teachers and Subject Specialists. The following eleven people were approved as trainers:

- Pakama Mjobo
- Sakumzi Detyana
- Thandokazi Khoza
- Liyanda Matshoba
- Luyanda Ndiki
- Ntombekhaya Tabata
- Siyavuya Mluleki Golifili
- Princess Mlungwana
- George Mureguzi
- Phikolomzi Mkwambi
- Jabulani Mtebele



The master trainer described them as “a nice, enthusiastic group to work with” and noted that whilst “quite a good number of them were not at a level to become trainers it was encouraging to see how passionate they were about the role of ICT in Education”. The group enjoyed the opportunity to enhance their own computer skills and enjoyed the “huddle” sessions where they discussed aspects of the courseware and training approach.



“The course has been very informative and it has increased my confidence in doing presentations. More time for training like this is needed in future”

“The Workshop was interesting and fruitful as trainees”

UPINGTON, NORTHERN CAPE RESOURCE CENTRE (HELD ON 14 – 18 NOVEMBER 2011)



This training session happened at the Vodacom ICT Resource Centre – which was under construction at the time of training. The participants made use of laptops that had their power banks firmly mounted in the safe cart. The result of this was that they could only use the laptops for a set number of hours before they ran out of power and therefore had to be conservative about their use.

There were thirteen 13 participants in this training made up of practising educators, computer lab technical assistants, school administrative clerks and subject advisors. Bennett Johannesen who had conducted the initial training with the group was also present and was able to share valuable inputs in terms of what the participants went through during the initial training. The following six new trainers were approved at this training of trainers' session:

- Rachel Karin Esterhuizen:
- Johanna W Bok
- Frederick Mouton
- Nadine Dodds
- Russia Bees
- Sebastian H. Feris



On the first day of training the group was asked to complete the Interactive Picture scenario on their own. After 20 minutes only some participants had completed the activity and of these some had not done the activity correctly. The initial trainer, Bennett pointed out that the participants may not have had enough time to practice the scenarios, having only done the participants' course three days before – so more time was given. After this a few people were able to complete the activity correctly.

The master trainer noted that the catering provided for the training was of a good quality and the fact that meals were prepared at the venue was very convenient. He concluded that the group was very nice to work with and that the "training environment was very flexible and conducive for personalized learning".



HELPDESK – TRAINING OF TRAINERS COURSES

All HelpDesk training of trainers sessions follow the same basic order of events described below. This general description applies to all of the HelpDesk sessions which are described in more detail below.

Training Day 1 – the trainer arrives early and sets up the training room. Introductions are made and the trainer finds out about the experience levels and expectations of the group. The group is assigned the chapter entitled "Planning Your School's Helpdesk" as homework reading and participants move on to the chapter entitled "Understanding Hardware" which covers the hardware components that make up a computer. During this session the group members handle various computer components before learning more about them.

Training Day 2 – the reading homework is discussed and educators are encouraged to share what they have learnt on the HelpDesk course by starting technicians clubs at their schools and showing learners how to maintain the schools' computers. The group then continues with the Hardware chapter – learning how to dismantle and reassemble computers. The groups are advised to proceed with caution – taking into account the safety precautions they have learnt about. This activity usually is a highlight for the participants – many of whom have never seen the inside of a computer, let alone worked on it. The final activity for the day revolves around "Installing an Operating System" and how to accomplish this.

Training Day 3 – On this day the group works on "Supporting Networked Computers" which is the most challenging part of the course. The participants begin to master some of the language they will need to know as junior technicians, including domains,

workgroups, IP addressing, subnet mask, gateways and servers. This section involves some practical application in the computer lab as participants learn more about how to configure a network correctly and how to install an operating system.

Training Day 4 – On this day the group finds out more about the control panel for Windows 7 and Windows XP and how to change the settings. They also learn about supporting hardware and how device manager works. Common problems and how to deal with them are discussed so that participants will be able to do some troubleshooting at their schools. The topic of “Supporting Security Needs” is also covered and participants are made aware of the importance of installing and updating antivirus software, using strong passwords and physically securing hardware. “Performing Maintenance and Completing Special Projects” is also covered.

Training Day 5 – on the final day of training the group looks at how to diagnose a computer problem and how to then correct it. The group then learn how to install the student database so that they can track their own technical support. The day ends with the participants filling out feedback forms and discussing whether their expectations have been met. The participants also make plans for setting up computer support HelpDesks at their schools.

GANYESA RESOURCE CENTRE (HELD ON 6-10 DECEMBER 2010)

The Ganyesa Centre staff received the HelpDesk training of trainers’ course; however this was not successful in terms of appointing new trainers who would be able to offer this course in future. On the whole, the group did not have good technical skills, and the departmental technicians who did attend the course were not interested in becoming trainers. The group also included learners with limited or no ICT skills, despite the department being told that it was inappropriate to include learners in a training of trainers’ session. Despite not being successful as a training of trainers, the course was still well received by the participants who will be able to conduct basic technical trouble shooting at their schools and at the centre as a result of the training.

As the group did not have the required technical skills to potentially become trainers, the master trainer ran the course as a normal HelpDesk training session. This ensured that the group did still benefit from the course and improved their own technical skills. It is furthermore hoped that some of what was learnt will be used to support the participants’ schools. The group’s enjoyment of the course is captured in the feedback forms, a sample of which is given below:

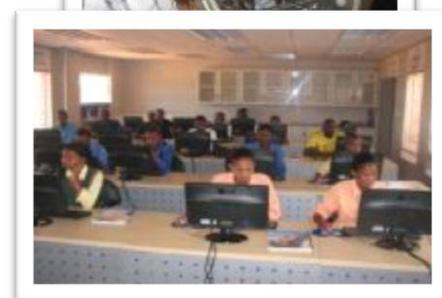
“This course was good, because I managed to experience lots of skills and how to use a computer. I have learnt much about the different types of a computer and how to connect the cables from the power supply to different parts like the motherboard, CD Rom and others. I have also learnt that if you think or you have experienced that your computer has a problem; it may be the problem with the RAM or the Processor, so it is you who has to reset them and see if your computer will function well. In other words, I mean that my trainer was patient and always there when I needed the help and the course was fabulous.”

“The course of help desk training was so good and interesting because as from the beginning, I was not able to identify the computer components and thought that the PC is made up of many components. My knowledge to computer was no so much, but after the course, I have realized that I can be able to install and reinstall the computer by myself. My trainer was friendly and very kind to everyone and not getting tired or our questions. Every time when we wanted him to repeat something, he just did so.”

“The workshop was a success and the course, very interesting and informative. The facilitator was very knowledgeable and tried very hard to ensure that everybody was on board and understood what was happening. He answered all questions and made good examples. We all learnt a lot and very happy about the training.”

WITBANK RESOURCE CENTRE (HELD ON 14-18 FEBRUARY 2011)

Thirty one participants attended this training – some of whom were departmental officials and some of whom were educators. Only two participants had prior technical qualifications – but despite this there was a great deal of interest in the course and other interested participants were allowed to join in the course. In the end only Vusi Ngwenya and Robert Peterson were



appointed as trainers; however we are confident that many of the other participants will be able to implement a lot of what they learnt in providing some technical support to their schools or departments.

The Vodacom ICT Resource Centre was described as an ideal training venue as there was a computer lab as well as adequate space for the technical demonstrations. Whilst he was at the training session, the master trainer assisted with some technical challenges at the centre. For example – the centre manager had been travelling a distance of 100 kilometres to access his email – however the trainer was able to speak to the technician and set up his mail in such a way so as he could access it remotely. Five of the computers at the centre that had not been working were repaired as part of the training session – with the group diagnosing what was wrong with them and working out that they could fix them themselves.

Despite a lot of information being condensed into a short course, the training was well received as is indicated by the comments below:

“I wish training can also be provided to some of the colleagues at my schools so that we can share the information. The training was very productive and I have confidence and have developed technical skills. I never thought the technical side was for ladies and before the course I had no confidence, but now everything has changed, I am no longer afraid of opening the tower and giving lectures to anyone who needs help whether at schools, home and in my community. Thank you very much for this course, it was very fruitful”.

“The training was both content-rich and hands-on. Now one can work confidently on a computer especially the technical part of it”.

“The workshop was beneficial – it changed my outlook of IT completely from just being an end user to someone who can dismantle and assemble a computer. I can also troubleshoot and assist colleagues with solving hardware and software problems. The facilitator is so gifted and makes sure that we understand the content and application of IT tricks, his tips will actually enable me to solve a lot of problems in the work situation”.

UPINGTON, NORTHERN CAPE RESOURCE CENTRE (HELD ON 24 – 28 OCTOBER 2011)

There were 21 participants from the Siyanda District at this training including 12 educators, 3 ICT technicians, 1 Vodacom Resource Centre Manager, 1 EMIS Coordinator, 1 IQMS manager who joined the group on the third day, 1 Computer Trainer from Oasis Skills Development, 1 Admin Clerk from the same development centre and one out-of-school youth who could not attend on the fourth and the fifth day because he was preparing for exams.

Training took place at the brand new Vodacom ICT Resource Centre that had never before hosted a training session. The trainer was given a computer room plus a big room to conduct this training. Unfortunately the whiteboard had yet to be mounted – but a mobile whiteboard was quickly organized in order for training to commence on time. The master trainer noted that the Vodacom Resource Center staff members were very efficient in making sure that everything that was needed for the training was made available.



This was also the first time that the HelpDesk course had been run in the Northern Cape and in discussions with the participants the master trainer realized that there is a definite need for HelpDesk training in this province where there are often vast distances between schools and where officials need to service schools spread across vast areas. For example, the three technicians who were present indicate that they service 100 schools in a 300km radius – with no dedicated transport to get to the schools. This reality shows just how important it is for schools to develop their own technical support teams so that they are less reliant on external technical support.

It was disappointing that none of the participants indicated an interest in becoming HelpDesk trainers. The master trainer surmised that a possible reason for this was lack of confidence in their own abilities to present the course, especially if they were comparing themselves to the master trainer who has run this course many times. Still, most participants did indicate that they would be willing to train others back at their schools. The following participant comments show that the group benefitted greatly from the session:

“I enjoyed the course because it was well planned. The training helped me understand more about computers. The training really helped us to have a better understanding of the way computers work. Because of the training I can put up a helpdesk at my school to help the people understand how computers work. Lastly this course has really helped me a lot and I would recommend that this course be made available to everyone in SA.”

“The level of my computer skills has improved a lot. The trainer showed us, through his presentation, that he has passion for his work, and he is very well skilled. The dismantling of the computer was the most interesting part because I have never done that before, because I was afraid it would not start up. Suggestion, in the future, make sure that the network on the group computers work properly. It is a bit frustrating when you have to do something practical and it is not working. I would recommend Themba as a trainer in anything, because he goes to the level of everyone, even those who have never touched the computer before. Great work, much appreciated!!”

“The course can be recommended for all CAT and IT teachers. The trainer was hands on, and very clear in his explanations. We were free to ask questions and was answered in an understandable way. I can now understand and maybe do a little of the work the technicians come and do at schools. Troubleshooting will now be much easier. We were treated with the necessary respect and understanding. Thank you Themba!!”



LADY FRERE, EASTERN CAPE (HELD ON 14 - 18 NOVEMBER 2011)



The training was held at the Lady Frere District DoE Curriculum offices in the Eastern Cape in a boardroom and training that required a computer room took place at Lady Frere Primary School.

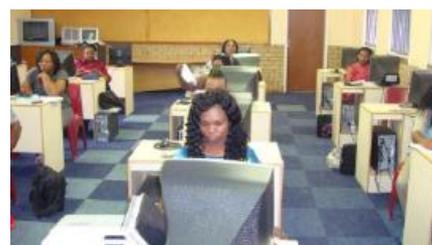
There were 18 participants from the Lady Frere District at this session - including 9 Educators, 1 Principal, 1 ICT technician who supports 123 schools of the district, 2 Senior Education Specialist, 2 Deputy Chief Education Specialist, 2 Admin Clerks, 1 Education Intern and 1 student. On one day of training Nobubele Ma-Awu, who is the Deputy Chief Education Specialist paid a visit. She gave a speech to participants and thanked SchoolNet SA and the trainer for the training.

Whilst many of these participants will be able to go back and train others at their schools in technical trouble shooting, only one person Liyanda Mathaba was deemed suitable to be appointed as an official HelpDesk trainer. This person had been an educator but is now the only technician responsible for the entire district of 123 schools. These schools are spread out over an area with a radius of 130kms – some of which can only be accessed by a 4x4 vehicle. This dire shortage of technical support and the inaccessibility of some schools indicate that the HelpDesk course can play an important role in ensuring that schools become more self-reliant in terms of basic trouble shooting.

Whilst a number of participants noted that the course covered a lot of content in a short time and that they would like to have regular refresher sessions, the following comments indicate that on the whole the course was found to be challenging and informative:

“The course was very informative, I enjoyed the course, so much, as it has helped me to identify and will be able to resolve problems. This is a good course to help understand and be able to know computer components and setting up a help desk. I am now confident that I will be able to teach others to set up and run a helpdesk.”

“The course was fruitful, more knowledge and skills I received. The material we use to do practical work also helped a lot because even if it was not clear, but because of the practical work, everything was clear and



understandable. If this course can be done at least twice a year, it can successfully develop us as teachers because we are living in this world of technology. Now I can help my colleagues and solve problems that we encounter at my school in our computer room."

"I have learnt a lot, I am confident to setup and support networked computers in my school. Although I am an IT Technician, that does not mean I am a master of the trade. I was not aware of the roles and duties of the helpdesk and some other ways of solving hardware and software related problems. But after the training, I am confident that I can even be able to train others."

MAKADO, LIMPOPO (HELD ON 26 – 30 MARCH 2012)

This training session was held at the Makhado District DoE offices in Makhado. The trainer was given a computer room plus a big room to conduct this training. This room was a relatively old classroom as the Centre was once a College of Education years ago.

On the first day of training very few of the 25 expected participants arrived by 9am. The centre manager then made some calls to invite more people to join the training session. According to the centre manager participants from the DOE had been invited but they failed to arrive for the training session so instead he invited local youth who had participated in the Sizanani session to attend. In the end there were 29 participants comprising the Centre Manager, two Education Specialist who joined the group on Tuesday and 26 out-of-school youth (13 of whom had attended Sizanani training).



Whilst the participants enjoyed the training session, as a training of trainers session the session was completely unsuccessful. All participants with the exception of the three DoE officials were complete computer novices; and the unemployed youth barely had basic computer skills, let alone any technical experience. The youth generally had a poor command of English and even if they did have the technical skills necessary to become trainers would find it difficult to facilitate the sessions. In a normal HelpDesk session or even a training of trainers session where many participants do not become trainers, participants at least leave the course with some computer skills that they will be able to use in their own schools. In this session this was not the case, as the unemployed youth will not have anywhere to use the skills they have learnt.

Below are some of the comments from the participants:

"I like the training because before I come I use to know how to use word and excel in a computer looks like in the inner side but now I know because we have disassemble and assembly the computer I also have learn how to trouble-shoot. Shoot also know what a help desk is for, well I like this course and I think we need to do it again because for me it's like the period was short because I was enjoying it."

"I enjoy this course because I come here without knowing that computer can communicate with other computer. I have get knowledge that I can help others in the community on this course. This course help me to get more information about computer specially networking and removing and replacing internal parts of computer."



CONCLUSION

To date six of the nine centres have received their Centre Manager course and Sizanani Training of Trainers Course – with the staff of the NorthWest, Free State and Western Cape Centres still to be trained. The centre manager course has been well received, with participants enjoying discussing the issues relating to managing the centres effectively and constructively working through developing plans, visions and missions for their centres. We believe that a careful analysis of strengths and weaknesses of the centres, as well as their potential threats and opportunities has meant that staff is well placed to maximize the positive attributes of the centres whilst working to mitigate the risks. Our hope is that Vodacom Foundation and the National and Provincial Departments of Education will take heed of the common issues around appointing fulltime, permanent staff to be

based at the centres – as without people to operationalize the plans, the centres will never be effectively used. We also hope that the initial teething problems around internet access, telephones etc. will be addressed so that staff are equipped with the tools needed to effectively do their jobs.

The Sizanani training of training course has been a great success at the centres and has given centre staff a practical, accredited course that they can immediately begin offering to community members in their areas. We hope that the centre teams will put into practice the suggested training plans so that this courseware is used and community members can benefit from being trained to use computers. The only reason that we can foresee for this course not to be used is at the lack of full time staff appointed to run training at some centres.

The HelpDesk course has been run at five centres so far, with participants at KwaZulu-Natal, Western Cape, Gauteng, and Free State still to be trained. Whilst the course has successfully equipped participants with the skills to do some technical trouble shooting either at the centres or at their schools – it has not had the desired effect of up skilling new trainers who will be able to run this course at the ICT Resource Centres. The HelpDesk course is challenging and in most cases only participants who already have excellent technical skills and an appropriate qualification (A+ or equivalent) are likely to be appointed as trainers for this course. In most cases, participants lacked this pre-existing knowledge and therefore were not appointed as trainers. In some centres one or two new trainers have been appointed and our hope is that the centre teams will use these new trainers to run courses at the centres. In other cases, we hope that SchoolNet will again be asked to run this course at the centres using a qualified trainer as we do still believe that equipping teachers and learners with basic technical skills helps to ensure that school computer rooms are used. Provincial staff are urged to ensure that candidates for all training sessions (but in particular this course) are carefully selected based on the criteria provided by SchoolNet as sending poorly selected candidates to a training of trainers means that the chances of new trainers being appointed are small and a valuable opportunity is wasted.

So far four ICT Resource Centres have received their ICT Skills for Teachers Training of Trainers course with Limpopo, NorthWest, Free State, Western Cape, and KwaZulu Natal yet to receive their training. These courses have consisted of two parts – firstly the group experiences the course as participants and then they are trained as trainers by being shown the course methodology and instructional design. In all cases where this course has been run a fair number of new trainers have been appointed, meaning that in theory all centres that have had the train the trainer course should now be able to run their own ICT Skills for Teachers courses for teachers in their areas. Again, as with the Sizanani course, the only possible reason for this not to take place is the lack of full time trainers in some centres to be able to offer this course.

Whilst the ICT Resource Centres are well-equipped centres, numerous training sessions have been marred by technical challenges. Lack of internet access (at some training centres and at alternate venues) has limited the use of online tools at some sessions. Extremely strict firewalls limited access to some websites as well as useful online tools at some of the earlier training sessions, but this seems to have been rectified at later sessions. Lack of a working data-projector at some sessions was overcome by the SchoolNet SA trainer using her own projector; however each centre does need its own working projector for its own training sessions to be run effectively. Vodacom is urged to ensure that the centres are technically ready before future sessions are run to avoid training being hampered by some sites not working or some content, such as the Mindset materials not being demonstrated.

We would like to express our gratitude to Vodacom Foundation for allowing us the opportunity to build capacity in all nine provinces. We are confident that the staff we have trained have been equipped with the skills to run the centres effectively and that they are able to run a number of courses for teachers and community members based around the centres. We would like to thank Microsoft SA for their continued support of this project and the national and provincial departments of education that have assisted us in planning and executing the training rollout. We look forward to training the remaining centres and continuing to provide mentorship and support to the centre teams already trained.

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