



Systems Strengthening for Teachers of Hospitality Studies – The Workshops



Gauteng



KwaZulu-Natal



Eastern Cape



Free State and Northern Cape



Western Cape



Limpopo

1. Background to the project

The intention of this training programme was to provide professional development to the Hospitality Studies teachers at those schools which had been selected to participate in a Sun International and DBE national initiative. The *Systems Strengthening & Capacity Building Programme for Teachers of Hospitality Studies* was designed to provide a range of resources which includes professional development training as well as digital content aligned to the curriculum, a laptop and data projector for the teacher and a number of incentive offerings such as work experience in Sun international hotels as well as Sun International experts such as chefs making visits to schools and bursaries for promising students for further study.

2. SchoolNet SA contribution

SchoolNet SA liaised with IT Masters around the distribution of laptops. Identification of training venues was conducted with close collaboration with Sun International. Teacher participants were privileged enough to be accommodated at a Sun International hotel in each province. SchoolNet also liaised with the content developers of the platform, Obami, around the availability of content, registration and navigation. Obami provided 'how-to' videos for these purposes to be shown at the provincial workshops.

Suitable trainers were contracted by SchoolNet to deliver face to face workshops over four days in entry level ICT skills training, as well as incorporating additional time for the Vodacom Digital Classroom and the Hospitality Studies curriculum resources and navigation available on the platform. SchoolNet provided follow-up support in the integration of ICTs for teaching and learning and to provide Sun International and the national Department of Basic Education (DBE) with proof of attendance. An additional task was to evaluate participants' portfolios of evidence and provide each participant (i.e. those with 100 % attendance and successful completion of activities) with SACE endorsed certificates or certificates of participation as relevant.

3. Challenges, successes and perceptions of training – by Province

Eastern Cape

The Eastern Cape training took place at the Board Walk in Port Elizabeth and the trainer was Busi Mdlankomo. Mathapelo Sehume from SchoolNet's head office, was on hand to facilitate the introductory greetings and provide attendees with a background to the programme while they were awaiting the arrival of laptops. The participants came from a wide area in the Eastern Cape such as Fort Beaufort, Joubertina and Bizana.

All participants were welcomed to the Board Walk by the HR managers, Mr Aubrey Nappie and Mrs Peggy Mokhatla. Peggy remained in the workshop for the whole week. The local Hospitality Studies Education Specialists, Mrs Busi Kuze and Mrs Sangqu also welcomed all the delegates. Training began in earnest at 10:30 and ended at 17:00.

The venue was well-equipped with a data projector with good sound for the lovely videos that had been created by Obami at Sun International hotels. The whole venue was very comfortable because the space allowed a group format of three participants per table. Catering was also excellent as would be expected, with participants being treated to a warm welcome of coffee and a starter breakfast. With the considerable amount of imminent internet activity, the trainer was most relieved that the Internet connectivity at the venue was excellent.



The trainer felt that the trainees were most appreciative of the training that was offered them. They appeared to be enjoying the activities and demonstrated their commitment by working hard. It was encouraging that they asked for help and also helped each other whenever assistance was required. They made it a point that their tasks were well executed especially after being told that they would upload their work to share with everyone. They really devoted a great deal of effort into their individual tasks.

On Day 1 teachers experienced a brief overview of the programme, Intel: Getting Started. The trainer felt there was a need to dwell on the basic principles of 21st Century skills. The participants were interactive after some introspection on how they might conduct themselves in future, and how they might improve their classroom management skills

This was after they had analysed the section on 21st Century learning skills, such as creativity, collaboration and critical thinking that then realised that a change in pedagogical approaches was imperative.

Once the trainer moved on to specific technology skills, she customised the programme to speak to Hospitality Studies-related tasks and ensured that the participants agreed on which applications were appropriate for specific sections of their curriculum. For example drawing up a menu would be done in Word and drawing up a budget for kitchen equipment was done in Excel. When they moved on to navigating the Internet, the trainer

reported that all the participants except one did very well but it was of great benefit to have two trainers who were able to assist participants and continually check on their progress.



Day 2 saw teachers moving on to using Excel and Power point more seriously but still adhering to the themes that each had chosen. All participants were taken through the task of creating interactive mark sheets as well as budgeting. The trainer reported that participants were excited about the artefacts they had produced and worked even harder to perfect them.

By Day 3 the workshop moved on to the Sun International portal using the programme devised by Obami. Merely logging on was a challenge for some of the participants but the trainer reported that they eventually got that right and moved on to familiarising themselves with the following activities:

- Updating profiles
- How to comment and follow each other's comments in the communities they joined or created.
- How to update members – they encountered difficulties with headings and commas which interfered regularly with the process.

On the final day the trainer reported:

- After figuring out more issues around registering users, we moved on to resources and managing them. We found that we had to first join a 'class' in order for us to have contacts access whatever we shared with them
- We then attempted creating worksheets from existing documents and editing them

There was a general concern that teachers have very little spare time and therefore when navigation of the portal becomes time-consuming it further discourages them from wanting to engage with the programme. Stakeholders in the project and particularly Obami have been working to overcome this issue. Otherwise all participants including the trainers were most grateful to Sun international for their hospitality and the high quality of the catering that was provided. Teachers were very generous in expressing their appreciation of the trainer and the whole training programme.

Free State and Northern Cape

The workshop that took place in Bloemfontein in March 2017 combined the teachers from the Free State

province with those of the Northern Cape and the trainer was Randall Pienaar.



The laptops arrived at around 09h00 on the first day of training. Only two teachers among the group were novice users. The rest of the participants were fairly skilled end-users and knew most of the basic operations in Word, Excel and PowerPoint. In light of the trainees' skills sets the trainer adjusted the training and moved to undertake Microsoft's *Partners in Learning ICT Skills for Teachers* course where the more advanced learners could attempt the higher level activities. The trainer then augmented this course with modules 1 and 3 from the Intel *Getting Started* course material.

On Day 1, the better part of the day was spent on logistical arrangements related to the training venue, the laptops and other administrative issues. The training started at 08h00. with a short address from the provincial subject coordinator. This was followed by the handing out of laptops and the signing of the laptop register. Due to not having internet access nor login details for the portal the trainer decided to cover all the Portal content and the Digital classroom sessions on the final day of training. Day one ended with an overview of the project and the course content that would delivered over the



following 3 days. On Day 2 the trainer started at 07h00 to make sure that the internet was functional. He reported that between the SchoolNet Router and the slightly slower Casino WiFi the internet coverage was sufficient. Training then started at 08h00. Modules 1 and 3 of *Getting Started* were done in the morning session. 21st Century skills and higher order thinking skills were the main focus of these modules and set the

scene for a talk on the importance of technology integration in teaching and learning. The teachers enjoyed the discovery/invention activity on the escalation of activity instructions from lower to higher order thinking skills. After lunch participants embarked on the Partners in Learning (PiL) course content. The trainer explained the PiL methodology and demonstrated one scenario. The teachers then started on their first scenario of their choice for the day. They made good progress and by the end of Day 2 some of the more skilled teachers had 3 scenarios completed. The trainer reported that the teachers were reported to be in good spirits, had a great sense of comradery and seemed to thoroughly enjoy the training.



On Day 3 participants were encouraged to explore and attempt the more advanced PIL scenarios such as creating an interactive picture, forms in word and Mail Merge. The internet data became depleted quickly so the trainer tried to avoid too many internet-based activities. He felt that it should be noted that the offline version of the course content did not have the “how to” videos and therefore all videos

had to be accessed from the internet, thus resulting in navigating the entire course online. On the wise request of the teachers they then included an afternoon session on the finding, downloading and use of YouTube videos. This session was a hit with the teachers. In the ‘pair and share’ session by the end of the day many of the teachers had good ideas for the use of videos in their lessons.

Day 4 was disappointing because the group struggled with internet connectivity as soon as they started to access the content on the portal. They managed to register the teachers but those teachers who registered themselves found that they did not have the same access to all the portal content as the pre-registered teachers. The trainer had downloaded the instructional videos into one folder and copied it to the flash disks of all the teachers for their future use.

The Digital classroom session was a success as the trainer had login details for the site and could explore most of the site content along with the teachers. Having some extra time the trainer squeezed in a short session on the use of TeamViewer (already installed on the laptops) The teachers were amazed at the capabilities of the programme and realised the potential remote access as a tool for technical support to schools. Training finished on the last day at 3pm.

Gauteng

The Gauteng workshop took place at the Carousel Hotel in March 2017 and the trainer was Motladi Matila. The trainer reported that the participants arrived in time to start training at 8 am. They were all welcomed by

the Sun International representative, Jeannette Horn. Handing out of the laptops was conducted by Siya from SchoolNet SA with the help of Rina Barnard from the DBE and the trainer. The Kelello Researcher, Pam Barmby also had a slot where she mediated the research survey forms that were supposed to be filled in by both educators and the 2 Facilitators.

The workshop started with introductions to each other and then the trainer introducing them all to the portal. This training on the portal lasted for approximately 3 hours, with all the tabs navigated, videos shown and participants having modified their profiles, e.g. inserted their own pictures. The trainer then introduced teachers to the Vodacom portal which lasted approximately 45 minutes, with the relevance of the portal and Vodacom Digital classroom being explained.



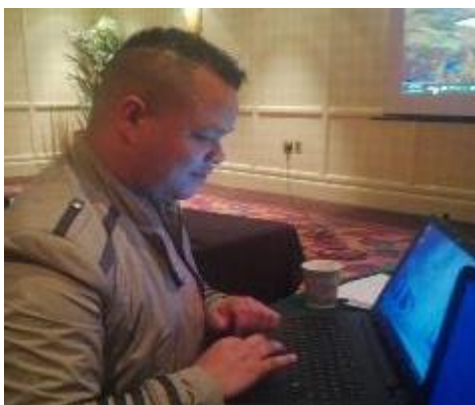
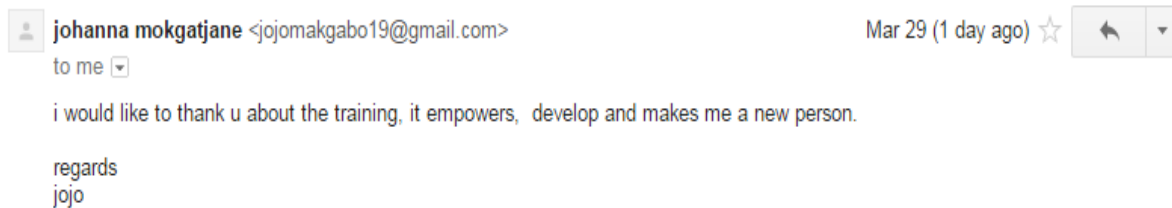
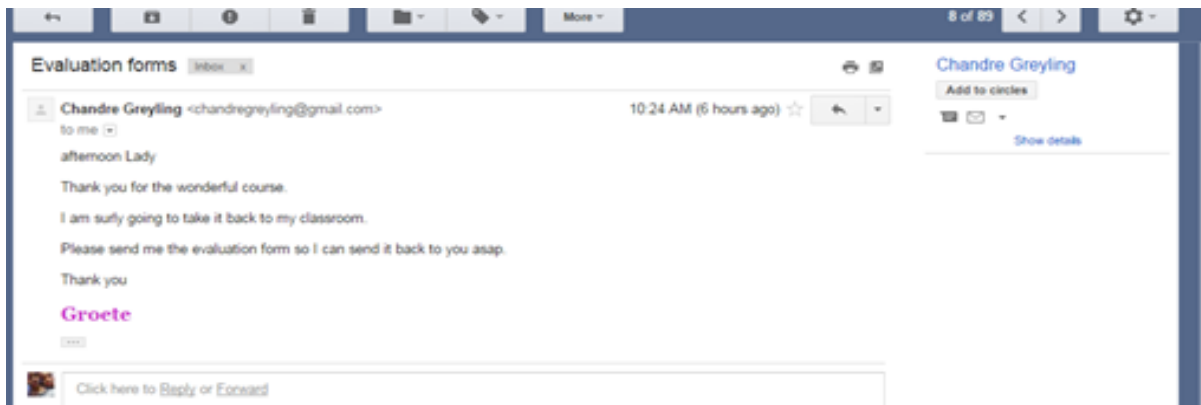
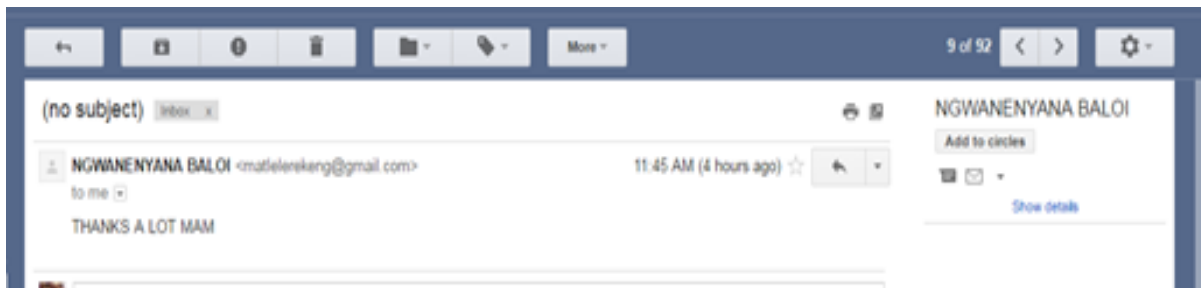
After lunch the trainer introduced the CAP (Content Access Point) tool and participants navigated around the content. The workshop then moved on to the Introduction to the Getting Started course and then the first module, which was about 21st Century skills. Thereafter Module 2 was covered and participants were asked to complete activities. The training ended at 5pm.

Through the guidance of the Curriculum Facilitator, Rina Barnard, on Day 3, the group was divided according



to skill level, since 75% of the trainees were not ICT competent and were struggling. The educators had come to this training with the expectation of being trained on the content, Hospitality Studies content. They wanted to further their knowledge around their subject. The trainer's expectation was to focus on entry level skills so that teachers would have the skills to navigate around the portal - only to find that it was largely still under-construction. The trainer felt it was evident when teachers had uploaded their activities, creating their own portals and creating users, within the portal that most of the teachers had achieved the objectives of the training.

Remarks from some participants through email:



Gauteng Hospitality teachers and subject advisors received a follow-up workshop during June 2017. The training started at 8 am at Carnival City and finished at 5 pm. There was a minor issue with the internet connectivity. However, the Sun IT team, brought in extra IT personnel to help and the training continued while 3 laptops were taken to the IT office for set ups. Multi plugs were also made available for the training centre. The trainer advised teachers to Rica the sim cards and install them in their respective devices. The trainer reported that Mr January was very passionate about the training and the portal and was very quick to accomplish all the set tasks. What was even more impressive was that he was then able to assist others.



KwaZulu-Natal

The training in KwaZulu-Natal took place at the iSibaya Casino & Hotel during the last week of March 2017. The trainer was Hlengiwe Mfeka. 16 teachers attended the training from 16 schools and 2 subject advisors from Umzinyathi and Umgungundlovu districts and later Ms Z Buthelezi who is a Provincial coordinator joined the session. Teachers' computer skill level ranged from no skill to intermediate. They were looking forward to receive their new laptops and learn as much as possible to use them effectively. There was a lot of enthusiasm and much anxiety around whether they would manage to cope with all planned activities

The programme started with completing a research survey conducted by Pam Sonja from Kelello, and thereafter an address by Ms Zani Buthelezi the KZN DoE Provincial Coordinator. The laptops arrived just in time after this address. The process of distributing laptops went smoothly and some of the teachers volunteered to assist with the administration. Immediately after teatime, the unboxing of new laptops and an orientation to Getting Started for those who did not know how to sign in was done. A few laptops were low on battery; arrangements were made to charge while in use. Login account details to Obami were shared with the teachers and no problems were encountered when logging in. Subject Advisors login details could not be found in the spreadsheet created for teachers but Obami sent these immediately after our request.

A tutorial video on using the Sun portal assisted teachers to change passwords, update their own profiles and navigate the portal. They were introduced to the Teachers' resources portal where they could access different tutorials on the 'how to' tasks. One challenge experienced by some teachers was that their own portal was showing that they had not joined the Teachers' resources portal including other subject-related content portals. As they were navigating through the portal, they managed to work out how to join or unjoin official portals. Teachers were also encouraged to be active in the forum and start their own new topics for discussion as they were using the portal and any other issues or matters related to the training.

After lunch, teachers were taken through the Vodacom Digital Classroom; all teachers managed to register and or signup and were given time to navigate the portal. A discussion followed on how they could make use

of the platform where they highlighted useful resources that they could use to develop their own. After an icebreaker, teachers were more energetic and were introduced to the Intel Getting Started course. They had already copied a folder onto their desktops earlier. After introductions, teachers created a personal folder to save all their activities throughout the week. This went smoothly, as confident teachers volunteered to assist struggling ones. Very few teachers required assistance in opening the course and saving the handbook. This was due to a great team spirit amongst the entire group.



Teachers were paired to brainstorm essential skills and knowledge that learners need to know when they leave school. A question that challenged them to reflect about their teaching after this activity was, 'What are you doing daily to ensure these skills are being developed intentionally'. Teachers worked according to the activities and completed the handbook for module one. Although they expected to learn about computers only, they highly appreciated the fact that they learnt to dive deeper

into incorporating 21st century learning skills and felt their eyes had been opened. Some of the topics covered in module one included a comparison between teacher-centred vs learner-centred approaches.

Each morning began with teacher reflections – what they liked, did not like and what to improve to make each day better. Some of the videos of this feedback and reflection were made available on the SchoolNet YouTube channel. During introductions, many teachers indicated that they were interested in learning how to create a mark sheet using Excel spreadsheets. Therefore the mark sheet scenario was used to demonstrate how to complete activities independently; teachers followed the steps provided and used the Help Guide to become independent and self-reliant users. They covered module three which highlighted the four stages of 'Plan it, Do it, Review it and Share it'. The mark sheet activity endured until lunchtime, slowly but surely teachers were happy with the pace and their progress as well as their final product. Beginners were becoming comfortable and proud of themselves. After lunch, an ice-breaker caused great hilarity and served to unite the group, uplifting the team spirit further and resulting in them being ready to proceed with the next activity.



Throughout the afternoon they selected their own activities using the Help guide when stuck. The trainer remarked that it was the first time she had trained a group that persevered with using the Help guide without becoming irritated. In fact all teachers managed to achieve far more than expected and for the advanced users they mentioned that they learned new 'how to' methods. Before the end of the afternoon they were asked to login to the portal to upload completed activities. This was

done to reinforce the use of the portal and the trainer had created a new discussion topic called 'KZN Teacher Artefacts' under the Teachers Resources Forum tab. Most of teachers managed to upload successfully but then were not able to open uploaded documents. In the evening, the trainer contacted Obami who were able to resolve the problem. The following day participants were able to open all documents uploaded.

Half of the third day teachers continued to work on different activities exploring different applications and thus integrating and or covering all modules. Just before lunch they showcased their work and voted for the best products or those they found interesting. Owners of those activities shared and demonstrated to the class how they created their activities – so it became a 'share and learn' session. They were very excited to teach one another how to do specific tasks that they had discovered on their own too which included finding information, photos and videos from the internet. The trainer reported that it was a beautiful learning experience that took place at that time. Teachers were shown how to download videos from YouTube so that they may be used offline, which was much appreciated because this is not a straightforward procedure. After lunch, a random team generator tool was used to group the class. This was in preparation for module 12 activities where the trainer used the Jigsaw teaching strategy to cover the entire module. Home groups created their own group names as well as a slogan. They then presented it to the entire class in a cheerful manner. Again this became another lovely ice-breaker and it helped them wake up after lunch.

They managed to cover all four aspects of module 12. These included facilitating learning, encouraging students, motivating students and critical thinking. The teachers loved their new way of engaging with information, discussing, analysing, summarizing and presenting newly-found information. They were encouraged to complete the hand book during their own time. The last day was mainly dedicated to the project portal where they used another video tutorial to create their own portal, add content and publish it. Those who had finished creating their own portals were encouraged to watch more video tutorials to learn more, such as setting up assignments and creating students account. Before the end of the session, all teachers seemed to be working comfortably and with confidence.



Pam, the researcher from Kelello administered a course evaluation (on a presenter/facilitator) followed by all the other SchoolNet administration. To their surprise one of the teachers stood up to thank the facilitator and the researcher; each received a lovely gift bought by all teachers. Veena Govender the subject advisor rendered an address for the benefit of the teachers about curriculum-related matters and Maria Wagenaar gave a thank-you speech and encouraged teachers to practise all the skills learnt during the workshop. All of these gestures served to end the week on a high with all teachers feeling satisfied and optimistic.

Limpopo Province

The training for the Limpopo Province took place at the Meropa Sun International Hotel and Casino in June 2017 and the trainer was Klas Maluleke. The trainer reported that the venue was easily accessible and internet connectivity was acceptable for most of the time but was unable to cope with participants accessing videos.



The trainer reported that the trainees were very passionate about ICT and loved the project portal. They looked positive and they were prepared to learn new skills and particularly integration. They were punctual and the curriculum advisors were very supportive. What was disappointing was that when some of the teachers had finished their work, they were reluctant to assist others.

On Day 1 there was an official welcome by Sun as well as SchoolNet, represented by Megan Rademeyer and the trainer, Klaas Maluleke. This was followed by a welcome from the DBE. Registration was completed successfully although one teacher was absent and was contacted. She joined the following day. The distribution of laptops was completed effectively with the assistance of Megan. Teachers then created their own folders on their flash drives so that all their activities could be saved there. The trainer took participants

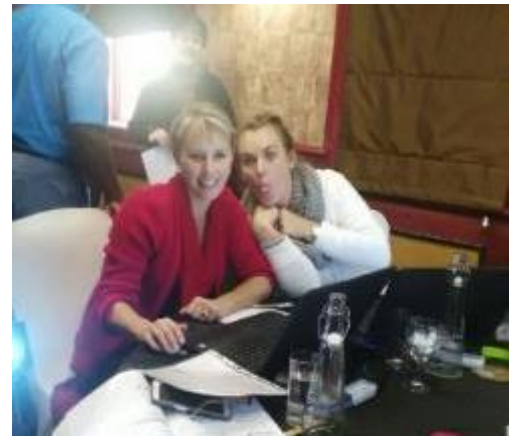
through a basic scenario with everyone so that they knew where to find the outcomes, the example, and the tip sheets. Then each teacher was asked to open a scenario that they were interested in. Teachers were given the opportunity to complete any scenario they felt that they wanted to do. They were also encouraged to download samples of the documents they were expected to create. After lunch attention turned to the portal. The trainer went through the videos one by one so that teachers could see what was expected of them during Day 3 and 4 as per programme. They were excited about that. After watching the videos the trainer demonstrated live on the portal what exactly it was all about, from apps, admin and feedback options. Teachers were exited.



On Day 2, the trainer requested teachers to insert their flash drives and access The ICT Skills for Teachers course. He reminded them how to access material online. Since it was the second day of training, the trainer allowed participants to go through two more scenarios of their choice, until lunch time. Activities were restricted to being related to Hospitality Studies or administration of the subject. It was only from 14H00, after lunch when teachers accessed the CAP

content via the Wi-Fi. Teachers found this interesting because it also included subjects other than Hospitality Studies.

On Day 3, teachers experienced how to load content on the portal and were encouraged to download various documents from the internet (pictures, pdf, videos, URL,). Teachers replayed the tutorial videos to remind themselves of the steps to create contacts. They created contacts, although there were challenges because the settings on the excel sheets were not compatible with the portal. So, several queries were sent to Obami technical support. Finally the teachers managed to create their contacts and they were delighted. On Day 4 teachers repeated activities on the portal from Day 3. Day 4 was devoted solely to the portal. Teachers covered all the remaining videos



and created assignments and assessment. This was an effective exercise and teachers worked independently as required. Teachers were forced to work with two different windows open.



Ms dos Santos very passionate and ever ready in ICT use, integration has been her dream come true.



Ms Baloyi, Hospitality teacher. Her subject from now on is going to improve through (ICT) Integration.



Ms Shuma, DBE (Services Section) at Province also attended and she is willing from now to take care of the integration.



North West

The training for the North West Province took place at the Sun City resort in March 2017 and the trainer was Thabo Nkwe. The trainer reported that the participants consisted of vibrant and lovely ladies who offered Hospitality Studies in schools from around the whole province and that there were two subject advisors from the Bojanala District and Ruth Segomotsi Mompoti District. The trainer remarked on the diverse nature of the group, being a mixture of older and younger educators and the group being largely white. However, he felt that race relations were excellently promoted during peer group activities ensuring a mix of both African and White and all introduced themselves to each other during introductions.



The trainer reported further that the training venue was excellent as there was a lot of assistance from the support staff, Regina Legodi from the Conference Centre and Boitumelo Masilo from the Sound Department. There was also excellent Internet connectivity and participants were provided with extra multiplugs to power their laptops' battery power. The trainer reported that the catering for the training was world class.

On the first day, the training session started 30 minutes late (08H30) due to the late arrival of participants' laptops. Fortunately the porters at the Sun Soho main entrance assisted the trainer and the SchoolNet staff to carry the laptop boxes to the training venue. Then, just before the lunch break there was a special address by Ms. Nancy Ncube from the Sun International accompanied by Sphiwe the CSI Projects Manager.

On Tuesday training started at the scheduled time of 08H00am and participants were keen to explore more activities on their own although some lagged behind due to lack of confidence. The day went well as Phindile and Mathapelo from SchoolNet addressed some of the concerns raised by participants e.g activation of office software. By the Wednesday most participants had gained confidence in flowing from one module to the next as they independently completed activities without much help from the trainer. There were however capable young ladies (Jacomari Wolhuter, Annelize Shalala and Belinda Grobbelaar) who should be commended for going out of their way to help others. As in the design of the ICT Skills for Teachers course, teachers went through a basic scenario with the trainer so that they knew where to find the outcomes, the example, the online tip sheet. Then each teacher was asked to open a scenario that they were interested in. Teachers were given an opportunity to complete two or three scenarios depending on their skills. Some teachers who could finish their activities quicker helped other teachers and this was very much appreciated.



The trainer described the Thursday as the cherry on the top because the training venue was availed for the training to wrap-up all activities such as completion of the handbook, evaluation forms, baseline survey and attendance registers by 11h00am and then there was a scheduled tour at 11h00am of the Palace of the Lost City which participants had requested on Monday. The tour guide Tebogo came as promised and the teachers were given a shuttle bus from Soho to the Palace of the Lost City. After the tour they were treated to a sumptuous lunch at the Pool Deck Restaurant. It was indeed a glorious end to the workshop.

During the North West follow up training, the trainer reported that Teachers managed to access content using Obami.com as well as off-line, using the CAP. He demonstrated how to access content from the CAP device. In the follow up session all teachers and Curriculum advisors managed to create users. They used bulk users as well as individual options. By the end of the session, teachers were fully able to export CSV excel document for them to have details of users created with their usernames and passwords respectively. The trainer demonstrated on how to create templates and to set assignments and then requested teachers to create their own and send them to users of their choice, but within the training session, so that they could be completed and submitted. The movie "Burnt" was the topic created by Mathapelo for teachers to discuss online in the on forum and teachers were afforded opportunity to show case what they created on Obami portal through sharing with members on portal. There had not been sufficient time to achieve this during the initial training session.



Western Cape

The training for the Western Cape was held at Grand West Hotel and Casino in March 2017. The Trainer was Leonard Cloete, a Western Cape Education Department employee and Manager of Worcester Teacher Resource Centre. The trainer reported that the training venue was most conducive to training and was well-lit and ventilated. The number of power extension cables was limited and the trainer had to keep track of which laptop was connected to which extension but overall, the training could take place smoothly in the facility provided.



Teachers were from different schools in the various education districts of the WCED. One Hospitality Studies teacher per school, except for Voortrekker High School, which had two teachers attending. The teachers were enthusiastic, especially those who taught learners from disadvantaged areas. They saw Hospitality Studies as the one subject where these learners can and do excel.

The trainer remarked that he was pleasantly surprised with the enthusiasm of some of the older teachers. There was an even spread in the age range of the teachers. Overall, the trainer felt that the teachers were

good-spirited and cooperative and really wanted to complete the course. It was very unfortunate that the laptops did not arrive in time for the start of the training. While waiting the trainer improvised by working through Module 1; Module 3 and Module 12. During the afternoon session of Day 1, teachers navigated through the Sun Portal. Seeing that the equipment had not been delivered, at that stage, the trainer could only demonstrate using the data projector, navigating through the portal. The trainer also played some of the video tutorials, which he made available to them the following day. The session ended at three o'clock because the trainer had to collect equipment at the delivery point. The equipment finally arrived at half past five in the afternoon and had to be secured until the next day.

On Day 3 the afternoon session was devoted to the portal. Some teachers could register for the different courses, and even managed to enrol their students in the portal. The video tutorials were of immense help for navigating through the portal. The session ended at five o'clock. The teachers from the distant rural education districts worked ahead and left at two o'clock. The rest of the team stayed to wrap up and completed their assignments. Overall the Hospitality Studies portal was received well and teachers seem enthusiastic to use it. A group of four teachers stood out and could be considered as future trainers.



A follow up session was held in the Western Cape in July 2017. The trainer was Mr Klas Maluleke and in the photo he can be seen with Ms Celiwe Ngwenya from Sun International and from the Western Cape Education Department (WCED) Ms Melvina September, Ms Maggie Mbatane and Ms Suzan Kotze. The trainer found that some of the trainees were not confident enough to work independently on the Sun portal. Some trainees were asking questions even while their computer was loading, and therefore the trainer felt he had a group of teachers who were mostly willing to learn and positive towards the training session.

The trainer spent time familiarising the participants with the Sun Portal Dashboard. They used both the online portal and the CAP device content. Teachers enjoyed this activity. The trainer then let the teachers access the tutorial videos on their own. They were then required to use it to complete the activities. The trainer noticed that some of the trainees struggled to toggle between windows. Other aspects that were covered were the creating and sharing of content, use of the discussion forums, when they expressed appreciation of the quality of the content. They also revisited the functionality of creating accounts and the idiosyncrasies of the formatting required by the portal. Those teachers who had been successful in the first session were able

to help those less able. Trainees then used the discussion forum by responding to a question posed by the facilitator, “How will you use Sun Portal in the classroom?”. In this way the trainees not only engaged in valuable discussions but also learnt how to send messages and invite others to be their contacts. While establishing the steps in this process, trainees were learning how they could encourage their learners to engage in the same way.



Ms Madaza from Kayamandi high school is excited with the Sun Portal and immediately when school reopens she will use available resources to plan her lessons and to present them in the classroom. She will also encourage learners to use Sun portal.



Ms Maggie Mbatane, Subject advisor (WCED). She will be communicating with teachers using forum on sun portal. She will also be sharing Hospitality studies documents with teachers.

4. Overall impact of the programme

Experiences of the training workshops across all participants in the country were considerably varied and yet some of the challenges faced were common to all provinces. The delay with finalising the legal agreements between all stakeholders had an impact on the development of the online content. Film makers could only be commissioned once contracts were in place and this impacted on the time available for master trainers to familiarise themselves with the digital content immediately before the workshops when they would be expected to share the content with workshop participants.

The late delivery of devices impacted on the smooth-running of the first day of some workshops. This delay was not due to the suppliers being negligent but rather to a misunderstanding of roles related to distribution. In fact the hardware suppliers, IT Master, should be commended for the rapid deliveries once the issue was discovered. Poor connectivity was experienced in some venues and again this was mitigated well by most of the master trainers.

A number of videos were recorded at the various training sessions where participants were able to express their views of the training. These are all available on the SchoolNet YouTube Channel and individual links are listed below:



<https://youtu.be/ao1Klc43rjo>



<https://youtu.be/nxr5Z0ex-84>



<https://youtu.be/yZ3uAv4gnuk>



<https://youtu.be/E2fEnjbpZt4>



<https://youtu.be/morg92gvXUw>



<https://youtu.be/44G6w7JPWQM>

5. Conclusion and recommendations

It was clear from the feedback on this training from both trainers and participants that the predominant perception was very positive and that all participants and stakeholders were grateful to Sun International for this innovative intervention. From the descriptions of training sessions outlined in this report, we can conclude that efforts were made to ensure that the training was successful and that it was highly valued by the educators and the majority of Subject Advisors alike. There were some dissatisfied participants who were vocal about their irritations both with the content of the training as well as the portal content but these were isolated instances and in almost all cases the master trainers managed to resolve their dissatisfactions.

For future workshops it will be important to ensure that devices and connectivity are available in time for the training and that master trainers in each provinces are fully familiar with the content well in advance. Trainers should also be well informed about the purpose of the training and the importance of extending digital skills of teachers irrespective of their level of competence. One of the important lessons learnt was that the timing of training is very important and that follow-up extensions to training are particularly valuable after teachers have had the opportunity to explore, become familiar with the digital resources and establish gaps in their own knowledge and particularly when they can identify those aspects where they might need further training.