



# Annual Report 2015

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**19 November 2015 - Executive Director**

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# 1. Overview

2015 appeared to be as eventful as ever for SchoolNet South Africa, at least for the first half of the year. Many new projects arose at the start of the year that showed serious potential. However quite a number of these did not materialise. For example it was most unfortunate that after an excellent start, the Anglo Platinum initiative was curtailed due to the downturn in the platinum market.

Fortunately the majority of ongoing projects continued while some of our existing partners initiated new interventions. These included: Intel, Microsoft, Google, Vodacom, CSIR, The Commonwealth of Learning, Telkom, DBE, and the DG Murray Trust.

National planning in the Operation Phakisa initiative is predicted to result in teacher professional development that focuses on the most impactful aspects of ICT integration as from 2016 onwards.

## 2. Project highlights in 2015

### 2.1 Learning Gains through Play – Second year findings

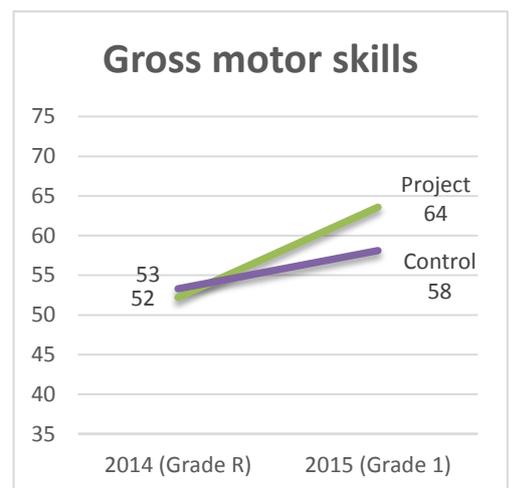
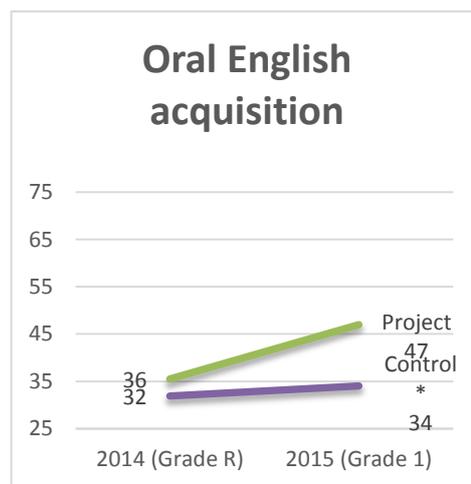
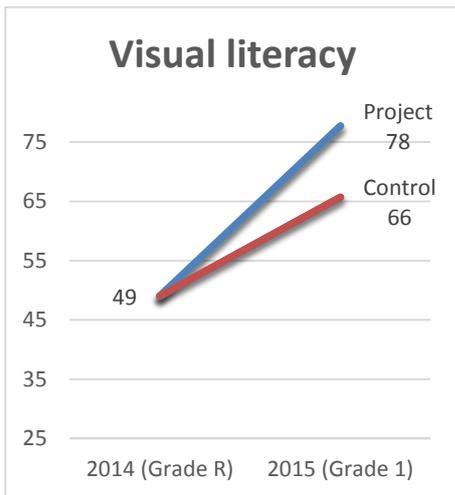


This is Unami from Christmas Tinto Primary and she is clapping herself for her own achievement on completing her Maths game.

This project is now in its second year and therefore it is a good time to report on the learning gains that have already been recorded. Assessments measured the following foundational skills: visual literacy, oral English acquisition, fine motor skills, gross motor skills, and numeracy (only added in 2015).

Visual literacy saw the most significant project school gains. All schools started at the same level, yet learners improved by 29 percentage points in project schools, compared to 17 percentage points in control schools.

Overall achievement on visual literacy in project schools is very high – nearly 80%. Oral English acquisition among the cohort improved significantly more at project schools, where it went up 11 percentage points, than at the one control school, where it went up only 2 percentage points. Gross motor skills improved significantly more at project schools than control schools: by 12 percentage points at project schools, compared to 5 percentage points at control schools. However there was no significant improvement for fine motor coordination.



Numeracy skills were added to the project evaluation only in 2015. Surprisingly this baseline reflects some progress already achieved by schools that have been using the technologies. It is noteworthy that unlike the baseline tests conducted in 2014 in the other foundational literacies, the project school learners are achieving better than the control school learners in all areas except communicating numbers. This area involves the writing of recognizable number symbols, and significantly this is the only numeracy skill that is not developed by the tablet apps and Xbox games.

Other lessons learnt from this study in year 2, include:

1. Dosage matters. When frequency of technology use is compared to learner performance a clear correlation has been observed with as much as 20% improvement in schools that are using technology more frequently than others.
2. Teachers are the key. Significantly more learning gains were recorded at schools where teachers support each other, where they are supported by their management teams, and where 100% attendance is recorded at both clustered and school-based workshops. Thus it has become clear that human relationships have proven to be critical and that they in fact underpin the effective use of learning technology.
3. Curriculum pressure is significant. Teachers are under daily pressure to cover the national curriculum at a rigidly prescribed pace leaving little room for what might be perceived as play. Nor is there time for practising and reinforcing fundamental skills that take more time. This concern has been palpable in implementation and it has shifted the project approach to emphasize “Apps for CAPS”. Teachers are moving towards viewing technology integration as something that supports the curriculum objectives they must achieve, rather than something that detracts from vital instruction time. This resonates with teachers’ lived realities and has thus achieved the difficult objective of their buy-in.

SchoolNet as well as teachers and researchers have been starting to share their experiences and some of the significant findings from the project; they have made presentations at the following events during 2015. Reports are linked:

- [Microsoft Road Show](#) – Durban Yacht Club March 2015
- [SchoolNet Conference – St Mary’s Kloof](#) July 2015
- [Reading to Learn South African](#) – August 2015
- [RASA conference](#) – The Baxter Theatre, Cape Town – September 2015
- [ICT for Language Learning – Florence, Italy](#), November 2015
- [Report on data from the first findings](#)

## 2.2 Microsoft Partners in Learning

### Microsoft Global Education Forums

In November 2014, sixteen teachers from South Africa and Lesotho were selected as Microsoft Innovative Educator Experts (MIEs) based on the innovative and impactful ways in which they were using ICTs to enhance teaching and learning. SchoolNet SA was commissioned by Microsoft to support the MIEs as they conducted training, featured in case studies and travelled to various forums and events to represent Microsoft. From this group, four Microsoft Innovative Educator Experts were selected to attend the Microsoft in Education Global Forums which took place in Dubai in February 2015 and a further four attended the Microsoft Educator Exchange Event held in Redmond, USA in April 2015.



The Microsoft Global Forum - Dubai brought together more than 400 education leaders, government officials and teachers including South African Microsoft Innovative Educator Experts Lyneth Crighton, Kathryn Riva, Phuti Ragophala and Karen Stadler. Also in attendance was the head of Brescia House School, Benedikte Nott who shared her experiences of integrating

technology at this Microsoft Showcase School; Megan Rademeyer of SchoolNet who spoke about ‘Concepts and Contexts for Deep Learning’ and Saretjie Musgrave of the University of the Free State who presented on ‘Microsoft’s TEI course’.



The Redmond E2 Educator Exchange Event was attended by 249 teachers including South African MIEs Linda Foulkes, Mabore Lekalakala, Mokhudu Machaba and Warren Sparrow along with Microsoft’s Angela

Schaerer. This event took place at Microsoft's global headquarters and highlights included a Tech TeachMeet, a collaborative group project, and a fireside chat with Microsoft CEO Satya Nadella.

## Microsoft Innovative Educator Expert Programme

In 2016, SchoolNet SA was commissioned once again by Microsoft to coordinate the entry process for the Microsoft Innovative Educator Expert (MIE) programme. This has included marketing the MIE programme, encouraging teachers to apply for this opportunity, assisting them with their entries and shortlisting candidates. To date 100 applications have been received for the 2015 programme. It has been encouraging to see teachers from a range of schools applying to be MIEs as well as teachers who have been involved in the innovative teacher process in previous years reapplying to once again be part of this programme. We look forward to welcoming 45 new MIEs to the programme in November 2015.

## Microsoft Social Media, Case Studies and Webinars

In 2015 SchoolNet continued to provide content on Microsoft's educational offerings on the SchoolNet SA blog and to manage the 'Microsoft in Education – South Africa and Lesotho' Facebook page and the '@Microsoft EDU SA' Twitter handle on behalf of Microsoft. To date this Facebook page has had received 1 539 likes and the Twitter handle has 702 followers. This project has been beneficial to SchoolNet SA as it contributes towards the costs of producing SchoolNet's own blog and social media which in turn enables us to provide an array of educational content to teachers who have signed up as SchoolNet SA members.



A series of case studies showcasing how teachers from South Africa and Lesotho are using Microsoft tools in their classrooms are being developed or how their involvement in Microsoft programmes has had a positive effect on teaching and learning. These case studies are housed on the [SchoolNet SA case study page](#). The case studies are useful to illustrate the benefits of technology in education to potential funders or researchers, as well as to teachers who may be inspired to use the tools or to get involved in the programmes featured in the case studies.

Since July 2015 SchoolNet’s Megan Rademeyer and Microsoft’s Victor Ngobeni have been presenting a monthly Microsoft Virtual Academy webinar on the various Microsoft Education tools and programmes along with suggestions and examples of how teachers can use these tools in their classrooms. Some webinars were pre-recorded, but as from August 2015, the monthly webinars have been broadcast live. Topics to date have included: 21st Century Learning Design, Office Mix and Skype in the Classroom, The Microsoft Innovative Educators Programme and The Microsoft Educator Community. Whilst efforts are still being made to build our audience of live viewers, we have been told by the Microsoft 4Afrika Virtual Academy team that our webinars are the most downloaded webinars on the platform – being accessed by teachers throughout Africa.



## 2Enable Development of courseware and master training

The Mpumalanga Department of Education embarked upon a pilot project that involved equipping schools with technology and access to the 2Enable app and empowering teachers with the skills to use the content available through the app to enhance teaching and learning.

Microsoft commissioned SchoolNet SA to develop a course called [Using Digital Resources in the Classroom](#) that aims to equip participants with the skills to effectively use digital content learning resources in the classroom. On 2 and 3 June 2015, master trainer and course developer Gerald Roos led fifteen officials from the Mpumalanga Department of Education



through the course with a view to these officials then being able to provide training to schools in the province. The opportunity was used to critique the course and for officials to give valuable input into how the content could be restructured.

## Seychelles Ministry of Education Capacity Building

In August 2015 SchoolNet’s Megan Rademeyer travelled to the Seychelles to conduct a three day capacity building session with curriculum developers at the Seychelles Ministry of Education on behalf



of Microsoft. The training involved working with officials from the Centre for Curriculum Assessment and Teacher Support, the Schools Division and the Seychelles Institute of Teacher Education (SITE) to develop strategies for integrating technology into the curriculum and assessment policies. The workshop gave SchoolNet SA an opportunity to work with officials to assist them with developing their curriculum and to model a range of instructional design strategies that the ministry officials and lecturers can use when they run workshops on ICT integration for teachers. Officials also had a chance to learn about and use a number of Microsoft’s educational tools including Office Mix, AutoCollage, Microsoft Math and OneNote.

### National Core ICT Training Team Workshop

Between 15 and 18 September 2015, fifty two ICT trainers from all provinces in South Africa attended a workshop at the Microsoft Training Centre. The workshop had the theme of “Using Technologies Optimally for Quality Learning and Teaching” and aimed to equip core trainers with knowledge and skills around a number of ICT in education tools and programmes which they can then implement in their province.

Amongst the tools covered were Microsoft Math, Skype in the Classroom, 2Enable, Vodacom Digital Classroom, Mindset Network, Office 365, UkuFunda Apps and the UkuFunda Virtual School – all of which are free offerings that can be used by teachers and learners to enhance education using technology. Core trainers were also shown the Microsoft Teaching with Technology course and the new Intel Education offerings in the hopes that these programmes will be made available to teachers. The workshop culminated in provincial groups enhancing and presenting their provincial plans so that all provinces could learn from each other.



Whereas the 2014 National Core ICT Trainers Workshop had been sponsored by Vodacom, the 2015 workshop was sponsored and hosted by Microsoft. In both cases, SchoolNet SA was pleased to be involved in this important workshop which we believe will lead to more skilled and knowledgeable provincial officials who will be able to scale various offerings to their provinces.

## 2.3 Vodacom Foundation

### *Training and Support for Vodacom ICT Resource Centres*



After the Teachers Centre Managers' workshop which had taken place in August 2014, SchoolNet SA was tasked with following up with the Teachers Centre managers to ascertain the extent to which the workshop had in fact contributed towards 'Building Functional Teacher Centres and Competent Centre Managers to Support Quality Learning and Teaching'.

Follow-up with Teacher Centres took two forms – firstly centre managers were asked to complete an online survey tool which asked them to reflect on the training and the state of their teacher centre. Secondly – a sample of teacher centres in each province was visited by a senior SchoolNet staff member or a facilitator for the Teacher Centre Manager course. These visits involved interviewing the centre manager and other staff members, touring through the centres to see what facilities were available and examining training documentation, planning information and registers in order for the person conducting the visit to draw his or her own conclusions as to the functionality of the centre and the programmes being run at it.



A total of 27 site visits to Teacher Centres were conducted. In some cases Teacher Centre managers were reluctant to commit to a follow-up visit as they felt that this was a form of 'inspection' or they simply were not often at their teacher centres because of the nature of the other roles they perform in their districts. In most cases, the Teacher Centre managers welcomed the interest shown in their Teacher Centres and whilst it was made clear to them that SchoolNet SA was not in a position to solve all their problems – they appreciated the opportunity to speak candidly about both the frustrations and the joys of their roles.

## 2.4 Matthew Goniwe: Schools of the Future Pilot Project

Between October 2014 and January 2015 SchoolNet SA worked with the Matthew Goniwe School of Leadership and Governance to provide training in using and managing ICT resources to teachers from six schools involved in the School of the Future Pilot Project. School leaders from these schools completed the Management and Usage of ICTs in Public

Schools course which included developing a vision for ICT usage, creating ICT plans and managing ICT resources. Teachers then completed the Intel Getting Started course which included activities focused on basic computer skills and 21st Century teaching. Finally teachers were introduced to the Microsoft Teaching with Technology course – a free, online course that aims to develop a deeper understanding of how ICT integration can enhance the teaching and learning experience.



In October 2015 SchoolNet SA submitted a response to the Matthew Goniwe School of Leadership and Governance call for tenders to provide training and on-site support to 414 Gauteng Schools. Unfortunately this tender was cancelled, but SchoolNet SA does hope that the successful involvement in the pilot project bodes well for SchoolNet SA being commissioned to do further work for MGSGL as part of the Gauteng Department of Education technology rollout.

## 2.5 Buffelshoek Trust Help Desk Training

SchoolNet SA ran a Microsoft Partners in Learning Help Desk course with 27 out-of-school youth from the villages surrounding the Buffelshoek Trust's nine partner schools.

The training, took place in July 2015 at the Acorns to Oaks Comprehensive High School in Acornhoek and included a beginner's guide to computer hardware, supporting networked computers, installing an operating system and supporting hardware.

According to Dr Alice Barlow-Zambodla who leads the Buffelshoek Trust ICT programme, nine of the Help Desk trainees will be placed in schools for the third term so that they can put into practice what they have learnt. The trainees will be referred to as ICT Help Desk Monitors and will earn a small stipend as volunteers. They will serve to ensure that the computer centres remain functional at all times and will provide support for teachers and learners in using the ICT facilities at each school. The monitors will also serve as the first line of defence in terms of troubleshooting and will be linked to two local service providers who will be consulted and provide the extra technical support that may at times be



required. This approach should contribute to the sustainability of the system in terms of both functionality and use.

## 2.6 University of Namibia –Data Gathering Training

In April 2015 Megan Rademeyer conducted training on using the OTK Data Gathering Tool at the University of Namibia - Ongwediva Campus on behalf of a research team based at the University of Southampton in the United Kingdom. The University of Namibia is participating in a TV White Spaces project which is similar to that being run by Microsoft at the University of Limpopo. The intention of this training session was to equip university students with the skills to capture data on how the TV white spaces connectivity is being used at schools around the University of Namibia. This data can then be compared to how the TV white spaces connectivity is being used at this site, compared to other sites in Africa where a similar project is being piloted.



## 2.7 CSIR – ICT4RED – Cofimvaba, Eastern Cape

Phase three of the CSIR-ICT4RED project culminated in a gala celebration at the Cofimvaba Senior Secondary hall after a successful year of intensive training and dedication. All participating teachers (100%) graduated in grand style. Also noteworthy was that 58% of teachers earned merit awards which means that they had achieved all compulsory badges and at least half of the challenge badges as well. This reflected the enthusiasm that the teachers have shown for the goals of this project. Representatives from the National Department of Education as well as the Eastern Cape Provincial Department of Education were present to celebrate our success with us.

In the third quarter of the year, SchoolNet was once again asked to assist the CSIR-ICT4RED team to complete school visits to ascertain the ongoing progress and sustainability of the project. Focus group reports and the observation data are currently being analysed and will form part of the final research report on the CSIR's ICT4RED programme.



## 2.8 Intel Teach

Intel – She Will Connect  
2015

The first half of the year  
proved very eventful for the

Intel® Easy Steps Digital literacy course which is part of the global She Will Connect Programme.

*Twenty-one workshops hosted nationally*



Digital Literacy

workshops were organised for rural communities in KwaZulu Natal, Free State, Mpumalanga, Gauteng and Limpopo province. A range of different criteria was used to invite women and girls to training and these included participants with at least a matric certificate; in some circumstances an interest in ICT literacy, and in areas where participants would have access to ICT after training.

Training was also offered to drug rehabilitation centres for women and girls in the hopes that ICTs may play a role in motivating and encouraging the young ladies to rise above their circumstance.

#### *Master training for UNWOMEN*

Master training was organised for UNWOMEN affiliate women's groups in South Africa. These included South African Women in Mining (SAWIMA), UKhahlamba Livestock, South African Informal Traders Association (SAITA), and Hand in Hand. Fifty-one women representatives were accommodated at the Indaba hotel and received training over four days. The initial programme was geared toward master training however the skill level of participants was low and hence the programme started with basic literacy. The intention was for the women to use ICTs for their immediate management of the businesses as well as to use their skills to grow other individuals in their organisations and communities.



#### *Emang Basadi Women's group training*



Three ladies, Ms Bosa Ledwaba, Lebogang Mokgoatleng and Lerato Kabelo from the Emang Basadi, women’s group in Thlabane, North West Province were invited to a website development training in Johannesburg. This training is part of a sustained effort by organisations working with the Department of Telecommunications and Postal Services to

empower women in South Africa. This training workshop was a joint partnership between Intel®, who sponsored the logistics and travel for the ladies and Deloitte who sponsored time and expertise. Training the participants on Wordpress was an effort to ensure that the ladies were given tools to communicate their message via a website to a wider audience. The ladies will be responsible for populating the website with informative articles on the website <http://lwazi-ict.co.za/>

### *University of Limpopo Master training*

The University of Limpopo is expanding on their work through their e-skills programme and sought Intel’s expertise to enhance the current offering to their various beneficiaries. SchoolNet’s Omashani Naidoo was selected to offer Master training on the Intel Easy Steps Digital Literacy programme to senior trainers and lecturers at the University. Eight participants attended the training and this included the Director, Mr Farivar Rahimi, and technical “expert” Mr Andrew Scholtz. The three-day programme included an understanding of the coursework, facilitation of modules in addition to brainstorming ways to include the programme into the University’s current offering.



### **Intel Teach 2015**

#### *FIFA Legacy Schools Connectivity Project*

The Intel Teach programme predominantly focussed on implementation of Intel Teach Getting Started training for 1250 schools as part of the FIFA Legacy Schools Connectivity programme. The FIFA legacy schools connectivity project was a joint initiative between the Department of Communications, Intel and the Department of Basic Education. This project

provided a charging trolley with 20 laptops and Wi-Fi connectivity to each of the participating schools and Intel sponsored Master training of between two and three teachers from each participating school to attend training and then cascade training to the remainder of the staff. SchoolNet was required to follow up with teachers at the schools to maintain the quality of cascaded training. SACE endorsed certificates were only afforded when performance met the required standard.

### *Two New Intel Courses launched*

Intel launched two new courses this year: *Digital Learning Fundamentals* and *Introduction to Tablets in the Classroom*.

*Digital Learning Fundamentals* is a three day course which explores the world of digital learning as teachers experience ways to incorporate technology into their classroom, and design activities to build 21st Century skills. The core modules of the *Digital Fundamentals* course focus on 21st century skills of communication, collaboration, creativity and critical thinking. This course can be implemented as stand-alone modules and is endorsed by SACE with 15 Continuing Teacher Professional Development points.

*Introduction to Tablets in the Classroom* is designed for teachers who are about to implement tablets in a mobile teaching and learning environment. This training aims to empower the teacher as a new adopter of tablets in the classroom, with an understanding of tablet features, navigation, apps, and data management. This course explores instructional strategies, educational tools, and classroom management techniques. Teachers are introduced to and participate in new collaborative models for teaching and learning. This course provides a foundation for integrating tablets into classrooms and expands the teacher's toolkit. The guided hands-on experiences, opportunities to explore, and in-person access to practical knowledge about tablets in the classroom sets a foundation for how to proceed with tablets in the classroom.

These two courses are Intel's focus for 2016 and SchoolNet will be tasked with training senior provincial officials for implementation in 2016 which will be to expand the provincial activities of the National Institute for Curriculum and Professional Development (NICPD).

### *Intel Education Visionaries Program*

SchoolNet's Omashani Naidoo, was recently named one of the Intel® Education Visionaries, an elite group of approximately 40 education leaders



from all over the world who are

exemplars for global education transformation; to inspire and share best practices with other educators, administrators and parents worldwide; and help Intel design the future of education. Omashani was selected as an Intel Education Visionary on the basis of her insight, passion and proven experience as an agent of change. The full report is available [here](#) on the SchoolNet website

### *12th Intel Education Summit. Gaming and Education*



SchoolNet has been invited to attend this interesting Intel Summit on gaming in education. The topic relates closely to SchoolNet's Learning Gains through Play project and therefore Janet Thomson was eager to attend. The event is to take place in London during the first week of December.



## **2.9 Telkom Foundation**

In 2014, SchoolNet was appointed to facilitate professional development workshops for winners in the twelve National Teacher Award categories. After successful completion, SchoolNet was then requested to provide further teacher professional development workshops for 36 schools in Welkom (Free State), Whittlesea (Eastern Cape) and Ceres (Western Cape). Teacher professional development for these schools included Change Leadership training for senior management staff as well ICT integration training for teachers to ensure optimal use of the sponsored equipment. SchoolNet's role is to facilitate training and to monitor the success of ICT integration into teaching and learning activities. The forthcoming year looks promising with projects for an additional forty schools following the 36 schools programme.

SchoolNet's Omashani Naidoo attended the Telkom Rally to Read volunteer event. This project in Collaboration with the Department of Basic Education selects schools that are in need of reading materials and focussed support. The Rally to Read with the Read foundation then works with teachers to help them teach learners how to read with understanding. Once these workshops are completed and progress is seen, then Telkom with its partners organise a Rally to Read event to deliver books, teaching aids, sports equipment, educational toys and other material to learners and their teachers. The Rally to Read project in Giyani, Limpopo extended to 12 schools and volunteers were divided into groups to visit all schools. It was a massive undertaking but the impact and benefit to learners and teachers

is immeasurable. SchoolNet has submitted a proposal to offer Teacher professional development in those 12 schools for 2016.

## 2.10 Anglo Platinum Community Digital Literacy Project



SchoolNet conducted professional development workshops as part of the Anglo Platinum Community Digital Literacy Project. These workshops were part of Anglo Platinum's social responsibility framework which had the intention of providing training to uplift and support specifically targeted communities in the North West (Bojanala District) and Limpopo (Waterberg, Greater Sekhukhune and Capricorn Districts). SchoolNet provided training to clusters of Maths and Science teachers from 226 schools in the four

project districts that had been targeted by Anglo Platinum. Each of these selected schools is within a 50km radius of four of Anglo Platinum's current mining operations and each had received an interactive board, projector, server and three laptops from Anglo. Participants in the Limpopo cluster were offered the SACE-accredited Intel Teach Getting Started course and the Intel Teach Elements course was offered to participants from the NorthWest as part of the initial training.

A further eight schools (three in NorthWest and five in Limpopo) were selected to receive 30 laptops in a trolley solution. These schools are being offered the Intel Transformation Learning Series: Tablets in the Classroom course which should be completed by the end of 2015.

Unfortunately, whilst the majority of this initial training was completed in good time, the project will not be continuing on to more advanced ICT integration courses as was initially planned. This is a result of the mines closing down and an instruction from Anglo Platinum that the project is to be curtailed once funding is exhausted.

## 2.11 The Commonwealth of Learning



In view of the recently revised and innovative content for the CCTI (Commonwealth Certificate for Teacher ICT Integration) COL proposed two regional consultative meetings. The rationale of the meetings was to promote and

market the qualification in two areas, namely the Caribbean and Africa.

The first meeting was held in Johannesburg in May 2015 and the following countries attended: Nigeria, Rwanda, Botswana, Uganda, Lesotho, Zambia, Kenya, Mauritius, Namibia and South Africa. The meeting was addressed by both Shafika Isaacs and Sanjaya Mishra. Countries were given options for the adoption or the adaptation of the course materials. All representatives except for that of Kenya made firm commitments to follow up and make efforts to implement the qualification in their countries.

Ironically it has been Kenyatta University which has been the first to embrace the offer of online capacity building from SchoolNet. Two highly successful workshops have been conducted at KU by Omashani Naidoo during October and November 2015. University personnel explored ICT skills and tools that could improve lecturers' consideration of technology for teaching and learning for all modes of learning.



The second week of the training focussed on the integration of ICT in the instructional design of online materials which is a step forward for Kenyatta University who have up to now been using print modules in an online environment. The next six months will see SchoolNet mentoring the development of lecturers' online modules B.Ed Arts and Science modules.

Lesotho had studied the old version of the CCTI but expressed the desire to start the new version and Uganda is currently studying their fourth module, of nine, in the new CCTI. Although quotations for training have been requested, SchoolNet is yet to conduct further CCTI work in African countries.

The second regional consultative meeting was combined with a teacher development workshop being convened by COL in partnership with [Caricom Secretariat](#) in Trinidad and Tobago. The workshop was facilitated by Dr. Morella Joseph, the Programme Manager and

Human Resource Development for the Caricom Secretariat. The countries and HEIs in attendance were: Antigua and Barbuda, Barbados, The Bahamas, Belize, Dominica, Grenada, Guyana, Jamaica, St Vincent and the Grenadines, St Lucia, St Kitts and Nevis, and Trinidad and Tobago.

Day 3 of the workshop was dedicated to the CCTI only. The presentation on the CCTI was made by Janet Thomson from SchoolNet South Africa and is available here: <https://goo.gl/eAGCCK>. Delegates were exposed to the new CCTI content and had time to review and report on what they experienced. Three of the countries had experience of their teachers studying the previous version of the qualification and were therefore able to add first-hand accounts of their successes and the impact it had made on their schools.



Delegates listed their challenges, most of which related to connectivity rather than infrastructure. They mentioned resistance to change particularly at ministerial levels as being their greatest barrier. Many countries were hesitant ask COL for assistance with establishing the CCTI but all were keen to either adopt or adapt the content.

## 2.12 Google Educator Groups (GEG)

SchoolNet continued its work in supporting the Google Educator Groups in South Africa. GEG leaders are practicing teachers who voluntarily host workshops for teachers to share their experience of ICT and what they are implementing in their teaching and learning activities. The Google curriculum which was SACE endorsed this year is offered to teachers to boost their ICT skills.

GEG groups are active in the West Coast (Cape Town), Central (Cape Town), Northcliffe (Gauteng), Dainfern (Gauteng), Selbourne Prep (East London) and recently one in Richards Bay. Unfortunately Google Education does not yet have a presence in South Africa, as Jeminatu Alabi-Isama who was meant to be based in South Africa and managing the expansion of GEG is not here and there is does not appear to be any other person from Google taking the lead. Despite these challenges SchoolNet continues with its work to

improve ICT use particularly in schools engaging in Google Apps for Education and is now looking at the Google certified exams coursework to propose a plan for SACE endorsement.

### 3. Advocacy

#### The SchoolNet SA ICT in the Classroom Conference

The 2015 SchoolNet conference was held at St Mary's in Kloof. As usual there were a number of international speakers and two of them, Stuart Ball and Shelley Shott were sponsored by Microsoft and Intel respectively. Further sponsorship for the conference came from both Intel and Microsoft as well as sponsorship for teachers being provided by Oracle, Telkom, Michael and Susan Dell Foundation, Google, Mustek and COZA Cares.



Shafika Isaacs, the former Director for SchoolNet Africa and former Chairman of SchoolNet South Africa, made a superb job of being the master of ceremonies, introducing each of the guest speakers at the conference. She drew attention to the most critical educational needs of the country and

congratulated the more than 500 delegates (especially the 150 from the North West Province) for sacrificing their holidays to attend this valuable conference. The conference was due to be opened by the Deputy Minister of Education who has addressed a number of the SchoolNet conferences in previous years, but at the 11th hour he was forced to send a representative to read his opening address. This was a most appropriate replacement, the national department's Director for Curriculum Innovation, Mr Phil Mnisi, who delivered the DM's message and also made some of his own observations about the conference and the status of ICT in education in South Africa. Ms T. Dlamini, KwaZulu-Natal's Department of Basic Education, Chief Director Curriculum gave a well-received address to welcome teachers to the province of KZN. She was also well-informed about the impact of learning technologies across the curriculum and even made mention of the Xbox research project being conducted in the KZN Midlands and the Western Cape.

The conference report may be viewed on the SchoolNet website:

<http://www.schoolnet.org.za/wp-content/uploads/2015-07-16-Conference-report-Final.pdf>

## 2015 EdTech Summit – Parklands College

In October 2015 the EdTechTeam's Global Summit featuring Google in Education took place at Parklands College in the Western Cape. The Summit comprised a Pre-Summit event on 8 October 2015 – which offered strands for those wanting to become Google



Certified trainers, a technical boot camp and an IOS Summit for those wanting to make more effective use of iPads. The Cape Town Summit took place on 9 and 10 October 2015 and was attended by approximately 250 delegates. Featured speakers from the EdTech Team included Holly Clark, Molly Schroeder, Rushton Hurley and Jennie Magiera who inspired the audience and encouraged the delegates to constantly think about *#onenewthing* that we'll introduce in our classrooms each week.

Unfortunately the EdTech Summit is an expensive conference to attend, which results in most delegates being from private schools which are in a position to cover their costs. One advantage of being a co-host of this event, however, is that SchoolNet SA is given a percentage of tickets which can be passed on to deserving teachers who might otherwise not be able to attend. In addition to Mathapelo Sehume and Megan Rademeyer attending the Summit, SchoolNet SA gave some of their sponsored tickets to senior trainers so that they could in turn share what they learnt at the summit with teachers in their districts or Google Educator Groups. Two more teachers from the Eastern Cape, Nosithembele Gcobo and Dazola Mpote, were awarded conference tickets after a lucky draw at the SchoolNet SA conference and their travel and accommodation costs were covered by the Telkom Foundation project.. The value of making it possible for sponsored teachers to attend the Summit is captured in this extract from a report on the Summit compiled by Nosithembele Gcobo.

*I feel very highly honoured once again and grateful to SchoolNet SA for sponsoring me to attend such a high profile Google event in Cape Town. It was an amazing technological journey, an eye opener for the ICT integration. I have acquired a lot from the inspirational technologists who were the presenters in the summit, their presentation skills and stories, it was really amazing.*

## IEARN Conference

SchoolNet's Omashani Naidoo and Zodumo Mbulawa, with Bennett Johannesen, from the Northern Cape education department, attended the 22nd Annual IEARN conference in Brasilia, Brazil. The conference was hosted for seven days at the ESAF School of Finance and Administration in Brasilia where thirty-five countries across the world were represented. Omashani presented a joint collaborative Google Educator Group (GEG) workshop with her Brazilian counterparts and showcased the GEG activities in South Africa.



## Young Women in ICT Dialogue

The Department of Telecommunications and Postal Services (DTPS) Honourable Deputy Minister, Professor Hlengiwe Mkhize, opened the launch of the Gender & ICT and Children & ICT strategy at Golden Horse Hotel in Pietermaritzburg, KwaZulu Natal on the 19th August 2015. SchoolNet's Hlengiwe Mfeka, organised teachers and young women and girls from communities and schools in Pietermaritzburg and the KZN Midlands to participate in the discussions on Entrepreneurship, Skills development, Employment, Gender Based Violence and Self-Actualisation. The presentations encouraged and motivated young women to start thinking of ideas on how to start and get help with building successful and sustainable businesses and seizing opportunities to develop their skills.

The Deputy Minister indicated that the DTPS will not be able to implement this Strategy on its own and invited relevant organizations and government departments including parents to support and promote the strategy in all related platforms – full speeches are available here: <http://bit.ly/1hF1xcn>.

## ICT Disability Chamber



SchoolNet's newest member, Ms Thandekile Ramabu was tasked to attend the ICT Disability Chamber meeting which was convened to focus on the empowerment of persons with Disability within the ICT sector. The aim was to ensure that they eliminate the barriers to access by persons with disabilities

and promote mainstreaming of the Disability perspective in ICT policy formulation and implementation and to form a platform of engagement that brings together government, the private sector, academia and civil society with a view to accelerating the implementation of government ICT policies and sector plans. It is also aimed at enhancing trust between various stakeholders and to cement partnerships between all role players.

## National Teacher Awards

For the past four years Megan Rademeyer has served as the specialist adjudicator in the 'National Teachers Awards – ICT Enhanced Education' category where it has been gratifying to see teachers being recognised for their efforts to use ICT to enhance teaching and learning. It has also been pleasing for SchoolNet SA to be recognised by the National Department of Basic Education as the organisation best suited to assess the submissions of teachers in this category. SchoolNet SA has again been asked to provide an adjudicator to assess the finalists for the 2016 Teachers Awards.

Omashani Naidoo represented SchoolNet SA at the 2015 National Teachers Awards gala dinner which took place in March 2015. Following on from these awards, SchoolNet SA was commissioned by the Telkom Foundation to provide training to the schools of the winners in each of the categories of the National Teachers Awards. In 2016 SchoolNet will offer training to the school of the winner of the 'ICT Enhanced Education' category as our own voluntary contribution towards recognising excellence in teaching using technology.

## Teacher Appreciation and Support Programme



This year, SchoolNet was asked to send a representative to serve on the Teacher Appreciation and Support task team. Megan Rademeyer participated in task team meetings

which were jointly chaired by Haroon Mohamed of the Department of Basic Education and Rej Brijraj of SACE. At these meetings it was decided that World Teacher Day celebrations should not be confined to one day a year, and instead teachers should be recognised and supported on an ongoing basis. Under the theme of “Teachers: Heartbeat of a Nation” a Teachers Indaba and Launch of the Teacher Recognition Campaign took place at the National Department of Basic Education on 31 August 2015, followed by a World Teachers Day gala dinner celebration at SACE on 30 October 2015. These events have provided a good networking opportunity and an opportunity to ensure that SchoolNet is part of national initiatives to recognise and support teachers.

## Operation Phakisa

As from September 2015, SchoolNet’s, Omashani Naidoo participated in the intense deliberations that were part of Operation Phakisa: ICT in Education for over four weeks. All 120 participants were placed across five work streams namely, ICT Lifecycle and Management, E-Administration, Online Content and Curriculum Development, and Teacher Professional Development. SchoolNet was represented in the Teacher Professional development work stream and discussions helped craft a Teacher Professional Development landscape for current teacher training activities as well as a plan which included SchoolNet’s ICT learning pathway which is aligned to the National frameworks and Guidelines for Teacher Professional Development. This learning pathway formed the basis of the proposed plan for Teacher Professional development for Operation Phakisa. The eventual outcomes of the process promised to positively influence and improve the future implementation of ICT in education in the country with teacher professional development as one of the important pillars for successful implementation.

## SNSA online presence

SchoolNet continues to contract Fiona Beal to maintain the SchoolNet virtual presence via [Twitter](#), [SchoolNet’s Facebook page](#), the [newsletter](#), the [website](#), YouTube [channel](#), [Diigo](#) bookmarking site and [daily blog](#) with over 30 posts per month. An excellent record of SchoolNet activities is available on our website simply by browsing the newsletters or the blog archives. It is also helpful for writing annual reports. As at November 2015, the SchoolNet SA Facebook page had received 1 190 ‘likes’ and 4 500 people were following the @SchoolNetSA Twitter handle.



## 4. Accreditation

All SchoolNet courseware is accredited by SACE. Professional Development Points allocated vary from short courses such as the Eskom Expo which is worth 5 points up to the CCTI and the peer coaching programme which have both been allocated 40 points. Most of SchoolNet’s three day professional development courses average 10 points. The accreditation process has not been an arduous one from the point of view of completing the requisite forms and submitting to SACE. However the subsequent administrative processes have tended to be fraught with technical errors. It is hoped that the processes become smoother as both SchoolNet and SACE adapt to their roles.



In partnership with VVOB, the Flemish aid organisation, SACE convened a stakeholder meeting with the intention of exploring how SACE could fulfil its role to safeguard and promote quality of CPTD for online programmes.

Another objective of the seminar was to discuss ways in which online modes of study might strengthen teacher professional development.

The first speaker, pictured above, was Mr Rabotapi, Chief Director, DBE. Target groups included SACE, SACE evaluators, NGOs, funding bodies, staff from DBE/DHET. Janet Thomson was requested to present on SchoolNet’s experiences of offering online short courses as well as full qualifications for teachers and to highlight the processes around writing and refining courseware as well as administering and supporting online participant teachers. The full report on the seminar is available [here](#) on the SchoolNet website.

## 5. SchoolNet SA Staff



Once again SchoolNet is very thankful to board members who have been most supportive. Directors have given up time to assist where they could, either to provide their expertise in specialist areas or to offer advice with legal and financial matters and SchoolNet is most grateful.

## 6. The Future

At the time of writing this annual report, at the end of 2015, there appears to be an absence of new projects. In the past we have found that this circumstance quickly changes to one of being overwhelmed with new work. We are confident that this will be the case in 2016.

Possible new ventures on the horizon for 2016 include the upcoming training for the new Intel courses and particularly *Tablets in the Classroom*. The Telkom Foundation, the Department of Correctional Services, the Department of Telecommunications and Postal services are some of the initiatives that SchoolNet is hoping to take forward in 2016.

It has been heartening that in 2015 national and provincial initiatives have started to recognise the crucial factor of effective integration across the curriculum and to move away from wasteful expenditure on computer literacy training for teachers. With planning for ICT in education in the country firmly focused on teacher professional development as one of the most important pillars it bodes well for successful implementation of future initiatives.

SchoolNet is due to undertake strategic planning as from 2016.