



COMMONWEALTH *of* LEARNING



**C-DELTA REPORT**  
**C20-133**  
**OCTOBER 2019 - APRIL 2020**

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## 1. Country Accreditation

The South African Council of Educators (SACE) is responsible for managing all registered teachers in South Africa and as part of their mandate, also provide endorsement of professional development activities to encourage Continuing Teacher Professional Development (CTPD).

The CDELTA course was submitted in October 2019 for review and endorsement. We are proud to advise that the CDELTA programme of seven modules was endorsed for 35 continuing professional development points (CTPD). This is an achievement as teachers are encouraged to complete at least 50 CTPD point per year and completing this programme will achieve 70% of teachers yearly CTPD goals. We are awaiting the formal certificates for this programme; however the letter of endorsement is available [via the link](#).



C-DELTA: Module 1- developing digital identities	5 Points
C-DELTA: Module 2- mobilising resources	5 Points
C-DELTA: Module 3- Engaging with networks	5 Points
C-DELTA: Module 4- Enhancing Access	5 Points
C-DELTA: Module 5- Making informed decision	5 Points
C-DELTA: Module 6- Capacity building	5 Points
C-DELTA: Module 7- Cultivating innovation	5 Points

Figure 1: Snapshot of the SACE endorsement letter

## 2. Master training

### 2.1. Overview of Master Training

Five master training sessions were held in the Western Cape, Gauteng, Limpopo and Kwa-Zulu Natal. A total of 141 teachers attended the master training which set a good reference for achieving the targeted number of participants for this initiative. Unfortunately, South Africa instituted nationwide school closures in March and this hampered our ability to utilise the master training capacity which was on hand.

We also found that whilst we took great care to invite participants with at least intermediate engagement with digital technologies, some participants did have limited digital skills which prevented faster completion of the master training programme. Rural conditions also prevent stable connectivity which hampers the efficiency of the registration process

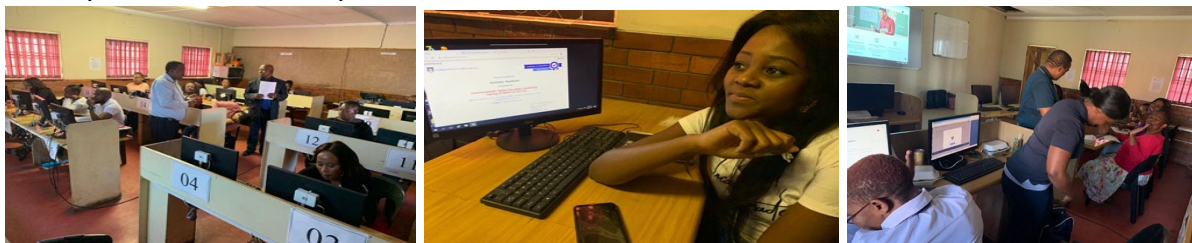
## 2.2. Description of Master Training Workshops

### 2.2.1. Metro East District Office- Western Cape

Four senior SchoolNet trainers, attended master training at the Metro East District Office in January 2020. These four trainers were eager to complete individual sessions at their schools as part of their professional development activities at the schools and teacher communities. This was short-lived though as the term 1 assessments and then the COVID19 lockdown measure came into effect.

### 2.2.2. Phendukani High School – KwaZulu Natal

Phendukani Full Service High School hosted 40 teachers and district personnel from Madadeni in the rural Amajuba district in the KwaZulu Natal Province. Teachers were very eager to participate in an international programme and were very keen to become a hub of activity for the community.



### 2.2.3. University of Limpopo- Polokwane, Limpopo Province

Forty-eight teachers attended this training from schools around Mankweng in rural Limpopo Province. This was seen as a Collaboration between SchoolNet, the CoLab and COL and teachers understood the importance of participation in the programme and the greater good it would serve for communities in and around the area. Whilst teachers did manage to register, not many were able to successful record a score for the Pre-test due to not achieving the minimum 50%. Unfortunately English is the third language for many of the teachers and communities in the area and the language of the programme proved challenging.



#### 2.2.4. Thakisa Educational Centre- Soweto, Gauteng

Twenty-seven teachers from different schools in Soweto township, were trained at Thakisa Teacher centre on the C-DELTA programme. Teachers felt that was an amazing course for both teachers and learners and we hugely appreciative for being afforded the opportunity to groomed into becoming Digital Education Leaders.

#### 2.2.5. Lamontville Education Centre – KwaZulu Natal

Twenty-six teachers who are responsible for libraries at their schools attended the master training. The facilitator unpacked the content of the first four Modules to stimulate interest and highlight relevancy to the needs of a professional teacher. After the registration process and writing of the pre-test, participants were introduced to one of the activities in the modules called Investigating a Digital Identity and the followed the programme as per the training guide. Teachers exclaimed that the activity on digital identities “made them feel like detectives”

The registration process on the portal proved very frustrating. Being a rural area, the bandwidth was not strong and hence compromised the experience of the online registration and it took more than 4hrs for everyone to register. Those teachers who didn’t experience any challenges were able to move ahead with the pre-test and complete; whilst some even managed to repeat the Pre-test a number of times to obtain a better score.



### 3. Training Workshops

#### 3.1. Overview of Training workshops

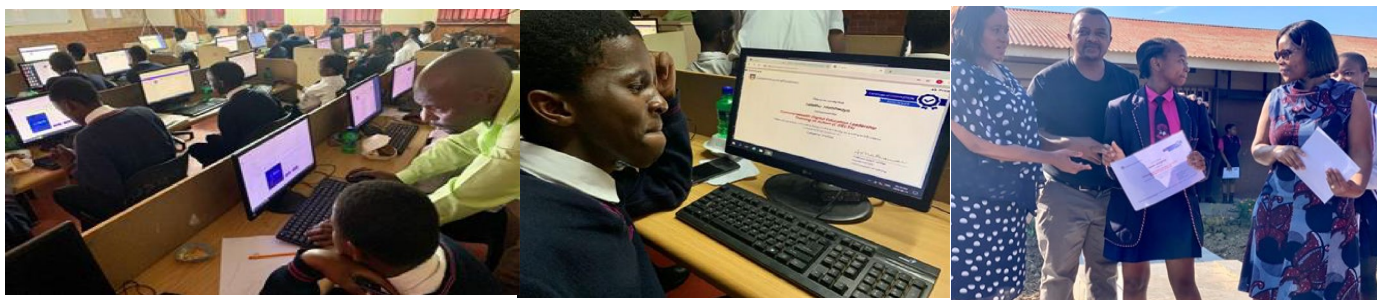
A total of sixteen training sessions were held as part of the programme with a total of 430 participants comprising teachers and learners. Five provinces were reached in this part of the project.



## 3.2. Description of Training Workshops

### 3.2.1. Phendukani High School – Amajuba, Kwa-Zulu Natal

These were a mixed group of forty-two learners from Grade 10 and 11. The majority of these learners are CAT and IT students. The session focussed on the outline of the three modules to be undertaken by learners. After the presentation, learners' comments explicitly indicated their enthusiasm for the programme. Learners were encouraged to create a positive buzz online through various educational activities.



### 3.2.2. Tugela Ferry Education Centre – Tugela, Kwa-Zulu Natal

The C-Delta programme course was unpacked and followed the content of the first four modules to stimulate interest and to highlight relevancy to the needs of any professional teacher. Teachers' facial expressions communicated a desire to get on with the course.

Many teachers completed the Pre-test without any hassle while others battled to sign up due to some challenges such as slow internet connection (poor network signal in the area). This group also experienced CDelta platform rejecting some logins with a message 'invalid credentials', however this proved to be a network issue later on.

One teacher, Mr Nonjabulo Sigwebela from Lobethal School, was identified as an enthusiastic champion who finished his tasks and then voluntarily helped others during the sessions. Mr. Masondo, an official from the provincial Department of Education (DoE) for Maths, Science and Technology also popped in to motivate and support the programme.





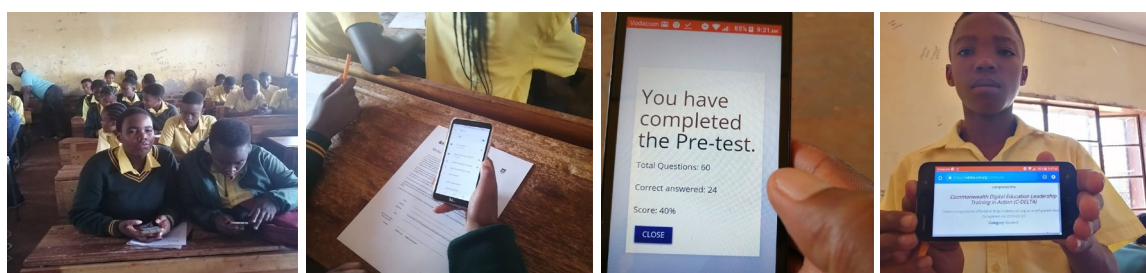
### 3.2.3. Okhahlamba Education Centre – Kwa-Zulu Natal

The strategy for this session was for the forty-eight teachers to register on the C-DELTA platform, complete the pre-test, however many teachers even went further into complete Module 1 of the programme. This group were great participants and the facilitator was easily able to complete the activities and start on the planning sessions for further training at individual schools. Teachers appreciated the professional development opportunity presented to Bergville schools.



### 3.2.4. Phanagela Secondary School- Mpumalanga

Three sessions were provided at Phanagela Secondary school. Whilst the school did not have a computer lab, the facilitator was able to use tablets and mobile phones to complete the workshop activities. There were several challenges in these workshops however with electricity shorts, a District Office shutdown, and network signal not being strong and stable.





### 3.2.5. Emadwaleni Secondary School

Thirty-seven learners from Emadwalweni High School attended the CDELTA programme. The signing up session with learners took longer as learners didn't have active Gmail accounts, which had to be managed first. Not all learners had access to a device, which created the need for the facilitator to create a shared collaborative session. Despite this, learners were able to complete the Pre-tests and some even attempted the Post Test. Learners loved the course and were eager to learn, and this was evidenced by the questions they had about the course and materials. The facilitator reported that, "It was so refreshing to see these young minds so enthusiastic about Digital education."



### 3.2.6. Thakisa Teachers Centre

Additional workshops were hosted at the Thakisa centre. Teachers took immense pride when they achieved their Pre-test certificates. Their competitive spirit was evident when, like children, they went around the class asking whether peers had managed to get their certificates. This was not seen negatively as they were able to encourage others to re-take the tests to achieve the certificates.

### 3.2.7. Planning and Development Services Offices – Eastern Cape

Two teacher sessions were held at the Planning and Development Services Offices in the King Williamstown area in the Eastern Cape. Whilst many schools do not have connected devices, the teachers were very eager to learn the skills being offered in the programme. Teachers showed commitment and resilience throughout the workshop. Here too in the Eastern Cape, English is a barrier to learning as it is not the first language of participants nor learners. As a result, teachers had to complete the Pre-test several times before a result was registered



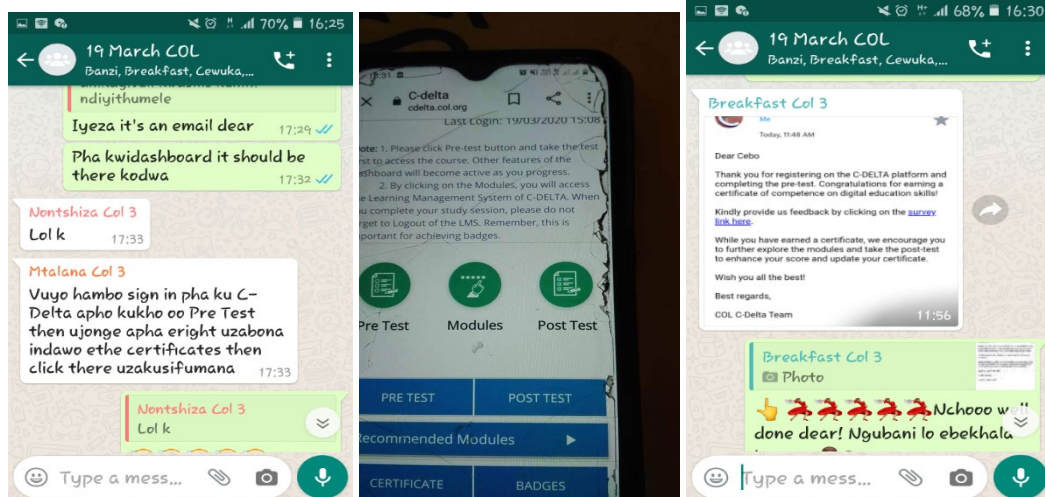


on the platform. Teachers who completed the pre-test were very excited, and that gave teachers that hadn't achieved, encouragement to also do likewise.

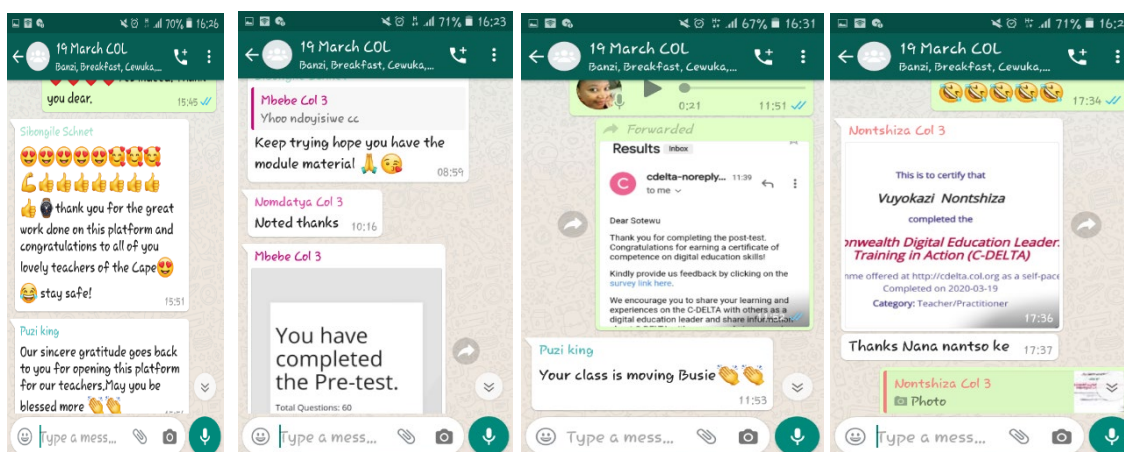


### 3.2.8. Nkosinathi Primary- King Williamstown, Eastern Cape

Due to Covid-19 pandemic, one of the planned sessions went ahead as a Whatsapp session using uploaded documents, videos, voice notes and messaging. Whilst this was innovative, this session proved challenging for the facilitator as teachers had to follow the Presentations whilst the facilitator discussed the content.



Teachers found out that it was difficult to register at first, but amidst screen shots and Voice notes, the “workshop” looked doable. Teachers became more engaged and started asking and responding to lively discussions on the content rather than the planned workshop group discussions.



### 3.2.9. Dr Blok Secondary School- Bloemfontein, Free State

Twenty five learners attended the facilitated sessions in the afternoon sessions at Dr Blok Secondary school. This school had majority female participation with 23 female learners and 2 male learners. Only one participant could not complete the Pre-test, whereas just 5 could not complete the Post Test. This was by far one of the most successful sessions with both Pre- and Post- tests being completed.

### 3.2.10. Fidel Castro Building- Bloemfontein, Free State

This training was attended by fourteen interested teachers from schools in and around Bloemfontein's Fezile Dabi District. It was good to see that all participants completed and passed the pre-test. In addition, a WhatsApp group was setup to build a community of practice. One participant even completed all 7 modules.

A few participants experienced challenges registering an account and the facilitator suggested creating a new email address which seemed to resolve the issue. The internet was also not very stable and required patience in trying to the Pre-Test.

### 3.2.11. Seageng Secondary School- Ga Rankuwa, Gauteng

Seageng is situated in Ga-Rankuwa in a rural township quite close to the North West Province. Whilst thirty-four learners attended the session, only a few learners were able to pass the Pre-test. Once again, language seemed to be a barrier to completion of the activities.



Two trainer reports were not received for the Ntiyi Secondary and Reddford House training sessions.

#### 4. Online Webinar Sessions

Five webinar sessions were hosted as part of this programme.

Two sessions were hosted at the start of the programme to build additional training capacity and to provide a refresher training opportunity for master training from Phase 1 of the project. Thirty-two trainers attended the first online webinar with several homework tasks that were provided in order for participants to showcase their aptitude and competence to deliver the coursework.

A refresher webinar was organised for successful trainers from Phase 1 and this webinar focussed on trainers being able to facilitate a phase 2 action plan that would encourage both teachers and learners to participate and complete the Pre- and post-test.

The remaining online webinar sessions happened during the Covid-19 lockdown phase as South Africa moved into virtual training sessions. The sessions were aimed at supporting teachers to embark on their personal journey through the C-Delta seven modules. The first session was an overview of the programme for all teachers and the links to the CDELTA platform was shared. Teachers then asked for focussed workshop per module and the first three modules were covered extensively allowing teachers time in between sessions for individuals to work at their own pace, taking in self-assessment at the end of each module. At the end of the fourth session, teachers were confident to continue on their own.

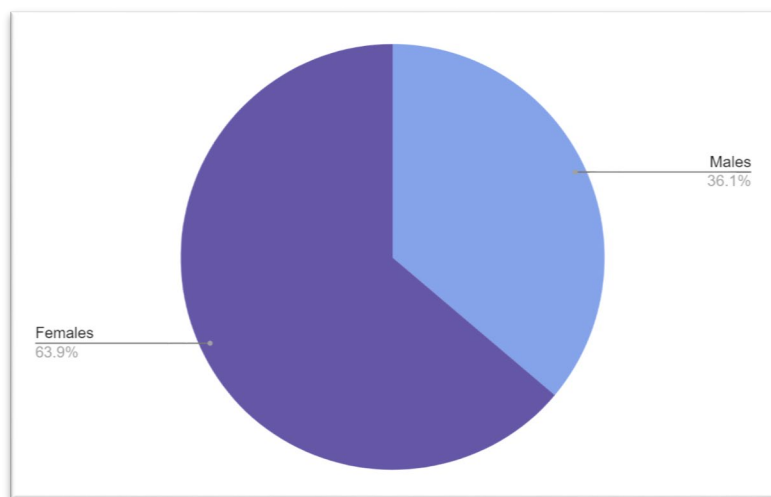
## 5. Summary of Statistics

Category of Training	Date	Trainer	# Teachers	# Learners	Venue
Web Session 1	20 November 2019	Omashani Naidoo	32		Adobe Connect Webinar
Web Session-Trainer Refresher	21 November 2019	Omashani Naidoo	9		Adobe Connect Webinar
Web Session 2	2 April 2020	Hlengiwe Mfeka	30		Microsoft Teams
Web Session 3	7 April 2020	Hlengiwe Mfeka	12		Microsoft Teams
Web Session 4	14 April 2020	Hlengiwe Mfeka	12		Microsoft Teams
Web Session 5	16 April 2020	Hlengiwe Mfeka	12		Microsoft Teams
Master Training 1	29 January 2020	Omashani Naidoo	4		Adobe Connect Webinar
Master Training 2	12 & 13 February 2020	Senzo Ngcobo	40		Phendukani High School
Master Training 3	6 March 2020	Hlozi Maluleke	44		University of Limpopo
Master Training 4	7 March 2020	Nokubonga Lamula	27		Thakisa Vodacom Centre
Master Training 5	12 March - 13 March 2020	Hlengiwe Mfeka	26		Lamontville Educ Centre
Training 1	22 November 2019	Sunia Dokter / Delin Louw		25	Dr Blok
Training 2	12 - 13 February 2020	Hlengiwe Mfeka		40	Phendukani High School
Training 3	27 February 2020	Hlengz & Senzo	44		Bergville
Training 4	7 March 2020	Busisiwe	31		Planning offices DET
Training 5	14 March 2020	Busisiwe	24		Planning offices DET
Training 6	26-29 Feb 2020	Oupa Molopo		57	Phanagela School Hall
Training 7	7 March 2020	Oupa Molopo		23	Phanagela School Hall
Training 8	14 March 2020	Oupa Molopo		24	Phanagela School Hall
Training 9	4-6 March 2020	Ngaka Ralekoala	18		Fidel Castro Building
Training 10	11,12 & 13 & 18 March 2020	Mosebetsi Mphuthi	21		Tshiya District Teacher Development Centre
Training 11	21 & 24 & 25th Feb 2020	Nokubonga Lamula		27	Emadwaleni high School
Training 12	18 March 2020	Busisiwe	15		Nkosinathi Primary (WhatsApp)
Training 13	9 March 2020	Chris Gatsi		15	ReddfordHouse Blue Hills College
Training 14	20,21 & 22 March 2020	Fikie Mthembu		10	Ntiyi secondary school
Training 15	4-5 March 2020	Brenda Mohale		34	Seageng Secondary School
Training 16	26 February 2020	Hlengiwe Mfeka	22		Tugela Ferry Educ. Centre

423 teachers and 255 learners attended the sessions hosted by SchoolNet, which brings the grand total to 678 participants.



Below is a graphical representation of the gender breakdown of all participants. We are please to note that 64% of participants are female, whereas 34% are male.



*Figure 2: Gender breakdown of CDELTA Participants*

## 6. Conclusion and Recommendations

### 6.1. Recommendations

**Language** is a key inhibitor of the programme as much of our teachers and learners are not first language English speakers and the level of language is therefore not completely accessible for many.

**Access to stable connectivity** is also a major challenge as the online tests require stable connectivity to complete. Whilst the course materials are available offline, it is the tests that verify the success of the programme and its completion rate.

**Attendance** of workshop sessions were not at a maximum and we hence needed to host a lot more workshops to improve the attendance.

**Timing of the project-** implementation in South Africa is best between Quarter 2 and Quarter 3 as this allows SchoolNet to work during school holidays whilst preparing for implementation during the school terms.

## 6.2. Conclusion

Phase two of the Commonwealth of Learning's CDELTA course has been largely successful in its implementation in South Africa, despite officially starting in October 2019 which is the last phase of curriculum teaching before examinations. Quarter 1 of 2020, also presented challenges as schools open for the academic year in the middle of January and the COVID-19 pandemic conversations were rife in March which resulted in a short space of time for implementation of the project.

Despite the challenges, SchoolNet was able to successfully provide facilitation of workshops to 653 teachers and learners, which was double the amount of teachers and learners achieved in phase 1 of the programme. Whilst we realise that this is short of our targets which was to have at least 1000 participants, our intention is to continue the programme until the end of August with virtual training sessions and a concerted effort to market the course to a wider network of teachers and learners.

We thank the Commonwealth of Learning for its patience with us in the implementation of this programme.

Ms Omashani Naidoo  
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