



C-DELTA REPORT
C21-259
February - September 2021



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1. Overview of Training Workshops

The Commonwealth of Learning's Digital Education Leadership Training in Action (C-DELTA) phase 3 implementations in South Africa started with a three-week online Master training for 50 participants. The master training was implemented and completed in March 2021. Whilst 50 participants had been invited to the Master training, only 19 were deemed able to facilitate training adequately. This meant that we had to supplement the implementation for phase 3 with master trainers from previous years in order to mitigate a risk of not reaching our target of 1000 teachers and 1000 learners (Report 1). A total number of 100 workshop sessions were completed by the end of September 2021. Thirteen virtual sessions were conducted and 87 face to face sessions were completed with a total of **1230 teachers** and **1123 learners**.

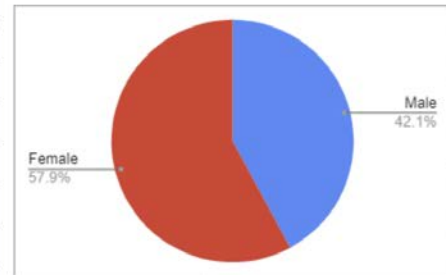
2. Description of Training Workshops

Phase three of the C-Delta project was implemented when South Africa was placed on adjusted level three lockdown which hindered scheduled plans to organise face to face training sessions. As the measures of lockdown were eased, most trainers were able to host face to face sessions which was ideal for most participants.

2.1. Master Training

The Commonwealth of Learning's Digital Education Leadership Training in Action (C-DELTA) implementation of Phase 3 project in South Africa started with a three-week online Master training for 50 participants. The master training was implemented and completed in March 2021. Assessment of participants was completed during the master training, and 19 trainers were formally appointed at the end of the course. An orientation session was arranged for the 19 appointed trainers, where SchoolNet shared the training resources toolkit, reporting tools and discussed the expectations for the implementation of training. All trainers were tasked with planning their training workshops with at least 20 teachers and 20 learners. The appointed trainers are captured below:

No.	First Name	Surname	No.	First Name	Surname
1	Calitz	Amanda	11	Nofumba	Patricia
2	Gelant	Andrew	12	Patel	Lutfiyyah
3	Ismail	Rishard	13	Peter	Xolani
4	Machaba	Mokhudu	14	Sigodi	Vusumzi
5	Mfamana	Sonwabile	15	Sitsheke	Nolizwi
6	Mills	Annemarie	16	Slater	Brian
7	Moosa	Asma	17	Visagie	Sarah Jane
8	Motsoeneng	Thabiso	18	Zola	Avumile
9	Muchochomi	Tafadzwa	19	Jojo	Nosisa
10	Naicker	Eloise			



2.2. March- June Training

The majority of the workshops were completed in a face to face setting as this seems to yield the best attendance. However, in order to alleviate the face to face contact, some facilitators opted to host virtual sessions. In many instances, where participants needed clarity about the course, instant messaging via WhatsApp was of great use.

2.2.1. Capricorn South District –Limpopo

In Limpopo, the facilitator, along with the help of the district ICT Coordinators, decided that due to the pandemic, it was best that the workshops be completed virtually to avoid physical contact as teachers were expected to attend from different schools around the Capricorn South District. The key learning for participants was that they had been unaware how their personal information was easily accessible online. Most participants had falsely believed that all sources of information online were truthful and correct but the course opened their eyes to becoming more media literate. They also communicated that after the course, they were able to find digital resources they needed and were able to create and share their own resources with peers and colleagues.

2.2.2. Trinset Mthatha – Eastern Cape

The face to face workshops were attended by 22 teachers from different schools in the OR Tambo District in the Eastern Cape. There was a challenge with connectivity, and as a result, some participants were not able to connect to the WIFI at the centre. Many participants reported that they resorted to using their own phones to connect which showed how committed they were. The majority of the group completed the course and did both the pre- and post-tests. The feedback was positive and participants were raving about how informative and enlightening the workshop was. Others said that it changed their understanding of digital resources for the better and they were grateful for how it exposed them to a wealth of information, and most especially open educational resources.

2.2.3. Hangklip High School - Eastern Cape

There were three groups of people who participated in a number of sessions. There were 21 teachers from the school, Grade 10 learners and lastly Bachelor of Education students from Cape Peninsula University of Technology. Cape Peninsula University of Technology, a university in [Cape Town](#), cited as the only [University of technology](#) in the [Western Cape](#) province, with over 32,000 students.

The sessions were mainly done face to face with a few virtual sessions held for the University students. The educators approached the course with a positive attitude and as a result some of them passed the pre-test at their first attempt and others made it on their second try. They admitted that the course really challenged their thinking, however, it was very enlightening. It took them longer to do the course because, due to COVID-19, educators have limited time for professional development as they were under pressure to complete the curriculum.

The facilitator was impressed by the Grade 10 learners who took the course, noting their keen engagement in the topics that would not be in a “normal” classroom. It was amazing how the C-DELTA course gave them an opportunity to do something other than their school work and something that was a challenge.

2.2.4. Mthatha Vodacom Centre - Eastern Cape

A few training sessions took place at the Mthatha Vodacom Centre for 23 teachers from OR Tambo district. The group consisted of teachers from various schools as well as teacher’s assistants. Almost all participants thought everything online was true and correct but after going through the mobilizing resources module, the participants had to

re-consider how they evaluate and select appropriate teaching resources. The training session was a success even though there were few challenges relating to connectivity.

2.2.5. Dr WB. Rubusana Centre - East London

There were 48 participants who attended the training sessions at Dr WB Rubusana from schools around East London. Most of them were Computer Applications Technology teachers. Participants understood the range of different tools and technologies that can be used to interact with resources online. They demonstrated interacting with people through online networks. This was done by communicating, sharing information and collaborating with others.

2.2.6. Mthatha PTDI - Eastern Cape

There were two groups of teachers that were hosted by Mthatha PTDI. The first group for twenty-five educators and second group for 24. The atmosphere was great as teachers were looking forward to hearing more about the C-DELTA programme. Most teachers admitted that they were hesitant with technology in education, so rather than embracing it wholeheartedly as teachers, they were cautious. After the workshop they were willing to adopt new trends in order to enhance teaching and learning. They believe it will provide learners with a more complete grasp of their subjects.

2.2.7. Qumbu Village Primary School - Eastern Cape

Twenty-one teachers attended training, and the host venue was a school that was central to most of the invited schools. The teachers learned that networks, both within and outside of your school can provide them with inspiration, encouragement, and perspective. Before the programme they never saw a need for Professional Learning Communities and expanding personal and professional networks but they vow to start connecting and collaborating with others more.

2.2.8. Winterveld High School – Gauteng

Fifteen learners attended the training session that was organised at the school. It was a lot more difficult to get learners to participate on the course because learners attend school on a rotational basis. It was difficult for them to make time for extracurricular activities because they had to catch up on the school syllabus. Before the course, they didn't know how and where to access the right resources and the course provided enough guidance and support and was a challenge for students to complete.

2.2.9. Ruabohlale High School – Gauteng

Another group of 15 learners at this school defeated their odds and made time for the C-DELTA content. The learners enjoyed their experience with the content and some were

thrilled to hear about digital Identities as well as knowing about secure ways of acquiring resources online. The facilitator observed how this group of learners quickly absorbed information and was pleased with the results.

2.2.10. Seageng Secondary School - Gauteng

The training sessions hosted by the school was attended by 20 learners. The principal of the school was reluctant to allow learners time for training, however he believed that teacher and learners training is a never-ending process which promotes teacher's teaching and learning skills, mastering knowledge, developing better or newer proficiency, which in return assists in improving student's learning.

2.2.11. University of Limpopo

The 476 participants were students from the University of Limpopo. C-DELTA was positioned as an advanced course suitable for the students to build on their current digital literacy skills. Participants understood the concept of being digital and some of the ways that different information and communication technologies can impact their lives. During the course of the training they also demonstrated an awareness of different technologies and which tools are most appropriate for different activities in their learning journey.

2.2.12. Ekukhanyeni Special School - KwaZulu-Natal

Ekukhanyeni Special School is a public specialized school, which caters to students who have special educational needs due to severe learning difficulties, physical disabilities or behavioural problems. 20 teachers were honoured to be recipients of the C-DELTA program which they mentioned as an eye opener, something that would transform their curriculum delivery. An overview of C-DELTA was presented and a tour of the platform was explored and the content discussed. Despite some technical and connectivity challenges, teachers were eager to register and complete the pre-test before they left the workshop.

2.2.13. Vulindlela Education Centre - KwaZulu-Natal

Tertiary students in the rural surroundings of Taylors Halt in the KwaZulu-Natal province use the Vulindlela Education Centre to gain access to digital devices in order to do their assignments and connect to virtual classes. The majority of the students who attended the C-DELTA session expressed their frustration when entering higher education institutions as they were expected to possess some digital literacy skills, but have not had the required exposure in school, nor in their personal lives. The C-DELTA programme was a just in time learning opportunity for them and they enthusiastically engaged in discussion topics of being safe online and managing digital footprints.

They managed to register on the platform and some completed their pre-test. The WhatsApp group was created to establish a learning community and supporting one another in various tasks. Participants were keen to attend more facilitated sessions due to a number of reasons such as poor network, lack of devices and regular power outage.

2.2.14. Tsolo Special School - Eastern Cape

This training workshop was attended by a cluster of 23 educators from Tsolo Circuit-15, hosted at Tsolo Special School. Among these participants were six principals in their sixties and the majority of participants had very little knowledge about computers. The C-DELTA modules 1-3 were explored in the first session, followed by a virtual session supporting participants while studying the modules. The final session was a consolidation of all the modules and paving the way forward to implementation. Educators were encouraged to be influencers of digital education where they are and begin to apply what they learnt. The participants appreciated the training as it exposed them to a variety of digital resources they could use in the classroom. One principal made a comment to say “I’ll never confiscate mobile devices anymore in my school as they are a powerful learning tool, if used responsibly.”

2.2.15. Khanyisa High School - Eastern Cape

One hundred and twenty Grade 10 and 11 learners attended the training sessions. They were very excited about being afforded an opportunity to participate in an internationally recognized course. As a result, this drew more interest from other learners who were not part of the C-DELTA training sessions that had been organised. The Digital Identities module was an eye opener as learners became aware that whatever they put out there on the Internet, either negative or positive will remain, so they learnt the importance of maintaining a healthy digital identity.

2.2.16. Smero Secondary School - KwaZulu-Natal

Twenty-one teachers from Smero Secondary School attended the C-Delta orientation, and subsequent sessions were planned to be virtual due to school closure and COVID-19, DELTA variant being rife in South Africa. In addition, a WhatsApp group was suggested in order to provide teacher support and to build a community of practice. At the end of the session, teachers asked a lot of questions which indicated their interest in the program.

The school had received 40 tablets from the KwaZulu-Natal Education Department three years ago but have not been in use because teachers have not received training. The C-DELTA program was a great opportunity to expose teachers to Digital Literacies, so they are better prepared to utilize sponsored devices.

2.2.17. Virtual Training

Three virtual webinar sessions were scheduled. The invitation to attend was extended to teachers across all provinces. Twenty-nine teachers from different schools participated in the program. The facilitator introduced the course and there were a lot of clarity seeking questions from the onset. The second and third sessions were more refreshing as participants were more engaging to the digital identities and mobilizing resources content and some shared their experiences and looked forward to applying the information they learnt. It was gratifying to witness teachers realize that digitalisation provides valuable opportunities for learning.

2.3. July- September Training Workshops

Five teacher workshops and twenty-five learner workshops were facilitated during this time frame.

2.3.1 Motheo DTDC - Free State

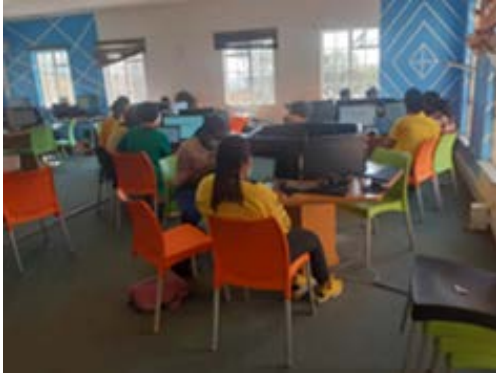
The sessions were attended by 16 educators who had basic skills. There were few challenges including poor network connection during registration but they persevered until they succeeded. The highlight of the training was when they completed the tests. They thanked the facilitator for inviting them to the C-DELTA training. They were amazed by the amount of knowledge they acquired from attending the training. The Part of the course that they enjoyed the most was learning how they can identify and assess online resources and engage with networks.

2.3.2. St John's College - Eastern Cape

The session was attended by 42 grade 10 learners, most of whom reside in deep rural areas of Eastern Cape. The learners have limited access to smart devices and internet access. They were honoured and very excited to have the opportunity to attend the C-Delta program. The principal of the school said that there is a greater need to build the capacity of learners with programs like C-Delta that equip and prepare learners to have better understanding of digital education.

2.3.3. Zinyosini Secondary School - Eastern Cape

Thirty-nine educators from the school joined the training session including the principal who was very supportive and made sure everyone was progressing well with the course. On the day of the face to face training, the network was very slow but educators were determined enough to not give up. The educators had fun learning identifying the difference between



trustworthy online sources of information and also the importance of participating in professional development programs and proactively engaging with teaching professionals.

2.3.4. Dr Blok Secondary School - Free State

Two workshops were held at Dr Blok Secondary school for learners at the school. Two groups of 40 learners from different townships in Bloemfontein. The training of learners was a success as all three

modules were covered and learners took the test. The facilitators felt that the C-Delta program is a great platform to build learners capacity and develop a healthy digital identity.

2.3.5. Mthatha Provincial Teacher Development Institute - Eastern Cape

There were four groups of educators that were hosted by this venue. The four sessions were facilitated by three different facilitators, the first group had 30 educators, the second group had another 30, third one had 24 and last one with 30 participants. The educators were from different schools under the OR Tambo Inland District. These are the teachers who were identified by the department of education to be beneficiaries of the Basic ICT Integration course that was offered at the time. When they heard that after completing the basic integration course they will be introduced to C-Delta, they couldn't believe their luck as a result the majority of the teachers registered and completed either pre or post-test. While the educators were happy to be exposed to the wealth of information, they were happier to have the certificate available after completing the tests. That was one of the rewarding feelings for them.

2.3.6. Ngangelizwe High School - Eastern Cape

The training sessions were attended by grade 10 and 11 learners from the school. The learners had basic ICT skills, their attitude was positive and open to learning and that made it easy to introduce the course. The learners were highly motivated by the fact that as soon as they complete the pre or post-test the certificate is available to them. The learners liked different modules, some interested in Engaging with Networks and others Digital Identities. Some learners were mostly interested in collaborating with learners all over the world in order to increase their chances of learning and broadening their understanding in different learning areas.

2.3.7. Sastri College - KwaZulu Natal

Sastri College opened in 1929, closed as a Secondary School in 1982 and became part of ML Sultan Technical College offering courses in cookery, motor mechanics, carpentry, hair



styling etc. Amid momentous political changes in the 1990s, the school re-opened in 1993 as a Secondary School admitting learners of all races.

Reaching out to a school with such a long standing history of different generations was a great opportunity. This was iterated by the school principal who mentioned how excited he was when they were presented with the C-Delta programme and that the school is moving towards that direction as they are expecting additional technological infrastructure. He encouraged all teachers to grab the opportunity in building their capacity, engaging with technology as it will be beneficial for them

otherwise they will find themselves on the back seat. 37 educators attended the C-Delta training orientation and some were able to successfully register on the platform.

2.3.8. Cosmo Primary School - KwaZulu Natal

The C-Delta training came at the right time for Cosmo Primary School teachers as the school was recently opened by the KwaZulu Natal Education Department Minister which boasts of a fully-fledged computer laboratory. Majority of the teachers out of the 27 who attended had basic digital literacy skills and a few who had no skills at all. These teachers couldn't hide their excitement to learn about different topics covered in the C-Delta programme. All teachers managed to register on the platform and a few completed the pre-test during the session.



2.3.9. Bhekisizwe SPS - Eastern Cape

There were 51 educators in this session. Most of them were faced with different technical issues with their laptops, whilst the technical support assisting them were using their cell phones to continue with the activities of the course. That displayed a level of determination and commitment. Some of the teachers were foundation phase teachers from the rural areas of Mqanduli village. The facilitator commended them for their willingness to try new things out of their comfort zone. They were amazed at the amount of information they were not aware of like minding your digital identity, open educational resources and building networks in order to collaborate with their peers. They were pleased that they could share the knowledge with their grade 9 learners which they felt would be of use to them.

2.3.10. Qumbu Village - Eastern Cape

The training sessions were attended by 31 older and younger educators who thought that C-Delta is a good course and they wished all educators, learners and community at large should take part because of how enlightening the content of the course is. On the day of the

workshop there was poor internet connection but they did not give up, some resorted to using their cell phones to hotspot and complete the tests.

2.3.11. Mthatha High School - Eastern Cape

The 22 learners who joined the C-Delta training were grade 10 learners who had basic digital skills. They felt that the time allocated could have been more, but they have learnt a lot as the course was very informative and enlightening. Before attending the course, they took for granted how they conduct themselves when online but as a result of attending they have learned to interact better. They appreciated being exposed to OER's and that being part of the course improved how they search for information.



2.3.12. Jongilizwe SSS - Eastern Cape

This was a woman only session, with about 42 teachers in attendance. August is a month where women are celebrated in SA for the role they played during apartheid. These educators were reminded that as women, they should seek and take advantage of opportunities to empower and develop themselves so that they can occupy spaces in the education and society that will help bring change. The C-Delta platform provided that for them and they were happy with all the learnings they imparted while attending the training.

2.3.13. Umgungundlovu District - KwaZulu Natal

45 teachers from the two schools in Umgungundlovu District namely; Henryville Primary School and KwaMpungose Higher Primary School were identified by the KwaZulu Natal Provincial office to receive the C-Delta leadership training. Both schools are equipped with desktop computers, a digital projector and a screen. The training was well received by both schools; they saw it as an opportunity to learn how to optimize the use of technologies at their disposal.



2.3.14. Dr DW Rubusana District - Eastern Cape

The session consisted of 29 educators from Alfred Nzo East, Joe Gqabi, Amathole East and Chris Hani East district E-Learning officials and educators. The participants all owned laptops and had monthly data top up that made it easier for them to continue with the course at their own time. They felt privileged to be part of the C-Delta program because most of the participants were between the ages of 45- 50 and above and never thought that they could still learn new ways of teaching because they have been teaching the traditional way. At the end, the participants had enjoyed the course and acknowledged the benefits and learnt new things that they did not really pay much attention to or understand fully before, like engaging with networks and mobilizing resources.

2.3.15. Tshwane West and Nelson Mandela Bay District - Gauteng (Learners)

Nine workshops were scheduled for the 133 learners who participated in the C-DELTA course. This programme provided an opportunity to build a foundation to become digital leaders and content creators. The facilitators across the venues described the learners as a very pleasant group to work with because of their thirst for knowledge and willingness to try out new things. They also believed that a C-DELTA certificate will help upgrade their CV's as some of them will be looking for work after passing matric. The learners were busy with term 3 tests but they made time to complete the programme. Their level of commitment was commendable, the C-DELTA created responsible and constructive social media interaction and collaborators and content creators.

2.3.16. Tshwane West and Nelson Mandela Bay Districts - Gauteng (Educators)

Nine workshops were scheduled for 187 teachers from the five Tshwane West schools and two Nelson Mandela Bay districts joined the C-DELTA training sessions. Despite the educator's busy work schedule, they committed to joining the C-DELTA programme because they didn't want to miss out on an opportunity to develop themselves. One of the reasons was that SchoolNet has thus far contributed a lot to their professional development so when the C-

DELTA course was introduced they wanted to be part of it because for the past 5 years they have been participating in different programmes offered by SchoolNet and their professional lives have never been the same. Parts of the C-DELTA programme they have enjoyed the most were learning how to access the right resources because they realized that they didn't know where to find what they needed even though they had access to the internet both at school and home. They also became aware of the importance of joining professional networks to collaborate and share and learn from other educators. They picked up tips that helped with constructively sharing information, knowledge and resources with people in the same profession as them.

2.3.17. Ngwanamago Primary school - Limpopo

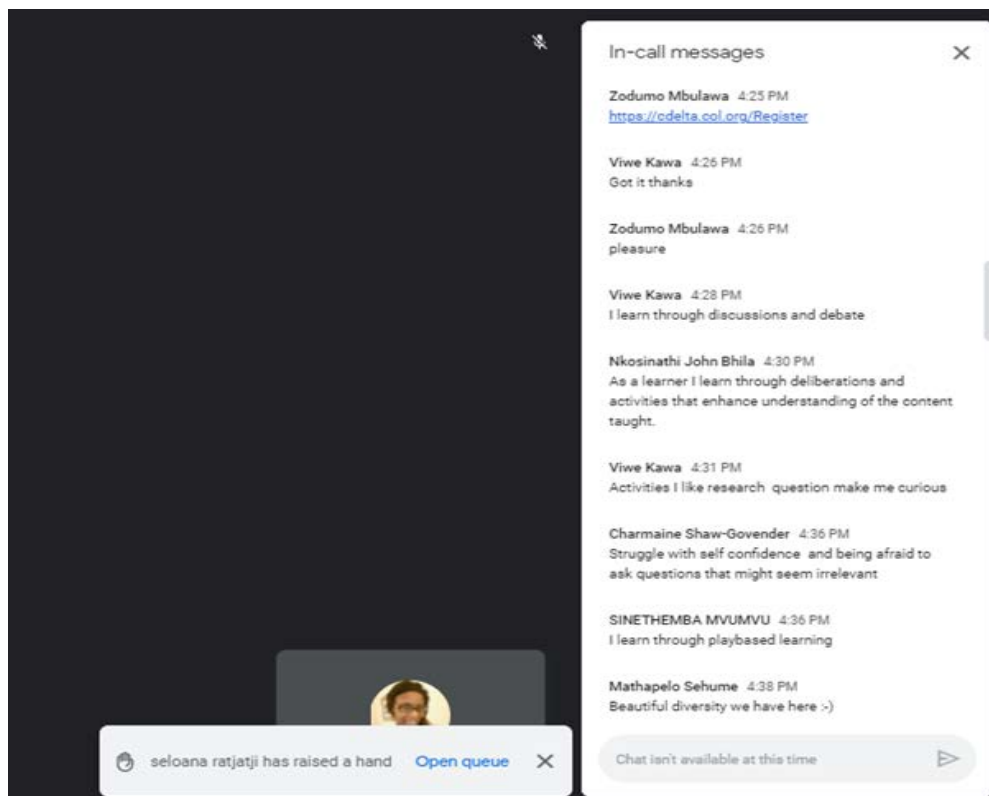
The session consisted of 40 grade 7 learners based in one of the rural areas of Capricorn South district. They were happy to join the session because it was their first time being invited to a training session, therefore a privilege for them. They were very excited to have been exposed to the C-Delta course. For most learners, especially younger ones they are always amazed to learn about maintaining healthy digital footprints.

2.3.18. Jongilizwe College: OR Tambo Inland - Eastern Cape

The learners are from one of the rural schools in ORTI district, the school is situated in a disadvantaged community. Having an opportunity like this was amazing because they don't come more often for them. They really welcomed the course and there was a lot of excitement and response was good during the orientation. The learners promised to go through the course during the school holidays to assist them further understand it, especially the module about engaging with networks. The facilitator offered to support them whenever they needed.

2.3.19. Online Webinar Sessions

Due to the country being placed on adjusted level 3 lockdown, some of the facilitators opted for virtual sessions. About 13 virtual webinar sessions were completed. Educators from all over the 9 provinces participated. The majority of the participants were from the Eastern Cape followed by Gauteng and then Limpopo. Educators are getting comfortable with exploring different online training platforms because the attendance has improved. They are also making more effort as they engage more during sessions and they ask the right questions. It was evident that a greater number of teachers are finally warming up to accepting all the opportunities presented to them to better their teaching and learning experience.



3. Course Survey Responses

Below are some of the participants' comments on what they liked about the C-DELTA course they have received - extracted as they are from the course evaluation:

"I learnt The different modules and opportunities for growth and development"
"Great opportunity to expand my knowledge."
"Learned how to create a learner centred lesson where learners can be comfortable"
"To improve my use of ICT in my teaching"
"advanced ways for creating lesson plans"
"Being more actively involved and giving learners chance to be more involved with the learning process"
"Perspective on the learner's state of readiness on learning. Creating a more conducive environment for effective teaching and learning."
"Learn different ICT platforms to improve the way I teach learners"
"Sending assessment online , marking assessment and sending feedback to learners online"
"The different apps and websites that are free to use"

4. Summary of Statistics

	Trainer Name	Date of Training	No of Teachers	No of Learners
001	Nolizwi Sitsheke	20 April, 3-11 May 2021		41
002	Nolizwi Sitsheke	9,13 17 June 2021	32	
003	Nosisa Jojo	21 April 2021		24
004	Sonwabile Mfamana	22 April 2021		23
005	Sonwabile Mfamana	22 May 2021, 07 June 2021 & 20 July 2021	22	
006	Sonwabile Mfamana	7-9 September 2021		30
007	Sonwabile Mfamana	3 September 2021		39
008	Vusumzi Sigodi	22 April, 6 May 2021		23
009	Vusumzi Sigodi	9 & 15 June 2021	42	
010	Avumile Zola	23 April 2021		23
011	Avumile Zola	8,11&18 June 2021	120	
012	Avumile Zola	28-29 September 2021	47	
013	Mochudu Mochaba	11 May 2021		25
014	Mochudu Mochaba	12 May 2021		16
015	Mokhudu Machaba	27-28 September 2021	40	
016	Patricia Nofumba	4-6 May 2021		38
017	Patricia Nofumba	16 September 2021		29
018	Annemarie Mills	21 April 2021		21
019	Annemarie Mills	14-15 April 2021	12	
020	Annemarie Mills	12-17 May 2021	10	
021	Hlozi Maluleke	15 - 20 June 2021	486	
022	Busisiwe Mdlankomo	24 -26 & 30 June 2021		23
023	Busisiwe Mdlankomo	9 September 2021		23
024	Ngaka Ralekoala	21 and 28 August		16
025	Delin Louw	5-6 September 2021	20	
026	Sunia Dokter	3 September 2021	20	
027	Oupa Molopo	10-11 & 14,15,17 June 2021	65	

028	Siyasanga Gxaba	2,3 August & 10 September 2021		30
029	Namhla Sigwela	25, 26 August 2 & 9 September 2021		51
030	Wandile Ntengo	4-5 August 2021		31
031	Wandile Ntengo	8-9 September 2021		30
032	Siyabonga Dwabayo	9 and 15 July 2021		24
033	Kwandiwe Duma-Rozani	4-5 August 2021		42
034	Brenda Mohale	17 -21 May 2021	16	
035	Virginia Mbengeni	8 June 2021	20	
036	Conny Tlaka	10 June 2021	18	
037	Hlengiwe Mfeka	10 June 2021	20	
038	Hlengiwe Mfeka	17, 24 & 31 May 2021		29
039	Hlengiwe Mfeka	25 May 2021		20
040	Hlengiwe Mfeka	25 June 2021		21
041	Hlengiwe Mfeka	26 July 2021		21
042	Hlengiwe Mfeka	16 August 2021		20
043	Quintres Sefala	1-7 September 2021		13
044	Quintres Sefala	8-9 September 2021		15
045	Hlengiwe Mfeka	9 September 2021		49
046	Hlengiwe Mfeka	15 September 2021		37
047	Hlengiwe Mfeka	16 September 2021		38
048	Hlengiwe Mfeka	16 September 2021		27
049	Hlengiwe Mfeka	17 September 2021		24
050	Hlengiwe Mfeka	22 September 2021		30
051	Hlengiwe Mfeka	20 September 2021		14
052	Hlengiwe Mfeka	17 September 2021		19
053	B.Mohale(39) ,V.Mbengeni(20), C. Tlaka(42), S Williams(29), M.Mdebele(32),A.Madolwana(25)	20-28 September 2021	133	
054	B. Mohale(21),V. Mbengeni(20), C. Tlaka(20),T. Mogapi(20), S. Williams(43), and M. Mdebele(9)	21-29 September 2021		187
055	Hlengiwe Mfeka	28 September 2021		66

TOTAL	1123	1232
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The Commonwealth of Learning is conscious of gender equity and it is noteworthy that 63.8% of participants were female when compared to 36.2% males. This is a strong indicator that programmes such as CDELTA provide the means for women and girls to gain the necessary skills to participate in the digital world and become strong leaders in education.



5. Conclusion

Overall, the phase three C-DELTA project was a great success, with 1232 educators and 1123 learners trained across nine provinces in South Africa. There were few hurdles due to COVID 19 but we managed to exceed both the target of 1000 educators and 1000 learners. The educators are slowly learning the value of sessions like C-DELTA where ideas and practices about 21st century teaching and learning to improve education and strengthen the teaching profession are shared. Through organising these training sessions for educators and learners, we witnessed how much interest and commitment they showed in building their own capacity and producing other leaders in the digital education sector.