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SUMMARY C-DELTA PROJECT REPORT

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C-DELTA SUMMARY PROJECT REPORT

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1. Background

The Commonwealth of Learning has extended the partnership with SchoolNet South Africa to offer the Commonwealth’s Digital Education Leadership in Action(C-DELTA)) course for the fourth year in 2022. Once again the annual target is to reach more than 1000 teachers and 1000 learners across South Africa. This report serves as a summary report for the contract from December 2021 to June 2022.

A total number of 122 workshops were conducted. Of these workshops some were face to face and some were virtual. The participants required a great deal of support to complete the course content and their pre-tests. Additional support was provided as virtual sessions and using instant messaging groups via WhatsApp for just in time support.

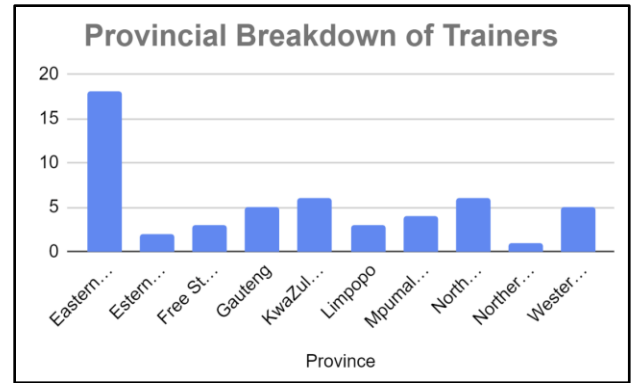
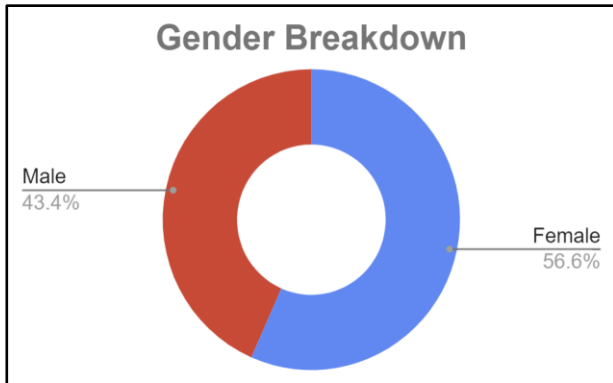
2. Summary of Training Statistics

Teacher Workshops							
Province	# Workshops	# of Educators	# of Females	# of Males	#Pre-test	#Post-test	Certification
Eastern Cape	1	29	20	9	16	0	0
Free State	0	0	0	0	0	0	0
Gauteng	1	21	14	7	17	0	0
KwaZulu Natal	1	21	16	5	1	1	1
Limpopo	29	579	380	199	296	171	171
Mpumalanga	1	29	22	7	1	1	1
North West	5	109	103	6	49	1	1
Northern Cape	1	8	3	5	8	2	2
Western Cape	28	550	379	171	253	3	3
TOTAL	68	1346	937	409	641	179	179
TOTAL %			70	30	48	13	13

Learner Workshops						
Province	# Workshops	# of Learners	# of Females	# of Males	#Pre-test	#Post-test
Eastern Cape	5	93	65	28	24	1
Free State	2	35	19	16	0	0
Gauteng	7	133	70	63	90	0
KwaZulu Natal	0	0	0	0	0	0
Limpopo	38	755	440	315	663	607
Mpumalanga	0	0	0	0	0	0
North West	0	0	0	0	0	0
Northern Cape	0	0	0	0	0	0
Western Cape	2	31	27	4	21	0
Total	52	1047	621	426	798	608
Total %			59	41	76	58

3. Master Training

In previous phases of this programme, practising teachers were targeted to become master trainers and facilitate sessions for teachers and learners at their institutions. In this iteration of the programme, both teachers and e-learning officials were invited to express interest in becoming Master trainers. E-Learning officials in South Africa are officials who are responsible for supporting teachers in digital teaching and learning. Candidates were shortlisted based on their ability to facilitate, having access to a venue and having some internet access. The 2022 online master training sessions started the project on a good footing in January 2022, with fifty-two educators and district officials from across the country. Each province was represented by at least two or more educators and district officials. All modules were covered in detail with participants being able to practice the skills required for each workshop session. Below are charts that display the breakdown of participants by province and gender.



As always, we are mindful of the gender disparity and in the master training, we had 57% female and 43 % male represented. The largest contingent of participants for the master training hailed from the Eastern Cape and this was due to the Provincial Department of Education’s plan to include the CDELTA programme as a provincial programme.

Unfortunately, the eastern Cape provincial programme did not come to fruition due to labour strikes in the province. This hampered the training programme that had been planned.

4. Teacher Workshops

Multiple workshops were conducted in different venues; in some cases, more than two workshops were conducted in one venue for different groups of teachers. A total of 1346 teachers participated in both face to face and online workshops, with 70% female and 30% male. A total of 179 educators achieved a SACE endorsed certificate with 35 CPTD points. Whilst only 13% of teachers complete the Post-test, this is attributed to the complex use of language in the test. Additionally, teachers complete the Post-test after the workshop and forward the certificate to trainers which makes it difficult for the trainer to ensure completion as it requires agency from the teacher.

4.1. Hopolang Combined School - Western Cape (Teachers)

The workshop was attended by seventeen teachers, all from Hopolang Combined School. The C-



DELTA programme was unpacked. The content of the first module was used to stimulate interest and to highlight relevance to the needs of any teacher. The teacher's excitement was uncontained and their desire to continue with the programme was amazing. Most teachers completed the pre-test without difficulty while others battled to sign up due to challenges such as slow internet connectivity. This group also experienced the rejection of some logins with a message 'invalid credentials.'

4.2. Capricorn South District - Limpopo (Teachers)

There were two virtual training sessions that took place in the Capricorn district. The first group had twenty-five teachers from different schools within the district. There were also two teachers who attended from the Mpumalanga province as they had seen a poster that was shared on the social media platforms. The second group had thirty-one teachers also from the district. The participants' knowledge of digital skills was intermediate and the response towards the course was positive. Most of the participants commented that their digital literacy skills had improved, and also became aware of the importance of digital identity. They acquired a better understanding of Open Educational Resources and also the importance of collaborating with other teachers through professional networks. The use of C-DELTA training material has positively impacted their daily teaching lives and will continue to apply their knowledge in the classroom.

4.3. E.M Mokatsame Teacher Centre - North West (Teachers)

There were twenty-three participants from different high schools in the Dr Kenneth Kaunda district. Most of them were able to operate the devices provided during the training independently i.e. tablets and laptops. Their attitude towards the training was impressive as most of them wanted to enhance their digital skills so that they would be able to integrate learning into their daily lives. The highlight of the session was to learn about searching Open Educational Resources and also knowing about various Copyright options available and especially for use in education.



4.4. Redcliffe Primary School - KwaZulu Natal (Teachers)

The C-DELTA sessions were attended by twenty-one teachers of Redcliffe Primary School. The teachers felt that they were privileged to be included into this programme because they have never been a part of a project as impactful as C-DELTA. The teachers had a great time discovering new information about Open Educational Resources, a range of online networks that support social activities such as communication, sharing and collaboration.

4.5. Imvumelwano Primary School - Western Cape (Teachers)

Fifty-nine teachers and teacher assistants participated in training sessions conducted at Imvumelwano Primary School. The Department of Basic Education employed teacher's assistants to help teachers across South Africa as they faced the new challenges brought about by Covid-19 pandemic. The facilitator included the teacher assistants as the focus on the use of digital technologies for teaching and learning was fundamental to their new posts. Some of education assistants are now pursuing a career in teaching and C-DELTA assisted them tremendously.

4.6. DuNoon Primary School - Western Cape (Teachers)

There were thirty-five teachers with a range of digital knowledge and skills. They were very positive and delighted that C-DELTA granted them an opportunity to learn individually. The environment was favourable to learning and teachers asked questions freely when they did not understand. The participants assisted each other and ensured the combined success of the

session. Most teachers managed to sign up on the C-DELTA platform on their first attempt and were anticipating grasping the modules in order to acquire in depth knowledge about the programme for their professional development.

4.7. Ikhusi Primary School - Western Cape (Teachers)

The participants were thirty-six teachers and teacher assistants from Ikhusi Primary School. They all had some knowledge of digital education and appreciated that C-DELTA enabled them to learn individually at their own pace, space and time using their device. The participants successfully registered on the programme and further attempted the pre-test, some of them received the 40



percent benchmark required to receive a certificate.

They were very pleased to have been afforded this opportunity to develop themselves professionally and for the knowledge and skills they acquired while navigating the dashboard and going through the modules. They were furthermore motivated to pass the pre and post-test so that they can receive the SACE endorsed certificate and earn 35 CPTD. Some of the teachers assisted with problems others encountered and a very good collaboration was established to get everyone on track.

4.8. Thembani Primary School - Western Cape (Teachers)

The participants were teachers and teacher assistants who encountered difficulties in using technology in their classrooms. They had varying knowledge of digital education or skills and appreciated the fact that C-DELTA is a life-long learning programme which enabled them to learn individually at their own pace, space and time. In the end they were able to complete the pre-test and were looking forward to perusing through the offline modules in their own time.

4.9. Hector Peterson High School - Western Cape (Teachers)

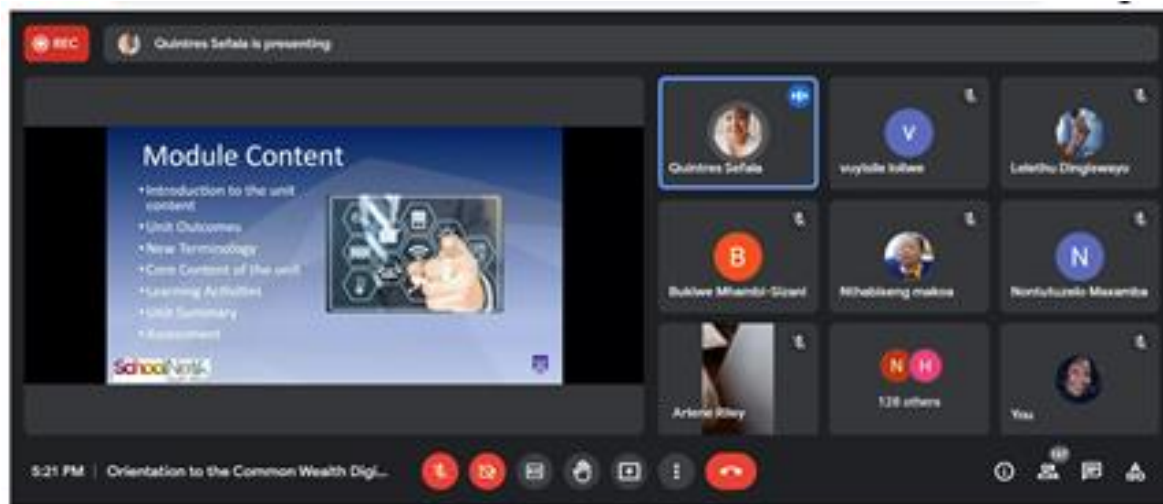
The atmosphere was favourable to learning as teachers collaborated on registration and acquainted themselves with the dashboard. The participants assisted each other and swapped devices in order to assist each other. The only challenge was internet connectivity that was slow, however the use of different connections assisted greatly. The session brought to light how to access available resources, the skills one requires to draw on these resources, the understanding of how resources can support learning, and the skills to evaluate, remix and create new resources.

4.10. Esangweni High School - Western Cape (Teachers)

The school is located in one of the disadvantaged areas that does not have a strong internet connection and where participants are not exposed to digital education platforms. In the face of all the challenges teachers still had a prolific session and they challenged one another in completing the pre, post- test and the modules. They requested for additional follow up sessions so that the facilitator can assist with in depth navigation through the modules. The training sessions were very valuable to the teachers and they could not thank the facilitator enough for affording them the opportunity.



4.11. Western Cape Virtual Session (Teachers)



Most teachers in the Western Cape province are adapting to digital education and online learning because they do not hesitate to take part whenever they are invited to virtual workshops, they often come in numbers. The workshop had one hundred and fifty-eight teachers who were very appreciative of the chance to develop themselves in order to build on their skills. When the facilitator asked to identify topics that resonate with them, some mentioned capacity building,

digital identities as well as securing new and additional resources for their schools. It was exhilarating to witness teachers show great interest in expanding their knowledge. They were looking forward to gaining in depth knowledge of the modules at their time and completing the post-test. Additional trainers were on hand to support the session and comments from teachers.

4.12. Groblersdal Marble Hall - Limpopo (Teachers)

The workshops were organised by a facilitator who is always ready to walk the extra mile when it comes to developing teachers and learners in Limpopo, and one who advocates for better and improved teaching and learning. Over 400 teachers who were very excited to hear about the C-DELTA course flocked to the venue to discover more about the program. These teachers hold different levels of skills but they united with one goal and assisted each other to complete activities. The program was a great opportunity to be exposed to digital literacies. Two teachers, Ms Itumeleng, an assistant teacher at Makgale-Phashe High school and Disego Maila were identified as passionate champions who completed their test before others. These teachers also exhibited commitment and flexibility throughout the workshop. They felt very privileged to be introduced to the C-DELTA course and their wish was for all the educators to have access to the course. They communicated that they would like to be trained as facilitators so that they can introduce other teachers.

4.13. Solomon Mahlangu Primary School - Western Cape (Teachers)

There were 33 participants that attended the training session. The participants were educators and educator assistants from Solomon Mahlangu Primary School who possessed varying knowledge and skills of digital education. Although the session was conducted in the afternoon, the educators were very positive and the atmosphere was conducive to learning. They asked questions when they did not understand and those who were assisted, were appreciative of the learning opportunity. The educator assistants helped the participants and some assisted one another in order to complete the training. The educators struggled with attempting the questions while completing the pre-test but were very positive and delighted that C-DELTA enabled them an opportunity to learn freely.

4.14. Qumbu Village Secondary School - Eastern Cape (Teachers)

Fifteen 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. The network was very slow but educators were determined not give up. The educators had fun learning and identifying the difference between reliable online sources of information and also the importance of participating in professional development programs and proactively engaging with teaching professionals.



4.15. Ruabohlale and Seageng High School - Gauteng (Teachers)

The workshop was attended by twenty-one teacher assistants placed at these two schools. The course was unpacked and followed the content of the first four modules to spark interest and to underline relevancy to the needs of anyone in the teaching space. Their reaction communicated a longing to get on with the course. Most of the teachers completed the pre-test without any trouble while others battled to sign up due to some challenges such as slow internet connection.

4.16. Khwezi Lomso Secondary School - Eastern Cape (Teachers)

The teachers who attended the session understood the importance of participation in the programme and the greater good it would serve for all in the education sector and those who are pursuing a career as educators. Whilst teachers did manage to register, some were able to successfully complete the pre-test while others worked hard to make sure they obtained at least a pass mark by attempting the course for the second and third time. The language used in the C-DELTA programme caused challenges in understanding which in turn caused teachers to take longer or not complete the post test at all.

4.17. Maloma Primary School - Mpumalanga (Teachers)

The workshop was attended by sixteen teachers and teacher assistants who cherished being afforded the opportunity to participate in the C-DELTA course. The teacher assistants were happy that they acquired in-depth knowledge of digital education as this will assist them as some pursue a career in teaching and also increase chances of being employed. The course was eye opening and they were astonished to learn about different ways of acquiring resources online and the ability to identify between online resources and copyrights

4.18. Mbalenhle Secondary School - Mpumalanga (Teachers)

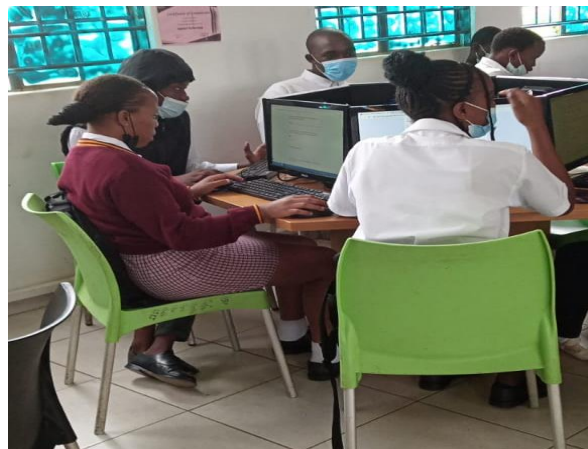
The twelve teachers at Mbalenhle Secondary School completed the C-DELTA course with minimal guidance from the facilitator because they did not want to miss the opportunity to develop their skills using online resources and to also be certified online. These teachers were able to follow the registration guide and register independently. The month of June, is typically reserved for examinations, marking and lots of reporting administration, so it was a joy to see that despite their busy scheduled were able to find time for the course.

5. Learner Workshops

1047 learners attended training which was offered as face to face workshops. The learners were delighted and appreciative that they received this training. Unfortunately, out of the nine provinces, only five provinces participated in the learner workshops as some were not available due competing activities taking place.

5.1. Ruabohlale High School - Gauteng (Learners)

Thirty-two learners who attended were able to register on the C-DELTA platform, and nine of them encountered difficulties in obtaining activation links. Learners who were using their cell phones to complete their pre-test had encountered C-DELTA website glitches and were unable to finish their pre-test. Nineteen learners managed to complete the pre-test and obtained their certificates. Most learners were eager to learn more about the platform and what C-DELTA was all about, but due to website glitches and delays with receiving activation links, many were a little discouraged by this occurrence.



5.2. Seageng High School - Gauteng (Learners)



The training was attended by Grade eleven learners. A total of forty-two learners were able to register on the platform, however the challenge began when the learners needed to activate their accounts as the activation links were not received, whilst some learners received the links on time which resulted in only twenty-two learners completing the pre-test. The learners who were only able to complete the pre-test felt left out whilst others were celebrating victory, hence creating disappointment for some of them.

5.3. NM Tsuene High School - Gauteng (Learners)

There were twenty-four Grade eleven learners, and all the learners were registered on the C-DELTA platform. Out of the twenty-four, only one learner managed to complete the pre-test and the twenty-three learners registered did not receive their activation links so that they could access the pre-test. The learners were disappointed by not receiving activation links however learners are still determined to complete the programme as soon as the activation link issue is resolved.

5.4. Winterveldt Secondary School - Gauteng (Learners)



Winterveldt grouped Grade eleven and a few of Grade ten learners to register on the C-DELTA platform, thirty-seven learners registered, unfortunately only thirteen managed to complete the pre-test. Twenty-four learners were unable to because after registering they did not receive an account activation email and without activation you cannot proceed to complete any of the tests. The total number of learners who received a certificate

of completion were six. The other challenge was poor internet connectivity which delayed the process of completion.

5.5. Khwezi Lomso Secondary School - Eastern Cape (Learners)

Thirty Grade twelve learners were registered on the C-DELTA programme. Out of thirty only seven learners were able to complete the pre-test successfully, five learners completed both tests and got their certificates. During the training sessions learners encountered a few challenges such as learners not receiving their activation links, and slow internet connectivity. Whilst waiting for their accounts to be activated, the learners were taken through the modules with the guidance of the facilitator in order to further understand the content and possibly apply the lessons in daily life. The module about Developing Digital Identities was the most popular where learners learnt to exercise control and caution in their online expression when engaging with others.

5.6. Ndzondelelo Secondary School - Eastern Cape (Learners)

Ndzondelelo had thirty-five Grade ten learners that managed to register on the C-DELTA programme, unfortunately only nine were able to complete the pre-test and three learners were able to complete both pre and post-tests successfully and received their certificates. After numerous attempts to try and retrieve the activation email, most of the learners did not get an opportunity to take the pre-test. All of them were so excited about the programme until they encountered challenges with their activation links. Learners loved the programme and were eager to learn, and this was evidence of the questions they had about the programme and materials. The facilitator reported that, "It was amazing to see these young minds enthusiastic about digital education and learning."

5.7. University of Limpopo - Limpopo (Students)

The participants were first year students at the University of Limpopo who were just taken through the mobile digital literacy program. The group found the digital resources they required and were also able to create and share their own digital resources after the C-DELTA training. This was an eye opening event for the majority of the participants. Most of them thought everything they saw online was true and correct but after perusing through the mobilising resources module, they started considering the evaluation and selection of the most appropriate resources online. The participants now understood that there are different tools and technologies that can be used to interact with resources online. They also have demonstrated interacting with people through online networks. This was done by communicating, sharing information and collaborating with others. This led to several workshops being held at the University for all students interested in building their digital skills.

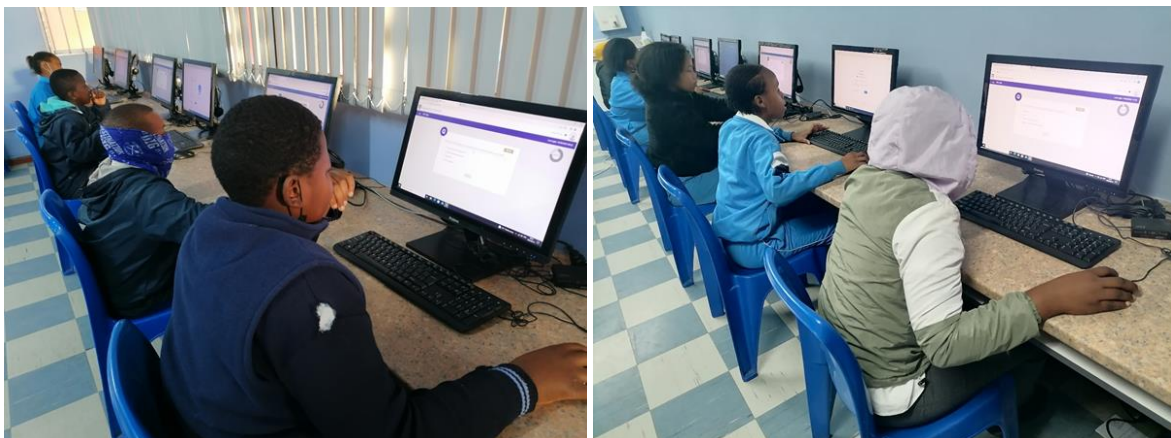
5.8. Boiteko Public School - Free State (Learners)

Thirty-seven Grade seven learners from Boiteko Primary School attended the training sessions. The learners had basic digital skills and were able to navigate the C-DELTA platform with limited assistance. They were fascinated with the knowledge that they were exposed to and were looking forward to learning more in the upcoming sessions. The excitement about the opportunity to learn about the digital world that is brought by the C-DELTA project was amazing to observe. They were eager to attend the next session.



5.9. Invumelwano Primary School - Western Cape (Learners)

Thirty-three Grade seven learners from Invumelwano Primary School attended the training session, with varying degrees of knowledge and skills in digital education. The learners were very positive and the atmosphere was very conducive to learning. Learners asked questions when they did not understand and those who were assisted showed much appreciation for the knowledge and skills acquired. During the session the participants assisted each other in order to understand. The learners struggled with tackling the questions while completing the pre-test but were very positive and delighted that C-DELTA allowed them an opportunity to learn freely. C-DELTA registration to the platform and completion of the pre-test including attempting module one was successful with a few participants that did not require assistance.



5.10 Ndzondelelo High School - Eastern Cape (Learners)

Unemployed youth were being trained as they had no digital skills but were very excited about the training. Some participants did not have email addresses and they were thrilled to have access to one. Through this process, they would in addition to completing the course, also be able to apply for employment opportunities online, receive interview notifications and communicate to prospective Human Resource officers as well as future employers. They were also keen to retake the tests to better their marks so they could achieve higher levels of certification.

5.11. Hangklip Secondary School Learners - Eastern Cape - (Learners)

The facilitator was impressed by the learners who took the course, highlighting 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 challenged their thinking skills while also improving their digital knowledge.

6. Trainee Comments

“I learnt ways to improve and remove totally in using the old method of teaching and be digital”

“The information is of utmost important to me as it exposes me to the digital world”

“I have learnt critical thinking skills and time management skills”

“I have learned to apply knowledge skills. Computer Literate since I've lacked some skills. I am now well-equipped and I am able to apply practical not only theory.”

“Digital security, personal online protection, online tools and digital privacy”

“Developing digital identities, Mobilising resources and Engaging with networks”

“How to approach a test in 60 minutes with 60 questions and what the internet and social media is all about”

“How to be careful around the internet and also how what I post on the internet might affect my future in a positive and negative way.”

“Benefits and challenges brought by ICT. Managing your digital identity.”

“Digital and social media skills. How different platforms help us in life and how they might not be of use sometimes.

“I learned about developing digital identities and mobilising resources and engaging with different online networks”

“At this point I learned how to be a digital educational leader and Skills that I learned is knowing how to differentiate various functions of a computer and knowing more about social networking.”

7. Certification

The South African Council of Educators (SACE) is responsible for managing all registered teachers in South Africa and as part of their mandate, also provides endorsement of professional development activities to encourage Continuing Teacher Professional Development (CTPD). The CDELTA programme of seven modules is endorsed for 35 professional development points (CTPD).

Out of 1346 teachers who participated in the programme 179 acquired SACE certification for earning above a minimum of 40% and over 50% pre- and post- test. This accounts for 13% of all teachers who were able to successfully gain SACE certification.

8. Recommendations and Conclusion

There were a number of challenges experienced by participants from different provinces that hosted C-DELTA training sessions.

- Many teachers do not have working email addresses, and whilst effort is made to ensure that teachers are registered with known email addresses, this is often not the case which results in activation emails not received or dual registrations.
- Language continues to be a barrier when we implement training in rural contexts. The complexity of language makes it difficult for teachers to read through and contributes to high attrition rates for the post test. This is evidenced by more than 46% completing Pre-tests, but only 13% completing the certification with Post-tests.
- Connectivity in some areas was quite unstable which resulted in extra data being needed for teachers and learners to connect to sessions. Ideally an offline version of Pre-and Post-tests would be ideal.

- Repeat sessions had to be hosted in venues where there was significant interest and this allowed us to meet the target but not as widely spread across the country as we would have liked.
- This iteration of the project also included newly appointed unemployed youth who form part of a national programme to employ youth as education assistants in schools. This provided an opportunity for education assistants to participate in training programmes to support their digital education journeys.

Our target for this programme was 1000 teachers and 1000 learners. In this fourth phase of implementation we have successfully completed training of 1346 teachers and 1047 learners, with 431 more than the targeted beneficiaries. We thank the Commonwealth of Learning for the opportunity to participate in this global initiative and appreciate the long-serving effect this project continues to have on our teachers and learners.

Omashani Naidoo
Executive Director

June 2022

www.schoolnet.org.za