



# **SUMMARY REPORT ON CDELTA PHASE 5 C24-426**

**October 2024**



**COMMONWEALTH *of* LEARNING**

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## 1. Background

CDELTA advocates for digital literacy to be a cornerstone of modern education and a critical factor in the sustainable development of the Commonwealth nations. It provides a comprehensive framework that encourages individuals to become adept digital education leaders who can effectively use information and communication technologies (ICT) to enhance teaching and learning opportunities. The programme is structured around several core modules, each addressing a different aspect of digital education leadership. These include developing digital identities, mobilising resources, engaging with networks, making informed decisions, capacity building, and cultivating innovation. Through these modules, participants are equipped with the knowledge and skills to navigate the digital world responsibly and make informed decisions in complex and ambiguous situations.

CDELTA's approach is holistic, focusing not only on individual skill development but also on the broader implications of technology in education. It challenges participants to reflect on global priorities and the power dynamics that underpin digital education and development. The programme's curriculum is designed to be dynamic and responsive to the evolving digital landscape and encourages participants to build on their understanding of social media ecosystems, create online profiles, interact across different networks, and develop personal learning networks. This engagement with digital networks is not just about sharing information; it's about creating meaningful and purposeful interactions that contribute to lifelong learning <https://cdelta.col.org/>.

The programme has been recognised for its impact and has received accreditation in various countries, including South Africa where it has established a significant presence and continues to expand its reach through its fifth iteration in South Africa. This iteration calls on

SchoolNet South Africa to provide development and capacity in an additional forty new schools with a minimum of fifty beneficiaries per school.

## 2. Project Description

The 2024 implementation of CDELTA was the fifth iteration of the programme. In this phase, forty new teacher trainers were meant to be trained to facilitate sessions for teachers and learners at their schools.

The SchoolNet contract had the following requirements:

- Complete Master training for forty new teachers
- Facilitate training for one thousand teachers.
- Facilitate training for one thousand students.

## 3. Overview of Success

SchoolNet South Africa has successfully achieved all metrics of the Commonwealth of Learning's CDELTA implementation for 2024.

For master training, the expectation was forty new trainers and SchoolNet was able to train 135% new teachers on CDELTA. Similar success was achieved with 114% teachers trained and 127% learners trained. The table below further highlights the number of participants that were able to complete the Pre- and Post- tests and gain certification. Forty percent of teachers achieved their SACE certification. A total of 2467 participants attended the various training initiatives across the country.

Training	Contract Expectation	# Participants	# Females	# Males	Pre-test	Post-test	SACE certificates
Master training	40	54	25	29	40	30	30
Teacher Training	1000	1141	740	401	506	202	202
Learner Training	1000	1272	769	503	326	93	N/A
<b>TOTAL</b>	<b>2040</b>	<b>2467</b>	<b>1534</b>	<b>933</b>	<b>872</b>	<b>325</b>	<b>232</b>

## 4. Master Training

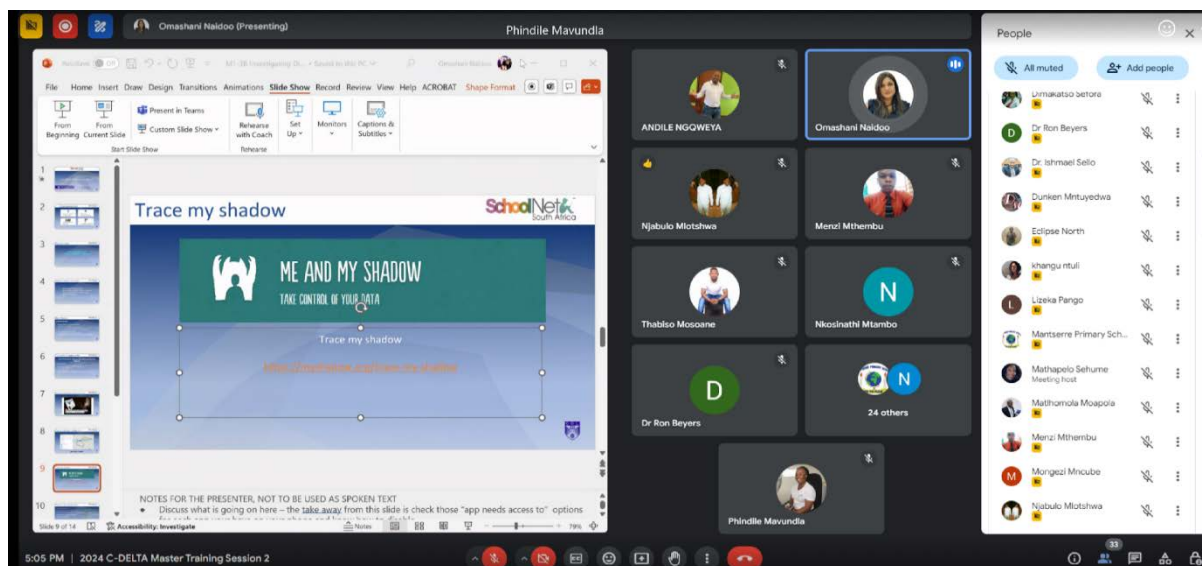
The master training required a cohort of forty new teacher trainers who would be able to:

- Complete the Master Training programme.
- Achieve Post-test certification and gain Master trainer status, and
- Facilitate training for twenty-five teachers and twenty-five learners in each of their schools.

### 4.1. Selection of Participants

A call for practising teachers interested in the COL's CDELTA programme was promoted within SchoolNet South Africa's networks. After receiving significant interest, fifty-four teachers were shortlisted and invited to the online Master Training.

Out of the fifty-four participants, 74% completed the pre-test and 56% completed the post-test.



The Master training had a good turnout, with 55% of participants attending more than three sessions.

## 4.2. Action plans

Of the fifty-four master trainers, twelve were able to complete the programme, achieve their certification and either train in their schools or offer training to neighbouring schools. Despite our efforts to motivate the balance of trainers to do the same, we were not able to support further success. SchoolNet had to pivot and call our previous cohorts of trainers and teachers and ask if they could schedule training sessions with their teachers and/or learners/students. Many of the trainers expressed enthusiasm and we scheduled additional sessions.

## 5. Teacher Training

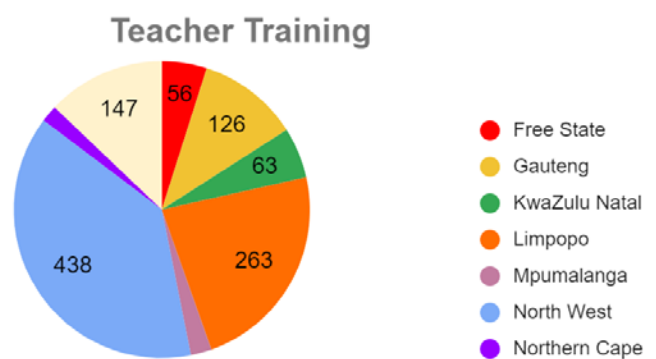
### 5.1. Overview of Teacher Training

Twenty-nine teacher training workshops were conducted, where twenty-one were face-to-face and eight were virtual sessions opened to a wide audience. A total of 1140 teacher participants attended the training. A total of 1140 teachers were trained. Of these, 65% were female and 35% were male. Forty-five percent of teachers completed the pre-test. The teachers who completed the pre-test are now making progress towards finishing the seven online modules and preparing for the post-test. Of those who completed the pre-test, 18% have successfully finished the post-test and the SACE Endorsed certificates will be issued to them.

Province	#Educators	#Females	#Males	#Pre-test	#Post-test	SACE
Eastern Cape	0	0	0	0	0	0
Free State	56	26	30	56	47	47
Gauteng	126	82	44	81	78	78
KwaZulu Natal	63	45	18	27	2	2
Limpopo	263	173	91	140	7	7
Mpumalanga	26	15	11	13	0	0
North West	438	290	148	103	67	67
Northern Cape	21	10	11	0	0	0
Western Cape	147	99	48	86	1	1
	<b>1140</b>	<b>740</b>	<b>401</b>	<b>506</b>	<b>202</b>	<b>202</b>

Eight of the nine provinces of South Africa (89%) were represented during this phase of training. Unfortunately, Eastern Cape could not be represented due to trainers not being available. The Limpopo province conducted the highest

number (seven) of workshops. The North West province recorded the greatest number of registered participants (438), while Mpumalanga had the least (26).



## 5.2. Description of the Teacher Training Workshops

### 5.2.1. Free State Province

#### **Clubview Primary School**



Clubview Primary School was established in 1995 and is situated in the Free State Province. The school is classified as non-paying, and is government funded.





Twenty-five teachers from Clubview Primary participated in the C-DELTA course between 5 - 9 August 2024. Most of the participants lacked basic computer skills, but this course was seen as an opportunity to upgrade digital skills, and all participants were interested and engaged.

The training sessions took place over five days and all seven modules were covered. Teachers completed activities in each module. All twenty-five teachers registered on the C-DELTA platform and completed the Pre - Test. Sixteen teachers to complete the post-Test.

### **Sentinel Primary School**



Sentinel Primary School is a public primary school located at Witsieshoek, in the Free State Province. A total of thirty-one teachers attended the C-DELTA training sessions. The session started with the overview of the C-DELTA platform and teachers were given an opportunity to register on the platform. Participants had the opportunity to complete the pre-tests. Seven modules were completed during the training and teachers completed the Quizzes in each unit.



### 5.2.2. Gauteng Province

#### Memezelo High School



Memezelo Secondary School is a school based in Soshanguve, Tshwane North District in the Gauteng Province. The school is a section 21, quintile three school.



CDELTA training took place between 22 - 26 August at Memezelo Secondary School. Thirty teachers attended the training. Teachers were introduced to the C-DELTA platform, who then registered and completed the pre-test. Teachers were introduced to each of the modules and completed module 1 - 4 as a group with the last two modules allocated for completion individually. Teachers were able to complete the activities and quizzes in each module. All thirty teachers completed the pre-test, and eighteen teachers completed the post-test.

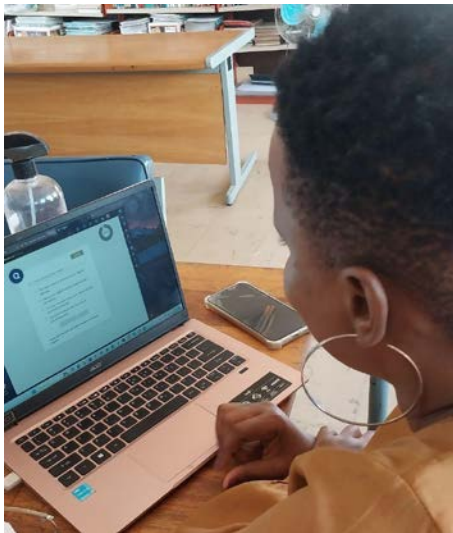
### **Letlotlo Secondary School**

Letlotlo Secondary School is a quintile three school based in Mabopane in Pretoria. Training for teachers at Letlotlo Secondary took place between the 16th and 17th of September and a total of twenty-three teachers attended the training session which focused on creating and sharing digital resources.

In this training session, teachers were guided through different processes of creating digital content. During the session, they embraced the idea that content does not always have to be created from scratch, especially in a school setting. Teachers were urged to share their work with colleagues for collaboration and to link some of their subject deliverables. What excited the teachers the most was learning about repurposing content for their specific contexts and

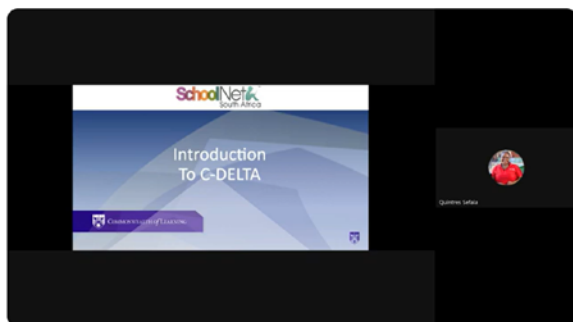
allowing colleagues to use and remix the content they had created. It was encouraging for teachers to realise that sharing their content could help them grow and gain new perspectives from other teachers.

### Siamisang Primary School



Training at Siamisang Primary School took place between the 7th and 8th of October 2024, with twenty-nine teachers in attendance. Teachers were consumed in their school admin work and could not attend in a group seating and the facilitator resorted to one-on-one sessions. The facilitator explained to each teacher, the process of registering on the platform and completing the pre-test. Teachers were shown how to build their online profiles and confirm their privacy settings on Facebook and other social media platforms.

### Online Session (National)



Investigating a digital persona 2024 08 13 16 05 GMT+2



tzh azvz ebn 2024 08 15 16 05 GMT+2 1

Online training was divided into three training sessions per week for two weeks in August and hosted by SchoolNet staff trainers. The sessions were scheduled on Tuesdays, Wednesdays and Thursday afternoons, covering the content as follows:



- Session 1: An introduction to C-DELTA, Investigating Digital Identity and Digital Footprint
- Session 2: Module 4 Online Resources
- Session 3: Module 5 Copyright & OER's

The online sessions had a total of forty-seven attendees in both weeks with thirteen platform registrations and six teachers who wrote the Pre-Tests.

### 5.2.3. KwaZulu Natal

#### **Charles Memorial Primary School**

Charles Memorial Primary School is an integral pillar of the educational landscape in the vibrant community of Kwambiza, KwaZulu Natal. The school proudly operates under the aegis of the Pinetown Education District, which serves as a beacon of educational excellence in the KZN province.



Training for teachers took place between the 17th-18th of September and a total of fifteen teachers were present for the session. The facilitator started the session with teachers registering themselves on the C-DELTA platform. Teachers expressed excitement about the training session and looked forward to learning more. Many teachers experienced “Recapta” and “wrong credentials.” errors which inhibited the session. A large amount of time was taken to resolve these challenges, which resulted in the first day of training being only about registrations. Teachers who completed the registration process then moved on to completing the pre-test. By the second day of training, all teachers completed the pre-test and only two

achieved passes. Teachers were concerned about their knowledge and wanted to try again. The facilitator offered teachers the opportunity to continue with virtual sessions to prepare them for the post-test.

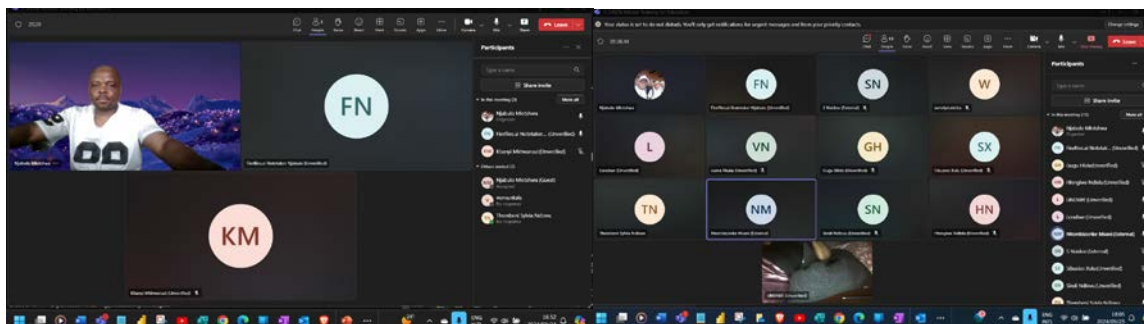
### Pinetown Boys High School



Pinetown Boys' High School is a public school that was founded in 1978 in Pinetown, KwaZulu-Natal.

Fourteen teachers participated in the training session and all teachers completed registration, with six teachers passing the pre-test. In this session, the facilitator focused on the access and online resources module. Teachers were introduced to online search strategies and the process of assessing online resources.

## KwaZulu Natal Virtual Session - Pinetown District

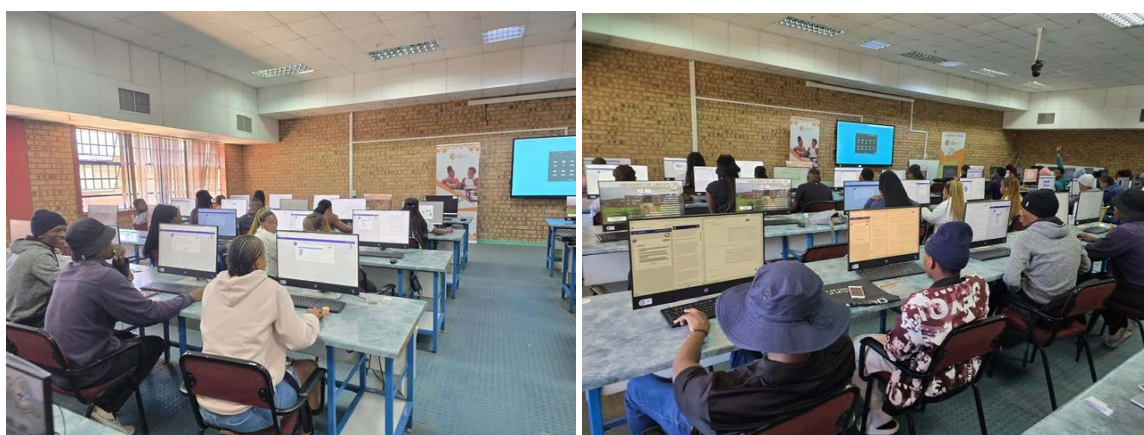


The online training session for teachers in KZN took place from the 23rd to the 25th of September 2024. A total of thirty-four teachers attended the session, which focused on the introduction and registration process of the C-DELTA platform, as well as an overview of modules 1-3. Additionally, modules 4-7 were covered to ensure teachers were aware of the in-depth information included in the program.

### 5.2.4. Limpopo

#### University of Limpopo

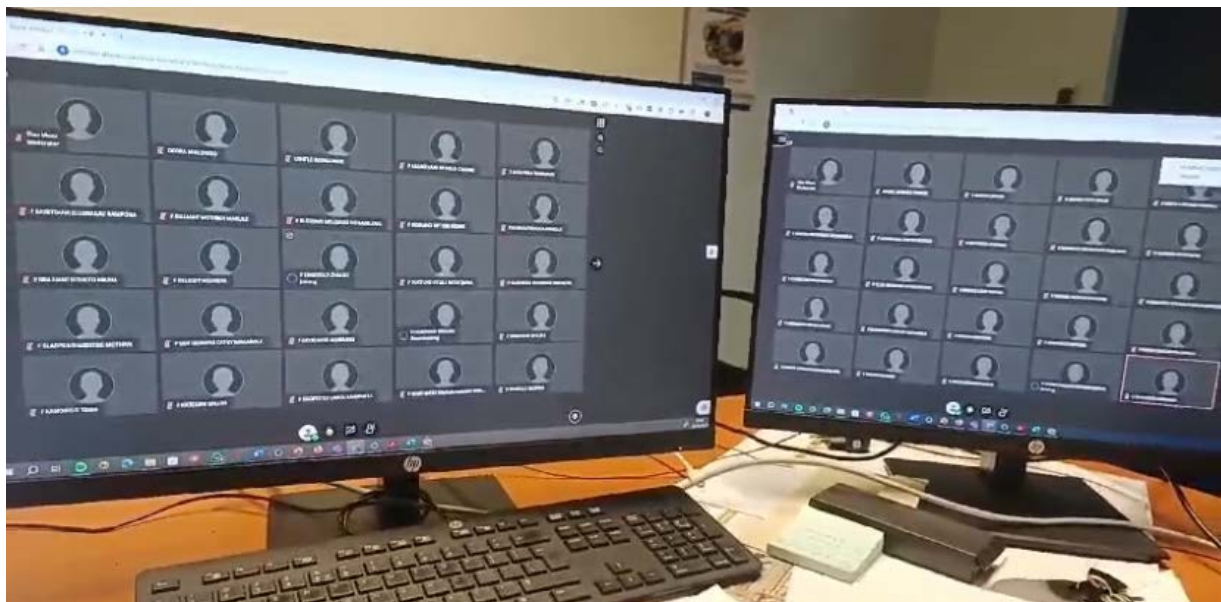
Training at the University of Limpopo took place from the 5th to the 7th of October 2024, with a total of 191 student teachers attending training and registering on the C-DELTA platform during the session. The sessions were conducted using a hybrid model with both face-to-face and online sessions.





The digital training was conducted at the University of Limpopo to enhance student teachers' digital literacy skills. It was held over six hours and a day of support, primarily focused on building a foundation in digital identity, resource mobilisation, and informed decision-making in the digital space.

Two labs were secured, each equipped with one hundred functioning computers connected to the university's network. The Internet connection was stable and reliable, providing smooth access to online resources throughout the training. The labs were set up to ensure each participant had access to an individual workstation. The arrangement facilitated a productive learning environment, allowing face-to-face interaction between trainers and trainees.



Following this training session, an interest form was shared with other student teachers on campus and the response was overwhelming. This led to a further virtual information session which accommodated a total of nine hundred student teachers.

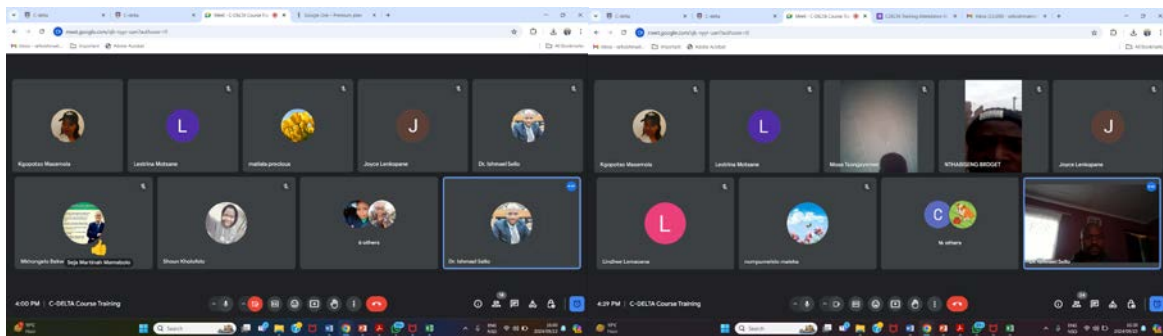
The training covered a wide range of topics aimed at developing essential digital competencies. In Developing Digital Identities, student teachers investigated understanding how to create and manage personal and professional identities online. Added to this, they



investigated learning how to effectively use digital tools to gather, organize, and utilize resources and build digital networks to foster collaboration and opportunities.

Participants were highly engaged during the sessions, actively participating in discussions and activities. They showed particular interest in the topic “Engaging with Networks module”, recognising its value for future career and personal development.

### Limpopo Virtual Session 1



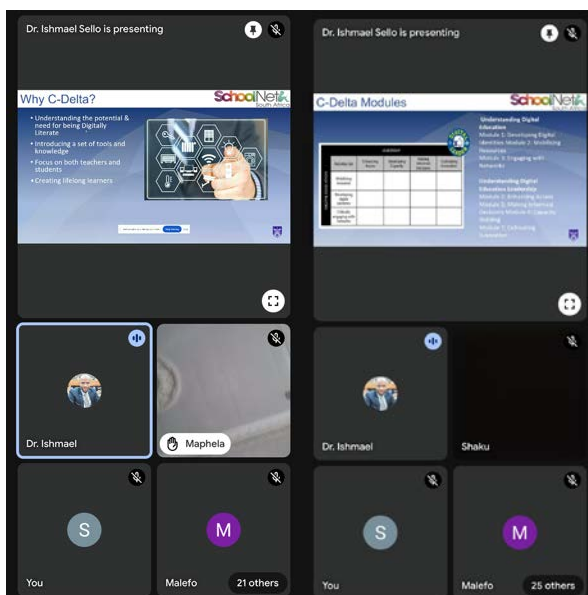
On the 23rd of September 2024, a total of twenty-two teachers participated in the C-DELTA online training session. The majority of the teachers (19) were from Limpopo, and the balance from Gauteng, KwaZulu Natal and the North West Province.

A WhatsApp group was created to support teachers who struggled to complete their registrations. This group link was circulated to other teachers who were initially invited to the training session but could not make it. A second virtual session was scheduled to accommodate these interested teachers.

## Limpopo Virtual Session 2

This virtual session for Limpopo teachers was hosted on the 25th of September, with a total of twenty-one teachers who attended the training. Teachers who participated in this training session were keen to learn about online safety and find online resources that they could use for lesson preparation.

The training session focused on the requested modules and during the session teachers were encouraged to register on the C-DELTA platform and complete the pre-test. All twenty-one teachers managed to register on the C-DELTA platform and eleven teachers completed their pre-test. Teachers who completed the pre-test also invited their peers from their school to join in the program, which led to a third session being organised.



## Limpopo Virtual Session 3

The session took place on the 26th of September 2024 and a total of thirty-one teachers attended the training session. Teachers who attended this session were interested in understanding how the C-DELTA platform worked and how they could be eligible to get SACE points. Only one module was covered during this session and the rest of the time was used for teachers to register on the C-DELTA platform and complete the pre-test. These teachers were added to the Limpopo teachers' WhatsApp group for further support.

### 5.2.5. Mpumalanga

#### **Dlomodlomo Secondary School**

Dlomodlomo Secondary School was established in 1991, and is a no-fee, Quintile 1 school. The school is situated in Elukwatini, in a deep remote area of the Mpumalanga Province, just 50 km away from the Ngwenya Border Post to Swaziland.

Training for teachers at Dlomodlomo Secondary School took place in August 2024 with a total of twenty-six teachers. Training was in the form of one-on-one sessions because they were taking the course during

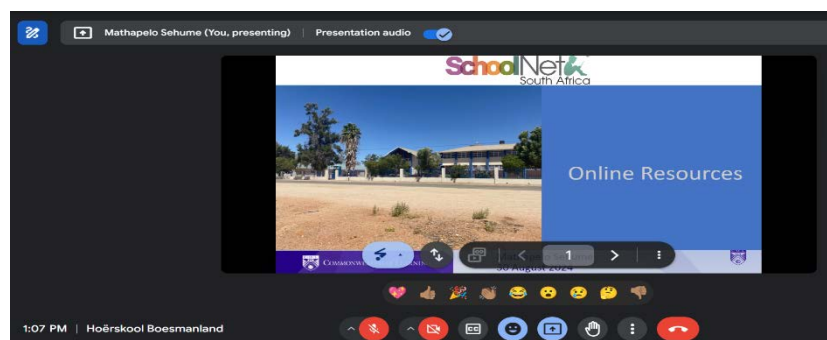


their free time at school. Fourteen teachers completed their pre-test with more teachers promising to complete the same.

### 5.2.6. Northern Cape

#### **Hoërskool Boesmanland**

The teacher training at Boesmanland was scheduled to take place on the 30th of August 2024. Twenty-one eager teachers were invited to the training session. The



training was conducted in a blended mode, with one facilitator presenting the content online and the other supporting the teachers with activities in the classroom.

The session began with teachers being introduced to the C-DELTA online platform. The facilitator attempted to sign onto the learning platform, but this was unsuccessful due to connectivity issues. She then moved on to using the offline materials and introduced the teachers to Module 4 online resources.

Teachers were introduced to online search strategies and the process of assessing online resources. They were receptive to the learning and recognised some shortcomings in their approach to searching for information when preparing for their lessons. The awareness raised about the permissible use of online resources increased their interest in learning more about Open Educational Resources and copyrights. Teachers were encouraged to complete their registration on the C-DELTA platform and complete all seven modules for a more in-depth understanding of other topics.

#### 5.2.7. North West

##### Maitemogelo Comprehensive School



Maitemogelo Comprehensive School is a quintile three school situated in Wolmaransstad in the Dr Kenneth Kaunda District of the North West Province.



Educators at Maitemogelo were introduced to the C-DELTA program in July 2024. Participants in the training event were grade 10 and 11 educators who expressed an interest in learning more about digital literacy. Their knowledge of computer skills was minimal, but they were eager to learn more and get a thorough understanding of digital literacy.

An overview of the platform was provided, and educators were then registered to the online platform. All educators had the opportunity to log onto the portal and access the various course modules. Educators completing class activities as well as the course module quizzes in preparation for them to take a Pre-Test. Twenty-seven educators attended training and completed the pre-Test.

### **Gatelopele High School**

Gatelopele Secondary School is situated at Tsweleng, Wolmaransstad in the North West Province.





Educators at Gatelapele were introduced to the C-DELTA program in August 2024. The educators who participated were from grade 10 and 11. Their level of knowledge in computer skills was basic but a group that showed much optimism to further develop and gain an in-depth understanding of digital literacy.



Educators were introduced to the C-DELTA online platform, where a brief overview of all learning content and explanations were provided before educators were given the opportunity to register on the portal. Educators were taken through the quizzes of the different modules. Thirty-five educators attended the training and completed the pre-Test.

### **Reabona Secondary School**

Reabona Secondary School is in Wolmaransstad in the North West Province.



Educators at Reabona were introduced to the C-Delta program between 6 - 11 September, starting with an overview of the platform before being registered for online access. All teachers were given an opportunity to log in and explore the various course modules on the platform. Educators focused on completing class activities and the quizzes for each module in preparation for the pre-test which they all took.

The twenty-five educators displayed significant interest in learning more about digital literacy. Their level of knowledge in computer skills was basic but because of their interest they were able to gain an in-depth understanding of digital literacy.

According to the educators, the pre-tests were a revelation where they saw how much of digital literacy they were lacking.

### **Mantserre Primary School**

Mantserre Primary School is a Primary School based in Swartklip, North West. It is housed in the Bojanala District Municipality, the home of the cradle of humankind and is strategically located on the platinum belt of the north-eastern side of the North West province.



Between the 16th and 17th of September, teachers from Mantserre Primary School were introduced to the C-Delta programme. The school has a total of eleven teachers who were excited to learn about the programme. Of the eleven teachers, ten attended the training sessions and one was off sick.

The training session began with the facilitator sharing his personal experiences and insights on the significance of a positive digital footprint. As a school principal, he emphasised his role in guiding colleagues to foster a safe online environment for their learners. He highlighted the importance of understanding Open Educational Resources (OER) as a way for teachers to access quality materials while avoiding plagiarism. This awareness not only empowers educators but also promotes ethical practices in digital content usage. The facilitator encouraged everyone to engage in discussions about what they had learned. All the teachers completed

### **Machama Primary School**

The facilitator from Mantserre Primary School, approached Machama Primary School to offer the C-DELTA programme and ten teachers showed interest and attended training to be informed about it.

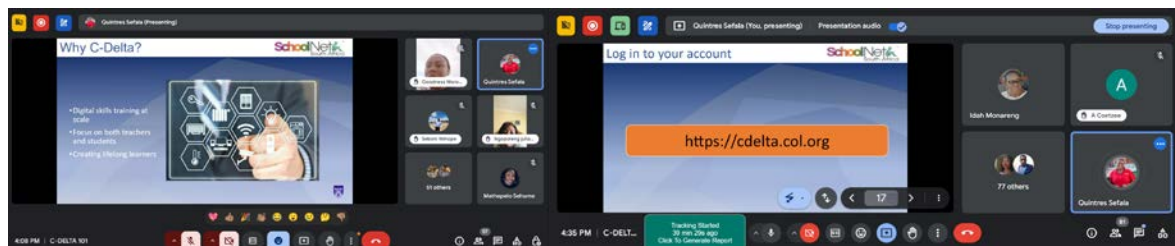
The training session kicked off with the facilitator sharing his personal experience and insights on the importance of maintaining a positive digital footprint., The trainer described his role as a digital education leader was to help colleagues create a safe online environment for their students. He





underscored the significance of understanding Open Educational Resources (OER) as a means for teachers to access high-quality materials while avoiding plagiarism. This knowledge not only empowers educators but also encourages ethical practices in digital content usage. The facilitator urged everyone to participate in discussions about their learnings. All the teachers completed the session actively engaged.

## Online Session



A principal, Mr Prince Sefike, heard about the programme and expressed interest in the C-Delta programme. An online session was offered to his school and the word spread to other schools that there was a free online session. This online training attracted many teachers across the North West province and SchoolNet hosted a training session for approximately 331 teachers from various schools.

The session introduced teachers to the C-Delta programme and why it was developed. They were taken through the registration process and covered some content on Module 1 which focused on developing strong digital footprints. In this session, one of the teachers volunteered to be investigated online and be traced, and his colleagues got to experience being investigators and find interesting information about him online.

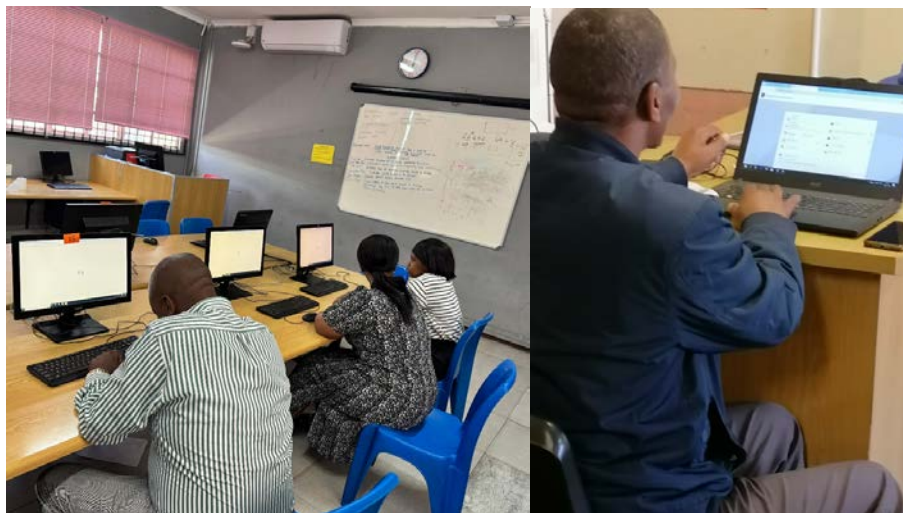
#### 5.2.8. Western Cape

##### Injongo Primary School



Injongo Primary School is in Khayelitsha which is one of the largest townships in South Africa, located on the outskirts of Cape Town in the Western Cape. Khayelitsha has a Xhosa-speaking population, though people from various South African ethnic backgrounds live there. It is one of the fastest-growing townships in the country. The area faces high levels of

poverty, unemployment, and crime. Access to basic services such as proper housing, healthcare, sanitation, and education is still a challenge for many residents.



Teacher training at Injongo Primary was attended by forty-one educators who had varying skills (from basic skills to intermediate) in using computers. Participants signed up on the C-DELTA platform, browsed through the dashboard, launched the modules and completed the pre-test. The training was well received and appreciated by the trainees and promised to continue learning as groups monthly until all the modules have been covered.

### **Sivuyiseni Primary School**



Sivuyiseni Primary School is based in Mandela Park, in Khayelitsha, Cape Town. The school was officially opened in January 1973. From a small suburban school, Sivuyiseni Primary School has grown, not only in numbers, but in status and prestige.



Sivuyiseni Primary School had their training on 30 September 2024. Educators had low to intermediate digital competence due to a lack of access to technology at the school and insufficient training opportunities. They showed a positive attitude towards digital training recognising the potential of digital tools which enhance learning and were eager to improve their skills.

Participants signed up on the CDELTA platform, browsed through the dashboard, launched the modules and completed the pre-test. The training was well received and appreciated by the trainees and promised to continue learning as groups monthly until all the modules have been covered.

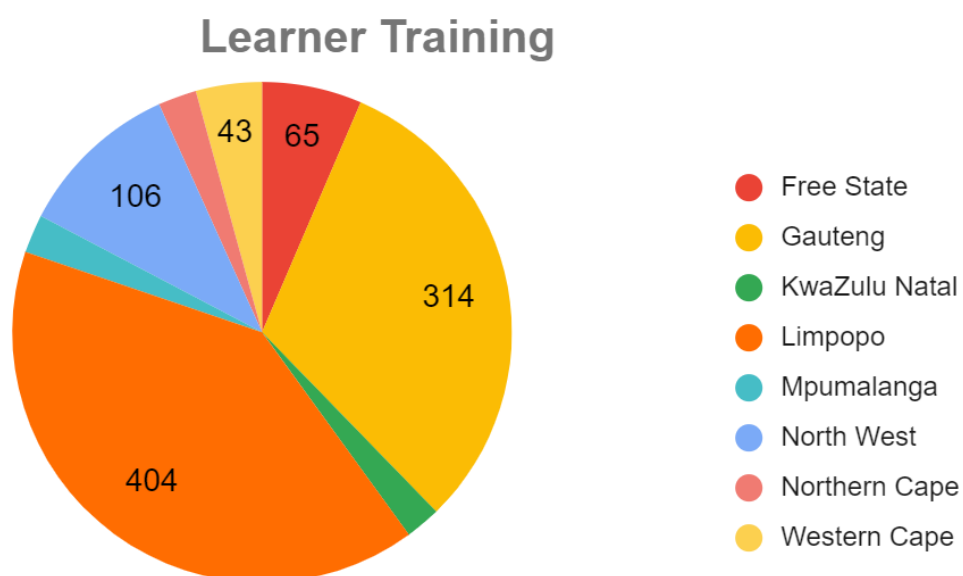
## 6. Learner Training

### 6.1. Overview of Learner Training

Twenty-nine learner sessions were conducted in eight provinces. All the learner training sessions were facilitated as face-to-face workshops. A total of 1272 learners were trained, and 1005 (79%) learners registered on the CDELTA platform. The learner group consisted of 769 females (60%) and 503 males (40%). A total of 326 (32%) learners from the registered group managed to complete the pre-test.

Province	Face-to-face	#Learners	#Females	#Males	Registered	#Pre-test	#Post-test
Eastern Cape	0	0	0	0	0	0	0
Free State	2	65	37	28	65	65	18
Gauteng	7	473	288	185	314	73	44
KwaZulu Natal	2	55	36	19	23	55	1
Limpopo	9	432	267	165	404	5	1
Mpumalanga	1	38	11	27	25	25	6
North West	6	138	88	50	106	74	23
Northern Cape	1	25	19	6	25	0	0
Western Cape	1	46	23	23	43	29	0
<b>Total</b>	<b>29</b>	<b>1272</b>	<b>769</b>	<b>503</b>	<b>1005</b>	<b>326</b>	<b>93</b>

The Eastern Cape province did not host learner workshops due to the available of trainers. The province with the most registrations was **Limpopo**, with **404 registered learners (40%)**, followed by **Gauteng**, which had **314 (31%) registered learners**.

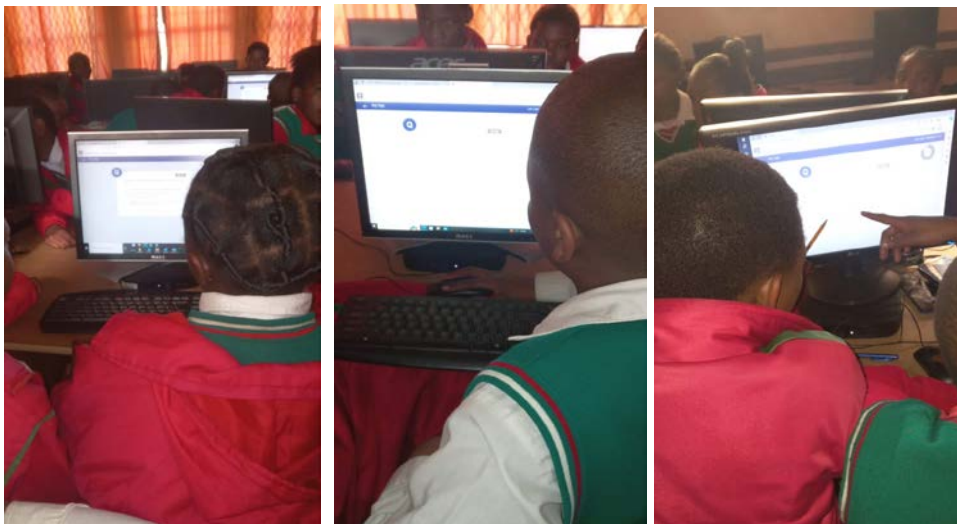




## 6.2. Description of Learner Workshops

### 6.2.1. Free State

#### Clubview Primary School



Training at Clubview Primary for Grade 7 learners took place between the 12 and 16 August 2024. These learners responded very well to the course, despite their young age and basic computer literacy skills.

The training began with registrations; however, emails needed to be created for the learners first. Once they had all registered, they completed a pre-test, which took them one hour. Modules 1 to 3 were completed with the learners. They were particularly fascinated by the module on Developing Digital Identity. It was a revelation for them because they did not know much about digital footprints and what it meant for them, as they were not on many social media platforms due to their age.

A total of twenty-five learners attended the training, registered on the CDELTA platform, and completed the pre-test. Eighteen learners completed the post-test.

### **The Sentinel Primary School**

Digital identity training took place at the school on 16th September. A total of forty learners attended the training.



In this training session, learners shared that they enjoyed playing games online and that their parents use social media platforms such as Instagram and X. Most of the learners mentioned that their parents sometimes shared their pictures and uploaded videos on these platforms.

Many learners expressed that they particularly liked playing games online, with "Roblox" being the most popular game among them. The discussion led to conversations about the dangers of using social media without parental control, highlighting that while being online can be fun, there is a greater social responsibility involved. All forty learners completed the pre-test.

### 6.2.2. Gauteng

#### Memezelo High School

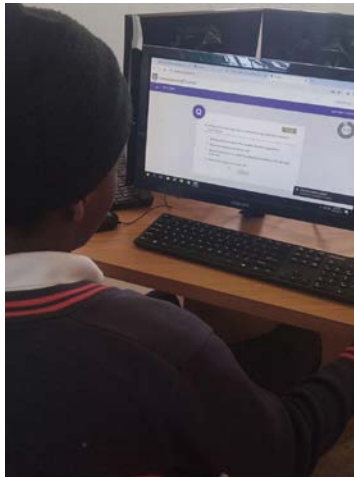


Thirty-nine (39) grade 10 and 11 learners at Memezelo Secondary attended the C-DELTA training. They managed to register, complete the pre-test and complete three modules during the 3 days of training.

The most interesting activity they completed was tracing their digital footprint on Google search. All the learners shared that they had Facebook accounts, and some were active on other Social Media platforms such as Instagram and TikTok. They were surprised that their online activity could be tracked and traced. Thirty-four (34) learners completed the pre-test and nineteen (19) completed the post-test.



## **Ruabohlale Secondary School**



The C-DELTA training was attended by seventy-six learners from grades 9 to 12. All seventy-six learners successfully registered on the platform, and four passed the pre-test, showing their readiness to use the platform effectively. For many, especially first-time computer users, the training was a significant milestone. They found creating emails and receiving registration confirmations exciting, which boosted their confidence and curiosity about digital tools.

Learners expressed happiness and excitement, feeling more connected to the digital world and valuing the opportunity to learn new skills. Their positive response highlights the importance of such training sessions in enhancing the overall learning process.

## **Thuto Ke Maatla Engineering School of Specialisation**



Thuto Ke Maatla Comprehensive School is a Secondary specialising in ordinary & technical subjects, and manufacturing of Industrial Equipment. The school is based in Tembisa in the Gauteng Province.



C-DELTA training took place between the 5 and 6 September, with learners who had a basic knowledge of digital skills. Despite this, their attitudes and attention were great, as they were interested in learning more skills.

Three modules were completed in a face-to-face training session. The learners were very cooperative, asked questions when they did not understand and were able to complete the group activities as requested. Of the twenty-five learners who attended the training, twelve learners completed the pre-test.

## Noordwyk Secondary School



The C-Delta information session took place between the 17th and 19th September 2024. Learners were busy with control tests and the facilitator only had time to share about the programme and speak briefly about the impact of social media and the types of content one can post. A number of learners were eager and interested to know about digital literacy in detail however the school computer lab does not work, and the learners are not allowed to bring any devices to school.

The facilitator resorted to registering learners in one-on-one sessions. Learners did not have email addresses and most time was used to try and create email addresses. After creating email addresses for learners, sixty-one learners managed to register on the platform.

### **Letlotlo Secondary School**

A total of twenty-five learners were trained from 18 to 19 September. The training session was refreshing for the learners who participated, as it took place just before the school closures. In this session, learners were trained in three modules:

1. Developing Digital Identities
2. Engaging with Networks
3. Enhancing Access

During the training, learners interacted the most when discussing how to identify fake news. They shared that being online exposes them to a vast amount of information and knowing what to follow can be overwhelming.

### **Princess High School (Centre)**



Training at Princess High School centre started on WhatsApp as a virtual session and progressed to a face-to-face session on the 28th of September 2024 with twenty-eight

learners from four different schools in attendance. The four schools in attendance were Siyabonga High School, Westridge High School, Florida High School and Princess High School.

The grade 11's was well-versed in some elements of digital literacy, stemming from what they

see and hear from social media. With their positive attitude to learning they were excited to learn more about digital literacy through the Commonwealth of Learning platform they would be able to access a vast amount of information as pre-matriculants.



**Pelotona Secondary School**



Training at Pelotona Secondary School took place from the 26th to the 27th of September during the September school holiday as part of their holiday school programme. A total of 205 learners from grade 11 were in attendance. The learners were divided into four groups over the two-day training. Learners were introduced to C-DELTA because it matters for them to be digitally literate, and how digital skills can help them in post-matric. Ninety-three learners registered on the platform, however not all could not complete the pre-tests due to time constraints.

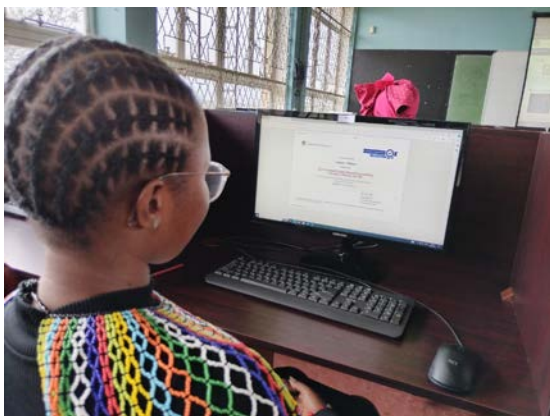


### 6.2.3. KwaZulu Natal

#### Charles Memorial Primary School



Charles Memorial Primary School is situated at Kwambizane Shongweni, Hammarsdale within the Kwambiza rural suburb of KwaZulu-Natal Province.



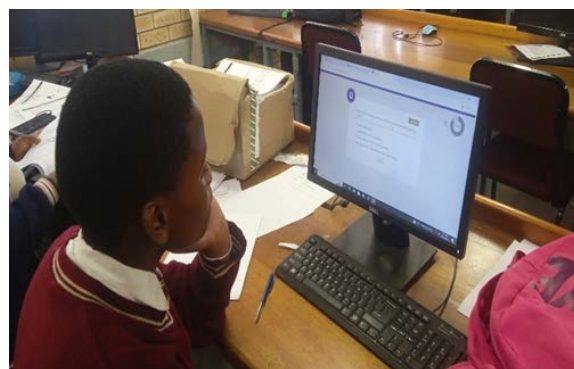
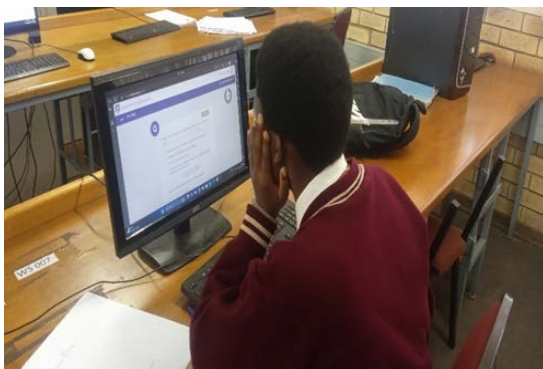
On the 19th of September 2024, learners from Charles Memorial Primary School attended the C-DELTA training with a total of thirty learners who are in grades 6 and 7. The session presentation was customised to fit primary school learners with a focus on their online footprints. Discussions about social media platforms, the benefits and drawbacks of having a digital footprint and being safe online were discussed robustly.

Three modules were completed, and all thirty learners registered on the C-DELTA platform and completed the pre-test.

### **Mfinyeli High School**



Mfinyeli High School is situated at Mandlakazi Tribal Authority in Nongoma within the Buxedene rural suburb of KwaZulu-Natal Province.



The CDELTA training was conducted for Grades 11 and 12 learners at Mfinyeli High School on 11 September 2024. A total of twenty-five learners participated in the project. Twenty-four learners registered on the CDELTA platform and twenty-two completed the pre-test.

The modules covered included Developing Digital Identities, Mobilising Resources and Engaging with Networks. Students particularly enjoyed the sessions, as they connected the theoretical concepts to their Computer Applications Technology curriculum. Some learners reported their intention to become responsible digital citizens by being more aware of their digital footprint.

#### 6.2.4. Limpopo

##### **Chokwe Primary School**



A total of thirty-one grade 7 learners attended training on the 20th of September 2024. Due to limited resources training started with the facilitator registering learners on the platform before completing the Digital Footprint module. Thirty-one learners registered and completed the pre-test.

A lot of learners in Chowe Primary School do not have phones or internet connections. Despite this, they are aware of Facebook and some even use their parents' phones to access it. The facilitator

focused on the safety of social media and discussions around cyberbullying.

##### **Kgapane Secondary School**



Kgapane Secondary School is in the rural suburb of Ga-Kgapane, Duiwelskloof, in the Limpopo Province. Kgapane Secondary School is classified as a Quintile 3, serving a community with a moderate socio-economic status and is government-funded.



The training session was conducted on 18 September for thirty learners with the goal of enhancing their digital footprint. Given that it was examination time, the learners could not bring their personal devices to school. As a result, the facilitator used his laptop, along with five teachers' laptops and a few mobile phones to conduct the training. The session featured a combination of lessons, hands-on activities, and group discussions to actively engage the learners. All thirty learners registered on the C-DELTA platform and five completed the pre-test.

### **Molamo Primary School**



Molamo Primary School, situated at Paledi Village in Mothapo, is a public primary school in Polokwane, Limpopo Province. Training at Molamo Primary School was completed on the 20th of September in the afternoon with 261 learners. Multiple sessions were scheduled with Grade 7 learners and learners were taken through C-DELTA and the importance of being safe online, especially on social media platforms. Most learners struggled with logging in on the platform but eventually managed with two hundred and sixty (260) learners successfully registering on the platform.

### **Poguti Maribulla Primary School**



Poguti Maribulla Primary School is a quintile three school situated at Ngwanalaka Village, Ga-Mothiba, in the Limpopo Province.

Training at Poguti Maribulla was conducted on the 20th of September, with 110 on how to access and register on the platform and explored all three modules. Learners do not bring mobile phones to school and therefore their homework task was to log in to the platform at home and complete the pre- and post-tests.

#### 6.2.5. Mpumalanga

##### **Dlomodlomo Secondary School**



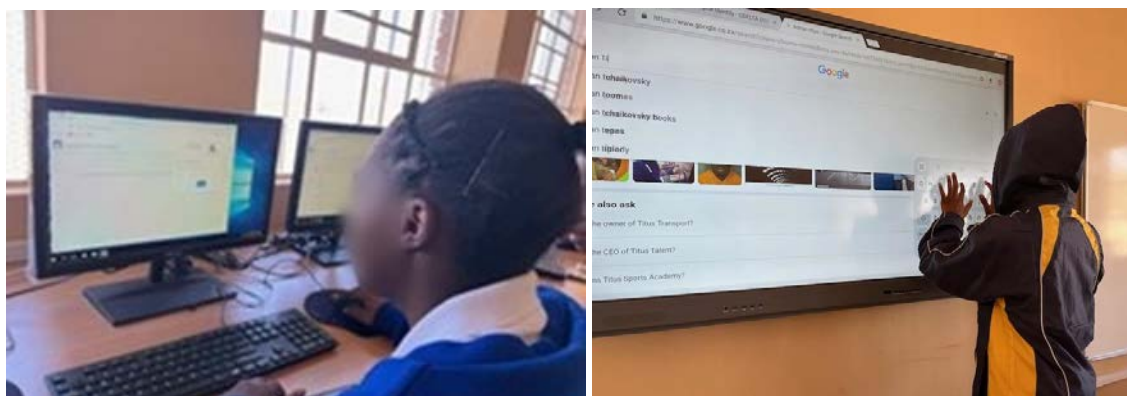
A total of twenty-six learners attended training on the 19th of August. The learners all managed to register on the C-DELTA platform and thirteen learners completed the pre-test. Participants were Computer Applications Technology (CAT) learners who were accustomed to using computers. Their level of skills varied from basic to intermediate.

Training started with developing digital identities where they explored the concept of digital literacy and evaluating personal digital literacy as well as acquiring strategies to develop the digital literacy of others. They also looked at mobilising the resources where they referred to the processes of finding out which resources are available at their school, and searching for information and resources, learning about key sources of online information. Engaging with Networks as well as Accessing online resources were also covered.

Learners were delighted because of the certificates that they received after finishing the course and they were happy about the knowledge that they gained.

### 6.2.6. Northern Cape

#### Hoërskool Boesmanland



Training at Hoërskool Boesmanland took place on the 15th of August, with a total of twenty-five Grade 10 learners attending the session. The group comprised nineteen girls and six boys who were eager to learn about their digital footprint.

The first activity involved tracing their digital footprint using Google. All the learners shared that they had Facebook accounts, and 40% were active Instagram followers and users. They mentioned that they follow only their friends on all social media platforms.

This was followed by a discussion on whether they were satisfied with what they saw and if they would be comfortable sharing their profiles with their parents. About 60% of the learners felt embarrassed and wanted to delete some of the posts they had shared with their friends. Some learners revealed that they used pseudonyms to register their profiles to hide their identity and to hide their profiles from their parents, although these names were still linked to their faces.

By the end of the training sessions, all the learners registered on the C-DELTA platform. They were encouraged to complete the pre-test, go through modules 1-3 on the C-DELTA platform, and then complete the post-Test.

#### 6.2.7. North West

##### **Maitemogelo Comprehensive School**



The workshop at Maitemogelo Comprehensive School took place on 18, 25 and 26 July at the school, where one classroom was provisioned for sessions throughout the course of the day. This was a face-to-face training session which consisted of 2-hour sessions for each group of learners over the three days.

Participants in the training session were grade 10 and 11 learners who expressed an interest in learning more about digital literacy. Their knowledge of computer skills was minimal, but they were eager to learn more and get a thorough understanding of digital literacy.

Learners were introduced to the C-DELTA online platform, followed by a brief overview of the learning content and expectations of the programme. The different modules were explored and opportunities for interaction were provided through the activities.

Thirty-four learners attended training, and registered on the C-DELTA platform, with thirty-three completing the pre-test.



## Gatelapele High School



The participants for the training session were grade 10 and 11 learners from Gatelapele High School. The training sessions took place on 6, 8 and 12 August. Thirty-five learners attended training. Learners were introduced to the C-DELTA course and brief overviews of Module 1 - 3 were given. They were given an opportunity to complete the activities and quizzes in each module. All learners registered on the C-DELTA platform.

The learners who completed their pre-test kept trying to improve their level of understanding and scores. They went from beginner certificates to intermediate levels, demonstrating that they could achieve advanced levels in their post-test.

## Reabona Secondary School



Learner training at Reabona Secondary School took place from 2 - 5 September. The participants were Grade 11 students who expressed interest in enhancing their digital literacy skills. While their computer knowledge was at a basic level, they demonstrated a strong eagerness to advance their understanding of digital literacy.

Learners were introduced to the C-DELTA platform, where a brief overview of the learning content and expectations were discussed before registering on the platform. Module 1 - 3. The learners were given a chance to complete some activities and quizzes for each of the modules.



### **Mantserre Primary School**

Mantserre Primary School, located in Selosecha Section, Mantserre Village, is a public primary school in the Swartklip suburb of the North West Province.



The training session took place on 17 September 17 with a total of fifteen learners. To help the session run smoothly, learners were asked to bring their smartphones the day before and registration was completed. On the day of the training, the learners were focused and engaged. They managed to navigate the platform while the session was being facilitated. A few learners did not have smartphones, but they worked together by sharing devices, so everyone could participate. This teamwork created a positive atmosphere where all learners were involved, leading to a productive experience.

### **Machama Primary School**

Machama Primary School, situated in the Merokwaneng Section of Rustenburg, North West Province is a public school classified as Quintile 3, catering to a community with a moderate socio-economic background. In 2023, the school served a population of 968 learners, supported by a team of twenty-

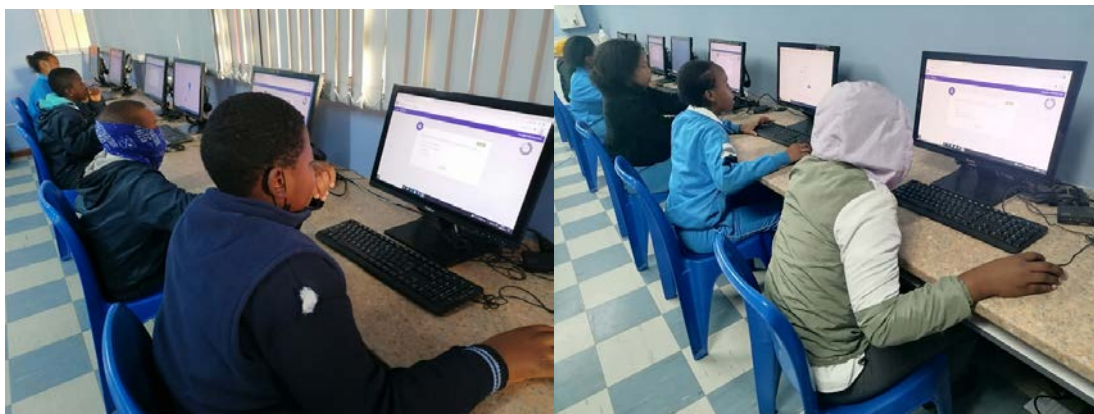
seven educators, resulting in a student-teacher ratio of 36:1. This demonstrates the school's dedication to delivering quality education despite the socio-economic challenges it faces. Machama Primary School plays a crucial role in the community, creating a supportive learning environment designed to equip students with the skills they need for their future.

Learners were excited to learn about CDELTA and how to use the platform. They enjoyed exploring its features and getting hands-on experience with the different tools, which helped them understand how to use the platform better.

#### 6.2.8. Western Cape

##### **Imvumelwano Primary School**

Imvumelwano Primary School is situated at Grootboom Wallacedene, Kraaifontein in the Western Cape Province.



Grade 7 learners participated in CDELTA training and displayed varied knowledge and skills in digital education. This was attributed to limited exposure to computing technology. A number of learners initially felt anxious and hesitant about using digital tools due to their lack of familiarity and confidence in using computers and digital learning platforms.



The training session covered creating new email accounts for learners, registration on the platform, demonstrating how to use the C-DELTA platform, going through the dashboard, showing the modules available and completing the pre-test.

Learners who had limited exposure working online independently and faced challenges understanding the interface gradually learned to navigate the platform through determination and perseverance and by the end of the session, they realized that they had acquired valuable skills that could help them not only in school but also in future career opportunities, opening up a world of possibilities.

Learner training at Imvumelwano Primary School took place on 30 September 2024 with forty-six learners in attendance.

## 7. Monitoring and Evaluation

### 7.1. Course Evaluation

Participants had the following to say when asked what they liked most about the online sessions:

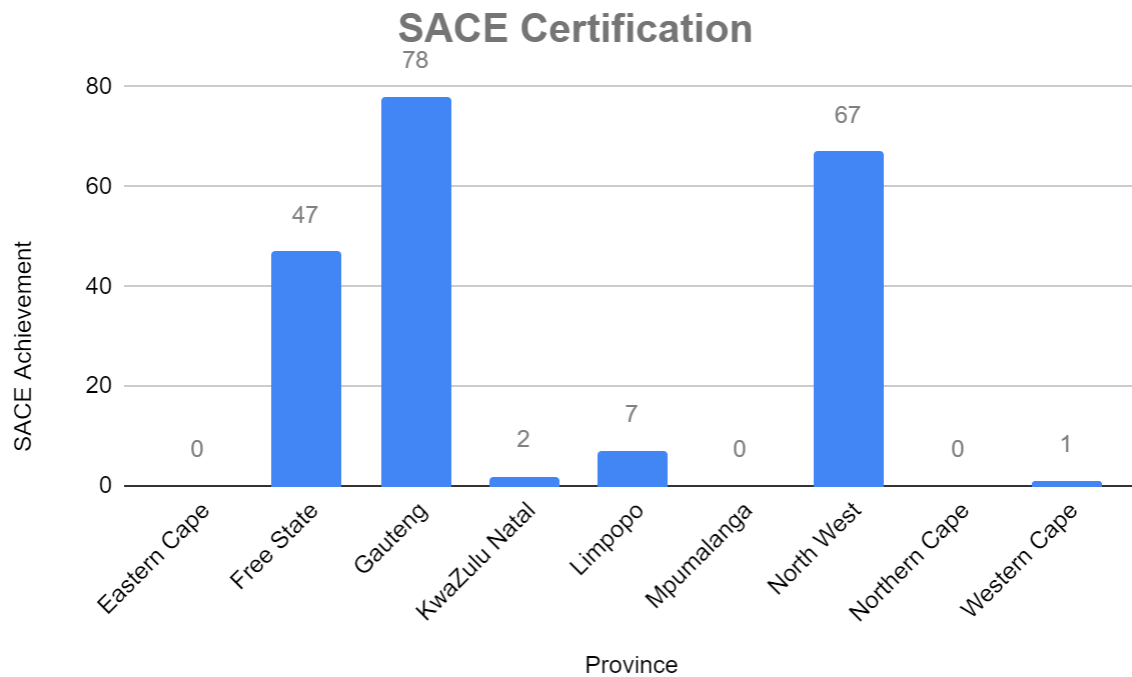
- *The facilitators were clear about the aim of the program.*
- *It was informative and engaging.*
- *The presentation is well prepared and well presented. The rhetorical questions asked are really thought provoking, especially those of personal security in this online world.*
- *Learning about CDELTA platform*
- *How to integrate digital literacy in our daily lived*
- *To be developed with digital technology.*
- *It was very insightful especially in terms of learning about the Digital literacy.*
- *The investigation into our digital footprint*

- *Being able to learn about how to use ICT effectively while earning Certificates*
- *The session was quite informative though I've joined late but I learned about the digital skills which the presenter touched on, the courses on the platform on the use of social media and the risks thereof, protection of personal information and how websites uses algorithm to generate information the user is searching for.*
- *Teacher was highlighted on how to use electronic teaching.*
- *How to incorporate e-learning in the classroom*

## 7.2. SACE Certification

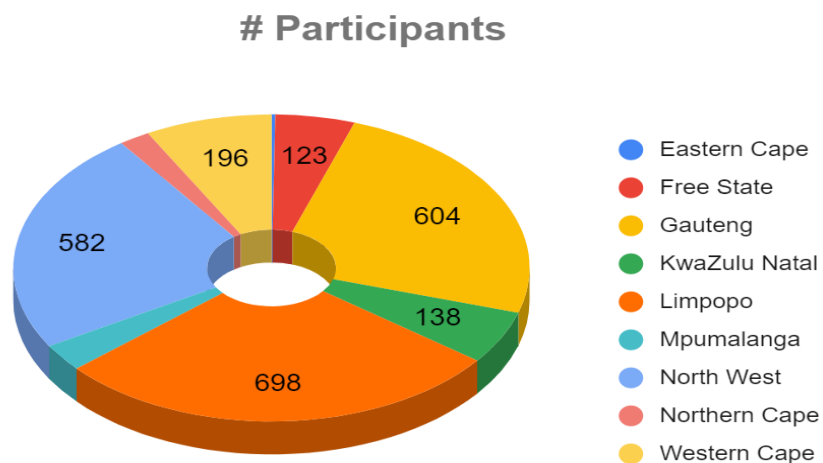
SchoolNet gained endorsement of 35 CTPD for the CDELTA programme a few years ago which allowed all teachers who complete the Post-test to be eligible for SACE CTPD points. SchoolNet submits its records of the CTPD to SACE monthly and we are proud to advise that 202 teachers were awarded their SACE points.

Three provinces namely, Free State, Gauteng and North West showed a high level of competence in the CDELTA programme.

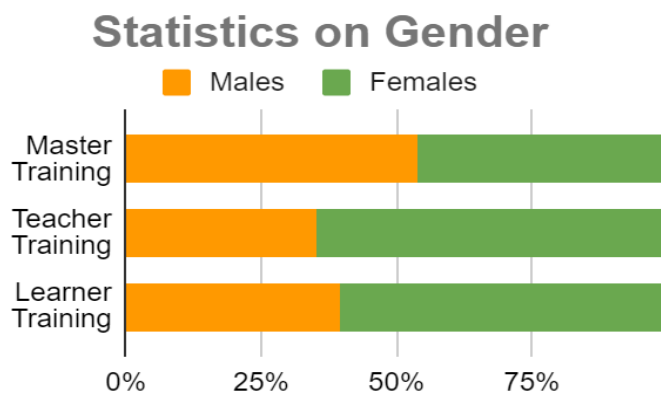


### 7.3. Success of Training

A total of 2466 participants were beneficiaries of the CDELTA phase 5 initiative. We have surpassed the programme's expectation of 2040 participants. A blended model was used with both face to face and online sessions were organised. Most participants were from Limpopo, North West and Gauteng.



The cohort of trained participants consisted of 1534 females (75%), and 933 males (25%). This is indicative of the excitement this programme brings for female participants as it links to digital skills for the future.



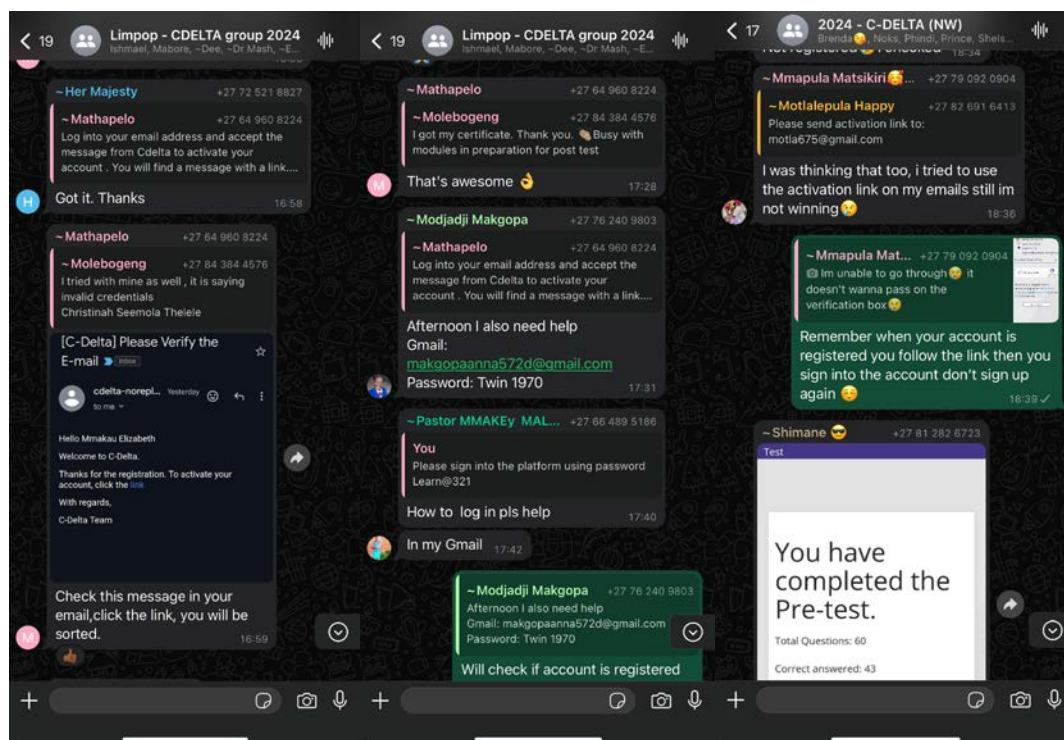
Most provinces show a higher number of female participants compared to males, with Limpopo having the greatest disparity (173 females vs. ninety-one males). Limpopo also had a significant number of participants completing pre-tests (136 pre-tests), although only seven post-test certifications were achieved.

To date, the overall rate for SACE certification across the workshops appears low (185 out of 1,016 registered participants); however, teachers have indicated that they are still in the process of completing the pre-and post-tests.

## 8. Administrative Support, Mentoring and Coaching

To ensure that teachers and learners have a fruitful experience of and a good chance of successful completion of the post-test, SchoolNet facilitators created WhatsApp groups, shared their email addresses and cell phone numbers. Teachers used the WhatsApp groups to share any issues they encountered and get assistance from fellow teacher colleagues. Some teachers who did not feel comfortable with WhatsApp and resorted to calling facilitators to be taken through step by step the process of logging in to the platform and completing the Pre and Post Test. No learner groups were created.





## 9. Challenges

1. A number of Master trainers could not conduct any training sessions for their teachers and learners and pulled out of the project. Some reasons cited included.
  - o competing work priorities
  - o promotion to new schools
  - o one teacher was on medical leave.
  - o paternity leave
2. During training sessions, teachers experienced blank error messages when registering on the C-Delta platform. This delayed the programme and affected the number of learners or teachers who could be assisted with registration during the training session.
3. The number of pre-tests completed is significantly lower than the total number of registered learners, this is mainly because of the technical challenges experienced

during the registration process which led to learners being requested to complete the pre-tests at home.

For the virtual training sessions, WhatsApp support groups were created to help teachers through registration and completing the pre and post-tests. This proved to be a difficult task for the teachers because they experienced technical difficulties which they could not resolve on their own. [https://drive.google.com/file/d/1-x-Z2\\_RnU3MkZZyX-o68Ryg03vA0qqiF/view?usp=sharing](https://drive.google.com/file/d/1-x-Z2_RnU3MkZZyX-o68Ryg03vA0qqiF/view?usp=sharing)

4. The Pre- and Post test relies on strong data connections at the venue and the budget does not allow for this.
5. Many teacher and learners have low levels of ICT skills and were included in the sessions as they were interested and eager to learn whereas the course expects intermediate levels of literacy.

## 10. Conclusion

The Commonwealth of Learning's C-DELTA programme continues to make significant strides in promoting digital education leadership, and the fifth phase once again has been hugely successful. A lot more participants completed pre- and post-tests, but it is still lower than we would like.

Thank you to the COL for supporting SchoolNet in promoting Digital Education Leadership where our teachers and learners feel more confident in their awareness and use of digital technologies. Being part of the C-DELTA programme has filled us with pride, and we are committed to inspiring and motivating our beneficiaries to become innovative leaders in digital education.

We look forward to further support from the Commonwealth of Learning for 2025.

October 2024

[www.schoolnet.org.za](http://www.schoolnet.org.za)