REPORT ON TEACHER PROFESSIONAL DEVELOPMENT TRAINING AND SUPPORT

October - December 2025

1. Introduction

Education inequality in South Africa is one of the most heart-wrenching realities facing disadvantaged learners in public schools. The Department of Basic Education is actively addressing these challenges through the implementation of various strategies. These include increasing the allocation of resources to underprivileged schools, establishing the need for support of educators in under-resourced schools, and implementing digital learning initiatives to provide technology and digital learning resources.

In October 2021, MTN, in partnership with the Department of Basic Education and the National Education Collaboration Trust, launched the MTN Online School to address the gaps in quality education. SchoolNet South Africa was appointed by the MTN Foundation to provide teacher professional development in thirty-four schools. This initiative also provides learning resources for Grade R to Grade 12 learners through the MTN online platform, which allows both teachers and learners access to unlimited educational resources.

This report is a status report on the project implementation from **October to December 2025.**

2. Scope of work

The project includes development and support for thirty-four schools and fifteen teachers in each school across South Africa over one year. The table below indicates the breakdown of the schools and teachers in each of the seven provinces in this initiative.

An initial baseline survey was conducted at each school to determine teachers' existing ICT use, skills, and competency. Additionally, the survey was used to identify specialised training requirements based on the unique needs of the teachers per school.

The course content is aligned with the Technological, Pedagogical and Content Knowledge Framework (Mishra & Koehler) and all activities are practical applications of how teachers can use the available technology through engaging methodologies to teach curriculum content to improve learning outcomes.

3. Training Statistics

Teacher professional development sessions for October 2025 took place in three schools/centers. Since the beginning of the project, **Two Hundred and Seventy (270)** teachers were expected; however, we surpassed this with a total of **three hundred and Fifty- six (352)** teachers. Additionally, the total number of youths under thirty-five is recorded at **121**. A total of **Fifty-eight (78)** attended sessions during the period October to December 2025.

Province	**Number of schools**	**Number of teachers**
Eastern Cape	5	75
Free State	5	75
Gauteng	8	120
KwaZulu Natal	4	60
Limpopo	5	75
North West	6	90
Northern Cape	1	15
Total	**34**	**510**

Province	Venue	Expected Attendance	Overall Attendance	#Youth <35	Male	Female	% Modules completed
Eastern Cape	Sive Special School	15	21	6	8	12	70%
	Efata Special School	15	14	3	2	12	100%
Free State	Pholoho Secondary School	15	15	2	1	14	50%
	Bartimea Special School	15	21	3	5	12	50%
	Moroka High School	15	19	2	5	15	50%
Gauteng	Dr Molephi Oliphant Secondary	15	12	10	6	6	70%
	Sizwile School of the Deaf	15	16	3	1	15	40%
KwaZulu Natal	KwaVulindlebe School for the Deaf	15	17	4	2	15	40%
	Izwilesizwe Primary School	15	22	4	2	20	100%
	St Martin De Porres Comprehensive School	15	18	5	4	14	40%
	Durban School for the Hearing Impaired	15	30	5	2	28	100%
Limpopo	St Paul High School	15	17	16	7	10	100%
North West	Tshidi Barolong Secondary School	15	15	11	5	10	50%
	Iteko Special School	15	22	6	5	17	100%
	Letsatsing Science Secondary School	15	43	9	23	20	50%
	Lapologang Secondary School	15	21	15	8	13	50%
	Tlhabane Resource Centre	15	20	12	7	13	30%
Northern Cape	Port Nolloth High School	15	9	5	2	7	80%
Total		**270**	**352**	**121**	**95**	**253**	**65%**

- Schools in green are noted as statistics for October to December 2025.

Fifty Three percent (18/34) of schools have completed their initial first round of training with each school at various stages of completing their ten modules.

Fifteen percent (15%) of schools have completed their five days of training and are working on their Portfolio of Evidence for their SACE certificates, and are recorded below:

Province	Venue	Expected Attendance	Initial Attendance	Follow Up Attendance	#Youth <35	Male	Female	% Modules completed	POE Collected
EC	Efata Special School	15	14	9	3	2	12	100%	9
NW	Iteko Special School	15	22	19	6	5	17	100%	20
KZN	Izwilesizwe Primary School	15	22	17	4	2	20	100%	11
KZN	Durban School for the Hearing Impaired	15	30	21	5	2	28	100%	15
LP	St Paul High School	15	17	12	16	7	10	100%	8
Total		**75**	**105**	**78**	**34**	**18**	**87**	**100%**	**63**

4. Training Implementation

4.1 Eastern Cape

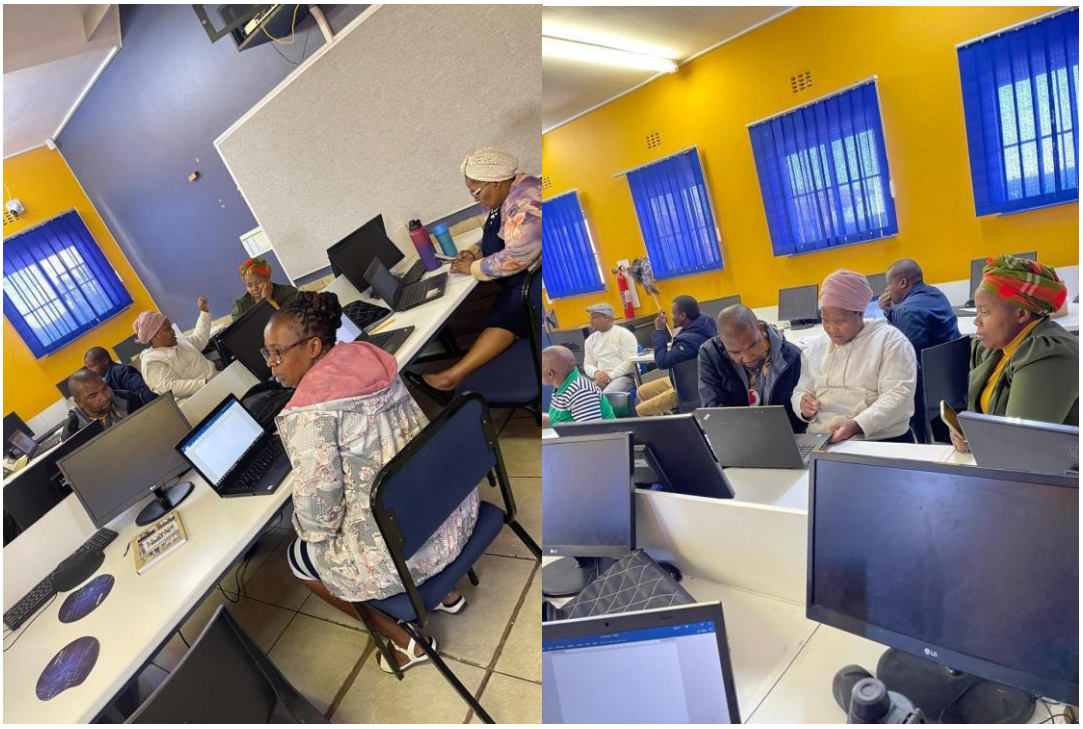
4.1.1 Sive Special School

School Background


Sive Special School, located at 1342 DE Wet Street, Cedarville in Alfred Nzo West District in the Eastern Cape Province, is a quintile three school founded in 1997. Principal Mr H leads the school and is supported by twenty-six teachers and one administrative staff member. The school serves a total of 204 learners from communities in Bizana, Flagstaff, Lusikisiki, Ngcobo, Maclear, Matatiele, Ugi, Mzimkhulu, Mount Frere, Ntabankulu, Mount Fletcher, and Harding. The school offers extramural activities which include sports, soccer, gymnastics, and netball.

The school has one computer lab equipped with twenty-two working computers, which are connected to the internet. The lab is also used for Computer Applications Technology.

Training Overview



The three-day training workshop at Sive Special School happened from 20-22 August 2025, twenty (20) teachers attended the sessions.

The first day started with an introduction to Word processing, focusing on Microsoft Word and Google Docs. The teachers were taken through an understanding of what a word processor is and how it can assist them with their administrative burdens. They practically went through the different functionalities of the tools and started to design a simple project, such as an assessment or lesson plan. While the mood was high and engaged, the facilitator introduced Artificial Intelligence (AI). The teachers learned about AI and the role it plays in teaching and learning. He took them through two tools, Gemini AI and CoPilot. In this activity, they learned how to promptly write a lesson plan and take the lesson plan, and save it on a word processor. This created excitement about how quickly designing a lesson plan could be and how it could help them in the running of their lessons.

Day 2 of the training focused solely on discovering and applying spreadsheets. In this lesson, teachers learned what a spreadsheet is such as Microsoft Excel and Google Sheets, the different functions and tabs as well as the difference between spreadsheets and word processors. They focused on designing Mark sheets and using Functions to analyse learner performance using SUM, AVERAGE, IF functions and how to insert graphs for a better visualisation of data. They also learned how to personally use a spreadsheet for Personal Budgets and saw how important the tool was.

The last day of training looked at designing a multimodal lesson presentation. In this lesson, teachers learnt how to turn their lesson plan into a presentation through a platform called MagicSchool AI. However, they went through step by step the process of designing a lesson presentation that has audio, pictures, and visuals for different learning styles for learners using Microsoft PowerPoint.

4.1.2 Efata Special School

School Background

Efata Special School, founded in 1958, is located at Queenstown Road, Mthatha in the Eastern Cape Province. The school falls under the King Sabata Dalindyebo Local Municipality within the O.R. Tambo Inland District. The school is led by Principal Ms Yolande Mtwa, supported by fifty-six teachers and two administrative staff members. The school serves a total of 310 learners from communities in and around local areas within the Eastern Cape Province. The school offers extramural activities which include sports and modelling.

The school has three administrative laptops, forty computers that are networked. Computer Applications Technology is offered, and ICT is encouraged by the school. Their tablets are used for South African Sign Language subjects.

Training Overview - Initial Sessions

The two-day training at Efata Special School took place on the 17th and 18th September 2025, with fourteen (14) teachers in attendance.

The first day of training focused on the understanding and implementation of Discovering and Applying Word processing skills. The session focused on Microsoft Word and Google Docs, highlighting how these tools can help teachers manage their administrative tasks. They learned about the various functions of both programs and applied their new skills by creating a lesson plan, worksheet, or an assessment.

The second day of training investigated Discovering and Applying Spreadsheets. Teachers mentioned that this is a skill that they never or hardly tap into, as the school administrators are normally working on spreadsheets. However, they were willing to learn. This session focused on Microsoft Excel and Google Sheets, with an understanding of what the spreadsheet programs are, their ribbons and tabs, and functions and functionalities. Once the understanding was in place, they explored how to design a marksheet and, using a sample of data, how to calculate and analyse learner performance. They explored formulas such as SUM, Average, and IF to

analyse the data. For their personal purpose, the teachers also learned how to budget using a spreadsheet. They used a template to create a basic budget.

Training Overview: Follow-Up Sessions

Follow-Up training at Efata Special School took place on the 22nd September 2025, and 16-17 October, 2025. A total of nine (9) General Education and Training (GET) teachers attended the sessions.


The first session focused on Multimedia Integration and Lesson Design. The core objective of the training was to transform the educators' perception of presentation software from a passive tool to an active multimedia design platform. Educators, who previously primarily encountered Microsoft PowerPoint in meetings, were guided through using the tool specifically for creating and presenting dynamic lessons. The hands-on approach, which included instruction on advanced slideshow techniques, was a major success. Participants thoroughly enjoyed the session and demonstrated their learning progress by creating their own presentation lessons.

The introduction to Artificial Intelligence tools was the highlight of the training and demonstrated the greatest potential for classroom innovation. Three leading AI applications—Gemini, ChatGPT, and CoPilot—were introduced. Educators quickly grasped how to utilise these tools for

educational purposes. They learned how to source and retrieve accurate information, using correct prompting techniques, and leveraging AI to create tailored assessments efficiently.

Introduction to Coding provided an introduction to the concepts and benefits of coding in the 21st-century education space. Teachers engaged in practical exercises using Minecraft, a platform that makes coding accessible. It was noted that many foundation phase teachers already possessed an understanding of Scratch programming, indicating a strong existing base for further development.

The teachers were introduced to the MTN Online School Platform and were shown how to register on the platform and navigate through seamlessly to access educational resources. They were shown how to design their own lessons and add them to the MTN Online School, and how to incorporate the material they find on the platform into their lesson presentations. The teachers were enthusiastic, participating very well, and clearly enjoyed the training.

There is a continuous follow-up on their Portfolio of Evidence (POE). Teachers who complete and share their POEs will then receive their SACE certificates and CPTD points.

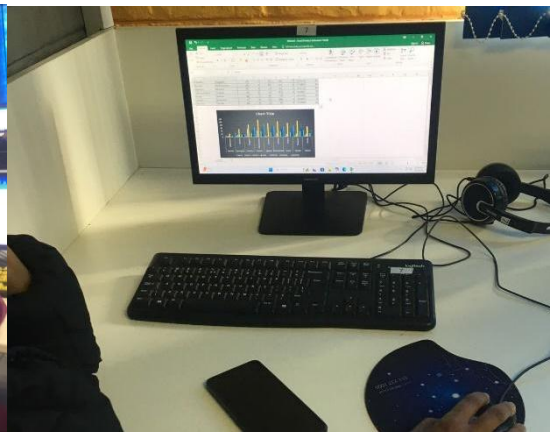
4.2 Free State

4.2.1 Pholoho Secondary School

School Background

Established in 1989, Pholoho Special School is in Mangaung, Free State, South Africa. It caters to 632 learners aged 5 to 18 with severe intellectual disabilities, including autism and profound intellectual disability. The school provides a differentiated curriculum that focuses on academic subjects such as English, Afrikaans, Sesotho, and Mathematics, as well as life skills and skills training.

Training Overview

The three-day training program was designed to enhance educators' ICT skills for classroom use with fifteen (15) teachers in attendance. It began with an assessment of the participants' pre-existing knowledge, which revealed that most were novice computer users.

Day 1 focused on foundational skills, covering Word Processor and Spreadsheet applications. Participants engaged in hands-on activities, such as creating lesson plans and mark sheets. The facilitator provided continuous clarification and assistance, addressing participant questions throughout the modules.

Day 2 progressed to more innovative topics: Designing Lessons with Multimedia and Innovation in Teaching: AI in Education. Participants were highly engaged in the AI module, but many were unaware of how to practically integrate these tools into their work. The facilitator encouraged them to explore and share new applications.

On Day 3, the training introduced basic coding and the MTN Online School Platform. While the coding module provided external resources, the session on the platform was significantly affected by technical issues. In response, participants proactively downloaded the mobile app to continue exploring the platform on their own time. Throughout the program, the facilitator consistently offered extra support and recapped content to ensure everyone grasped the concepts, demonstrating a strong commitment to participant success.

4.2.2 Bartimea School for the Deaf and Blind

School Background

Bartimea School for the Deaf and Blind is a Quantile 1 school based in 3020 Lenyatso Nyaredi street, Selosesha Thaba'Nchu, Mangaung Metropolitan Education District in Free State. The school was founded in 1962. The principal, Mrs P.J. Matshaseng is supported by two administrators, forty-four teachers and 334 learners. The school offers extramural activities which include Goalball, Netball, Soccer, Athletics, and Volleyball.

The school has one computer lab equipped with forty working Desktops, eighty-nine laptops, which are connected to the internet. The school encourages the use of ICT labs for teaching and learning and for administration tasks. They offer Computer Applications Technology to enhance Digital Literacy.

Training Overview

This three-day training workshop at Bartimea School for the Deaf and Blind was designed to equip teachers with essential digital literacy skills and introduce them to innovative tools for classroom integration. A total of twenty-one (21) teachers attended the workshop.

The workshop commenced with an introduction to word processing, covering key functionalities of Microsoft Word and Google Docs. Teachers engaged in practical exercises to create administrative documents, such as lesson plans and assessments. This session also included an introduction to Artificial Intelligence (AI), with a focus on its application in education. Participants were introduced to Gemini AI, Meta AI, MagicSchool AI, CoPilot, and ChatGPT, where they learned to leverage these tools to efficiently generate lesson plans, which were then transferred to a word processing format. This component of the training was met with significant enthusiasm, as teachers recognized the immediate potential for reducing their administrative workload.

The second day focused on enhancing lesson delivery through multimedia presentations. Teachers were introduced to the concept of multimodal lessons and the use of tools like Microsoft PowerPoint. They learned a step-by-step process for integrating various media—audio, images, and visuals—to create engaging presentations that cater to diverse learning styles. The session also included an introduction to MagicSchool AI, demonstrating how AI can be used to streamline the creation of these dynamic lesson presentations.

The final day was dedicated to the practical application of spreadsheets using Microsoft Excel and Google Sheets. Teachers were guided through the core functionalities of these applications,

including an overview of their primary purpose and key features. The session's focus was on using spreadsheets for educational purposes, specifically for creating mark sheets and analysing learner performance. Participants learned how to use fundamental functions such as SUM, AVERAGE, and IF to interpret data. The session also covered the use of graphs for data visualization and demonstrated the versatility of spreadsheets by showing their application in personal finance, such as budgeting.

The training sessions at Bartimea School for the Deaf and Blind were highly interactive and well-received. Participants gained practical skills in using everyday digital tools and were introduced to innovative AI applications that can significantly streamline their administrative and instructional tasks. The program successfully laid the foundation for continued digital integration in their teaching practices.

4.2.3 Moroka High School

School Background

Moroka High School, located in Thaba Nchu, Free State, is a school with a rich and significant history. The school was established in 1937 and named after Dr. James Sebe Moroka, a prominent medical doctor. Moroka High School is a public secondary school and is classified as a Quintile 1 school. It serves a community with a high level of need. The school has been recognised for its academic achievements, including a record of high matric pass rates. It also serves as a host school for various educational programs, including a Denel Maths, Science, and Technology program.

Training Overview


The training programme at Moroka High School was scheduled for 3 days and took place from the 27th to the 29th of August 2025. Nineteen (19) teachers attended the training.

The first day of training focused on an Introduction to Artificial Intelligence (AI), an understanding of what it is and its relevance in today's generation and education. Teachers discussed the importance of AI in everyday life and how they can relate it to their classrooms and learners. To start off the practical session, the facilitator demonstrated different AI models that they are familiar with such as CoPilot, Gemini, Meta AI, and ChatGPT. The educators each opened an AI tool they are most comfortable with and started exploring it. Prompt writing was the focus on using these AI models. They learned the importance of providing clear instructions to the AI model to create a lesson plan based on the subject they teach. They found this to be exciting and amazing to use. They learned about the concepts of GIGO, garbage in, garbage out.

While in the AI mode, the facilitator introduced Word Processor (Microsoft Word/Google Doc) and took them through the ribbon and its functions. They prompted AI to design a lesson plan and copied the lesson plan to their desired word processor, fixed the alignments and headings, and saved the documents. This made them realise how this can help reduce their administrative burden however they would need to practice getting better.

Day 2 and 3 of the training sessions focused on Discovering Spreadsheets such as Microsoft Excel and Google Sheets, and Designing a lesson with Multimedia, using Microsoft PowerPoint.

4.3 Gauteng

4.3.1 Dr Molephi Oliphant Secondary School

School Background

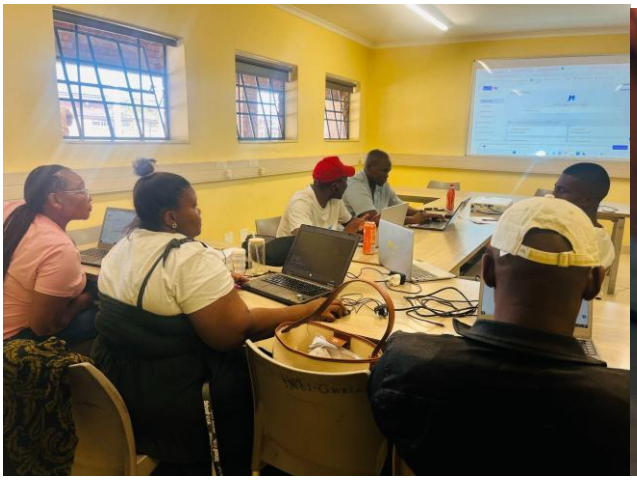
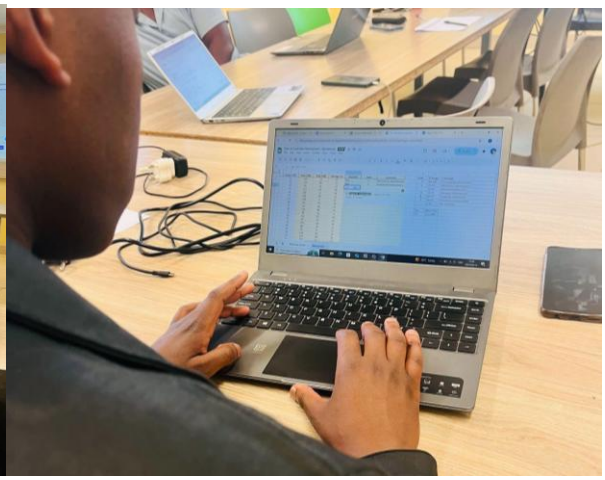
Molefi Oliphant Secondary School is a Public Secondary in Bophelong Ext.9, Vanderbijlpark in Gauteng which operates under the Sedibeng West Education District. The school is a school of specialisation in ICT and offers Computer Applications Technology, Information Technology, Digital Technology and Coding and Robotics as subjects in the school curriculum.

Training Overview

The three-day training at Dr Molephi Oliphant Secondary School, also known as the school of specialisation in Math, Science & ICT School of Specialisation occurred on the 17th, 18th, and 19th of September 2025. A total of twelve teachers attended the training.


The first day of training took place in the MTN lab, which is designed for Computer Applications Technology classes. The seating arrangement was adjusted to allow teachers to sit around a table and thereby created a collaborative environment. This session focused on Discovering and Applying Word Processor, with a focus on the Google Doc word processor. The teachers were taken through the toolbar and explain the functionalities of each tool. They explored how to create a document, share it with colleagues with restrictions on viewing, commenting, and editing status. They enjoyed the collaborative element using the commenting and document suggestion tools. Using the learning barriers activity, the teachers explored, collaborated, and even had the opportunity to edit and fix a document with errors using either Google Doc or Microsoft Word.

Day two of training investigated Designing a lesson with Multimedia. This session focused on creating a lesson presentation that accommodates different multimodal learning styles for learners. This could range from adding pictures, videos, less text and even audio. The teachers designed lesson presentations and explored various resources and tabs on Microsoft PowerPoint. Using their skills from the first session, they uploaded their presentations on their Google Drive and shared them with the facilitator. This session led to a discussion on Artificial Intelligence (AI). The facilitator together with teachers discussed what AI is and how we are currently using it as well as benefiting from it.

The last day of the initial training session focused on AI, looking into Magic School AI, an application that can be called an artificial teacher assistance. In this tool, they explored prompt writing through lesson planning and presentation creation. We then moved to Discovering and Applying Spreadsheets. A number of the colleagues were familiar with it which was amazing. They downloaded a marksheet templated and calculated and analysed learner performance using formulas such as SUM, Average and IF statement. Teachers from Dr Molephi are eager to learn and a joy to work with.

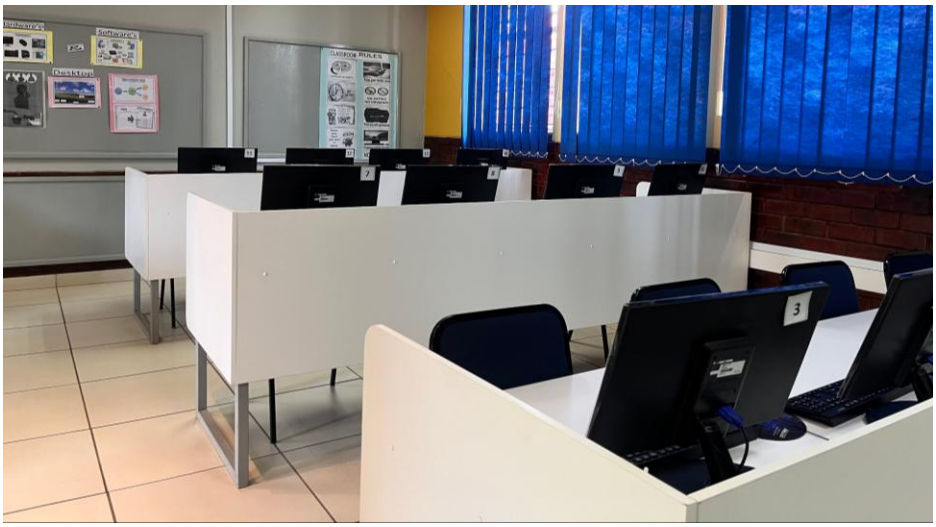
4.3.2 Sizwile School of the Deaf

School Background

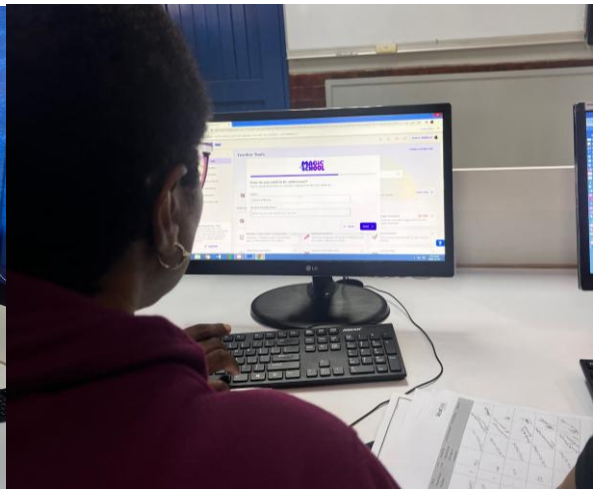
Sizwile School of the Deaf, located in 4339 Jonas Moabi Drive, Dobsonville Soweto, Johannesburg, in the heart of Soweto. The school was founded in 1988 which serves Deaf children in and around Soweto. Sizwile School of the Deaf, is a public school and is classified as a Quintile 1 school. The school uses South African Sign Language (spoken) and English (written) as a language of Learning and Teaching. It starts from grade RRR to 12 and has the Technical Occupational Curriculum (TOC) and NID curriculum. The school has 4 administrators, 38 teachers and 202 learners.

Training Overview

The two-day training at Sizwile School of the Deaf took place on the 1st and 2nd of December 2025, with seventeen (17) teachers in attendance.



The first day of training focused on Discovering and Applying word processor. The day commenced with an introduction to what is a word processor and explaining the different types of word processors, mainly between Microsoft Word and Google Docs. Once the foundation was laid, the educators then logged into their Gmail accounts in preparation for exploring the Google Docs processor. The teachers were taken through the navigation and explored the Google Docs ribbons. They then, as an introduction to the platform, completed simple tasks on the document. Once they were comfortable, they moved to reading about different accessibility/learning barrier tools and used a Google Doc collaborative document to answer questions about what they understood. In this activity, educators learned how to collaborate on the same document without disturbing each other, leave comments, and track their changes as they completed the task. They thoroughly enjoyed seeing close to 10 people working on the same documents and completing quickly.

The second day of training focused on the introduction of artificial intelligence(AI) and explaining the advantages and disadvantages of AI in everyday life and in education. Teachers shared that not all their learners use AI; however, some have used ChatGPT for their school projects. Educators were taken through what Prompt writing is and reiterating that with AI, what you type in is what you get (Garbage in, Garbage Out). They explored different ways to write a lesson plan prompt in Natural Sciences and within their own subject matter. This then led to an introduction to a platform called Magic School AI, an AI platform for educators. They were taken through the navigation and allowed to explore. Educators enjoyed the variety of tools it offers and how it can be used in the classroom and for administrative purposes.

The second part of the day was dedicated to an introduction to coding with a focus on an Hour of Code with Minecraft, this session was well received and enjoyed. They collaborated and worked together to complete 14 levels of blocked coding on Minecraft and happily received their certificates. The day was concluded with a summary of what was done.

4.4 KwaZulu-Natal

4.4.1 KwaVulindlebe School for the Deaf

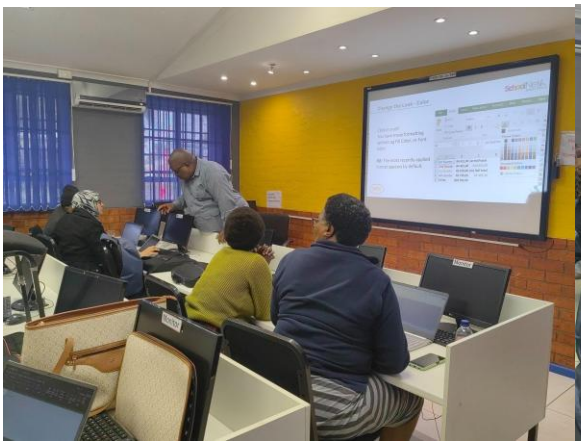
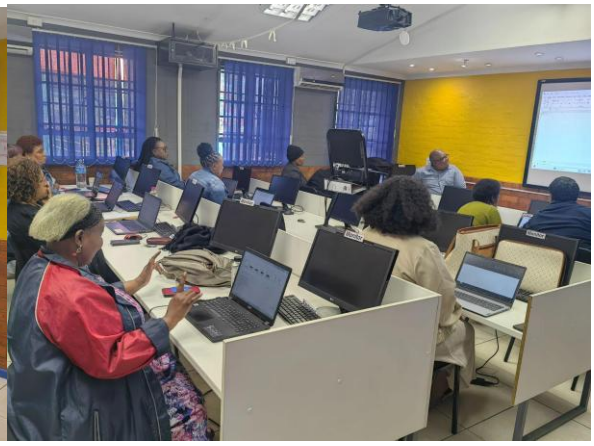
School Background


KwaVulindlebe School for the deaf, located in Umlazi District in KwaZulu-Natal, is a Quintile 1 school committed to providing quality education for all its learners. The school was established by the Roman Catholic Church in 1979. The school's mission of serving learners from Umlazi, Lamontville, and Pinetown continues to this day under the leadership of Principal Nomathemba Daphney Ndlovu. They have twelve teachers and one administrative staff member, and a total of 114 learners.

The school has a computer lab with ten working computers and no server. The lab has an internet connection in place, however, not fully functional, and the computers are equipped with Microsoft Office. Additionally, the school has interactive boards and a data projector. The school actively encourages ICT integration in teaching and learning, using technology for lesson planning, teaching, coding, and robotics. Ms Ndlovu shared that their training needs range from basic ICT skills for some staff to advanced ICT training for others. Beyond academic activities, KwaVulindlebe offers extramural activities which include golf, soccer, athletics, netball, and volleyball.

The school does not offer CAT as a subject; however, they are committed to expanding digital literacy among educators and learners, and they are excited that the coming training intervention will help them to develop their own teacher development plan so they can incorporate the use of digital technologies for teaching and learning.

Training Overview

A total of seventeen (17) teachers attended the teacher professional development at KwaVulindlebe School for the deaf. The primary objective of this teacher training program was to assist teachers in becoming more effective users of word processors. This also promoted collaboration and involved everyone.

The principal of the school began the session by translating the directions and outlining the objectives in Sign Language using SASL, as 20% of the educators had hearing issues/impairment. The facilitator split the teachers into two groups with two translators to ensure the session went successfully. This arrangement ensured that all teachers could collaborate and follow along as they learn new word-processor skills.

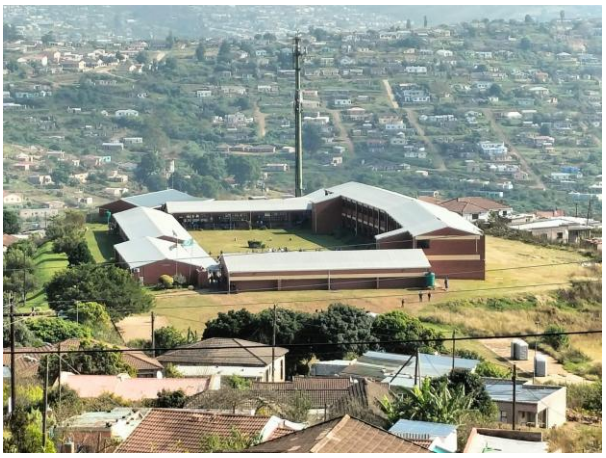
The visual slides used in the training included multimedia with examples, and this helped make the information easier to understand. This also ensured an easier showcase of how to use different features of the Word Processor and Spreadsheet applications. It also gave

teachers ideas for practical activities.

The training was a great success as all teachers showed that they understood the conceptual skills through their active involvement. In addition to the positive feedback, the Portfolios of Evidence (PoEs) submitted by teachers highlighted their learning and application of skills.

4.4.2 Izwilesizwe Primary School

School Background

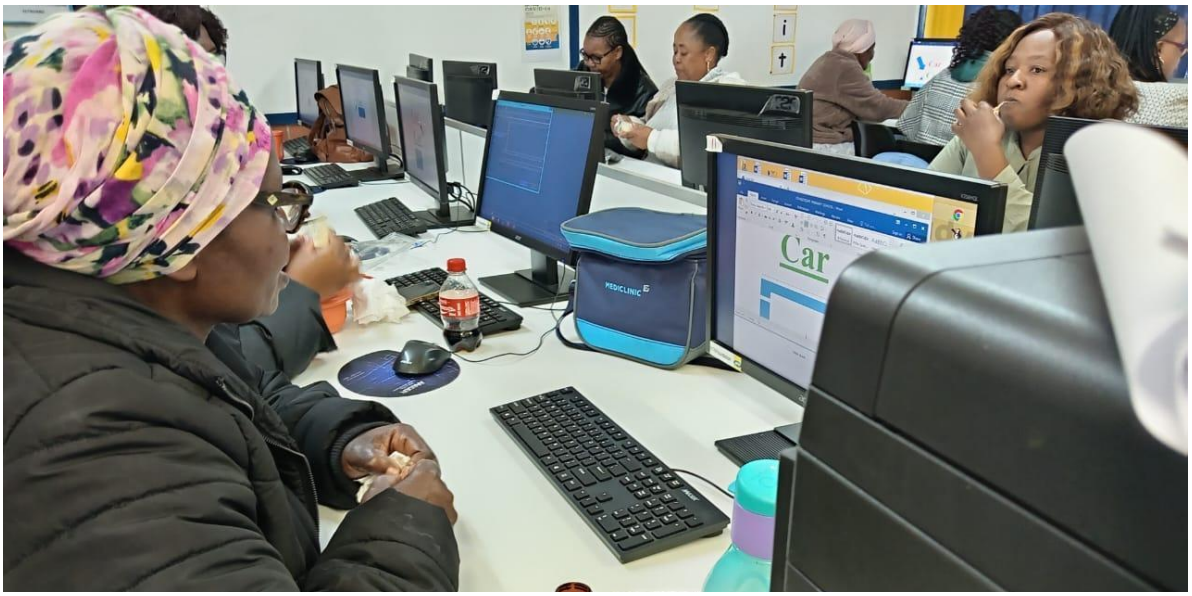


Izwilesizwe Primary School was established in 1998. It is a Quintile 3 public school located in Pietermaritzburg, KwaZulu-Natal. The school falls in the uMgungundlovu District and serves the communities of Imbali Township, Willowfontein, and Thornville. The principal of the school is Mr. V.E. Radebe. The school caters to a total of 1125 learners, thirty-five teachers, and two administrative staff members.

The school has two computer labs, both of which serve a dual purpose as resource centres and a digital library. The main ICT lab contains twenty-six functional computers, is networked, has internet access, and all devices have Microsoft Office installed. The school encourages the use of ICTs for teaching and learning, and teachers use tools such as Excel for administration purposes and PowerPoint for creating lessons, though some still require digital literacy training.

Izwilesizwe Primary School has an existing teacher development plan that incorporates the use of technology and is currently being implemented. The school offers Computer Applications Technology as a subject. Additionally, it provides extracurricular activities such as soccer, netball, athletics, cultural activities, and chess.

Training Overview - Initial Sessions



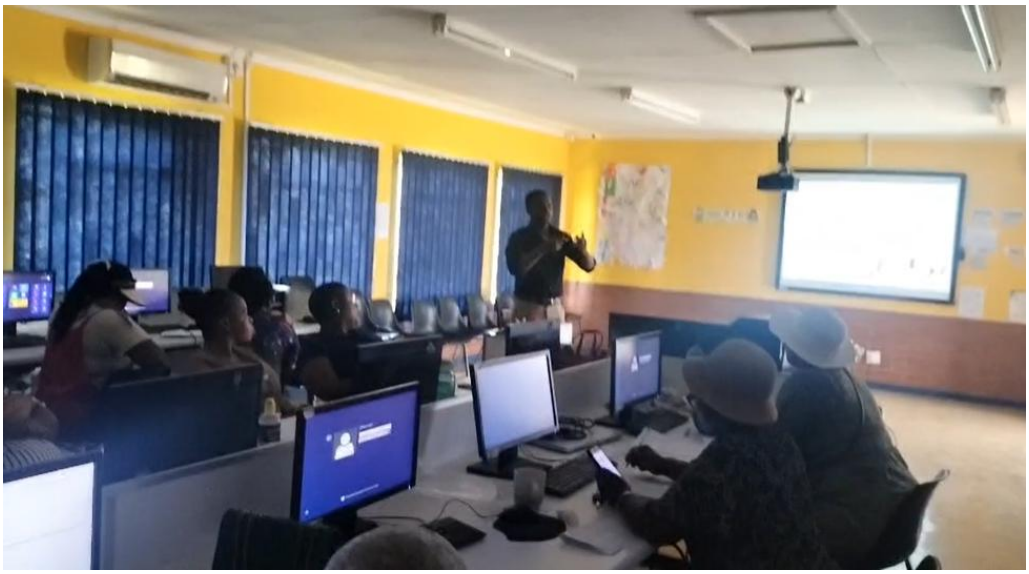
The training sessions covered Discover and apply Word processing with Twenty-Two (22) teachers in attendance. Here, the teachers touched on Microsoft Word and how it is applied, the very basics of what Microsoft Word is all about. This led to covering the online application, such as cloud storage, and how to understand cloud storage and accessibility of the same, looking into different types of cloud storage. Teachers explored online documents, thereby touching on Office 365 and how it is used. The second day covered Discovering and Applying Spreadsheets, which encompassed online and offline training of Microsoft Excel and Google Sheets.

One of the educators said ‘’Today I am so excited that I can use the Spreadsheet, I can now design my reports and be able to do calculations as well.” This continues to highlight the

importance of teacher professional development for ICT integration.

Training Overview: Follow-Up Sessions

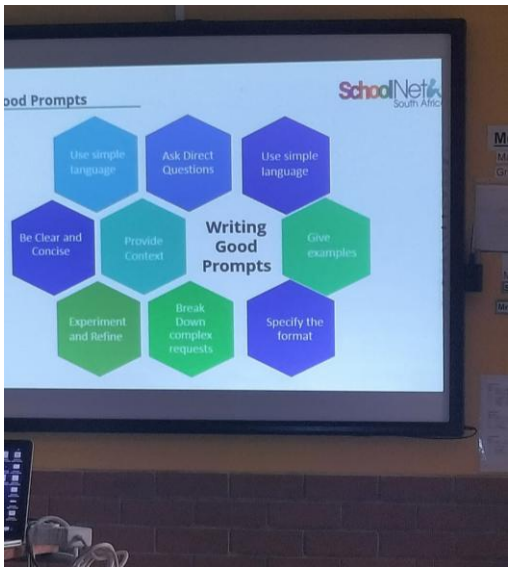
The training took place over three days on 25, 27, and 28 November 2025, with 22 teachers participating.



The first day of training highlighted the introduction to Artificial Intelligence tools, which showed the greatest potential for classroom innovation. Three leading AI applications Gemini, ChatGPT, and Copilot were introduced, and teachers quickly understood how to apply them in education. They learned to source accurate information using proper prompting techniques and explored how AI can be used to create tailored assessments efficiently. Teachers were very impressed to see how AI could assist them in the classroom, helping to simplify lesson preparation and reduce their workload.

The second day of training focused on the introduction to coding and digital game-based learning. Teachers were guided through computational thinking and basic computer science concepts, and they participated in a practical Scratch session. They learned to work with Sprites, Costumes, Backdrops, and visual Blocks, using these elements to animate characters and create simple narratives. The atmosphere was highly positive, as teachers showed great excitement and

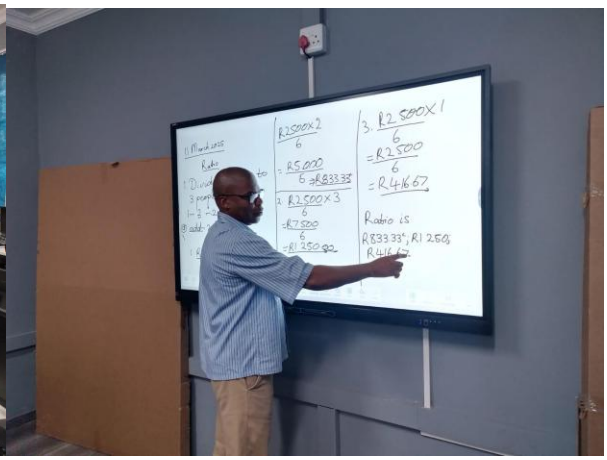
curiosity while experimenting with coding. Many expressed confidence that these new skills would not only enhance their teaching but also inspire learners to engage creatively with technology. The Minecraft Education segment achieved a significant mindset shift. Teachers, previously restrictive of gaming at home, learned to differentiate Minecraft from its Education edition. They practiced basic in-game tasks and learned how to transform existing lessons using game-based scenarios, recognizing gaming as a powerful instructional tool.



The third day of training focused on consolidating everything the teachers had learned throughout the sessions. Participants spent time revisiting key concepts, exploring the MTN Online School platform in more depth, and practicing how to create lessons, assessments, and interactive activities using the available tools. They also learned how to export learner data and interpret assessment results to support classroom planning. Teachers showed a positive attitude as they worked through the practical activities, expressing confidence in applying these digital tools in their teaching. The day ended with reflections, where participants shared what they had learned and how they planned to integrate these skills into their classrooms.

4.4.3 St Martin De Porres Comprehensive School

School Background

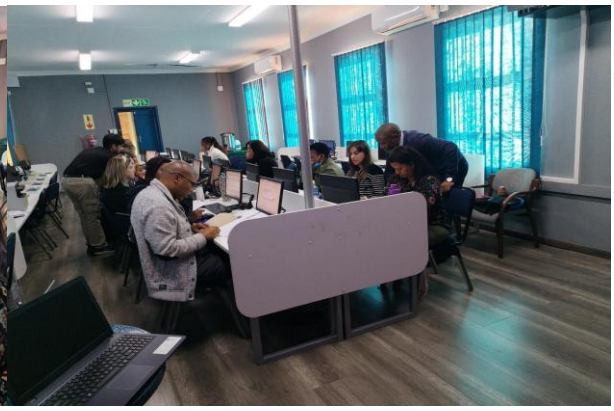


St. Martin De Porres Comprehensive School, situated at 23 Aiken Street, Port Shepstone in KwaZulu-Natal's IGU District. The school is a Quintile 1 school led by Principal Mr. Dion Jonathan Davey and serves 354 learners with thirty-four teachers and two administrative staff. It features a computer lab with twenty working computers, all networked and connected to the internet, along with two interactive boards and a data projector. Founded in the early 1930s, the school serves the Port Shepstone community, offers CAT, and integrates ICT into teaching through coding, robotics, and administrative tools like SASAMS.

Training Overview

The two-day training that occurred from 23 - 24 July 2025 was a success and had eighteen teachers in attendance. This included a digital literacy training program focused on enhancing educators' skills in Word Processing and Spreadsheets. The training was conducted in a spacious and well-equipped computer lab, providing a conducive learning environment with reliable internet connectivity. While an initial technical issue with the smart screen was promptly resolved, ensuring a smooth session flow from the outset, the presence of a dedicated Lab Assistant proved invaluable in managing technical aspects. The program effectively accommodated educators with varied digital competencies from the same school, fostering high levels of engagement and a visibly positive attitude towards integrating new digital tools into their professional and personal lives.

Throughout the training, participants demonstrated remarkable enthusiasm and active participation. Day 1 introduced word processing, where educators engaged in hands-on activities like creating and formatting documents and tables, and clarified common queries about offline versus online Microsoft applications. Day 2 built upon this foundation by exploring spreadsheets, with practical exercises on mark sheets, calculating totals and averages using formulas, and appreciating the efficiency of features like autofill. The training successfully met participants' needs, with educators gaining confidence and expressing eagerness to implement their new knowledge and skills in the classroom, recognising the power of these digital resources.



A key success of the program was the significant boost in educators' digital confidence, with many expressing motivations to integrate Word Processing and Spreadsheets into their daily work. The

collaborative environment was further supported by the establishment of a WhatsApp group for ongoing discussions and assistance. The Lab Assistant's instrumental role in providing technical support was highly appreciated, contributing to a seamless learning experience. Furthermore, the inclusion of a dedicated interpreter from Day 2 ensured full accessibility for deaf educators, enhancing the inclusivity of the training.

The experience also presented a new learning curve for the facilitator in conducting training with educators with disabilities, which was met with a positive outlook on continuous improvement. To ensure future sustainability and impact, recommendations include establishing a shared digital resource hub, developing a peer coaching program within the school, and considering incentives for innovative application of learned skills.

4.4.4 Durban School for the Hearing Impaired

School Background

Durban School for the Hearing Impaired (DSHI) was established in 1969 and is dedicated to the education of learners who are Completely Deaf, Hearing Impaired, Intellectually Disabled, or Autistic. The school provides quality education in a safe and nurturing environment across the Foundation, Intermediate, and Senior Phases. It has a proud legacy of excellence in its specialised field. Class sizes are kept small, with a maximum ratio of twenty-two learners per teacher, ensuring personalised attention and support. The current school principal is Mrs. C.P. Ngcobo.

DSHI offers a Technical Occupational Programme tailored to groups for whom this learning pathway is most appropriate. The school also offers accredited courses in areas such as Food Production, Sewing, Woodwork, Office Administration, Arts & Crafts, Salon and Hairstyling, and Ancillary Health Care.

The school has two campuses, the main campus serving the Senior Phase, which offers a wide range of facilities, including a dining hall, kitchen, swimming pool, woodwork workshop, computer room, ancillary health care room, sewing facilities, and a sports ground.

The second campus, located at 18 Khotho Mkhunya Road, is overseen by Deputy Principal Mrs. D. Naidoo. This campus caters to Pre-Primary, Foundation, and Intermediate Phase learners.

The school follows the Differentiated Curriculum and Assessment Policy Statement for Severe Intellectual Disability (D-CAPS SID) curriculum from Grade R to Grade 6, with a well-developed skills-based program and a strong focus on communication and conceptual development in the Pre-School phase. As part of its Technical Occupational Programme, DSHI offers accredited courses in Computer Studies, Food Production, Sewing, Woodwork, Office Administration, Arts and Culture, Beauty and Salon, and Ancillary Health Care—empowering learners with practical, career-oriented skills.

Training Overview - Initial Sessions

The first day of training at Durban School for the Hearing Impaired had thirty teachers in attendance. The session kicked off with Teaching AI in Education, which was highly engaging and interactive, as a number of participants were familiar with AI and keen to learn more about it in Education.

Initial concerns about Artificial Intelligence (AI)replacing human roles were addressed by demonstrating its complementary nature, with examples from everyday life easing anxieties. A significant focus was placed on prompt writing, where participants learned to craft effective prompts to maximise AI utility. Through comparative activities, educators observed how detailed prompts led to highly structured and usable AI-generated lesson plans, underscoring AI's potential to streamline administrative tasks. The session concluded with a hands-on introduction to Magic School AI, guiding participants to create and convert lesson plans into multimedia presentations, significantly boosting their digital confidence and practical skills in leveraging AI for content creation.

Participants from Durban School for the Hearing Impaired were intermediate to advanced when it came to word processing, which led to a special focus on online tools such as Google Docs and emphasising the importance of collaboration even on document creation to reduce the administrative task for educators. Microsoft 365 online was appreciated for the different learning barrier tools, such as Immersive Reader and Reading Coach, which they appreciated.


The last day of training addressed teachers' challenges with learner data, highlighting the need for efficient data management tools. Spreadsheets were introduced as a powerful method for data analysis. Participants explored both Microsoft Excel and Google Sheets, learning how to navigate their interfaces, open new spreadsheets, and utilise various templates. The functionality of the Ribbon in Excel, including its different groups and

functions, was explained in detail and compared with Google Sheets. A key practical activity involved participants working with a sample marksheet and creating a personal budget in these spreadsheet tools. They were guided through calculating totals using the SUM and AVERAGE functions, with an emphasis on the correct use of the equal sign to initiate formulas. The demonstration of the Auto-fill feature was particularly well-received, as teachers quickly grasped its efficiency for rapid calculations. Educators highly appreciated the diverse methods presented for working with data, demonstrating a clear understanding of how these powerful tools can transform their data management practices.

Training Overview: Follow-Up Sessions

The first day focused on consolidating practical digital skills, giving teachers an opportunity to explore and apply the tools they would later use in their classrooms. Participants spent time navigating the MTN Online School platform, where they learned how to design digital lessons, create online assessments, and build interactive H5P activities. They also practised accessing, interpreting, and exporting learner performance data to strengthen planning and progress monitoring. Teachers remained highly engaged throughout the session, demonstrating growing confidence as they completed each task. Many participants shared thoughtful reflections on how

they intend to implement these digital tools in their teaching environments. The session ended with positive feedback and a strong sense of readiness to apply their learning.

The second day was dedicated to introducing teachers to a comprehensive range of Artificial Intelligence tools that can support and enhance instructional delivery. Participants explored Gemini, ChatGPT, and Microsoft Copilot, gaining practical insight into how these platforms can be used to streamline classroom preparation and improve the quality of teaching resources.

Teachers practised formulating clear and effective prompts, evaluating the reliability of AI-generated information, and generating customised assessments aligned to their curriculum needs. The session also demonstrated how AI can be used to draft lesson plans, create rubrics, translate content, and adapt materials for learners with different support needs. Teachers expressed excitement and appreciation for the potential of AI to simplify time-consuming tasks such as planning, content creation, and marking. Many commented on how AI could significantly reduce their workload while enabling them to produce more engaging, relevant, and interactive learning materials.

The final day centred on developing foundational coding skills and introducing teachers to digital game-based learning. The session began with key computer science and computational thinking concepts before moving into a practical Scratch activity. Teachers worked with Sprites, Backdrops, Costumes, and coding Blocks to build simple animations and story-based projects. The group showed strong enthusiasm, often sharing ideas and assisting one another as they coded. Many teachers commented that these skills would help them bring creativity into their lessons and spark learners' interest in technology. Teachers showed impressive enthusiasm and confidence, with many expressing surprises at how accessible and enjoyable coding can be. Several participants highlighted that these new skills would empower them to introduce coding in a fun and engaging way, helping learners develop creativity, critical thinking, and a deeper interest in technology. The programme concluded on a positive note, with teachers feeling motivated and confident to integrate coding into their classrooms.

4.5 Limpopo

4.5.1 St Paul High School

School Background

St. Paul's Secondary School, situated at Luckau Village, operates as a Catholic public secondary school within the Sekhukhune District Municipality of Limpopo Province. The school was established in 1509.

Training Overview - Initial Sessions

The two-day Training at St Paul's High School took place on the 21st and 22nd of August 2025. A total of seventeen (17) attended the workshop.

Day 1 of training commenced with an introduction to PowerPoint as a tool for lesson delivery, followed by comprehensive discussions on the TPACK and ASSURE models, which underpin

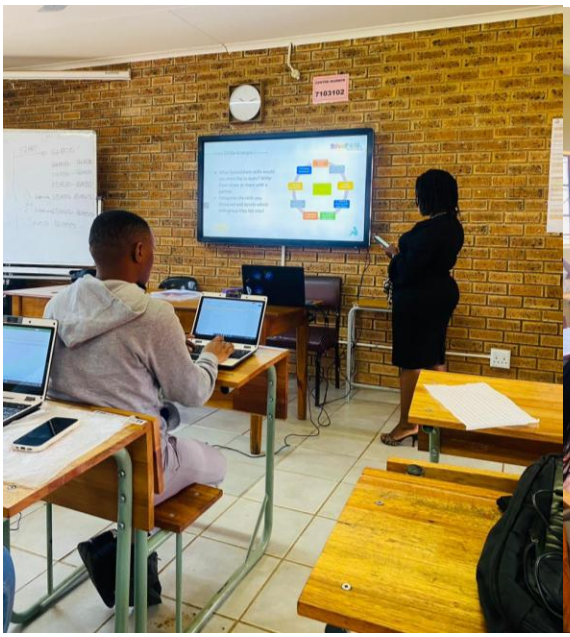
technology integration and instructional design. Participants actively engaged in exploring Padlet, a collaborative platform for brainstorming and sharing ideas. The day concluded with an assignment requiring teachers to design a lesson plan using the discussed frameworks and digital tools.

The second day focused on the transformative role of AI in education. Participants were introduced to key AI applications such as Copilot, Gemini, ChatGPT, and Meta, and their potential to enhance both teaching and administrative tasks. The concept of "Garbage In, Garbage Out" (GIGO) was emphasised to underscore the importance of data quality in AI outputs. A group activity allowed participants to collaboratively design classroom activities incorporating AI tools, culminating in insightful presentations.

Several participants quickly adapted to using Padlet, leading vibrant online discussions and sharing innovative lesson ideas. One teacher successfully integrated ChatGPT into a classroom scenario, demonstrating increased student engagement. The enthusiasm for exploring AI tools was palpable, with many educators expressing excitement about adopting Copilot and Gemini for lesson planning and assessment.

Training Overview - Follow-Up Sessions

The three-day follow-up training session took place from the 3rd to the 5th of December 2025. A total of twelve (12) attended the training.




The first day of the follow up training started off with Discovering and Applying Spreadsheets. Teachers were taken through what a spreadsheet is, the use of spreadsheets in personal and work life and how it relates to them. Teachers learned how to capture learner data, formatting, and use simple calculations such as SUM, Average, Min and Max. They learned how to sort and filter data. They then created their own sample marksheets in order to tracker learner performance and identify, using the data, how to assist the learners. This led to visual representation of data using Graphs for a better visual data analysis. As an alternative to Microsoft Excel, teachers were introduced to Google Sheets as well.

The second day of training then focused on Discovering and Applying Word Processors and registering teachers to the MTN Online School Platform. This session focused on how to use word processors to alleviate administrative burdens that teachers face in the classroom. The tools used were Microsoft Word and Google Docs. Most teachers are familiar with Microsoft Word and were introduced to Google Docs, they were through how to navigate and understand the interface. They learned how to create a new document, renaming, sharing documents, commenting and tracking changes. The aim of Google Doc was to introduce teachers to collaboration, where they

could potentially work together to design lesson plans and worksheets and save them online for future references.

Subsequently, the MTN Online School platform was introduced to the teachers. Educators received assistance with the registration process, and they also discovered how to manoeuvre through the platform to explore its offerings, which feature instructional videos, live tutors, assessments, and Siyavula materials

The last day of training focused on amplifying the understanding of MTN Online School after their accounts have been activated. The educators learned how to fully access their accounts and integrate their Siyavula content, and design their own content using the MTN platform. Following this, teachers were introduced to coding using code.org Hour of Code, which taught teachers the importance of computational thinking, problem-solving, and collaboration. This activity was thoroughly enjoyed by the teachers.

4.6 North West

4.6.1 Tshidi Barolong Secondary School

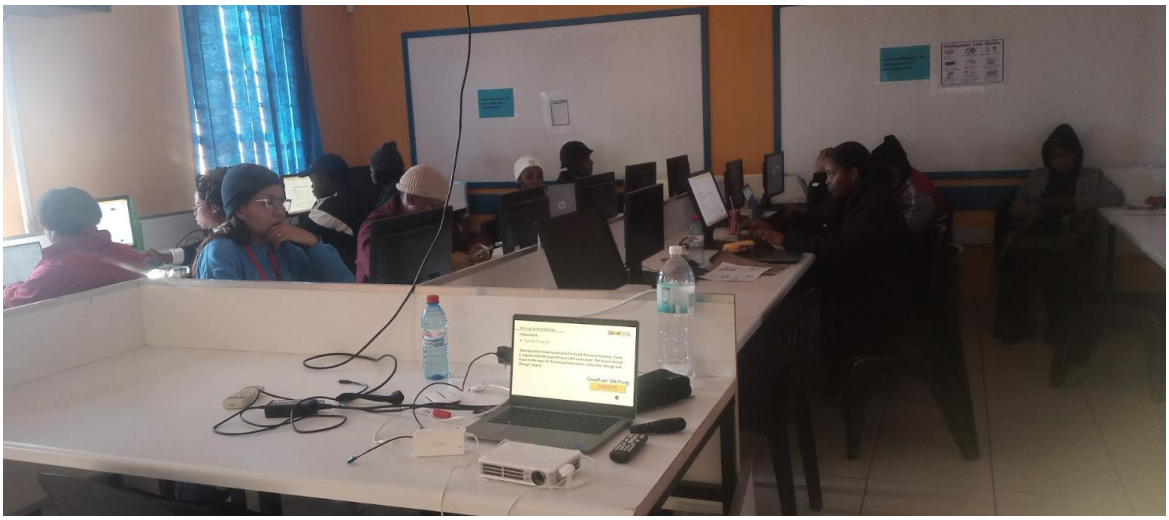
School Background

Tshidi Barolong Secondary School is a school in the Northwest in the Ngaka Modiri Molema District, founded in 1975, located in Magogoe. The school's Principal is Ngaba Simondile and is supported by thirty-six teachers and one administrative staff member, and serves a large learner

population of 1031. The school has a networked computer lab with twenty desktops and two servers, with a data projector. The school does have access to the internet. Microsoft Office 2016 is installed on available devices, supporting foundational ICT use.

The school encourages the use of ICT in teaching and learning, with ten teachers currently integrating digital tools into their lessons. Staff development efforts are in place, including workshops focused on ICT integration and leadership development for post-level educators. Learners participate in sports and music as part of the school's extracurricular offerings. A teacher development plan that promotes the use of technology in education is currently being implemented.

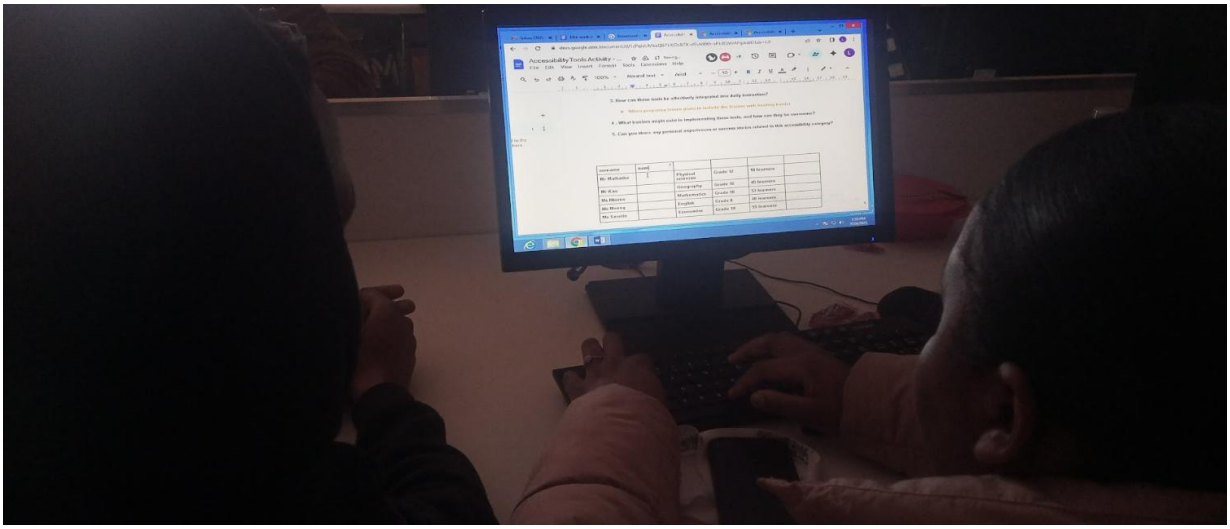
Training Overview



Day one of training, which took place on the 24th of July 2025, had fifteen teachers attend. It began by introducing the concept of a word processor and engaged participants by asking questions to gauge their existing knowledge. Each teacher was encouraged to respond, which created an interactive and participatory atmosphere. This approach not only built confidence but also encouraged open discussion around challenges and experiences with word processing tools. Some participants raised concerns about limited access to Microsoft Office, noting that while the

Department provides the Office 365 package, they often face connectivity issues that make it difficult to use the platform online. As a result, they inquired about free alternatives that could be used offline and still support basic classroom needs.

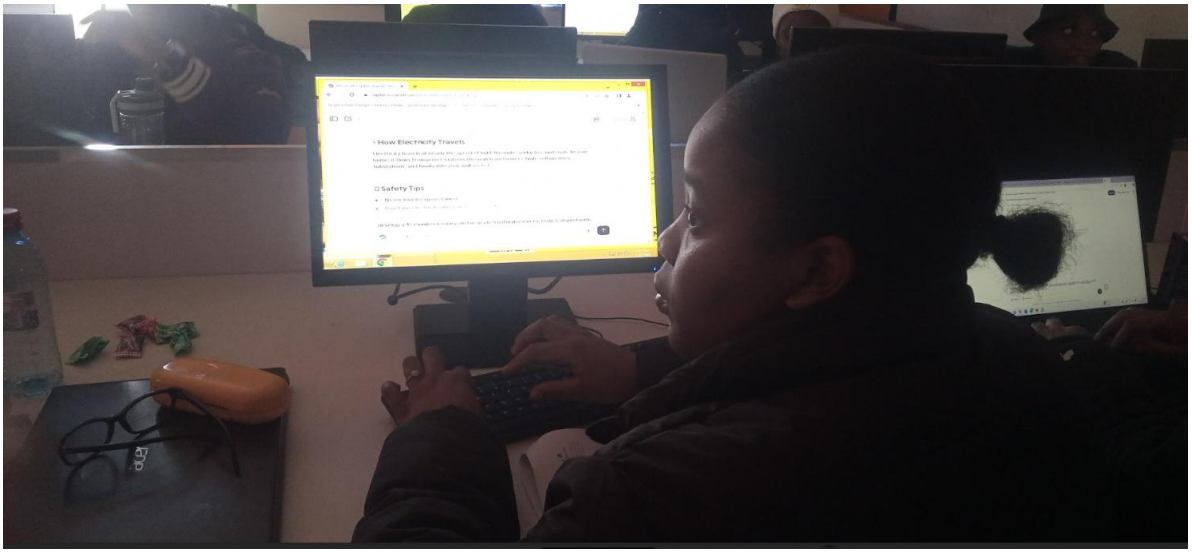
In response to these concerns, the facilitator introduced and demonstrated several useful but often underutilised features within Microsoft Word. These included the 'Show/Hide' formatting marks tool, which helps with document formatting, and the 'Read Aloud' feature found under the 'Review' tab, which can be especially helpful for learners who struggle with reading or spelling. The demonstration emphasised how these built-in tools can enhance teaching and learning, particularly in classrooms with limited resources. Teachers were encouraged to explore and integrate these features more actively in their lesson preparation and learner support.



The facilitator introduced participants to both offline and online word processors, beginning with Microsoft Word, which many were already familiar with, and then demonstrating Google Docs to highlight its collaborative features. Participants engaged in a group activity using Google Docs, where they worked together to answer questions on how to support learners with learning barriers, listed the number of learners they teach, and created charts from the data. The facilitator also explained the benefits of online documentation, such as remote access, real-time

collaboration, and automatic saving, helping teachers see how these tools can enhance teaching and learning.

On the second day of training, the facilitator began with a 15-minute review of the previous day's session and explained that one of the PoE (Portfolio of Evidence) tasks would involve using a word processor. The session then introduced multimedia and the ASSURE Learning Design Model, guiding participants through its key components: Analyse Learners, State Objectives, Select Methods, Media and Materials, Utilise Media and Materials, Require Learner Participation, and Evaluate and Revise. A discussion followed, where participants were asked whether they currently use PowerPoint in their teaching or rely more on printed materials and textbooks. Many teachers expressed a desire to use PowerPoint but cited administrative workload as a major barrier to content creation. In response, the facilitator introduced the concept of Artificial Intelligence (AI) in education and facilitated a discussion on their views. The session concluded with the facilitator highlighting the benefits of AI tools, particularly in reducing the heavy administrative burden that teachers face, thereby allowing more time to focus on content creation and learner engagement.



The facilitator continued the session by exploring the use of AI in education, specifically introducing participants to Magic School, an AI tool designed to assist with lesson planning and

easily converting those plans into PowerPoint presentations. Participants were guided through the platform and successfully created their lesson plans, which they then generated into presentations without hassle. The concept of "GIGO" (Garbage In, Garbage Out) was emphasised to stress the importance of writing clear and effective prompts. The facilitator provided examples of both strong and weak prompts and guided the group through a hands-on activity where they wrote three different prompts. After reviewing the results, participants discussed the differences in outcomes and recognised how well-structured prompts produced more accurate and relevant content. This activity highlighted the value of proper prompt writing and demonstrated how AI tools can significantly reduce workload while enhancing teaching resources.

4.6.2 Iteko Special School

School Background

Iteko Special School is a school in the Bojanala District, Northwest Province. Established in 1986. It is located on 417 Pilane Street in Tlhabane and currently supports approximately five hundred learners. Ms Margaret Moeng, is the principal of the school, with a staff of fifty teachers and two

administrative support staff. The school serves the local Tlhabane community, and the school emphasises inclusive education for learners with diverse needs.

The school is equipped with basic ICT tools, including computers and printing machines, and has internet access across three functional devices. While it does not offer Computer Applications Technology (CAT), ICT is incorporated through planning and teaching support. Teachers use available technology to enhance lessons and encourage digital engagement among learners.

Professional development remains a focus at Iteko, with training needs centred on using ICT effectively, integrating technology into the classroom, and developing online teaching skills. A teacher development plan is in place, aiming to build capacity for digital education and change leadership.

Learners enjoy extracurricular programs such as soccer, bocce, and pool, helping cultivate social skills and physical well-being alongside academics.

Training Overview: Initial Sessions

We successfully conducted a two-day training workshop for twenty-two (22) dedicated teachers, all with a basic level of computer literacy. The program was designed to enhance their digital skills and integrate modern educational tools into their daily teaching. The enthusiastic participation of the teachers was remarkable, and their commitment to learning made the sessions highly productive. On the first day, we focused on foundational skills, beginning with the Learning Design Model and its practical application through PowerPoint. Teachers learned to create and record dynamic, multimedia-rich lessons by incorporating images, videos, and animations. This hands-on approach ensured they not only understood the concepts but could immediately apply them to their lesson planning.

The second day centred on Artificial Intelligence (AI) in education. We introduced various AI applications and, through a series of practical exercises, guided the teachers on how to use these tools to generate tailored lesson plans, personalise content for diverse learners, and create effective assessments. The teachers were particularly fascinated by how AI could significantly reduce the time spent on lesson preparation, a major challenge in their daily work. The workshop's success is further supported by their feedback, as they now feel more confident and better equipped to deliver engaging and personalised lessons, enhancing student learning experiences. We also provided access to a YouTube channel to ensure they have continuous support and resources to continue their professional development.

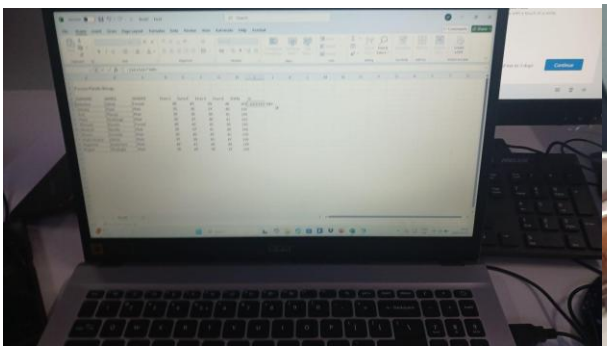
A teacher said, “I feel empowered to integrate technology into teaching practice. The workshop also provided hands-on experience with digital tools, very impressive.”

Training Overview: Follow-Up Sessions

The follow up training at Iteko Special School took place on the 22nd to the 24th October 2025. A total of nineteen (19) teachers attended the training which focused on practical, classroom-relevant applications.

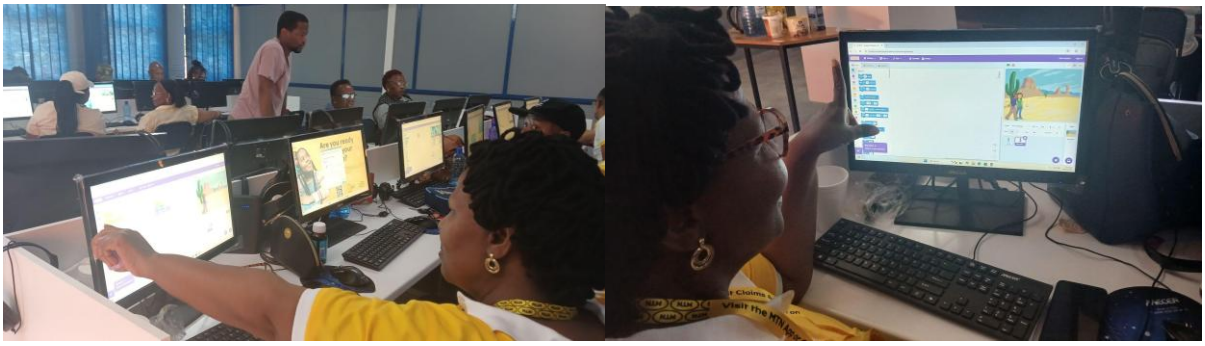
The first day of the training transitioned teachers from traditional desktop software (Microsoft Word) to the collaborative power of cloud-based tools such as Microsoft 365. The teachers reviewed an online version of Microsoft Word such as the share button, Dictate and Add-ins.

An extensive time was used with Google Docs where teachers were creating, renaming, organising, and crucially, sharing documents with collaborative permissions (view, comment, edit) with fellow teachers. Participants gained skills in using Google Docs for collaborative tasks like planning and assessment, demonstrating a clear pathway for improved team efficiency.



The second day of the training session focused on making data practical and visual for classroom management and evaluation. The skills covered included basic data entry, essential formatting, and implementing simple functions (SUM, AVERAGE, MIN, MAX). Teachers learned effective methods for sorting and filtering data to isolate specific student criteria. A significant outcome was the ability to insert and customize charts (bar, line, pie) to visually represent and track learner performance or attendance, making data analysis accessible. Participants were introduced to Google Sheets as a cloud alternative.

The last day of training focused on Introduction to Coding and Digital Game-Based Learning. This session focused on introducing teachers to computational thinking and innovative learning approaches. The concepts of computer science and coding were discussed. Teachers engaged in a practical session using Scratch, learning core concepts like Sprites, Costumes, Backdrops, and visual Blocks by animating characters and developing simple narratives.



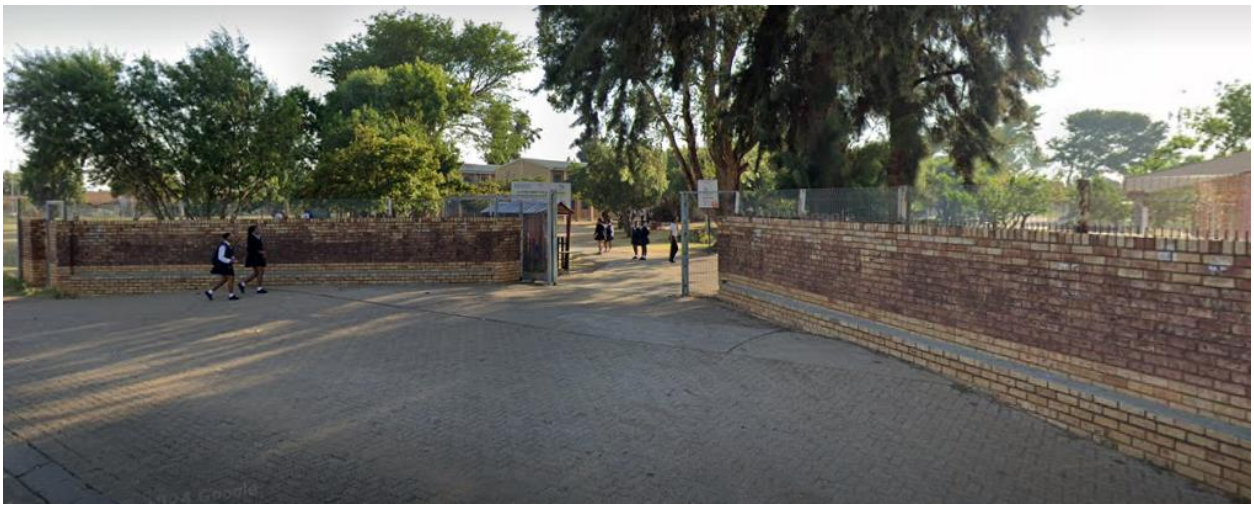
The Minecraft Education segment achieved a significant mindset shift. Teachers, previously restrictive of gaming at home, learned to differentiate Minecraft from its Education edition. They practiced basic in-game tasks and learned how to transform existing lessons using game-based scenarios, recognizing gaming as a powerful instructional tool.

The workshop successfully shifted teacher perspectives on the use of technology, particularly gaming. The introduction of Minecraft Education sparked rich discussion, as teachers shared their previous hesitation towards gaming. By the end of the session, they recognised the platform's

potential for digital game-based learning (DGBL), moving from viewing gaming as a distraction to seeing it as a valuable, engaging teaching resource.

4.6.3 Letsatsing Science Secondary School

School Background



Letsatsing Science Secondary School, located in Ngaka Modiri Molema District in the Northwest Province, is a Quintile 3 school which was founded in 1990. The Principal, Ms. M.K.E. Mosetlhi, leads a team of thirty-two teachers and seven administrative staff. The school serves a total of 937 learners from various villages in Ngaka Modiri. These communities include Motlhabeng, Seweding, Montshioa, Ramatlabama, and Magogoe. The school has a computer lab and lacks network connectivity and internet access. Teachers require training on the use of computers for administrative purposes and an introduction to online tools available to support teaching. There must be a consideration for ICT integration for assessments and feedback. The school offers soccer, netball, and chess as part of its extracurricular activities. The school does not have a teacher development plan; however, they are currently drafting one with the intention to upskill their teachers on digital learning and instructional strategies.

Training Overview

The two-Day training at Letsatsing Science Secondary School took place on the 1st and 2nd of August 2025, with forty-three (43) teachers in attendance. They focused on applying word Processing and discovering and Applying Spreadsheets. The first day of training investigated understanding and applying word processors such as Microsoft Word and Google Docs. Teachers had varying skill levels, and this was advantageous as it prompted them to work together and collaborate in sharing knowledge and concepts. The session focused on the practical applications of word processing, including the differences between offline and online Microsoft applications. Teachers actively participated in hands-on activities, applying their learning to create relevant classroom materials. Specific questions, such as the distinction between offline MS Office and online Microsoft 365, were addressed, providing valuable clarity.

Discovering and applying spreadsheets mirrored the practical approach of the word processing session, focusing on spreadsheet applications. Participants engaged in hands-on activities, including working with sample mark sheets and applying formulas, which are crucial for efficient data management.

4.6.4 Lapologang Secondary School

School Background

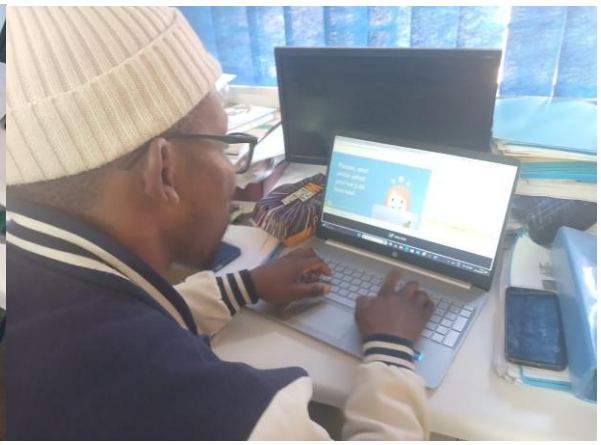
Lapologang Secondary School is in the Northwest, in Ngaka Modiri Molema District. It is situated on Robert Sobukwe Street in Montshioa. The school was founded in 1977, and it currently serves 679 learners from the Mahikeng community. The school principal, Ms. Mogoshane, is supported by twenty-three teachers and one administrative staff member.

The school is equipped with a computer lab housing fifteen functional computers and one admin laptop. Although the lab is not networked and lacks a data projector, the school is connected to the internet, and Microsoft Office is installed on the available devices. One interactive board is available; however, the school is non-functional.

While CAT is not offered as a subject, the school actively encourages the use of ICT in teaching and learning. Teachers utilise online platforms and assign digital projects to engage learners. Both staff and leadership teams participate in regular workshops, induction programs, and team-building exercises to strengthen ICT competencies and collaboration. Learners take part in a range of extracurricular activities, including soccer, debate, volleyball, and beauty

contests.

Training Overview

The 3-day training at Lapologang Secondary School took place from the 6th to the 8th of August 2025. Twenty-one teachers participated using both the computer lab and laptops.

The first day of training focused on Designing Lessons with Multimedia, focusing on the Learning design model when using PowerPoint and practical examples. Teachers were introduced to the basics of PowerPoint, and then they began working on their computers and tablets. Designing Learning Experiences Using Multimedia and Design Lessons in PPT. Every teacher was required to create a lesson using PowerPoint; all necessary tools were included, such as inserting pictures, finding pictures from Google Images, and using the internet. Finding videos and putting them on PowerPoint. Animations and designs were included. Teachers were also shown how to do slide shows and how to record a PPT lesson.

The second day of training focused on Artificial Intelligence. AI was explained, and teachers were initially allowed to talk about anything they knew regarding AI. They explored different AI applications for Teachers and created an AI-generated lesson plan. Teachers explored different AI applications by integrating them into classroom activities, lesson planning, and student assessments. Prompting AI was at the centre stage. By participating in this workshop,

experimenting with AI platforms, and collaborating with peers, teachers agree that they have discovered innovative ways to enhance teaching and adapt to the evolving educational landscape. Teachers feel more confident in delivering diverse and engaging lessons, especially when AI helps them personalise content for different learning styles. All teachers are registered at Magic School. All teachers generated worksheets from Magic School as an activity.

Day two of the training focuses on word processing. All teachers who attended the workshop knew how to use Microsoft Word; therefore, they were introduced to Google Docs. They were taken through how to navigate, set and understand the interface: toolbar, menus, and document title in Google Docs. Learn how to create a new document and open existing documents from Google Drive. Renaming and organising documents and sharing documents with others (view, comment, edit permissions)

The Google Docs presentation was completed on the last day, highlighting its robust collaboration features such as real-time editing with multiple users, commenting, and suggesting edits. The session also covered several useful tools, including the spell check and grammar suggestions, voice typing, dictionary, and the word count tool. Following this, the MTN Online School platform was introduced. Teachers were guided through the registration process for both themselves and learners, and they also learned how to navigate the platform to access its various contents, which include educational videos, live tutors, assessments, and Siyavula resources.

4.6.5 Tlhabane Resource Centre

(Bojanala Teacher Development Centre of Excellence)

The Centre Launch

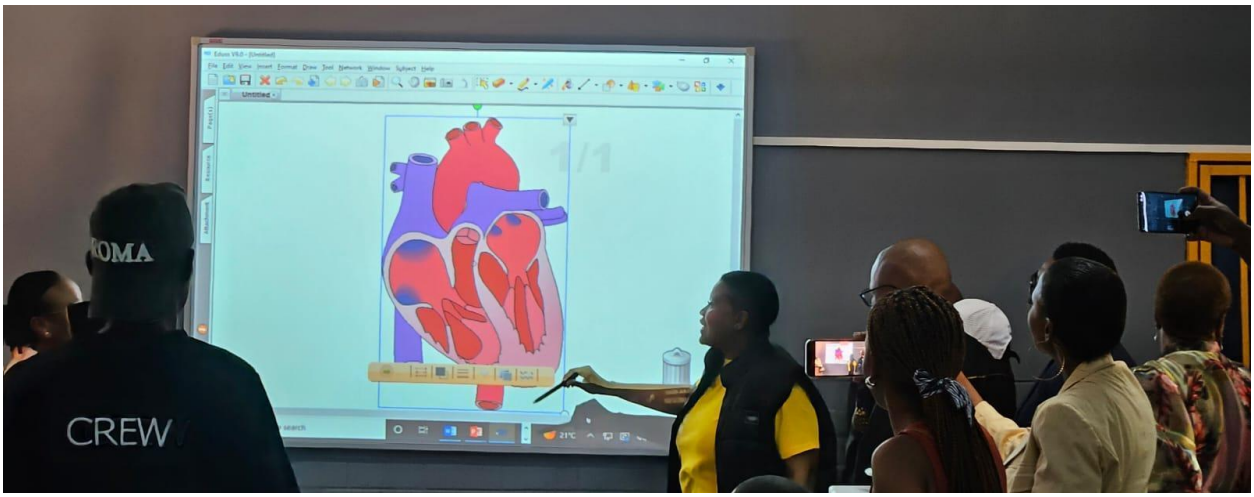
The MTN Foundation officially launched the Bojanala Teacher Development Centre of Excellence on the 3rd October 2025 at the Tlhabane Teacher Resource Centre, Rustenburg, North West. The establishment of this centre forms a crucial part of the initiative designed to empower educators. Its primary objectives are to support teachers in seamlessly integrating Information and Communication Technology (ICT) into their daily teaching practice, to promote the adoption and effective utilisation of the MTN Online School platform, and to ensure the continuous, high-impact use of the Multimedia Centres for enhanced teaching and learning.

Training Overview

Training at the new Bojanala Teacher centre took place from the 2nd to the 3rd of October 2025, with twenty (20) teachers in attendance.

On the first day of training, teachers were guided through the process of registering on the MTN platform. They learned how to navigate the MTN Platform and were taken through the available Videos, Live tutors, Assessments, and Siyavula. Teachers were tasked to go back to school and register other teachers and learners. After mastering the platform, the training moved on to practical ways to use digital tools in teaching, based on the Learning Design Model. This model was taught using Microsoft PowerPoint with easy-to-understand examples. Since teachers already knew the basics of PowerPoint, the session showed them more advanced tools in Microsoft 365, such as quick design ideas, how to collaborate with others on the slides, addressing comments and edits, and how to present lessons through Teams

The main task for the day was for every teacher to create a full, interactive lesson using a tool called Peardeck. This task proved they could successfully use digital skills, including putting in outside materials, like videos and pictures, without difficulty, finding and using media from the internet (like Google Images) correctly and using special effects and designs (animations) to make their lessons engaging for students.



The second day of training focused on Artificial Intelligence (AI) in Education. This was a critical session to show teachers how to use modern tools to become more effective. The day began with a brief discussion, allowing teachers to share their existing knowledge about AI. The core concepts were then explained. Teachers were introduced to a variety of AI tools and platforms designed to help them in their profession. They explored different AI applications by weaving them into simple classroom activities, lesson design, and student evaluations.

Teachers were required to create a sample AI-generated lesson plan, demonstrating their ability to immediately leverage the technology. A key part of the session focused on teaching effective prompting techniques—the skill of giving AI tools the best instructions to get the most useful and relevant outputs. They explored an AI-dedicated tool called Magic School AI. All teachers were successfully signed in to Magic School, an AI application specifically built for educators.

The practical session focused on two major benefits: How the app can automate time-consuming tasks like lesson planning, assessments, and communication, aiming to free up valuable hours for them to spend on students. The group agreed that the app helps personalise content to meet diverse student learning styles and needs, making lessons more suitable for every learner.

Through hands-on experimentation, teamwork, and active participation, the educators discovered creative new strategies. They now feel much more equipped to deliver engaging and varied lessons with the powerful support of AI.

4.7 Northern Cape

4.7.1 Port Nolloth High School

School Background

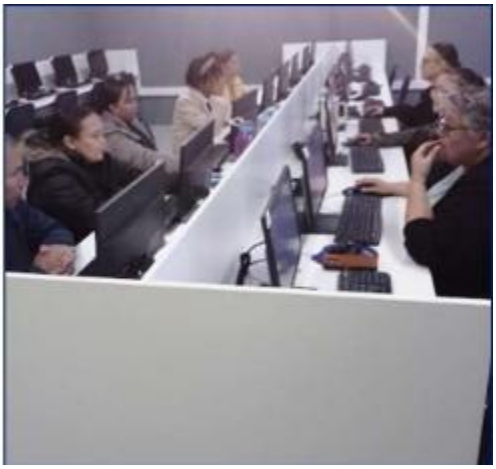
Port Nolloth High School, located in the Namakwa District in the Northern Cape Province, is a Quintile 4 school that was founded in 1953. The school is led by Principal Ms. L. Bock, supported by twelve teachers and one administrative staff member. The school serves a total of 295 learners from communities in and around Port Nolloth. The school offers extramural activities which include athletics, rugby, soccer, chess, indigenous games, world of work, and

the Eisteddfod.

The school has one computer lab equipped with thirty computers, which are connected to the internet. Teachers utilise the ICT lab for teaching and learning, as well as for administrative tasks.

The school is looking forward to ICT integration training to enhance digital literacy and teaching effectiveness. Most teachers at the school engage with ICT occasionally, with a few utilising it more regularly.

Training Overview



The three-day training workshop took place from the 13th to the 15th of August 2025, with nine (9) participants in attendance, focused on enhancing digital literacy and innovation skills among participants.

On Day 1, the sessions covered foundational tools such as word processing and spreadsheets. Participants learned to navigate interfaces, format documents, edit content, and insert multimedia elements using MS Word or Google Docs. Spreadsheet training introduced basic functions, formatting techniques, and data analysis using MS Excel or Google Sheets. Each module concluded with a practical activity (POE) to reinforce learning through hands-on application.

Day 2 emphasised multimedia integration and introductory coding. Participants explored the role of multimedia in education, learning to design engaging lessons using text, images, audio, and video. They also gained exposure to basic coding concepts through unplugged and digital activities, using beginner-friendly tools to develop logical thinking and critical thinking skills. Outcomes included increased confidence in multimedia lesson creation and a growing interest in coding among participants, who maintained a positive and enthusiastic attitude throughout.

On Day 3, the focus shifted to innovative teaching methods and online learning platforms. The session on AI in education introduced participants to its classroom applications, benefits, and ethical considerations. They also explored the MTN Online platform, learning how to navigate and integrate it into their teaching practices. Practical activities supported the application of these tools, and participants demonstrated an understanding of AI's potential to enhance lesson planning and learner engagement, while also recognising the importance of responsible digital practices.

5. Challenges and Recommendations

- **Internet connectivity** was a challenge at St Paul High School. The school's MTN connection was slow due to weather conditions. Additional Data was bought to subsidise the available connection for effective training.
- **Teacher Attendance and Availability** - Teacher attendance varied much more during exam sessions (September to December) than expected due to scheduling conflicts with existing school programs, departmental obligations, and the writing of Grade 12 Preliminary Exams and Final exams, as well as other grades writing their term 4 final exams. To enhance future participation, we will collaborate more closely with school administrators to limit postponements.

- Participants had a wide range of **digital literacy skills**, from novices to those with an intermediate level of proficiency. This diversity required us to continuously adapt the content, which involved providing extra support and tailored instruction to ensure everyone could keep up.

6. Conclusion

Despite the logistical constraints encountered, particularly the scheduling disruptions caused by the Term 3 and Term 4 examination cycle, the program successfully maintained momentum and continued to build foundational ICT skills among participating educators.

Moving forward, SchoolNet SA will continue to leverage the progress of the initiative thus far. We are actively coordinating both initial training and targeted follow-up sessions to ensure learning is reinforced and skills are practically integrated into the classroom.

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