

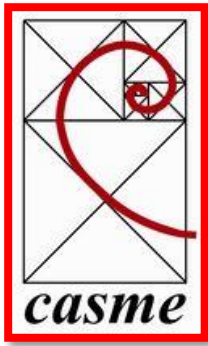
ANNUAL REPORT - 2020



**THE CENTRE FOR THE ADVANCEMENT OF SCIENCE AND
MATHEMATICS EDUCATIONAL TRUST**

OPERATING AS

CASME



INFORMATION TRUSTEES & MANCO

Trustees:-

Prof S Moyo - Chairman
Dr SD Bhika - Trustee
Mr SG Mncube - Trustee
Mr GM Ntombela - Trustee
Dr BH Khuzwayo - Trustee
Mrs C Potgieter - Trustee

MANCO:-

Mr HJ Benson - Director
Mr PT Mahalabela - Academic Manager
Ms FV Van Rooy - Office Manager
Mr SP Khumalo - Resource Centre Manager
Mr TL Ndaba - Staff Rep

Address:

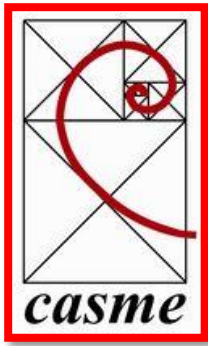
23 Caversham Road, Pinetown, 3610
PO Box 10607, Ashwood, 3610

Bank Details:

Standard Bank
Account no: 051193132
Branch Code: 042526
Branch Manager: Jane Sage

Other info:-

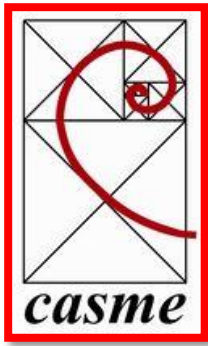
Registration No: T623/85
NPO No: 54/244
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ANNUAL REPORT

The following are summarised below for reference:-

- ❖ OPERATIONAL MATTERS
- ❖ HUMAN RESOURCES
- ❖ WORKING ARRANGEMENTS
- ❖ SKILLS & CAPACITY
- ❖ PROJECTS & FUNDRAISING
- ❖ REMOTE SUPPORT TO TEACHERS & LEARNERS
- ❖ ON LINE LEARNING PLATFORMS
- ❖ FINANCE



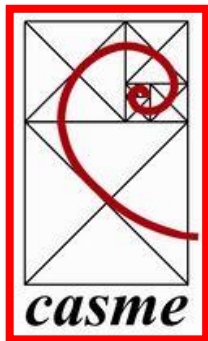
OPERATIONAL MATTERS

❖ COVID 19

Following approval of the “CASME Working Under COVID19” policy by the Board of Trustees partial return to the office was implemented. The policy has been well implemented with staff attending the office adhering to the policy and procedures set out therein.

❖ Operational Status

The main issue we face at present is that we are not fully operational in terms of our core project work. Typically, CASME’s project work comprises face-to-face education development and support with teachers and learners. Migrating to other delivery platforms is underway with the anticipated launch of an online learning platform.



HUMAN RESOURCES

As a result of the early termination of a project contract, CASME was compelled to terminate the employment contracts of our two Port Elizabeth based facilitators.

In addition, one of our KwaZulu-Natal based facilitators and co-ordinator of our Science2Go project, resigned to pursue full-time PhD studies.

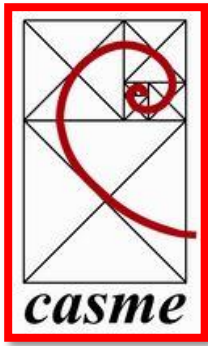
The closure of our Ndwedwe resource centre (planned before the advent of COVID19) was effected. The staff member assigned to the centre has relocated to Head Office in Durban.

CASME employs 24 full-time staff, comprising:

Operational Core (7): Director, Resource Centre Manager/Project Admin, Office Manager, Receptionist/Admin Assistant, Marketing Assistant, Cleaner, General Worker

Project Support (10): Project Assistant, Resource Centre Administrators x 3, Mobile Resource Centre Administrators x 2, Project Assistant, YES Youth Employees x 3

Academic (7): Academic Manager, Mathematics x 2, Science x 2, Mobile Science, English



WORKING ARRANGEMENTS

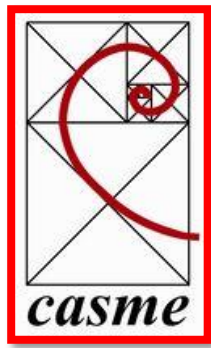
The capacity of staff to remain productive under the current remote-working arrangement is a concern. This is as a result of intermittent connectivity, less than ideal home-office setup and the difficulties monitoring individual members performance remotely. There are also practical limits to the type of work that can be done remotely.

An attempt has been made to assess remote-working capacity. The challenge with the profiling is that typically CASME's work is a blend between office/home based work and on-site.

In the case of the senior staff and facilitators the capacity to work remotely is determined by the nature of our project work and the technical skills.

However, as projects return to normal operations, facilitators who are required to conduct face-to-face training and classroom visits should see an increase in workloads and productivity. If lockdown regulations persist in recommending that persons over the age of 60 or with underlying comorbidities stay home, this will present difficulties.

Administrative staff face similar constraints in that some of their work is not exclusively administrative but, in some cases, involves on-site support at schools or during training events.



SKILLS AND CAPACITY

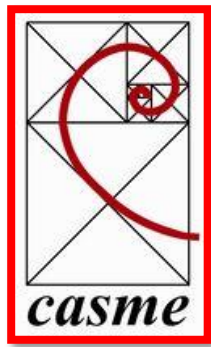
The demands on the team to work differently, innovate alternative delivery models including the migration to online and e-learning.

COVID19 lockdown and school closures have put pressure on CASME to shorten the timeline for implementation of its ICT integration strategy.

No doubt there is a post-COVID19 world and South Africa is already emerging. However, the reality is that the landscape has been forever altered.

There is now an urgent need for academic and support personnel with information and communication technology skills coupled with instructional design competencies.

With the luxury of time we could possibly build this capacity internally. In the interim nimble organisations are leaping forward and claiming this space in the education development landscape.



PROJECT ACTIVITIES

All contact-based project activity ceased between April and the end of August.

Some socially distanced, low touch-point contact may be possible between September and the end of the year.

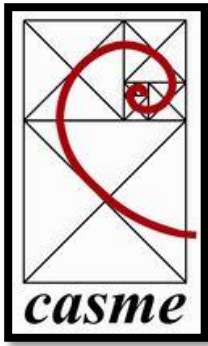
Unfortunately the system is pre-occupied with catch-up and recovery resulting in difficulties restarting programmes.

The focus from April to September has been on the development of materials and the preparations to launch CASME's online and virtual learning platforms.

We focused on developing materials for teachers and learners in Mathematics, Science and English across most grades from Foundation Phase to Grade 12.

The materials were designed to be worked with independently rather than facilitated.

Some sample and test video materials were produced, although not sufficient for wide ranging use.



REMOTE SUPPORT TO TEACHERS AND LEARNERS

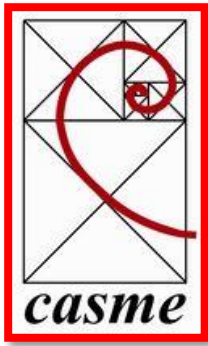
Across most projects some remote support to teachers and learners has been undertaken. In part this has been linked to the distribution of paper-based materials.

Booklets were distributed to Grade 12 learners as part of an interim support initiative. Follow up support has been provided through WhatsApp messaging platforms. In some cases, this has been structured with 2-hour weekly tutorials conducted. The model is being developed further.

The project team maintains active WhatsApp groups for all project teachers. These have been vital for sharing of resources, information and as a source of support to teachers during the phased return of learners to schools.

We have been unsuccessful in staging any online training. In most cases teachers and learners cite connectivity issues and data costs.

To this end CASME served on the content advisory work stream of the Woza Matrics public broadcast initiative which launched on 1 September 2020. More information can be found at www.wozamatrics.co.za



ON LINE LEARNING PLATFORMS

In preparation for the new modes of delivery we have established three online Learning Management Systems.

<http://teach.casme.org.za>

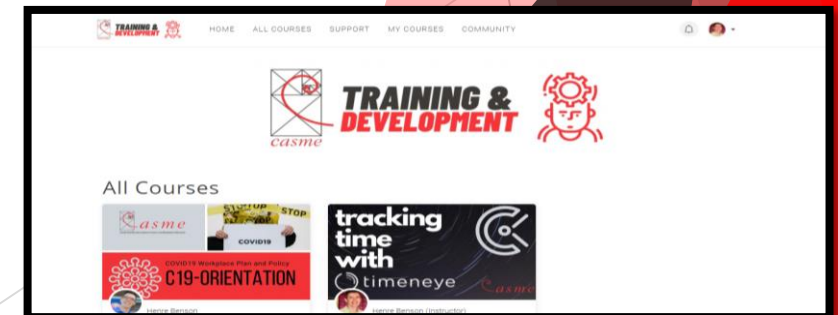
The platform will provide for delivery of short courses and live online training sessions targeted at teachers. It includes both free and paid course options.

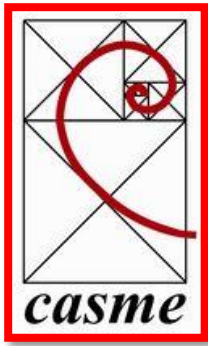
<http://learn.casme.org.za>

As with the teacher platform the platform enables delivery of recorded and live online lessons, targeted at learners.

<http://train.casme.org.za>

This is an internal training and staff development platform to enable onboarding of staff, skills training and orientation on policies and procedures.





FINANCE

The Annual Financial Statements can be obtained on our webpage

www.casme.org.za

MR HENRE BENSON
- DIRECTOR