



Annual Report 2012 – 2013

Vision

To link key leverage areas in the education system with working practice and, where necessary, to create working practice in a way that optimises diversity, values and differences so that the whole is greater than the sum of the parts. Where no innovation exists around key leverage points, BRIDGE will facilitate multi-sectoral innovation to create optimal solutions. Innovation in the context of BRIDGE is not necessarily the creation of something new, but can also mean deepening, recombining and scaling. Thus, innovation is both scaling and relational.

Mission

To contribute to an increased number of successful schools and enhanced learner performance nationwide

Chairman's Statement

"Where people of goodwill get together and transcend their differences for the common good, peaceful and just solutions can be found for even those problems which seem most intractable." Nelson Mandela

Our understanding of how to solve complex social and related education problems in South Africa continues to face real crisis. We know that existing ways of knowing and intervening have not worked to change the system to really address the embedded and entrenched problems within our society and specifically within our education frameworks. Because of our assumptions and our tendency to overvalue the pass-rates and our obsession with "results focus", we are often left disregarding exceptional work and success reflected in the progress of improbable outliers. As social change practitioners we can become unsuspecting victims of our own trained incapacities.

Through using the innovation BRIDGE that we have developed, we continue to bring people together to share, to collaborate and to distil real learning so that models and ideas resulting in real improvement of leading, teaching and learning can be recognised, broadened and scaled.

It is clear that wisdom to solve complex social problems exists locally, albeit often hidden from plain view. In seeking the exceptional among the ordinary and the improbable among the probable BRIDGE believes that real innovation lies in the recognition of working practices and the combination of teams and organisations to create collaborative and effective partnerships, teams and streams of works

Social change practitioners hold the promise to uncover real applied wisdom and solutions that cost little and are more inclusive, adaptable and culturally appropriate. In order to uncover and fulfil the promise people need to meet in communities of practice to share and actively engage and work within the joy of finding shared vision and purpose.

"In every community there are certain individuals or groups whose uncommon behaviours and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and often facing worse challenges. In calling for a 'new normal' to solve complex social problems we ask to focus not on what is wrong with most people, but rather what is working with the very few, the exceptional, the positive deviants."

Arvind Singhal

We will continue to develop the BRIDGE that will keep bringing the ordinary exceptional people together to develop and drive the necessary social movement required for real positive sustained social change.

Thank you to all involved in so many ways.



John Gilmour
Chairman



Ann Lamont



Teboho Mahuma



Eugene Daniels

The BRIDGE Board of Directors

What is BRIDGE?

BRIDGE is an education-focused non-profit organisation in South Africa. BRIDGE links innovators in education, including representatives from civil society, government, funders, practitioners, teachers, learners, principals, parents, research organisations and unions. We connect them together in communities for effective practice that promote the sharing of good and effective educational practices so that there can be an increase in trust, a reduction in duplication, a maximising of resources, and an impact on policy so that the education system as a whole can benefit.

BRIDGE focuses on the areas of school leadership, teacher development and accountability, the socio-economic conditions of learners, as well as learning and teacher resources.

BRIDGE has three principal activities:

1. Firstly, BRIDGE convenes and facilitates community of practice meetings. BRIDGE works nationally, provincially and at a district level and it has a particular facilitation methodology.
2. Secondly, we carry out the monitoring and evaluation of our communities' activities. We measure the activities of our communities of practice against specific outcomes that relate to the spreading of good practice, the maximising of resources, and the impact on policy and the system as a whole.
3. Finally, we focus on knowledge management. We record and share examples of good educational practice. We turn information into chunks of usable knowledge, like tools and templates, which helps the work of community members. BRIDGE distributes this information through a range of print and online media channels as well as through media partnerships.

BRIDGE operates horizontally and vertically. We distribute learnings and document examples of working practice in order that 'what works' can be shared, and so that people can avoid duplicating effort and can more effectively share resources. We link practice with policy and policy implementation because the work and collective power of a community must have an impact on the system.

BRIDGE Team 2012- 2013



Chief Executive Officer:
Barbara Dale-Jones



Office Manager:
Nomagugu Dlamini



Project and Knowledge
Manager: Carlene Gonzo



Project Manager :
Camilla Swart



Project Administrator
Kaley Le Mottee

BRIDGE Communities of Practice

Community : South African Extraordinary School Coalition

Community Objective

The coalition strives to be an education innovation hub that brings together high-quality, achievement-oriented schools that provide disadvantaged learners with affordable access to high-quality learning and advocates for strong public-private partnerships to support these schools' success.

Classroom practice and instructional leadership is a central focus, with the aim to integrate effective practices into broader national education policy decisions. Coalition goals include:

- 1) developing classroom “working practice” for young people who currently lack access to affordable quality education;
- 2) creating and maintaining high expectations for all students;
- 3) developing great teachers as educational leaders—improved through the development of an Internship Teacher Programme;
- 4) integrating technology effectively into learning;
- 5) placing children and their families at the centre of the learning process;
- 6) stewarding children to, through, and beyond tertiary education- improved through the partnership with the Moshal Scholarship Programme; and
- 7) actively engaging with government to advocate for an increased subsidy and increased autonomy in exchange for increased accountability for their results.

Main Funder



Key Activities

- The convening of content-based workshops for member schools and organisations;
- Knowledge management and knowledge production shared through the SAESC website, BRIDGE online network, Facebook and Twitter pages;
- Expansion of the principles and practices of school peer reviews;
- Inclusion of leadership training and development initiatives; and
- Research and measurement of various SAESC defining features.



BRIDGE Focus Areas

School
Leadership

Learner Support

Teacher
Development



Click on the icon to access the SAESC
YouTube playlist

Notable Achievements

- The development of a common Teacher Internship Programme collaboratively compiled by coalition members;
- The steering committee has become more structured as specific portfolios linking to functions have been allocated to steering committee members.
- Four national meetings have been successfully hosted by the SAESC in 2013.
- The school peer reviews have now been conducted in a total of 12 schools, with the next meeting to be held at Cape Academy of Maths, Science & Technology in February 2014.
- A detailed and precise membership document has been created to outline the membership criteria for existing coalition members and new members.
- Recommendations for the Coalition have been made as a result of the M&E findings.
- A total of 40 impact stories have been collected thus far.
- BRIDGE was part of a consortium which developed a School Leadership and Development Framework for Matthew Goniwe School of Leadership and Governance. As such, it included the Coalition as a focus group which helped give this project expert direction.
- The Helen Suzman Foundation invited BRIDGE to contribute to their journal, Focus, and an edition on "Innovation". This article, written by BRIDGE's Chief Executive Officer Barbara Dale-Jones, includes the SAESC as a case study.
- Member schools' Matric results remain above the national average.
- 11 Moshal Scholarships have been awarded to learners from SAESC schools.



BRIDGE Objectives met

1. Creating common purpose, peer support and trust among stakeholders;
2. Maximising of resources by the community;
3. Spread of effective practice within the community and its associated stakeholders;
4. Contribution to the whole system and vertical integration.

23 Schools

5 provinces

5300+ learners

700+ educators



Community Objective

BRIDGE's National Early Childhood Development Community of Practice (ECD Community) aims to connect key stakeholders in ECD and, through ongoing engagement, to create linkages and the spreading of successful practice so as to harness the community's collective knowledge to support the realisation of the NDP's ECD goals.

Seed Funder



Learner Support

Teacher
Development

School
Leadership

Key Activities

- BRIDGE has successfully convened and facilitated six National ECD Community meetings in 2013. The next Community meeting is scheduled to take place on 11 February 2013.
- This community meets in a six-week cycle in a facilitated community for effective practice. Through this sharing of practice, information, and expertise, tasks and focus areas are identified and plans of action are formulated.



*Click on the icon to access the ECD
YouTube playlist*



Notable Achievements

- Deutsche Bank provided seed funding of R50 000 to BRIDGE for the ECD Community.
- The Community includes 250 multi stakeholder members from all nine provinces in SA.
- A strategy document for the Community has been created.
- Contributions have been made by way of travel and accommodation costs covered by members, as well as monetary donations and the donation of a Community logo.
- Three task teams have been established, these include a strategic task team, mapping task team and training task team.
- The ECD Community worked as a collective to facilitate engagement with provincial government processes, whereby the Community submitted comments to the Department of Social Development on the Universal Access to Grade R Policy Framework; the South African National Curriculum Framework for children from Birth to Four; and the Draft Terms of Reference for an Inter-Sectorial Forum for ECD.



BRIDGE Objectives met

1. Creating common purpose, peer support and trust among stakeholders;
2. Sharing working practice;
3. The vertical integration of policy and practice; and
4. The contribution of the community to the whole system.



Community : Gauteng Principals' Communities of Practice

Community Objective

BRIDGE runs two communities for primary school principals in Ekurhuleni North and the Gauteng East province.

In running Communities with principals, BRIDGE aims to promote and facilitate the sharing of working practice among schools within a district so that these schools will collaborate, share their resources, instances of working practice and learning materials and improve their own internal leadership and capacity building. This ensures that instances of successful practice are shared within a district and /or region. When replicated at scale and specific to each provincial context, this model will create far-reaching and diverse networks of schools, allowing them to have a resource base from which to draw in the future.

Main Funder

Anglo American Chairman's Fund

Key Activities

- The Facilitator meets with each principal and visits each school monthly, facilitates communities of practice of principals in Gauteng East and Ekurhuleni North monthly and meets with relevant district officials.
- The facilitator meets with a group of maths teachers in Ekurhuleni North which provides the opportunity for teachers to reflect on their teaching challenges and share working practice regarding the teaching and learning of maths.



BRIDGE's Ekurhuleni North Principals' Community of Practice receives laptops from CoZa Cares Foundation.

Notable Achievements

BRIDGE Focus Area:

School
Leadership

Learner Support

Teacher
Development



Click on the icon to access the Principals Community YouTube playlist

BRIDGE Objectives met

1. Creating common purpose, peer support and trust among stakeholders;
2. Maximising of resources by the community;
3. Spread of effective practice within the community and its associated stakeholders;
4. Contribution to the whole system and vertical integration.

- The principals have indicated in word and action that the Community provides the opportunity for them to seek advice, emotional support and has developed their self-awareness.
- An informal buddy system has developed among principals in the Community, and the development of partnerships has resulted in the sharing of knowledge and resources external to the Community.
- A training manual for SGB elections compiled by a principal was shared with the principals' Community. Other principals in the Community have in turn made use of this manual in their own schools.
- One principal has adopted administration policies and templates from another principal, and institutionalised these in his own school.
- The CoZa Cares Foundation provided all the principals with laptops, which has improved their practice.
- There has been sharing of fundraising ideas among principals.
- The Ekurhuleni North principals' community of practice took collective action with their numeracy teachers and engaged with provincial representatives on systemic issues relating to the GPLMS curriculum. This resulted in the representatives giving permission to the principals for teachers to change the pace and order of the curriculum to suit learners' particular needs.
- Gauteng's Education MEC, Barbara Creecy, applauded BRIDGE's Principals communities at the Matthew Goniwe School of Leadership and Governance launch in Fordsburg in September 2013.
- Matthew Goniwe School of Leadership and Governance commissioned BRIDGE to write a chapter on principals' communities for its district manual called "Creating a culture of support: A guide for district officials". This is part of ensuring the sustainability of this work.
- The methodology of the principals' communities has been shared with BRIDGE's leadership and mentorship Community, and national DBE representatives have engaged with this information in this forum.
- BRIDGE worked as part of a consortium to develop a School Leadership and Development Framework for the Matthew Goniwe School of Leadership and Governance (MGS LG). The leadership development framework is for school leadership teams (principals, deputies and Heads of Departments) and was created in order to adjust to the requirements of the Minimum Standards for Teacher Education Qualifications.
- BRIDGE is working in conjunction with a higher education institution to create "A certificate course using Communities of Practice for the Public Service: Developing leadership, management and governance to ensure excellence".



BRIDGE is currently running a community of practice (Community) of Grade 4-7 maths teachers from three schools in Actonville, Ekurhuleni North. The teachers agreed that it would be beneficial to learners to devise a dictionary of mathematical terms within the language that their learners speak. The teachers have subsequently identified various language issues and have generated a list of mathematical terms with context-specific descriptions.

Members of the Maths Teachers Community of practice

Community : Maths and Science Learner Support

BRIDGE Focus Area:

Community Objective

The BRIDGE Maths and Science Learner Support community of practice began as a result of research and convening work that BRIDGE did in 2010, which was initiated at the behest of the Zenex Foundation. This work led to discussion and exchange within this new community, which has led to new partnerships, collaborations and relationships among innovators who are interested in improving the number and quality of maths and science graduates in South Africa.

Main Funder



Key Activities

This community conducts its activities through facilitated meetings and strategic information-sharing.

The Maths and Science learner support community convenes meetings in five groups namely the Main National community of practice, the Tertiary Access focus group, the Learner Selection focus group, the Saturday Schools focus group and the Monitoring and Evaluation focus group.



Learner Support

Teacher
Development



Click on the icon to access the Maths and Science YouTube playlist

Notable Achievements

- The community completed the development of the Teacher Development Matrix. This matrix was eventually published in the ARGO National Teachers Guide 2013.
- In 2011, BRIDGE conducted an initial evaluation of this community. In 2013, the Zenex Foundation has commissioned Khulisa Management Services to conduct an extensive two year evaluation of the community's work. BRIDGE considers this a vote of confidence in the work of the community and represents an opportunity to build on the strengths of the community and strengthen those areas that would benefit from augmentation. Early feedback from this evaluation shows that this work is adding value to the sector and creating new relationships among community members.

- BRIDGE has learnt Communities make significant progress when a champion emerges to carry interest from the community's perspective. While BRIDGE plays a significant facilitation role, when a strong champion takes ownership of the community agenda, everyone achieves more. This was note when comparing focus groups within this one community as examples.
- In July 2013, BRIDGE held a meeting of key stakeholders who work in Teacher development. This was in order to guide the larger community's interest in Teacher Development in a direction shaped with input from key individual members working in teacher development. This working group (which included representatives from Sci-Bono, CDE, Wits School of Education, SAIDE, Mindset, Infundo, Jet Education Services, and BRIDGE) proposed the development of a teacher laboratory as a safe developmental space where new innovations can be tested and constructively critiqued.
- Through relationships developed in this community BRIDGE has gone on to do work with the Matthew Goniwe School of Governance and Leadership (MGSLG) while includes the Grade R Teaching Manual and a chapter in the communities of practice in the guide for district officials, entitled "Creating a Culture of Support".



BRIDGE Objectives met

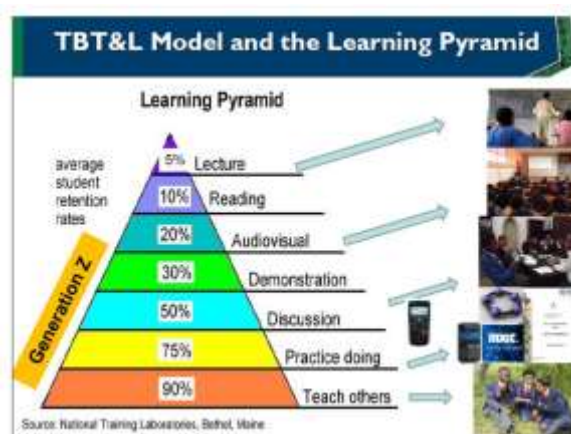
1. Creating common purpose, peer support and trust among stakeholders;
2. Maximising of resources by the community;
3. Spread of effective practice within the community and its associated stakeholders;
4. Contribution to the whole system and vertical integration.

400+ community members
200+ organisations

Business
Government
NGOs
Donor agencies
Researchers and Academics



Tertiary Access Focus Group meeting



Learning Pyramid shared by Prof Werner Olivier of NMMU during an Innovation Colloquium focused on technology for education

Community : ICTs in Basic Education

Community Objective

The ICTs in Basic Education community is designed to facilitate the effective delivery and integration of ICTs in support of teaching and learning in South Africa. BRIDGE and the CoZa Cares Foundation collectively worked toward the establishment of this community in November 2012 and continue to focus on its development and integration into the education sector.

The ICTs in Basic Education Community is made up of a range of stakeholders who either contributed directly or indirectly to a survey report BRIDGE wrote on this sector at the CoZa Cares Foundation's request in 2012. An initial meeting to review the survey showed that stakeholders were interested in, collaboratively, working with the Department of Basic Education to define ICTs' role in teaching and learning.

Main Funder



Key Activities

This community conducts its activities through facilitated community meetings. To date this relatively new community of practice has brought together nearly 200 individuals representing over 120 organisations with an interest in hardware, software, connectivity, training initiatives for ICTs in Education. In 2013 the community went a step further by defining its focus groups and key objectives for the same.

BRIDGE Focus Area:

Teaching & Learning
Materials

School
Leadership

Learner Support

Teacher
Development



Phil Mnisi shares DBE Implementation Strategy during a community meeting



Lucky Mushi (Dept of Communications) shares his thoughts at a community meeting

Notable Achievements BRIDGE, CoZa Cares Foundation and the Department of Basic Education hosted the first ICTs in Basic Education community of practice meeting in November 2012. This meeting was designed with the following outcomes in mind, to:

- Share the results of the research into the ICTs in Basic Education landscape, undertaken by BRIDGE on behalf of the CoZa Cares Foundation.
- Invite collaboration on taking forward the research.
- Establish a community of practice, define its focus areas, and identify funding opportunities.
- Present the roadmap process and outline of the DBE's ICT Implementation Plan and its thinking for ICT, as well as invite inputs and suggestions.

This community meeting brought together 140 people representing various stakeholder groups with an interest in integrating technology with learning.

Minister of Basic Education, Angie Motshekga, also mentioned this meeting on 12 February 2013 at Emalahleni, Mpumalanga, while addressing schools in the handing-over of tablet computers by Telkom to public schools. She was speaking about it with regard to the presentation of the new e-Education strategy by Mr Phil Mnisi, Director: Curriculum Innovation, DBE, to the community on 6 November 2012.

In June 2013, engagement continued including discussions linked collaborative funding models for the community and the defining the focus groups with a decided focus on actions in the near future.



BRIDGE Objectives met

1. Creating common purpose, peer support and trust among stakeholders;
2. Maximising of resources by the community;
3. Spread of effective practice within the community and its associated stakeholders;
4. Contribution to the whole system and vertical integration.



Teachers Upfront Seminars

BRIDGE Focus Areas

Community Objective

Since its inception 2011, the Teachers Upfront partners hosts six seminars on key issues each year. Teachers Upfront is a seminar series hosted by BRIDGE, the Sci-Bono Discovery Centre, the Mail & Guardian, the University of Witwatersrand's school of education and the University of Johannesburg's faculty of education. These seminars are designed to raise public discourse around teaching and teachers

Key Activities

In 2013, the Teachers Upfront partners hosted three seminars in the "Language in Education" series before going on to publish a booklet in the Mail & Guardian that summarised all conversations in that series. Booklet gave detailed articles on seminars with the following themes.

1. Academic Literacy and Language Competence in Higher Education
2. Language and Learning across the Curriculum
3. Beyond Words: Using Language versus Communicating
4. Reading and writing: who needs it?
5. Language policy and practice at the Foundation Phase level: root cause of the problem?
6. Multilingualism and Biliteracy Development

School Leadership

Teacher
Development



*Click on the icon to access the
Teachers Upfront YouTube playlist*

Notable Achievements

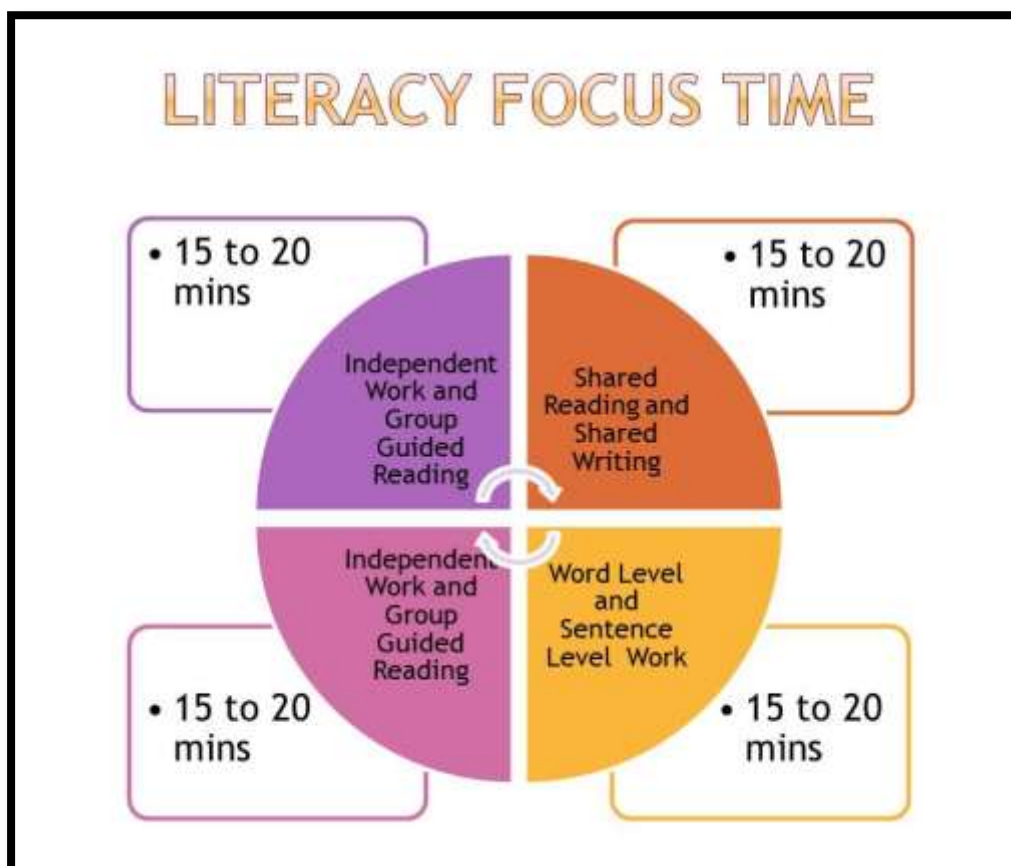
- Second series of Teachers Upfront was successfully completed in the first half of the year
- A booklet was published on the "Language in Education" seminar series and it reached over 70000 readers of the print publication
- The partnership went on to create and initiate a third series of seminars under the theme "Working Practice in Education"



A member of the audience poses a question during a teachers Upfront session

BRIDGE Objectives met

1. Creating common purpose, peer support and trust among stakeholders;
2. Maximising of resources by the community;
3. Spread of effective practice within the community and its associated stakeholders;
4. Contribution to the whole system and vertical integration.



Suggested time allocations for literacy focus time.

Extracted from a presentation by Dr Jean Place of Wits University shared at February 2013 seminar.

EMASA Conference 2013 – Hosted by University of the Free State, Bloemfontein

BRIDGE was a partner to the EMASA (Education Management Association of South Africa) Conference in 2013 in partnership with University of the Free State (UFS). The conference achieved its key objectives by identifying and showcasing projects along a cradle to career continuum.

“The EMASA Conference of 2013 was one of the best academic and professional conferences in education management and leadership that I have attended in the recent past”

Professor Jonathan Jansen, Vice Chancellor and Rector of the University of the Free State.

This conference was designed to showcase interventions that support the development of the whole child from the earliest stages all through to the world of work.



Professor Jonathan Jansen talks about the power of perception

BRIDGE played a pivotal role in the management of knowledge generated and shared at the conference. The knowledge management activities resulted in the creation of videos of the presentations showcased and a booklet summarising the same interventions. This booklet has been distributed to the entire BRIDGE network electronically and continues to be shared through the BRIDGE website and various media.

Click on the YouTube link to view videos from the EMASA Conference 2013



Participants at the EMASA Conference

BRIDGE focus areas

School
Leadership

Learner Support

Teacher
Development



Adv. Alison Bengston-Mali, President of EMASA, speaks at the conference



**Click on the icon to access the
EMASA Conference YouTube
playlist**



Notable funders

BRIDGE would like to express sincere gratitude to the following funders who have supported its core work through general funding support during the year under review:



Communications and knowledge management

BRIDGE captures the proceedings of all its community of practice meetings, dialogues and seminars through structured reports that emphasise learning and working practice. These reports are disseminated through email, social media and the BRIDGE website. A growing repository of working practice in the four focus areas is developing on the BRIDGE Online Network as well. BRIDGE is a learning organisation that continues to integrate interesting communication approaches which are emerging in the technology sector.

BRIDGE aims to further develop its Knowledge Management work in 2014.



NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements
for the year ended 30 June 2013



Grant Thornton
An instinct for growth™

Chartered Accountants (SA)

Grant Thornton Cape Inc.
6th Floor, Grant Thornton House
119 Hertzog Boulevard, Foreshore
Cape Town 8001

PO Box 2275, Cape Town, 8000

Dx 158 Cape Town
T +27 (0)21 417 8800
F +27 (0)21 417 8700
www.gt.co.za

Independent Auditors' Report

To the members of NPC Bridge Innovation in Learning Organisation

We have audited the annual financial statements of NPC Bridge Innovation in Learning Organisation which comprise the statement of financial position as at 30 June 2013, the statement of comprehensive income, the statement of changes in equity, the statement of cash flows for the year then ended and a summary of significant accounting policies and other explanatory notes as set out on page 7 to 18.

Directors' Responsibility for the Annual Financial Statements

The company's directors are responsible for the preparation and fair presentation of these annual financial statements in accordance with International Financial Reporting Standards, and requirements of the Companies Act, and for such internal control as the directors determine is necessary to enable the preparation of annual financial statements that are free from material misstatements, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these annual financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the annual financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the annual financial statements. The procedures selected depend on the auditors' judgement, including the assessment of the risks of material misstatement of the annual financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the annual financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the annual financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the annual financial statements present fairly, in all material respects, the financial position of NPC Bridge Innovation in Learning Organisation as at 30 June 2013, and its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards, and the requirements of the Companies Act.

Supplementary Information

Without qualifying our opinion, we draw attention to the fact that the supplementary information set out on pages 19 does not form part of the annual financial statements and is presented as additional information. We have not audited this information and accordingly do not express an opinion thereon.

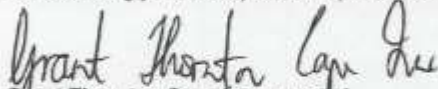
Directors
M.H. Abbe
K.M. Bowman
J.G. Glass
I. Harvin
D. Honeyball
H.C. Kilian
B.J. Lodewyk
H.J. Salmon
R. Scholtz
J.M. Scott (Managing)
M.S. Willemse

Audit - Tax - Advisory
Grant Thornton Cape Incorporated Registration No. 2010/016204/21 is a member firm of Grant Thornton South Africa which in turn is a member of Grant Thornton International Ltd.

Independent Auditors' Report

Other Reports Required by the Companies Act

As part of our audit of the financial statements for the year ended 30 June 2013, we have read the Directors' Report for the purpose of identifying whether there are material inconsistencies between this report and the audited financial statements. The Directors' Report is the responsibility of the directors. Based on reading the Directors' Report we have not identified material inconsistencies between this report and the audited financial statements. However, we have not audited the Directors' Report and accordingly do not express an opinion thereon.


Grant Thornton Cape Incorporated
Registered Auditors
Chartered Accountants (S.A.)

Per: K.M. Bowman
Registered Auditor
Chartered Accountant

10 December 2013

Cape Town

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2013

General Information

Country of incorporation and domicile	South Africa
Nature of business and principal activities	The promotion of innovative education in South Africa
Directors	John Gilmour Ann Lamont Teboho Joyce Mahuma Alistair Witten
Registered office	23 Jan Smuts Avenue Parktown Johannesburg 2193
Business address	23 Jan Smuts Avenue Parktown Johannesburg 2193
Postal address	P O Box 85347 Emmarentia 2029
Bankers	Nedbank Limited
Auditors	Grant Thornton Cape Incorporated Chartered Accountants (S.A.) Registered Auditors Grant Thornton South Africa is a member firm of Grant Thornton International
Company registration number	2009/024836/08
Level of assurance	These annual financial statements have been audited in compliance with the applicable requirements of the Companies Act.
Preparer	The annual financial statements were independently compiled by: Nomagugu Dlamini
Published	10 December 2013

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2013

Directors' Responsibilities and Approval

The directors are required in terms of the Companies Act to maintain adequate accounting records and are responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the company as at the end of the financial year and the results of its operations and cash flows for the period then ended, in conformity with International Financial Reporting Standards. The external auditors are engaged to express an independent opinion on the annual financial statements.

The annual financial statements are prepared in accordance with International Financial Reporting Standards and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

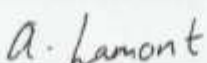
The directors acknowledge that they are ultimately responsible for the system of internal financial control established by the company and place considerable importance on maintaining a strong control environment. To enable the directors to meet these responsibilities, the board sets standards for internal control aimed at reducing the risk of error or loss in a cost effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the company and all employees are required to maintain the highest ethical standards in ensuring the company's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the company is on identifying, assessing, managing and monitoring all known forms of risk across the company. While operating risk cannot be fully eliminated, the company endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

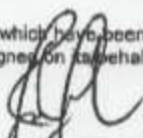
The directors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

The directors have reviewed the company's cash flow forecast for the year to 30 June 2014 and, in the light of this review and the current financial position, they are satisfied that the company has or has access to adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently reviewing and reporting on the company's annual financial statements. The annual financial statements have been examined by the company's external auditors and their report is presented on pages 3 to 4.

The annual financial statements set out on pages 6 to 19, which have been prepared on the going concern basis, were approved by the board on 10 December 2013 and were signed on behalf by:


Ann Lamont


John Gilmour

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2013

Directors' Report

The directors submit their report for the year ended 30 June 2013.

1. Review of activities

Main business and operations

The company is engaged in the promotion of innovative education in South Africa

The operating results and state of affairs of the company are fully set out in the attached annual financial statements and do not in our opinion require any further comment.

Net deficit of the company was R 910,836 (2012: R 780,084 deficit), after taxation of R - (2012: R -).

2. Events after the reporting period

The directors are not aware of any matter or circumstance arising since the end of the financial year.

3. Non-current assets

There was no major changes in the nature of the non-current assets of the company during the year.

4. Directors

The directors of the company during the year and to the date of this report are as follows:

Name	Nationality
John Gilmour	South African
Ann Lamont	South African
Teboho Joyce Mahuma	South African
Allistair Witten	South African

5. Secretary

The company had no secretary during the year.

6. Auditors

Grant Thornton Cape Incorporated will continue in office in accordance with the Companies Act.

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2013

Statement of Financial Position

Figures in Rand	Notes	2013	2012
Assets			
Non-Current Assets			
Property, plant and equipment	2	13,060	18,934
Current Assets			
Funds and other receivables	3	115,597	268,654
Cash and cash equivalents	4	822,326	1,905,908
		937,923	2,174,562
Total Assets		950,983	2,193,496
Equity and Liabilities			
Equity			
(Accumulated loss) / Retained income		(149,679)	761,155
Liabilities			
Current Liabilities			
Trade and other payables	5	1,100,662	1,432,341
Total Equity and Liabilities		950,983	2,193,496

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2013

Statement of Cash Flows

Figures in Rand	Notes	2013	2012
Cash flows from operating activities			
Cash (used in) generated from operations	8	(1,102,895)	(187,859)
Interest income		30,680	57,628
Net cash from operating activities		(1,072,215)	(130,231)
Cash flows from investing activities			
Purchase of property, plant and equipment	2	(11,367)	(58,382)
Sale of property, plant and equipment	2	-	6,386
Net cash from investing activities		(11,367)	(51,996)
Total cash movement for the year		(1,083,582)	(182,227)
Cash at the beginning of the year		1,905,908	2,088,135
Total cash at end of the year	4	822,326	1,905,908

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2013

Statement of Comprehensive Income

Figures in Rand	Notes	2013	2012
Revenue	6	3,128,837	2,564,677
Other income		-	2,211
Operating expenses		(4,070,353)	(3,404,600)
Operating deficit	7	(941,516)	(837,712)
Investment revenue		30,680	57,628
Deficit for the year		(910,836)	(780,084)
Other comprehensive income		-	-
Total comprehensive deficit		(910,836)	(780,084)