



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.

Chairperson's Foreword

Peter Block in the chapter entitled 'Insights into Transformation' from the book 'Community – The Structure of Belonging' says the following:

"Social fabric is created one room at a time."

"The social change begins when you get the right people into the room to have the right conversation."

"The essence of creating an alternative future comes from citizen-to-citizen engagement that focuses at each step on the well-being of the whole."

This is the work of BRIDGE.

The South African educational landscape is cluttered by analysts and researchers who speak and write with conviction about the multiple contributing elements of our ongoing education crisis. It is also fashionable to project ahead to sketch an idealised future in which the extreme inequalities of real access to quality educational opportunities facing our children are eliminated and we move towards the personal and economic freedom for all that is envisaged and promised in our constitution. Many individuals and organisations work relentlessly towards this future in localised education contexts and work, in most cases, in relative isolation – cut off from a sense of being part of 'a whole'.

The **'Why?'** is understood by all; the desired **outcomes** are pretty clear to all. The **"How?"** remains elusive! How do we connect the parts to ensure that the whole is greater as a consequence of linking innovation? *This is the work of BRIDGE.*

Since our inception, our early commitment has been to provide a BRIDGE that will create liberating structures and processes that will link educational innovation in ways that will eliminate replication and optimise impact – ultimately even on the whole system of Basic Education in South Africa. BRIDGE has created links and connections across unlikely boundaries – many in the extended and growing BRIDGE community that uses the BRIDGE portal and online network – these platforms have brought real strength to communities for effective practice and professional learning communities across the country. The establishment and growth of such communities has been part of our clear focus as we seek to address the national imperatives of: school leadership; teacher development; understanding our learners; and developing and sharing educational resources. In the past two years, significant platforms and partnerships have been established. On these foundations we can now build and grow in order to achieve measurable impact in the specific areas of our ongoing engagement. As we do this, we remain focused on capturing, distilling and sharing our learning in all contexts of our work as key, driving elements of the work of BRIDGE.

On behalf of the BRIDGE Board, I want to thank Linda Vilakazi-Tselane for her leadership during the first eighteen months of the organisation's existence. Barbara Dale-Jones has worked tirelessly at BRIDGE from the outset and has led in the interim period with rare work ethic, capacity and enduring drive – we thank her for this. We are blessed to have a team of Carlene Gonzo, Lethabo-Thabo Royds and Bridget-ann Woods all of whom bring a range of skills and abilities to the work of BRIDGE – thank you to each of you for your leadership, initiative and ongoing commitment to being active parts of the growing vision and reach of BRIDGE. Finally, I want to thank all who have served as BRIDGE board members and advisors to BRIDGE, particularly, Dr Mamphela Ramphele [co-founder of BRIDGE, and chair of the Advisory Council of BRIDGE] for her ongoing example, commitment and active interest. We are working actively in a messy and often painful education landscape – our future hinges on the accountability that we as citizens choose and our willingness to

BRIDGE Annual Report 2010-2011

connect with each other around commitments that we make to each other. We will continue to work hard for this shared accountability, willingness and commitment in all that we do at BRIDGE.



John Gilmour
Chairperson of the Board – BRIDGE



Mamphela Ramphele
Chairperson of the BRIDGE Advisory Council



Ann Lamont



Teboho Mahuma



Allistair Witten

The BRIDGE Board of Directors



Outgoing CEO:
Linda Vilakazi-
Tselane



Chief Operations
Officer: Barbara Dale-
Jones



Knowledge
Manager: Carlene
Gonzo



Project Manager-
Western Cape:
Bridget-ann Woods



Office
Administrator:
Lethabo-Thabo
Royds

The BRIDGE Team

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.

BRIDGE's outcomes are as follows:

- The contribution of the community is consciously linked to the whole system;
- Common purpose, peer support and trust among stakeholders is created;
- Resources are shared and maximised by the community;
- Effective practice is actively spread within the community and its associated stakeholders (horizontal integration); and
- Policy and practice at systemic levels are impacted (vertical integration).

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 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.

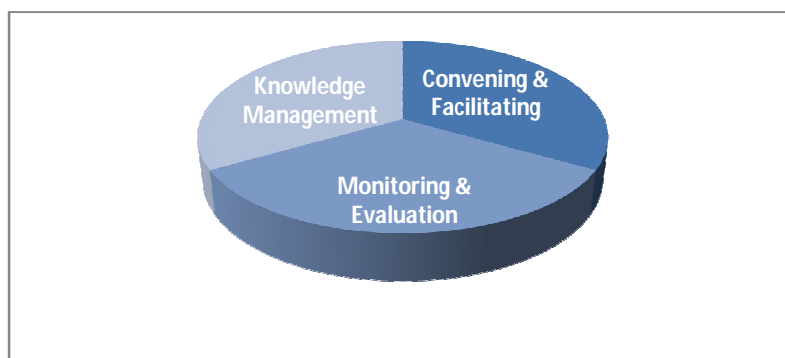
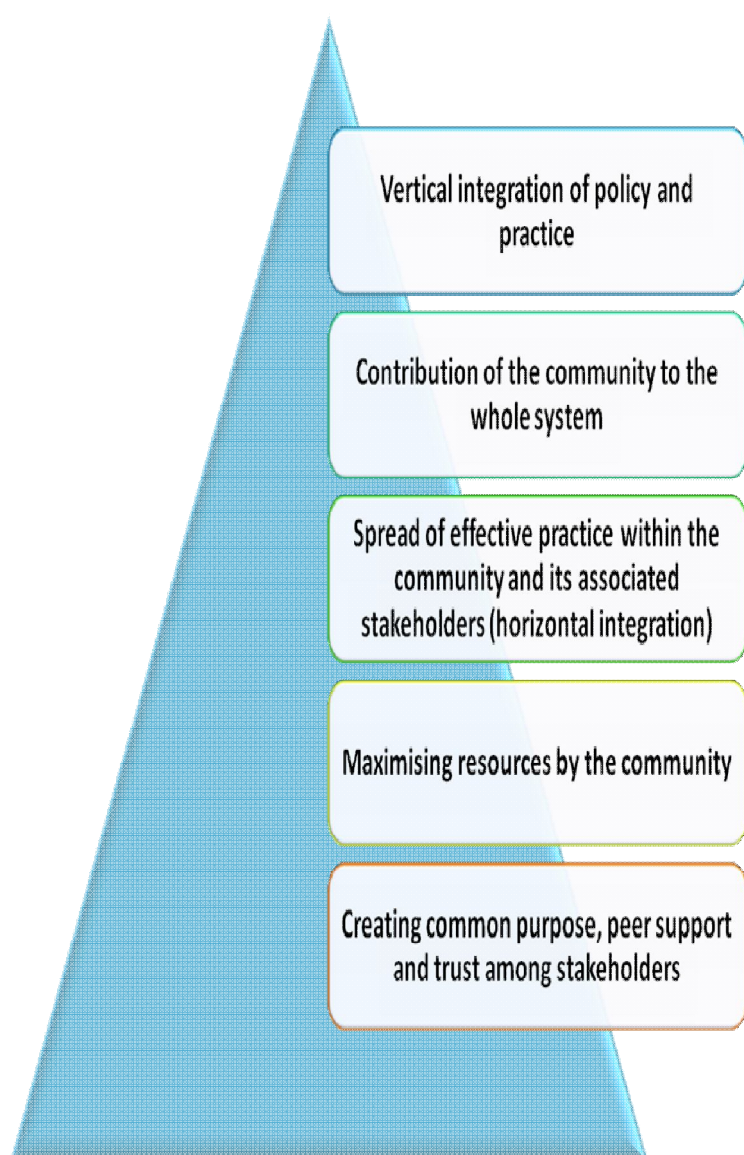


Figure 1: Pillars of BRIDGE's work

What are BRIDGE'S Objectives?

Each learning community has its own set of education-focused objectives, for example a community for effective practice on Maths and Science may have an educational outcome that relates to the best practice in training Maths and Science teachers. A school leadership community may have an educational objective relating to the best practice on the mentorship of school principals. There are, however, outcomes that are consistent across the communities for effective practice and which arise by virtue of collaboration. BRIDGE's objectives are depicted in the diagram below.



1. *Creating common purpose, peer support and trust among stakeholders* – this objective relates to stakeholders in a community for effective practice working together in a collaborative, supportive and empathetic way.

2. *Maximising resources* – this objective is fulfilled when members of a community for effective practice are able to achieve more with the same resources.

3. *Spread of effective practice (horizontal integration)* – expanding what is working. Getting to the essence of practice and focusing on what makes a project successful as well as what a project does.

4. *Contribution to the whole system* – understanding how multiple players in multiple communities for effective practice interrelate and helping to facilitate the creation of change at a systemic level.

5. *Vertical integration* – this means utilising the communities for effective practice to create a link between practice on the ground and policy creation and implementation.

In this report, we will outline the manner in which BRIDGE objectives are being met in addition to highlighting the activities of the communities which fall within the following key leverage areas:

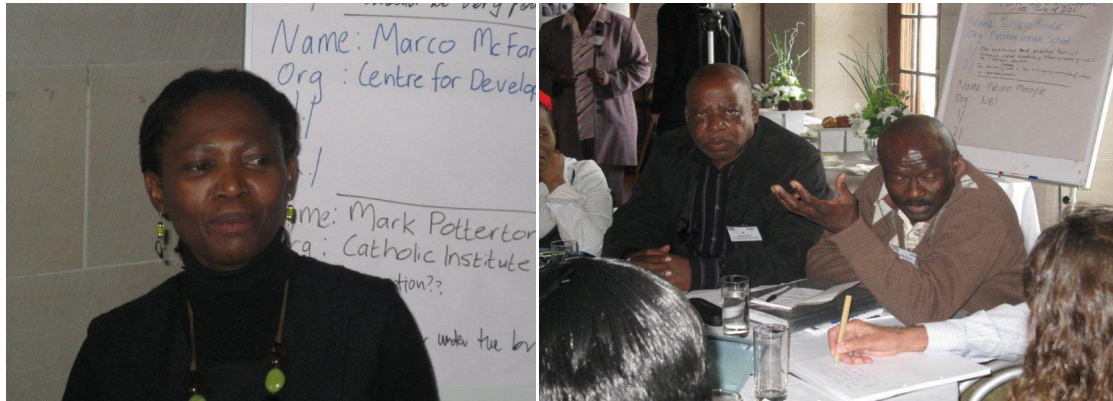
- ❖ School leadership;
- ❖ Teacher development;
- ❖ Learner support; and
- ❖ The provision of teaching & learning resources.

School Leadership Community – A BRIDGE Project



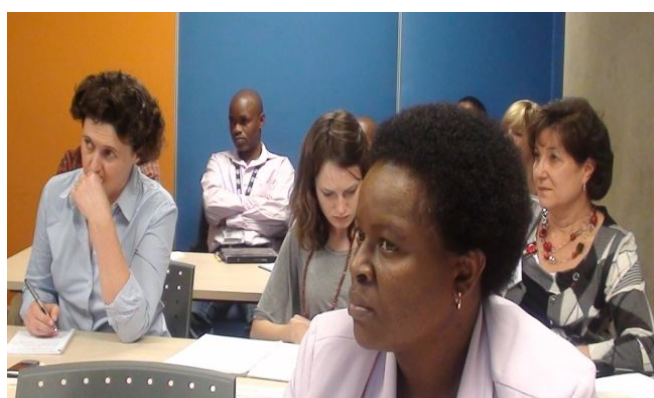
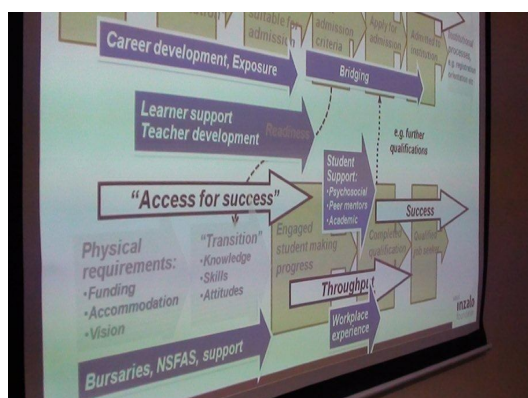
Community	School Leadership—Mentorship Focus Group
BRIDGE Focus Area	School Management and Leadership
Community Objective	The School Leadership community is a national one, thus the reach of the Mentorship Focus Group is multi-provincial. It aims to capacitate and develop school principals effectively and positively so as to increase the number of functional schools.
Key Activities	<p>The community's work began at the August 2010 School Leadership dialogue. At this multi-stakeholder meeting, participants identified two main areas for focus in school leadership work:</p> <ol style="list-style-type: none"> 1) Mentorship as a school leadership development tool, and 2) Monitoring and evaluation in a development context. <p>The Mentorship focus group is a direct outcome of the dialogue and meets every two months in facilitated community for effective practice meetings in which particular focus areas are identified and discussed and, where necessary, actions are identified.</p> <p>This group also effectively shares practice, information and expertise.</p>
Notable Achievements	<p>This group has created a draft plan and guidelines on school mentorship for the Department of Basic Education. This document was created by community members and is available on BRIDGE's online network.</p> <p>This group has also formed a Task Team to create, for the Department of Basic Education, a model for district engagement to support school leaders and improve school performance.</p>
Partnerships	Department of Basic Education, University of the Witwatersrand, New Leaders Foundation, Sasol Inzalo Foundation
BRIDGE Objectives Met	<ol style="list-style-type: none"> 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 (horizontal integration)

Three Province Principal Support Programme - A BRIDGE Project



Community	School Leadership—Three Province School Leader Support Programme
BRIDGE Focus Area	School Management and Leadership
Community Objective	<p>This community works with principals in three provinces (Gauteng, the North West and the Western Cape) to capacitate and develop them through:</p> <ul style="list-style-type: none"> a. direct engagement with fieldworkers; and b. providing materials and expertise.
Key Activities	<p>This community is still in its early stages but has shown great promise. It uses various materials including the SAIDE Caring Schools Toolkit and the “Schools That Work Ministerial Report” and related Series Papers and Toolkits.</p> <p>Fieldworkers work with clusters of schools where they meet with individual principals, and the group as a whole, on a monthly basis.</p>
Notable Achievements	Involved principals have shown an interest in the programme and are actively involved in meetings. Principals are giving their opinions and informing fieldworkers on issues that they feel need to be addressed, as well as collaborating with each other.
Partnerships	Anglo American Chairman’s Fund, Adopt-A-School Foundation, Bitou10 Foundation, SAIDE, Department of Basic Education, officials of three Gauteng districts, LaFarge Foundation
BRIDGE Objectives Met	<ol style="list-style-type: none"> 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 (horizontal integration)

Maths and Science Learner Support Community – A BRIDGE Project



Community	Maths & Science Learner Support Programmes
BRIDGE Focus Area	Learner Support
Community Objective	BRIDGE's national community for programme implementers and key investors supporting learners in Maths and Science aims to have an increased impact on the number of quality Maths and Science graduates in the country.
Key Activities	<p>This community conducts its activities through facilitated meetings and strategic information sharing.</p> <p>The Maths & Science learner support community has developed four focus groups, namely:</p> <ul style="list-style-type: none"> (i) Tertiary Access, (ii) Learner Selection, (iii) Saturday Schools and (iv) Monitoring and Evaluation <p>All of these have been hubs of activity.</p>
Notable Achievements	<p>The Tertiary Access focus group is leading the ongoing development of the Tertiary Access chain. This is considered a significant contribution, by the Maths & Science learner support community, to the whole system. It demarcates the main areas of support learners need, provides a greater understanding of some of the contextual issues and clarity on the positioning of various types of interventions in the students' growth post school.</p> <p>In 2011, members of the Monitoring & Evaluation focus group agreed that the best way to share learning and working practice in Monitoring & Evaluation in education was to conduct colloquia focusing on evaluation in real developmental contexts. Community members have now gained a better understanding of developmental evaluation techniques and processes, and have shared tools and templates.</p>

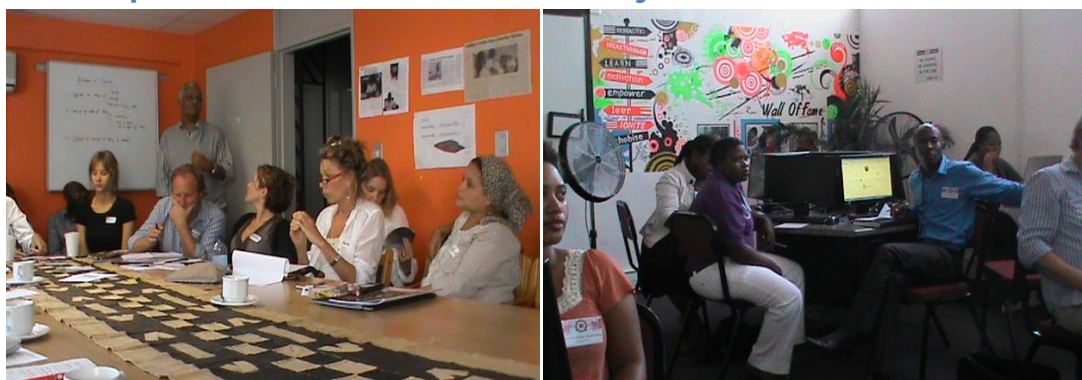
Notable Achievements	<p>The Saturday Schools focus group is mapping initiatives, and sharing instances of working practice as well as resources. This group has shared its learnings and working practice through colloquia. Group members are now actively exchanging details of their programmes' activities, monitoring & evaluation and learner assessment approaches.</p> <p>In the Learner Selection focus group, community members are interested in considering the effects of selection methods. To this end, BRIDGE conducted a research process on two established Gauteng-based Saturday Schools, the Alexandra Schools outreach programme run by St Mary's School, Waverley and the Thandulwazi Maths and Science Academy run by the St Stithians Foundation. The Alexandra initiative carried out a number of selection procedures while Thandulwazi does not select its learners. In response to the question "Does selection make a difference?" the research concluded that <i>pre-selection does not necessarily give you the best learners</i>. A complete report on this research work is available on the BRIDGE online network.</p> <p>The community itself has also undergone a monitoring and evaluation exercise which has reviewed the community's actual ability to support the development of relationships and collaborations. Early indications are that the community has brought members of the community into a more "connected" approach to their work and they find this increased collaboration and the information exchanged within the community valuable and helpful.</p>
Partnerships	Zenex Foundation, RMB Fund, Sci-Bono Discovery Centre, Sasol Inzalo Foundation, University of the Witwatersrand, Tsebo Education Network (TEN)
BRIDGE Objectives Met	<ol style="list-style-type: none"> 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 (horizontal integration)

Teachers Upfront Seminars – A BRIDGE Project



Community	Teachers Upfront Education Conversations
BRIDGE Focus Area	Teacher Development
Community Objective	To foreground the teacher as the key agent in quality education and to enrich public discourse about teaching and teachers.
Key Activities	<p>Teachers Upfront is a series of conversations focusing on key issues that affect educators and which take place once every eight weeks in Gauteng. This seminar series is a collaborative effort involving Wits University's School of Education, the University of Johannesburg's faculty of Education, BRIDGE and the Mail & Guardian. The series aims to support teachers as the key agents in quality education. The topics discussed in the first six seminars included:</p> <ol style="list-style-type: none"> 1. The Central Role of Teachers 2. Teacher Professionalism 3. Schools & Communities 4. Rights & Responsibilities 5. Teacher Development 6. Teacher Networks
Notable Achievements	<p>This seminar series has brought educational stakeholders from a variety of quarters into a constructive discussion space. It has also brought to light key issues that affect local educators and a drive to discerning solutions through meaningful debate.</p> <p>Feedback from participants indicates that they appreciate the well-presented, relevant content that is shared and which is based on practice. This is a seminar series “for educators, by educators”.</p>
Partnerships	Mail & Guardian ,University of Johannesburg, University of the Witwatersrand
BRIDGE Objectives Met	<ol style="list-style-type: none"> 1. Maximising of resources by the community 2. Spread of effective practice within the community and its associated stakeholders (horizontal integration)

Western Cape Communities – A BRIDGE Project



Community	Western Cape Communities
BRIDGE Focus Area	Learner Support and Teacher Development
Community Objective	To define and maintain an aligned vision and to optimise the work being done both in the WCED and outside it in order to make the learning experience for children more meaningful.
Key Activities	<p>The Western Cape focuses its activities amongst four communities for effective practice. Each of these communities provides a platform for creating trust within the sector, sharing resources and effective practice and generating a common voice for all stakeholders in education.</p> <p>The communities are named around their common interest domain, namely:</p> <ol style="list-style-type: none"> 1) Organisations Providing After-Hours Tutoring to Learners from Cape Town's Township Communities Community for Effective Practice 2) Organisations Creating Educational Opportunities for Children Living in Difficult Economic Circumstances Community for Effective Practice 3) Teacher Development Community for Effective Practice 4) Early Childhood Development (ECD) Community for Effective Practice
Notable Achievements	<p>A collaborative project between BRIDGE and the WCED to create an online database of all NGO stakeholders has been launched. The creation of such a database will ensure that the WCED has a clear view of all organisations offering services to schools within the Western Cape. The database will also ensure that BRIDGE's community organisations will be able to access much-needed information for future collaboration.</p> <p>The After-Hours Tutoring community has been strengthening its peer review processes through presentations of member organisations work within the meetings, and also through smaller peer assessment processes. These processes have directed and guided members to improve their performance and hone their services.</p> <p>The Creating Educational Opportunities community held a 'voice of the youth' meeting in 2011 where learners raised awareness around their need for more career guidance. From there the KiDS Foundation arranged a free workshop for the community with Dr Lanette Hattingh. This</p>

	<p>workshop helped the community offer the career guidance their beneficiaries required.</p> <p>In 2011 the Early Childhood Development (ECD) community held an information sharing event on the obstacles, policies and processes that are required for the registration of ECD centres. This registration process has been an area of much tension in the ECD sector and providing a platform for open discussions on the issue was particularly welcomed.</p>
Partnerships	LEAP Science and Maths School, Allan Gray Orbis Foundation, Primary Science Project, KiDS Foundation, the WCED and Anton Lubowski Trust
BRIDGE objectives met	<ol style="list-style-type: none"> 1. The contribution of the community to the whole system 2. Creating common purpose, peer support and trust among stakeholders 3. The maximising of resources by the community 4. The spread of effective practice

South African Extraordinary Schools Coalition – BRIDGE is the lead agency for the Coalition



Community	South African Extraordinary Schools Coalition (SAESC)
BRIDGE Focus Area	School Leadership; Teacher Development; Learner Support and provision of Teaching & Learning Resources
Community Objective	<p>The SAESC is a self-regulating collection of intervention-based independent and public schools and supporting organisations committed to the continued creation, implementation and dissemination of innovative, high-quality and sustainably affordable educational practices, processes and models directed assisting socio-economically vulnerable children by providing access to schools and ensuring success in these schools for socio-economically vulnerable children.</p> <p>An overarching goal of the Coalition is for a group of third sector schools to be recognised as a community of high-performing schools for disadvantaged learners.</p> <p>Third sector schools are assisted financially by the state – the costs calculated for a student in the appropriate phase at a public school are paid to the state-assisted school on a per capita basis. Schools are granted the autonomy accorded to independent schools for as long as they continue to produce positive results in terms of their agreed focus defined initially by all stakeholders within the school community.</p>
Key Activities	<ul style="list-style-type: none"> • The convening of content-based workshops for member schools; • Knowledge management and knowledge production shared through the BRIDGE network; • Establishment of the principles and practices of school peer reviews; • Student level assessments for secondary school grades; and • Research and measurement of various SAESC defining features.
Notable Achievements	<ul style="list-style-type: none"> ◦ Student performance in Grade 12 is significantly higher than the national average; ◦ Statement of intent and Memorandum of Understanding drafted and finalised; ◦ 10 non-negotiables for whole school leadership and development

	<p>agreed to by all member schools;</p> <ul style="list-style-type: none"> ◦ Number of workshops held in the past year (including two content-based workshops – Nov 2011, Feb 2012); ◦ Steering committee and work streams identified and actively working on their briefs; and ◦ New partnerships identified for future collaboration with SAESC.
Partnerships	EdVillage, Edunova, CoZaCares Foundation, Sasol Inzalo Foundation, Centre for Development and Enterprise, Teach South Africa
BRIDGE Objectives Met	<ol style="list-style-type: none"> 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 (horizontal integration)

BRIDGE Audited Financial Statements
2010 – 2011 Financial Year

Bridge Innovation in Learning Organisation (Association Incorporated under Section 21)

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2011

Directors' Report

The directors submit their report for the year ended 30 June 2011.

1. Review of activities

Main business and operations

The company is engaged in the promotion of innovative education in South Africa and operates principally 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 surplus of the company was R 1 541 239 (2010: R -surplus), after taxation of R - (2010: 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. Directors

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

Name	Nationality	Changes
Barbara Dale-Jones	South African	Appointed 20 August 2010
Ann Lamont	South African	
John Gilmour	South African	
Devrajen Naidoo	South African	Appointed 19 July 2010
Linda Vilakazi-Tselane	South African	Appointed 19 July 2010
Teboho J. Mahuma	South African	Appointed 19 July 2010
David Adler	South African	Appointed 19 July 2010

4. Secretary

The company had no secretary during the year.

5. Auditors

Grant Thornton Cape Incorporated will continue in office in accordance with section 90 of the Companies Act of South Africa as amended.

Bridge Innovation in Learning Organisation (Association Incorporated under Section 21)			
(Registration number 2009/024836/08)			
Annual Financial Statements for the year ended 30 June 2011			
Statement of Financial Position			
Figures in Rand	Note(s)	2011	2010
Assets			
Non-Current Assets			
Property, plant and equipment	3	33 441	-
Current Assets			
Funds and other receivables	4	51 517	-
Cash and cash equivalents	5	2 088 135	345 013
		2 139 652	345 013
Total Assets		2 173 093	345 013
Equity and Liabilities			
Equity			
Retained income		1 541 239	-
Liabilities			
Current Liabilities			
Trade and other payables	6	631 854	345 013
Total Equity and Liabilities		2 173 093	345 013

Bridge Innovation in Learning Organisation (Association Incorporated under Section 21)			
(Registration number 2009/024836/08)			
Annual Financial Statements for the year ended 30 June 2011			
Statement of Comprehensive Income			
Figures in Rand	Note(s)	2011	2010
Revenue	7	4 167 996	79 987
Operating expenses		-2 628 234	-79 987
Operating surplus (deficit)	8	1 539 762	-
Investment revenue		1 477	-
Surplus (deficit) for the year		1 541 239	-
Other comprehensive income		-	-
Total comprehensive surplus (deficit)		1 541 239	-

Bridge Innovation in Learning Organisation (Association Incorporated under Section 21)		
(Registration number 2009/024836/08)		
Annual Financial Statements for the year ended 30 June 2011		
Statement of Changes in Equity		
	Retained income	Total equity
Figures in Rand		
Balance at 01 July 2010	-	-
Changes in equity		
Total comprehensive income for the year	1 541 239	1 541 239
Total changes	1 541 239	1 541 239
Balance at 30 June 2011	1 541 239	1 541 239

Bridge Innovation in Learning Organisation (Association Incorporated under Section 21)			
(Registration number 2009/024836/08)			
Annual Financial Statements for the year ended 30 June 2011			
Statement of Cash Flows			
Figures in Rand	Note(s)	2011	2010
Cash flows from operating activities			
Cash generated from (used in) operations	9	1 791 508	345 013
Interest income		1 477	-
Net cash from operating activities		1 792 985	345 013
Cash flows from investing activities			
Purchase of property, plant and equipment	3	-49 863	-
Total cash movement for the year		1 743 122	345 013
Cash at the beginning of the year		345 013	-
Total cash at end of the year	5	2 088 135	345 013

Find BRIDGE online for updates all year round:

BRIDGE Portal	www.bridge.org.za
BRIDGE Online Network	www.bridge.org.za/WF_Bridge
BRIDGE Facebook page	http://www.facebook.com/BridgeProjectSA
BRIDGE Twitter page	https://twitter.com/#!/BridgeProjectSA