

Annual Report

2013 - 2014



BRIDGE turns five

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About BRIDGE

Vision and mission

Our vision is one of an education community which is connected, engaged and active in working together to improve the quality of learning outcomes.

Our mission is to link people and share working practice and knowledge in key leverage areas in the education system. Fostering collaboration and co-operation helps to spread successful practice, which in turn promotes systemic improvements in education.

BRIDGE believes that complex problems require the views of diverse stakeholders in order to solve them, and that all stakeholders in education have a role to play in systemic improvement in education in South Africa. BRIDGE stakeholders include representatives from civil society, government, funders, educational practitioners, learners, teachers, principals, parents, research organisations, universities and unions.

HOW DOES BRIDGE IMPROVE THE QUALITY OF TEACHING AND LEARNING IN SA?



WE LINK

people in education through reflective learning forums and an online network



WE SHARE

knowledge products such as tools, resources and learning briefs



WE SUPPORT

Communities of Practice that meet and share knowledge, resources and working practice



WE FOCUS ON

- ▶ School leadership
- ▶ Teacher Development
- ▶ Learner Support
- ▶ Early Childhood Development
- ▶ Information Communication Technology (ICTs)

Our Team (2013 -2014)



Chief Executive Officer:
Barbara Dale-Jones



Knowledge Manager:
Carlene Gonzo



Project Manager:
Kaley Le Mottee



Office Manager:
Nomagugu Dlamini



Psychology Intern:
Samantha de Reuck



Consultant:
Melissa King



Consultant:
Pat Sullivan



Consultant:
David Adler



Consultant:
Zarina Khan



Consultant:
Thantshi Masitara

Chairman's Statement

The huge social and economic challenges that face all of us as South African citizens can only be addressed when we work actively to align our transformative values, expectations and actions. We need to continue to teach ourselves to work together for the good of the whole and to create and consolidate effective collaborative platforms on which to build a new education order. Through such commitment to working together we can weave a new social fabric that will enable us to create sufficient social movement to begin to address the extreme inequity so visible and palpable across South Africa. This will not happen by accident – we must work across traditional sectors to design solutions that create bureaucracy-free liberating structures and enable us to collate, document, distil and disseminate the learning from the successes and from the mistakes that we have made. This we must do to combat the current reality: that we continue to operate within multiple, competitive and often fragmented transformational projects and strategies.

BRIDGE has made real strides in the past year in moving towards providing the mechanisms and structures needed to create an inclusive national education-focused collaborative community working to discover how to ensure coherence and scaled effectiveness across multiple education fronts. The Board has grown significantly during the past year as we welcomed three new education and civic leaders to help us to take this work of connecting innovators in transformative structures and streams of work to develop a more cohesive and directed educational transformation movement.

The BRIDGE Board	
Ann Lamont	Executive Director at Ernst & Young (board member since 2009)
Teboho Mahuma	Education consultant in the private and non-profit sectors (board member since 2010)
John Volmink	Chairperson of MIET Africa (joined 2014)
Barbara Magongoa	Information Systems Manager for Engen Petroleum (joined 2014)
Rooksana Moola	Chief Financial Officer for the Housing Development Agency (joined 2014)

There are so many people, business organisations and institutions in South Africa committed to making a difference in the quality of the learning processes that our children experience on a daily basis. When we connect consciously to combine our resources, share our ideas and knowledge, and distil and disseminate the learning, the whole will always be greater than the sum of its parts.

Congratulations to Barbara and her growing BRIDGE team and the hundreds of people who are active members of the BRIDGE community - may we grow from strength to strength!

John Gilmour

Chair of the BRIDGE Board and Director of the LEAP Science & Maths Schools

Welcome from the CEO

BRIDGE turned five in 2014, and in April held an organisational review where its board members and management agreed that BRIDGE has developed significant assets and traction during its early years. BRIDGE has developed an innovative model and methodology. It is driving greater collaboration in education, ensuring the sharing of working practice and the maximising of resources, and is making a robust link between practice on the ground and provincial and national policy creation and implementation.

The review identified a key strength of BRIDGE as knowledge management, focused on consolidating and segmenting sectoral information rather than conducting and disseminating primary research. This work is rooted in practice, whereby communities of practice engage with knowledge which is renewed and refined by practice, thus ensuring greater efficiency and impact among participating members. This type of knowledge management is provided by BRIDGE because of the needs of the education sector for aggregated data, improved alignment and greater efficiencies in applying lessons derived from experience. These are all needs that have been identified by the National Education Collaboration Trust as well as other players.

In view of BRIDGE's experience over the past five years, the value it has added in providing opportunities for multiple stakeholders to collaborate in support of improved learner performance and the trust it has gained in the process, the organisation is taking its next steps to make an even stronger impact on the educational sector. This is at a time when action is most needed.

Looking ahead, BRIDGE is using its asset base as a springboard for making a wider contribution to the education sector. Drawing on the effective work of its communities of practice, BRIDGE is positioning itself as a unique knowledge management agency in order to catalyse greater systemic efficiency and impact.

The work of BRIDGE would not be possible without the contributions of its many members. Their willingness to share ideas and to work collaboratively is helping to drive the improvement that is so desperately needed in South African education.

Barbara Dale-Jones

BRIDGE CEO

2014 Highlights

❖ New Areas

A key theme for us during this reporting period was our growth, in terms of both member numbers and areas for action.

- The **Early Childhood Development** (ECD) Community of Practice set up two working groups. One of these focused on researching, mapping and connecting with provincial networks and identifying the tipping points of influence in provincial ECD provision. The second working group focused on training, with a mandate from the community to engage in the Qualifications Council for Trades and Occupations (QCTO) scoping process for the ETD Practitioner qualification.
- The **Teacher Development** focus group was formed as a sub-group of the Main Maths and Science Learner Support Community of Practice. Members felt that this key area deserved its own dedicated space for discussion.

❖ Mapping

The concept of mapping began to be defined as a mechanism for BRIDGE to share and spread working practice amongst its members. 'Mapping' involves visual or graphical representations of information and data, and the relationships between components of a system.

- BRIDGE's national ECD CoP began mapping ECD structures, bodies and forums for improved networking. These are presented on an online visual map.
- The Post School Access action group began mapping options and provision in relation post school pathways.

BRIDGE continues to refine applications of mapping for the purposes of disseminating knowledge and information.

1. BRIDGE stats (2013 -2014)



61
MEETINGS

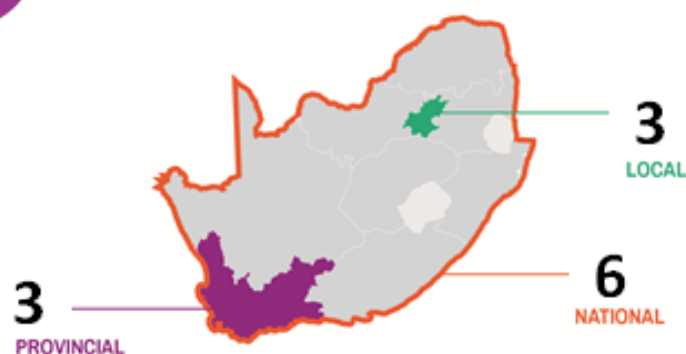
3000+
MEMBERS



650+
ORGANISATIONS

12

COMMUNITIES OF PRACTICE



4369
ONLINE
COMMUNITY
VISITS



341
FACEBOOK
FANS



1498
TWITTER
FOLLOWERS



2392
YOUTUBE
VIEWS

2. Activities

Focus Areas

BRIDGE's Focus Areas derive from the key leverage areas in education. These are the themes or categories of endeavour that are critical to the development of a high quality education system. Our Focus Areas are mirrored in our Communities of Practice, with understandings continuously refined through the work of our members.

EARLY CHILDHOOD DEVELOPMENT (ECD)



NATIONAL

- ECD Community of Practice

PROVINCIAL

- Western Cape ECD Community of Practice

Early Childhood Development (ECD) is central to a child's development: it lays the groundwork for successful learning, which in turn helps children progress confidently into formal schooling. BRIDGE helps connect the sector and provides a forum for discussion and action in ECD.

Advances in ICT have dramatically changed the learning and teaching process, and a variety of devices and digital materials provide new ways for teachers and learners to find, select and process educational knowledge. BRIDGE supports discussion on implementing ICTs and sharing of ICT products and options.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)



NATIONAL

- ICTs in Education Community of Practice

PROVINCIAL

- Western Cape ICTs in Education Community of Practice

South African learners face numerous challenges, and therefore require a diverse range of support interventions. BRIDGE facilitates learner support by helping map various forms of provision and promoting collaboration between providers.

BRIDGE has a particular focus on learner support in relation to Maths and Science.

LEARNER SUPPORT



NATIONAL

- Maths and Science Learner Support Community of Practice

PROVINCIAL

- Western Cape Learner Support Community of Practice

Leadership is shaped by a combination of knowledge, skills, attitudes and actions. Our CoPs explore school leadership in all its facets, with a particular focus on the role of the principal and instructional leadership.

SCHOOL LEADERSHIP



NATIONAL

- School Leadership Community of Practice
- South African Extraordinary Schools Coalition

PROVINCIAL

- Western Cape School Leadership Community of Practice

LOCAL

- Gauteng East Principals' Community of Practice
- Ekurhuleni North Principals' Community of Practice

TEACHER DEVELOPMENT



NATIONAL

- Teachers Upfront
- South African Extraordinary Schools Coalition

PROVINCIAL

- Western Cape Teacher Development Community of Practice

BRIDGE explores the challenges teachers face as well as teacher capacities, roles and responsibilities. We believe that a focus on teacher development, both pre-service and in-service, is essential for long term impact on the system.

Communities of Practice

BRIDGE's Communities of Practice connect practitioners and other stakeholders in education. Members come to facilitated meetings and discuss topics of interest, share working practice and resources, and collaborate and take action in innovative ways.

BRIDGE provides the infrastructure, planning, facilitation, reporting and knowledge management required for a successful Community of Practice.

During the life-cycle of a Community of Practice, action groups form to take forward particular issues or ideas. Outcomes and products are fed back into the main community.

This reporting period covers June 2013 to July 2014. During this period, 12 Communities of Practice were operational.

National: Early Childhood Development (ECD) Community of Practice



6 Meetings

300 Members

Introduction

ECD is key to improving education, which in turn is critical for social and economic development. For its immediate beneficiaries, research shows that ECD can have a life-changing influence on children receiving essential ECD services before entering the formal schooling system.

The ECD Community of Practice aims to assist government's goal of implementing ECD strategies and policies in a systematic way, and enrich practice through the sharing of real issues by a range of practitioners involved in the sector.

Activities

Six ECD CoP meetings were held. Topics over this period focused on discussion of ECD Fundamentals in terms of what helps teachers teach and learners learn, and how this influences the nature of ECD training.

BRIDGE also carried out a "Train the trainer" process for the Grade R Manual it created for the Matthew Goniwe School of Leadership and Governance.



Example of a Resource from the ECD CoP

Khulisa Management Services shared an ECD site monitoring instrument with the Community of Practice. This instrument comprises an implementation and reporting process for the monitoring of existing ECD Sites, and can be adapted by ECD stakeholders to suit the needs of the implementer. The presentation given by Jennifer Bisgard of Khulisa can be found on <http://slidesha.re/1p9vEbo>.

For more BRIDGE knowledge products and resources for this CoP, visit the **Knowledge Hub** at www.bridge.org.za

Key Achievements

- Submission of collective comment on the draft *National ECD Programme and Policy* statements issued by the Department of Basic Education in 2014.
- Drafting of '*Principles of Engagement*' document to outline the core values and guiding principles of the Community of Practice.
- Mapping of provincial ECD forums and networks (in partnership with Ilifa Labantwana) in order to support collaboration and communication in the sector.
- Ongoing engagement with the presidency in relation to ECD issues.
- Involvement in career pathing and development of qualifications for ECD practitioners: the expertise of CoP members informed the work of the Qualifications Council for Trade and Occupations, and the CoP supported consultation and feedback to the sector.
- Coverage in a number of publications, such as Trialogue's CSI Handbook 2013 and the ECDLC Newsflash: Issue 23, April 2013.

As a practitioner at an ECD site, I feel that information pertaining to the ECD sector is not received at the grassroots. This platform provides the opportunity to collaborate and learn from each other, so that I can take the knowledge shared in the ECD CoP back to my community.

[Hameeda Mbadu (ECD Practitioner)]

National: Maths and Science Learner Support Community of Practice



14 Meetings

340 Members

Introduction

There is an acknowledged crisis in Maths and Science education in South Africa, with questions around the quality of the learning received and concerns around declining enrolments and passes in the two subjects. The quantity and quality of Maths and Science must improve to ensure the future growth of South Africa's economy. This CoP brings together programme implementers and social investors supporting learners, teachers and schools in Maths and Science. By providing a forum for collaboration, we can maximise the collective efforts made by those whose work impacts on the number and quality of Maths and Science graduates in the country.



Activities

Four meetings were held by the Main Community. These meetings looked at maths interventions such as Dinaledi and various projects in the mining sector. The meetings also responded to feedback from different focus groups which were set up in order to action specific topics.

- The Monitoring and Evaluation action group held four meetings, in which a number of maths and science projects and their evaluations were showcased, and different models for evaluation were discussed.
- The Teacher Development action group held two meetings at which various teacher development programmes were presented.
- The Post School Access group brought together various bursary and scholarship providers, and considered models for influencing the system.

Example of a Knowledge Product from the Maths & Science Learner Support CoP

This CoP and its action groups frequently presented tools for profiling and assessment. One example is the **Learner Profiler**, an assessment platform for literacy and numeracy which assesses the strengths and weaknesses of learners in these areas to guide remedial action.

For more BRIDGE knowledge products and resources for this CoP, visit the **Knowledge Hub** at www.bridge.org.za

Key Achievements

- The Teacher Development action group has become an important space for reflecting on the complexities of pre-service and in-service training for educators across the country, drawing on real examples and issues impacting on classroom practice.
- The Tertiary Access action group (subsequently renamed as Post School Access), continues to address knowledge gaps and lack of accessible information about post schooling provision and service providers.
- The Post School Access Chain was developed as a way of beginning to map pathways, provision and options for learners leaving school.
- The messaging subcommittee has taken up the issue of negative mind sets around education, and has begun developing positive messages for a proposed messaging campaign.
- The ARGO Education Handbook published pieces on learner support and teacher competencies that came out of this CoP.
- Khulisa carried out an impact evaluation of the work of this community of practice.

BRIDGE has enabled us to learn from other organisations as well as gain an awareness of what is 'new' in the system.

[Margaret Balazi (Girls & Boys Town)]

National: South African Extraordinary Schools Coalition Community of Practice



4 Meetings

250 Members

Introduction

The SAESC is made up of school leaders and teachers from a group achievement-orientated schools that provide disadvantaged learners across South Africa with affordable access (low fee or non-fee) to high-quality learning.



Activities

In this reporting period the Coalition convened four National meetings for structured interaction and learning in the context of the host Coalition school. Participants shared ideas on leadership and mentoring of interns, input on ICT integration in schools and approaches to fundraising.

Example of a Knowledge Product from the SAESC CoP

The South African Extraordinary Schools Coalition developed a 5 year Intern-Teacher Programme in which interns work towards a Bachelor of Education via distance learning through a reputable tertiary institution (currently UNISA), as well as being exposed to valuable classroom experience, mentoring, and professional development. The SAESC intern-teacher programme teaches toward a holistic teacher competency model.

For more BRIDGE knowledge products and resources for this CoP, visit the **Knowledge Hub** at www.bridge.org.za

Key Achievements

- School Peer Reviews (SPR) have taken place at four Coalition schools: LEAP 2 Science and Maths School, LEAP 3 Science and Maths School, Masibambane College and the Cape Academy for Maths, Science and Technology. Peer Reviews enable SAESC school leaders and teachers to observe each other's schools in action in order to provide feedback for the improvement of classroom practice and school leadership.
- This CoP also developed its own School Improvement Plan template and process. This is a tool to help Coalition schools formulate objectives for improvement and ways of monitoring these to ensure that the SIP is translated into quantifiable actions to address these areas.
- The Coalition presented at an event hosted by the Centre for Development and Enterprise, where Coalition CoP members shared the Coalition's vision as well as the work it does with teacher development, learner exchanges and peer reviews in creating a model for how whole school improvement can happen in the future.
- The 2013 matric results were evidence of the high level performance of Coalition schools. The Coalition achieved an average matric rate of 97 %, thus outperforming the national average by a significant margin. Recognising these achievements, the Moshal Scholarship Programme awarded a total of 19 scholarships to Coalition students. The bursary covers tuition fees, text books and living expenses for students for the duration of their university studies.
- In June 2013, Bridge created and launched a dedicated website for the South African Extraordinary Schools Coalition and its impact schools. Stakeholders may access this site on <http://i7305.wix.com/saescoalition>

I have learnt more from being part of the Coalition than during my 25 years of teaching.

[Lynda Swinbourn (teacher at Inanda Seminary)]

Local: Ekurhuleni North Principals Community of Practice



8 Meetings

9 Principals

Introduction

In fulfilment of BRIDGE's vision for school leadership in the country, BRIDGE supports Communities of Practice for principals at a district level in Gauteng. The principals share resources, advice and assistance in a confidential space.

Activities

Eight meetings were held over this period. Typically, discussions are driven by the current and topical needs of the principals as and when they arise. Examples of topics addressed in this period include gaps in mathematical learning and how these are exacerbated by transitioning to English in Grade 4; and the perennial topic of lack of resources, which has led to sharing of ideas on fundraising to address this.



Example of a Knowledge Product from the Ekurhuleni North Principals' CoP

Specific experiences shared by principals in the CoP are written up as 'impact stories'. Typically these stories reflect on a way in which principals (and teachers and learners) have benefitted from working with another school for a specific end in a practical context.

For more BRIDGE knowledge products and resources, visit the **Knowledge Hub** at www.bridge.org.za

Key Achievements

- Maths teaching and learning has long been a focal point for this community of practice. The CoP principals implemented a Maths Gap analysis test, approaching local high schools to test their former Grade 7 learners to identify common areas of weakness in these learners' maths performances. The test results informed the design of teacher workshops for Grade 7 teachers, in which teachers ran workshops for each other. This cross pollination of ideas, methodologies and general classroom practice embody the heart of a community of practice, illustrating how collaboration supports better teaching.
- This period showed significant growth in collaboration and collegiality. An evaluation done at the end of 2013 showed evidence of strong and deep communal ties forming amongst the principals.

The camaraderie amongst us as principals is great. We don't hold back. The facilitator listens, picking up our problems instantly and allowing us to reflect. It's really a heart to heart.

[Vanessa Moodley (Principal, Actonville Primary School)]

Local: Gauteng East Principals Community of Practice



8 Meetings



9 Principals

Introduction

In fulfilment of BRIDGE's vision for school leadership in the country, BRIDGE supports Communities of Practice for principals at a district level in Gauteng. The principals share resources, advice and assistance in a confidential space.

Activities

Established in the latter half of 2013, this community has held eight meetings over the reporting period. In this CoP, discussion has focused around shared and common issues and experiences as a means to building up trust.

Example of a Knowledge Product from the Gauteng East Principals' CoP

Specific experiences shared by principals in the CoP are written up as 'impact stories'. Typically these stories reflect on a way in which principals (and teachers and learners) have benefitted from working with another school for a specific end in a practical context.

For more BRIDGE knowledge products and resources, visit the **Knowledge Hub** at www.bridge.org.za

Key Achievements

This CoP consists of schools from the townships of Geluksdal and Tsakane working alongside the principals of former model C schools in Dalpark and Brenthurst. Historically these schools have remained divided and distant, but through the opportunity to engage with one another their awareness of challenges and similarities have allowed them to become closer. The process of forming alliances and developing trust in this community has been instructive.

At first we were sceptical about this process... but now we can see how it assists us. We are able to communicate, share good practices, share frustrations and even the good things that happen.

[Khomisani Mashaba (Principal, Khombindlela Primary School)]

National: Teachers Upfront Seminars



6 Meetings

Audiences range from 50 to
over 100, depending on
topic

Introduction

Teachers Upfront seminars are a platform designed to support, develop and acknowledge the contribution made by teachers. Speakers address a range of issues that affect teaching and learning, and propose practical steps educators can take in the classroom to apply learnings from the seminars. The main objective of these dialogues is to create a positive, solution-focused forum for educators to reflect on their work together and learn from recent developments in research in education.

The Teachers Upfront dialogues are a partnership between BRIDGE and the Wits School of Education, the University of Johannesburg's Education faculty, the Mail & Guardian newspaper and Sci-Bono Discovery Centre.

Activities

Six seminars have been held over this period, with topics ranging from language in education, school leadership and school management, and models for supporting teacher development through mentoring and coaching.



Ingrid Sapire in 2014 on coping with the ANAs

All the seminar articles published in the Mail & Guardian can be located at
<http://mg.co.za/tag/teachers-upfront>.

Key Achievements

- The proportion of practising teachers who attend these seminars has been growing, suggesting that teachers are finding the insights and 'take-away' learnings useful and applicable to their classroom practice.
- A set of BRIDGE-authored collated articles on the Language in Education series was provided as a supplement to the Mail & Guardian.

Communities of Practice in the Western Cape

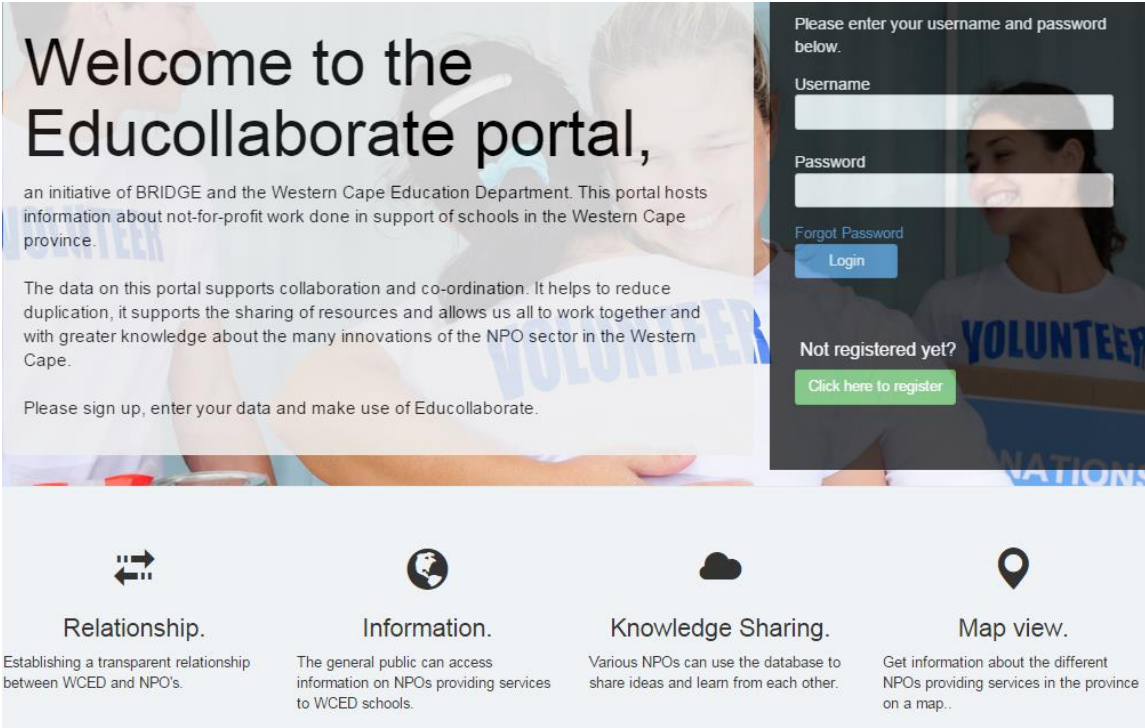
BRIDGE sees collaboration and partnerships in education as a national endeavour, and supports Communities of Practice outside Gauteng. Great progress has been made in the Western Cape, where BRIDGE champions facilitate Communities of Practice which mirror those at national level.

In the Western Cape the following Communities of Practice were active during this period:

- ECD Community of Practice
- ICTs Community of Practice
- School Leadership Community of Practice
- Learner Support Community of Practice
- Teacher Development Community of Practice

Key achievements from the Western Cape in collaboration with BRIDGE include the Educollaborate Portal, which is an initiative of BRIDGE and the Western Cape Education Department. The portal hosts information on not-for profit work done in support of schools in the Western Cape. This information is open source and supports collaboration, reduction in duplication and sharing resources.

The Educollaborate Portal can be found here: <https://educollaborate.westerncape.gov.za/>



Welcome to the Educollaborate portal,

an initiative of BRIDGE and the Western Cape Education Department. This portal hosts information about not-for-profit work done in support of schools in the Western Cape province.

The data on this portal supports collaboration and co-ordination. It helps to reduce duplication, it supports the sharing of resources and allows us all to work together and with greater knowledge about the many innovations of the NPO sector in the Western Cape.

Please sign up, enter your data and make use of Educollaborate.

Please enter your username and password below.

Username

Password

[Forgot Password](#)

[Login](#)

Not registered yet?

[Click here to register](#)

Relationship.
Establishing a transparent relationship between WCED and NPO's.

Information.
The general public can access information on NPOs providing services to WCED schools.

Knowledge Sharing.
Various NPOs can use the database to share ideas and learn from each other.

Map view.
Get information about the different NPOs providing services in the province on a map..

3. Partners and Participation

BRIDGE participated in a number of conferences, seminars and discussions during this reporting period. Some highlights are noted below.

Conferences and presentations July 2013- June 2014

BRIDGE presented at the following conferences:

- Firestring's Social Business Seminar in August 2013, where BRIDGE presented on “knowledge management and social networking for performance improvement”.
- The South African Basic Education Conference in April 2014, where BRIDGE presented papers on “multi-stakeholder collaboration and coordination” and “principals’ communities of practice”.
- The National Science and Technology Forum in April 2014, where BRIDGE presented on “Communities of practice for impact and sustainability”.
- Historic Schools Restoration Project Conference in April 2014, where BRIDGE presented on “principals’ communities of practice”.
- Trialogue's Making CSI Matter conference in June 2014, where BRIDGE presented on “collaborations that work”.

BRIDGE also attended the following:

- Inyathelo’s Leadership Retreat in November 2013
 - CSI Conference 2014: Coming of Age: South Africa 20 years on in April 2014
 - ICTs in Education Symposium in June 2014, hosted by the CoZa Cares Foundation
 - Saide's Symposium on Multilingual Resources for Early Literacy development in June 2014
-

BRIDGE was also contracted by various organisations to work on specific projects which fall in our ambit of interest. Here are some examples.

Special Projects July 2013 – June 2014

The EMASA Conference 2013 saw the profiling of twenty-eight examples of working educational practice, all of them innovations that have lessons to share with others working in this sector. BRIDGE was responsible for the conference's knowledge management and dissemination, and produced "[EMASA Conference 2013: Cradle to Career](#)".

The Promoting Models of Good Practice (PMGP) Project was initiated in partnership with BRIDGE to showcase quality education models that are making inroads in improving the quality of education in South Africa. A video-based resource is currently being developed that will showcase innovative South African education models and act as a vital knowledge management and knowledge dissemination catalyst. For more, see <http://pmgp.co.za/>.

BRIDGE carried out Research on Disabilities and Inclusion in education for the RMB Fund. This report is available [here](#).

In 2013, the Matthew Goniwe School of Leadership and Governance contracted the University of Witwatersrand's School of Governance and BRIDGE as part of a consortium to research and develop a leadership development framework for school leadership teams (principals, deputies and heads of department) that complies with the *Minimum Standards for Teacher Education Qualifications* and addresses the specific contextual needs of school leadership teams in South Africa. The report is available [here](#).

BRIDGE created a Grade R Manual for Heads of Department for the Matthew Goniwe School of Leadership and Governance. The manual is available [here](#).

BRIDGE co-authored a chapter on Adult Education for GDE's 20-year retrospective publication. This can be found [here](#).

BRIDGE created a Repository of Key Learnings based on lessons learned from seven GEDT projects (2009-2013). The aim of the repository is to consolidate and share this information in the interests of informing future interventions in the schooling sector. The repository can be found [here](#).

4. Funders

As a non-profit organisation BRIDGE is extremely grateful to the funders who continue to make our work possible.

- ❖ **Anglo American Chairman's Fund**
- ❖ **Apex Hi**
- ❖ **Barloworld**
- ❖ **DG Murray Trust**
- ❖ **Oppenheimer Memorial Trust**
- ❖ **Rand Merchant Bank**
- ❖ **Sasol Social and Community Trust**
- ❖ **Yellowwoods Social Investments**
- ❖ **Zenex Foundation**

5. Financial Statements

BRIDGE INNOVATION IN LEARNING ORGANISATION (NPC)
(REGISTRATION NUMBER 2009/024836/08)
ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2014
DIRECTORS RESPONSIBILITIES AND APPROVAL

The directors are required by the Companies Act 71 of 2008, 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 the International Financial Reporting Standard for Small and Medium-sized Entities. The external auditors are engaged to express an independent opinion on the annual financial statements.

The annual financial statements are prepared in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

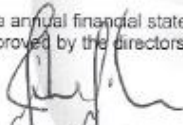
The directors acknowledge that they are ultimately responsible for the system of internal financial control established by the company and place considerable importance on maintaining a strong control environment. To enable the directors to meet these responsibilities, the directors sets standards for 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.

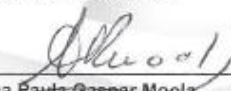
The directors have reviewed the company's cash flow forecast for the year to 30 June 2015 and, in the light of this review and the current financial position, they are satisfied that the company has or has access to adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently auditing 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 page 3.

The annual financial statements set out on pages 4 to 12, which have been prepared on the going concern basis, were approved by the directors on 08 December 2014 and were signed on its behalf by:



John Gilmour



Ana Paula Gaspar Moola

BRIDGE INNOVATION IN LEARNING ORGANISATION (NPC)
(REGISTRATION NUMBER 2009/024836/08)
ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2014

STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2014

	Note(s)	2014 R	2013 R
Assets			
Non-Current Assets			
Property, plant and equipment	2	29,357	13,060
Current Assets			
Funds and other receivables	3	40,962	115,597
Cash and cash equivalents	4	814,692	822,326
		855,654	937,923
Total Assets		885,011	950,983
Equity and Liabilities			
Equity			
Retained income		2,213	(149,681)
Liabilities			
Current Liabilities			
Trade and other payables	5	882,798	1,100,664
Total Equity and Liabilities		885,011	950,983

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Statement of Income and Retained Earnings

	Note(s)	2014 R	2013 R
Revenue	6	3,500,205	3,128,837
Operating expenses		(3,376,505)	(4,070,353)
Operating profit (loss)	7	123,700	(941,516)
Investment revenue		28,194	30,680
Profit (loss) for the year		151,894	(910,836)
Opening balance		(149,680)	761,155
Retained income at the end of the year		2,214	(149,681)

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STATEMENT OF CASH FLOWS

	Note(s)	2014 R	2013 R
Cash flows from operating activities			
Cash used in operations	10	(5,778)	(1,102,895)
Interest income		28,194	30,680
Net cash from operating activities		22,416	(1,072,215)
Cash flows from investing activities			
Purchase of property, plant and equipment	2	(30,050)	(11,367)
Total cash movement for the year		(7,634)	(1,083,582)
Cash at the beginning of the year		822,326	1,905,908
Total cash at end of the year	4	814,692	822,326