# BRIDGE

LINKING INNOVATORS IN EDUCATION

# CONNECTED EDUCATION

EVERY LEADER
EVERY TEACHER
EVERY LEARNER

> **"**
> IF YOU WANT
> TO WALK FAST,
> **WALK ALONE**;
> IF YOU WANT
> TO WALK FAR,
> **WALK TOGETHER.**
>
> AFRICAN PROVERB
> WALK WITH OTHERS – JOIN BRIDGE!

# CONTENTS

# ABOUT BRIDGE

## VISION AND MISSION
### CONNECTED EDUCATION: EVERY LEADER, EVERY TEACHER, EVERY LEARNER

Our vision is one of an education community which is connected, engaged and actively working together to improve the quality of learning outcomes. Through collaboration and the sharing of knowledge and working practice, the education community can promote improved system performance to benefit learners. Our mission is to provide the platforms and develop the resources that support these goals.

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.

This Annual Report covers the reporting period July 2014 to June 2015.

## 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 2014-2015

*Chief Executive Officer*
**Barbara Dale-Jones**

*Head of Operations*
**Sibongile Khumalo**

*Project Manager*
**Kaley Le Mottee**

*Strategic Information Officer*
**Samantha De Reuck**

*Intern*
**Craig Johnson**

*Project Manager*
**Tshegofatso Thulare**

*Knowledge Manager*
**Melissa King**

*Senior Project Manager*
**Thantshi Masitara**

*Senior Project Manager*
**Benter Okelo**

*Knowledge Manager*
**Carlene Gonzo**

*Lead Consultant*
**David Adler**

*Consultant*
**Pat Sullivan**

*Consultant*
**Jane Roach**

*Consultant*
**Zarina Khan**

## OUR BOARD 2014-2015

**John Gilmour**

**Teboho Mahuma**

**Shafika Isaacs**

**John Volmink**

**Ann Lamont**

**Samuel Isaacs**

**Rooksana Moola**

**Barbara Magongoa**

## CHAIRMAN'S STATEMENT

BRIDGE continues to link innovators and innovative work in the education sector in order to shift good ideas and good practice into sharp focus to create systemic impact. The only way to do this effectively is to bring transformative education leaders together in communities of practice. These become dynamic energy centres of change through deep engagement that results in meaningful collaboration and shared model building.

So much good work is being done in schools and projects throughout our country and across the globe. The need for 21st century teaching and learning communities cries out for new ways of doing things in schools and classrooms - for significant impact to become sustainable reality we must learn to do things differently. In the process we must collect, distil and disseminate real learning which can galvanise change and help it develop momentum in a current reality that sometimes seems immovable.

Thank you to the BRIDGE Board for your shared commitment to deep change and for your willingness to serve as agents of this necessary change. Thank you to the BRIDGE team led so ably by Barbara. Congratulations on all that has been achieved and for creating and sustaining so many platforms and cross-cutting communities. These continue to flourish and develop as significant energy currents within the growing social movement that is redefining the education narrative in South Africa. May the impact and effect of the work of BRIDGE become exponential in the year ahead.

*John Gilmour*

## WELCOME FROM THE CEO

BRIDGE's mission is to tap into the good work being done in education in South Africa, and to ensure that pockets of excellent practice are linked and coordinated so that they can have increased impact on the lives of children.

BRIDGE supports the transformational development of educational stakeholders. The focus of our work is on creating peer accountability and developing ownership and engagement among practitioners. Our work results in multi-layered change, with stakeholders sharing practice, resources and experiences, moving toward collaboration and away from competition, taking control of their own learning and strengthening their leadership roles through mutual support. BRIDGE supplies a platform for this engagement, supporting streams of collective activity and providing knowledge management services which not only sustain these but also document them, ensuring that knowledge of what works is widely shared in the sector. In support of this, a key highlight of 2015 was the launch of BRIDGE's new website, a repository of knowledge and resources on education. Another highlight has been the move to the new Education Hub at 6 Blackwood Avenue, Parktown, where BRIDGE now shares offices with JET and the Zenex Foundation as part of a broader educational community of like-minded organisations.

2015 saw the expansion of BRIDGE's network of members, which now includes over 3 000 stakeholders from more than 700 organisations across 18 communities of practice. The work of BRIDGE would not be possible without the commitment of all the champions and members who drive the collaborative work of BRIDGE's many communities. My sincere thanks to all BRIDGE members for the unwavering commitment they show to ensuring the future of South Africa's children.
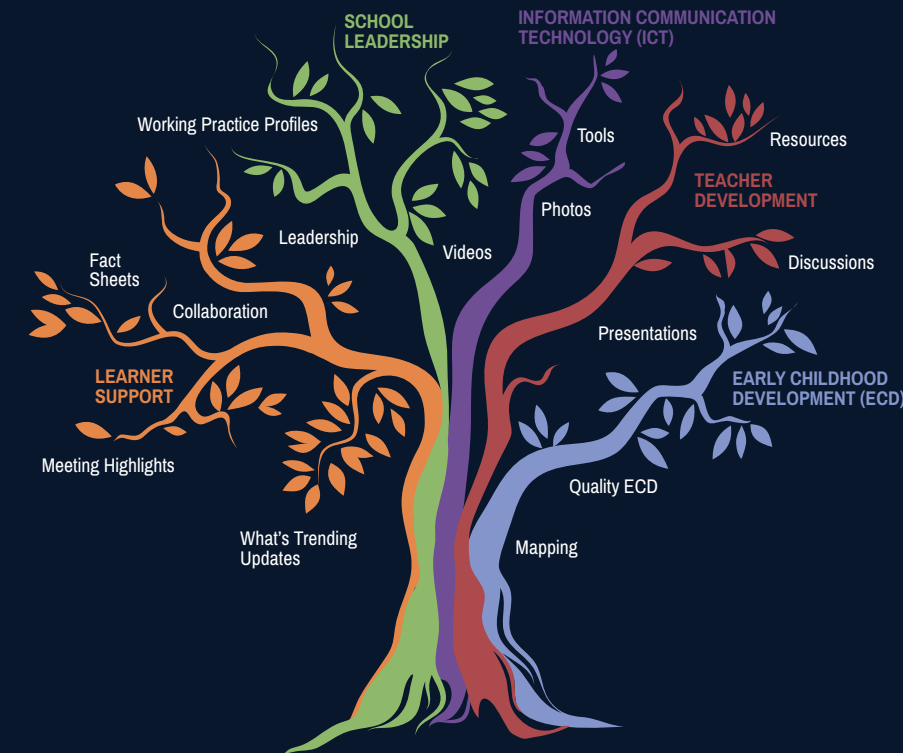
*Barbara Dale-Jones*

## BRIDGE FUNDERS

### WITH THANKS TO BRIDGE'S FUNDERS 2014-2015

- Anglo American Chairman's Fund
- ApexHi Trust
- Barloworld
- CoZa Cares Foundation
- Deutsche Bank
- Porticus
- Oppenheimer Memorial Trust
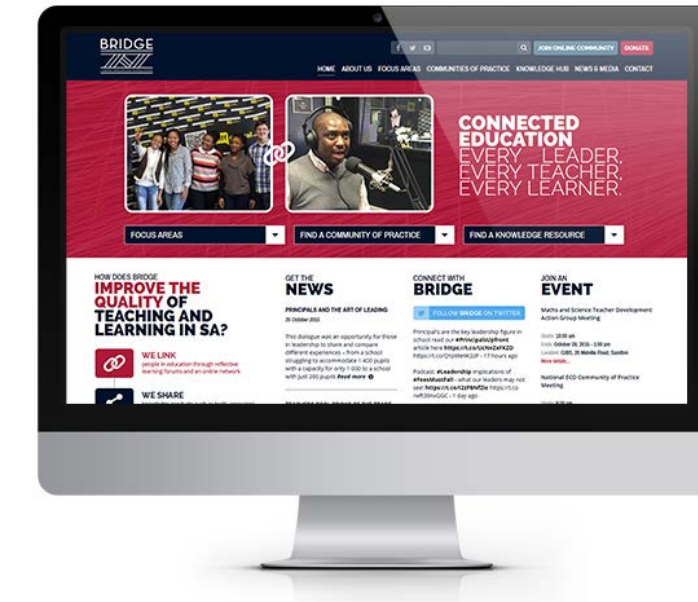- Rand Merchant Bank Fund
- Zenex Foundation

## HIGHLIGHTS



**KNOWLEDGE** HUB

*Go to the Knowledge Hub on the BRIDGE website to find all our Knowledge Products and Meeting Highlights.* **http://www.bridge.org.za**

## BRIDGE WEBSITE



The highlight of the year was the launch in January of our new website, designed to give life to the concept of **'Connected Education'**. The website represents our 'go to' repository of information on education, which we hope will minimize the challenges of keeping informed on developments in education.

## KNOWLEDGE MANAGEMENT

The website and our social media platforms are the channels for our expanding knowledge management function. Our approach to knowledge management is two-fold. On the one hand, it is people-driven through the convening of Communities of Practice and other events. These enable us to spread ideas, practices and resources coming from our members. On the other hand, we have focused this year on extending the scope of our 'knowledge products': these range from distilled or summarised resources on issues such as policy developments or trends in different areas of education, to useful and practical guides and tools to be used and adapted by practitioners. We continue our work of mapping provision and options in various sectors.
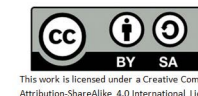
All BRIDGE Knowledge Products are Open Educational Resources (OERs) that can be accessed freely, amended and redistributed. They are available for use by school leaders, educators and learners without royalty payments or licence fees. The Creative Commons (CC-BY-SA 4.0) lets other users remix, tweak and build upon work, as long as they give appropriate credit and license their new creations under the identical terms.

**BRIDGE STATS**
JULY 2014 - JUNE 2015

**60** CoP MEETINGS

**3164** MEMBERS

**700+** ORGANISATIONS

**177 000+** BENEFICIARIES

**18** COMMUNITIES OF PRACTICE

**5** LOCAL

**7** NATIONAL

**6** PROVINCIAL
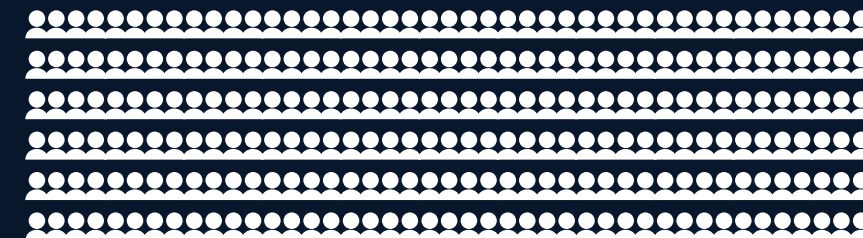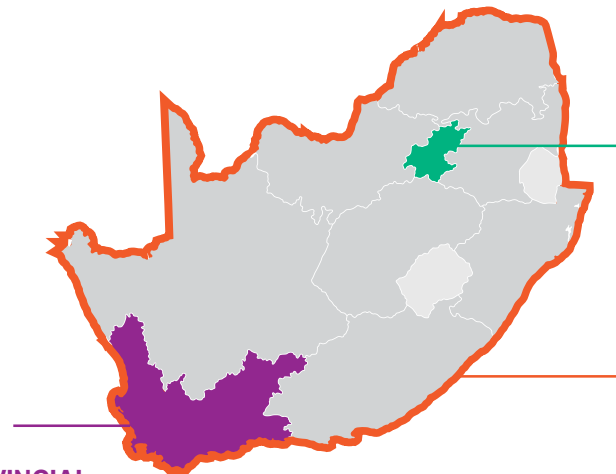
**13 733** WEBSITE PAGE VIEWS
IN 6 MONTHS (JAN-JUN 2015)

**5949** WEBSITE USERS
IN 6 MONTHS (JAN-JUN 2015)

**2980** TWITTER FOLLOWERS

**544** FACEBOOK FANS

## COMMUNITIES OF PRACTICE: SHARED EXPERIENCE AND EXPERTISE IN ACTION

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 in innovative ways.  Action groups form to take forward particular issues or ideas. Outcomes and products are fed back into the main community.

The life-cycle of a Community of Practice is one of the springboards for BRIDGE's knowledge management activities, which generate 'knowledge products' designed to be useful to different stakeholders within our membership. Knowledge management is about accessing, shaping, storing and distributing information, insights and resources within an organisational environmental. BRIDGE's 'organisational environment' is our membership and the broader education community; our communities of practice are our partners in knowledge co-production.

Our communities are linked to BRIDGE focus areas. This report covers key trends and activities from July 2014 to June 2015.

# FOCUS AREAS AND COMMUNITIES OF PRACTICE

SCHOOL LEADERSHIP

TEACHER DEVELOPMENT

EARLY CHILDHOOD DEVELOPMENT (ECD)

LEARNER SUPPORT

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

## FOCUS AREA: SCHOOL LEADERSHIP

**NATIONAL**
• 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
• Ekurhuleni South Principals' Community of Practice
• Sedibeng West Principals' Community of Practice
• Sedibeng East Principals' Community of Practice

### Key Trends

The concept of school leadership is a key lever for enabling school improvement. Our Communities of Practice explore school leadership in all its facets, with a particular focus on the role of the principal and instructional leadership.

Feedback during this period suggests that there is growing appreciation of the BRIDGE methodology as it relates to school leadership. Principals value being given tools to help them reflect, and see communities of practice as a space in which to consider their own impact on their schools and on the system as a whole. The fruits of collaboration between schools are becoming more apparent in various tangible self-driven projects. Other stakeholders are beginning to recognise the value of promoting leadership through communities of practice as a vital element in making any educational intervention effective and sustainable. The changing environment in terms of standards and qualifications for principals is also foregrounding many of the values embraced by our leadership initiatives.

### Activities

**1  Local Principals' Communities of Practice**

• **Learning from their learners**: Both longstanding Principals' CoPs (Gauteng East and Ekurhuleni North) undertook learner review sessions. In these sessions

(facilitated by BRIDGE with learners speaking under conditions of anonymity), learners gave their perspectives and feedback on key issues affecting their schools. Many of the principals developed reform strategies in response to this feedback.

• **Sharing practice on SGBs**: At the start of the new school year in 2015 BRIDGE principals shared ideas on electing and running SGBs.

• **Setting up new CoPs**: In March 2015 three new Principals' Communities of Practice were launched in the Ekudibeng Region. Partnering with the Office of the Chief Director Ekudibeng, BRIDGE supports principals in the Ekurhuleni South, Sedibeng West and Sedibeng East districts. District officials, principals and Chief Director Alison Bengtson joined BRIDGE at the launch, where the Department reiterated its commitment to empowering principals through their participation in the BRIDGE model.

• **Collaborating on maths improvement strategies:** A major collaborative initiative during this period has been the development, running, marking and reporting of the Grade 8 maths diagnostic test. The aim of this process is to find the root causes of the drop in mathematics performance on entry into high school through conducting an error analysis on tests of Grade 8 learners. Under the guidance of their principals, teachers from different schools have shared their learning from involvement in the process.
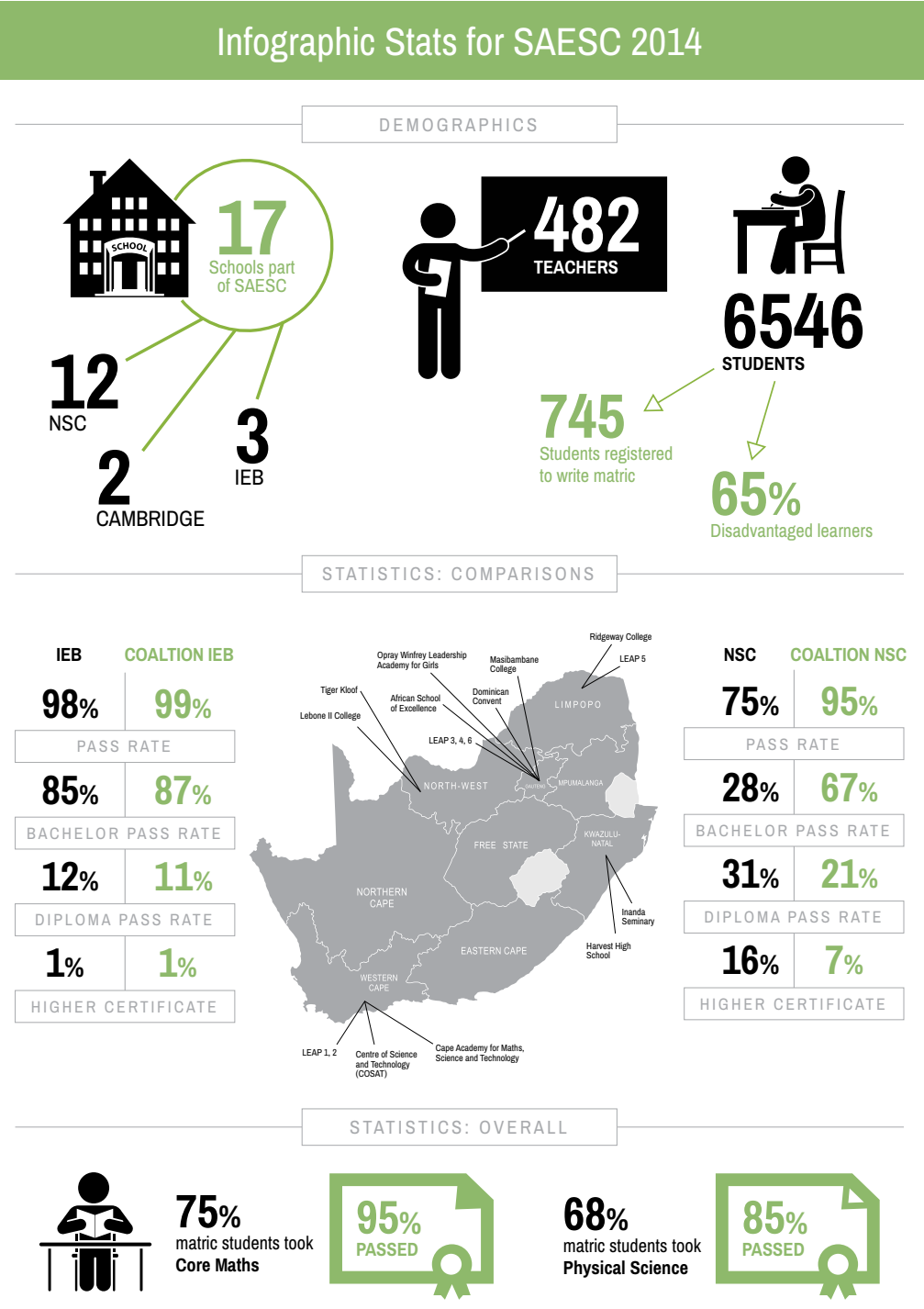


*Local Principal's CoP- Principals from the Gauteng East Community meet with facilitator Pat Sullivan*

**2  South African Extraordinary Schools Coalition**

• One of the SAESC's major focus areas has been the development of a **School Peer Review** process and its supporting tools. The Peer Review process enables Coalition school leaders and their staff to observe each other's schools to provide feedback on the strengths and areas for improvement of the school under review in a non-judgemental and collaborative way. During this reporting period the 15th school peer review process was undertaken on LEAP 5 Science and Maths School in Jane Furse, Limpopo. Each event yields new insights to those doing the review as well as those being reviewed, and leads to improvements in the processes and the tools. A major advance has been the development of the **School Improvement Plan**. The SIP enables schools to take the outcomes of the peer review and integrate them into their own forward planning.

• The SAESC meetings held in this reporting period shared ICT resources, working practice ideas and tools, and began considering how the School Intervention Plan could be adapted for different contexts.

By the beginning of 2015, the Coalition membership had grown as illustrated by the infographic.

Visit the SAESC Coalition website
**www.saesc.co.za**

## Infographic Stats for SAESC 2014

DEMOGRAPHICS

**17** Schools part of SAESC

**482** TEACHERS

**6546** STUDENTS

**12** NSC

**2** CAMBRIDGE

**3** IEB

**745** Students registered to write matric

**65%** Disadvantaged learners

STATISTICS: COMPARISONS

| | IEB | COALITION IEB | | NSC | COALITION NSC |
|---|---|---|---|---|---|
| PASS RATE | 98% | 99% | | 75% | 95% |
| BACHELOR PASS RATE | 85% | 87% | | 28% | 67% |
| DIPLOMA PASS RATE | 12% | 11% | | 31% | 21% |
| HIGHER CERTIFICATE | 1% | 1% | | 16% | 7% |

STATISTICS: OVERALL

**75%** matric students took **Core Maths**

**95%** PASSED

**68%** matric students took **Physical Science**

**85%** PASSED

## Cliff Central Leadership Platform: Leadership in Education

Through its partnership with Cliff Central internet radio, BRIDGE has given school leaders a voice on a variety of topics. Many of the school leaders appearing on the show have been principals who have shared experiences in dealing with particular issues. These have included addressing diversity and inclusion, the differing challenges of rural and urban contexts, and the management of SGBs. The podcasts enable principals to connect with their peers across the country, offering support and advice for different contexts.

Other school leaders such as learners and individuals working in the area of school leadership have also appeared on the show.

### Learners as leaders
In celebration of Youth Day on 16th June, students from SAESC schools (seen here at the studio with Kaley le Mottee of BRIDGE) shared their views on leadership in South Africa on the show. SAESC schools present were
• LEAP Science and Maths School
• Masibambane College
• Dominican Convent School

### Principals as leaders
Buti Manamela, Deputy Minister in the President's office (seen here with BRIDGE's Barbara Dale-Jones), was the guest on the **Leadership in Education** show on Cliff Central on 22nd of June.

*Kaley Le Mottee with students from SAESC Schools, interviewed on CliffCentral*

Go to the BRIDGE website and put in 'Cliff Central' to access podcasts of all shows.

> The school principal has to be empowered not only with managerial skills, but also with leadership skills, to ensure that learners are at school, in class on time and teaching is happening, and that it is quality teaching. The principal needs to involve everyone, including the community and the governing body. The school principal is at the centre of all of this, and at all times we have to ensure the principal is given the necessary resources and skills to be able to lead.
> **BUTI MANAMELA**

*Barbara Dale-Jones interviews Buti Manamela, Deputy minister in the Presidency, on CliffCentral*

## FOCUS AREA: TEACHER DEVELOPMENT

**NATIONAL**
• Teacher Development Action Group
• Teachers Upfront

**PROVINCIAL**
• Western Cape Teacher Development Community of Practice

### Key Trends

Taking centre stage in debates on teacher development is the drive towards the professionalisation of teaching. The concept of professionalisation has a number of dimensions, ranging from issues such as competence standards and the nature of qualifications to technical issues such as registration. Occupations designated as a 'profession' usually have a professional body or association to oversee the conduct of members of the profession.

Another trend was the exploration of the use of ICT in the classroom, its impact on pedagogical practice, and teacher and learner attitudes. Online engagement is also emerging as a means to opening up different spaces for teacher development.

### Activities

**1** Teacher Development Action Group

• A number of **ICT applications** for educator and learner development were discussed, including the VideoANT software application which can be used to review and comment on student teaching, and the Nokia Mobile Mathematics tool and its applications for learner support and teacher development.

• Teach South Africa shared its model and lessons for pre- and in-service teacher development. The Teacher Development action group also took a close look at **Initial Teacher Education** (ITE) through the lens of JET Education Services' ITE Research Project. This research poses pertinent questions relating to standardisation of pre-service teacher education in South Africa.

• **Standards, Quality and Professionalisation** in the teaching profession was the topic for a panel and workshop discussion which included participants from SACE, NAPTOSA and JET Education Services.

### A Bridge Resource - standard for Teacher Performance

In our last 'What's Trending' in Teacher Development we reported on debates around **quality and standards in initial teacher education.** Here is a BRIDGE 'quick resource' to help you find sources relevant to this topic.

#### Key Policy Documents

**Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025**

Department of Basic Education
Department of Higher Education & Training

**Primary Outcome of the Plan**

"To improve the quality of teacher education and development in order to improve the quality of teachers and teaching." [p 1]

Outputs are supported by a number of Activities as set out in the Plan.

• Output 1: Individual and systemic teacher development needs are identified and addressed (DBE)
• Output 2: Increased numbers of high-achieving school-leavers are attracted into teaching (DBE)
• Output 3: Teacher support is enhanced at local level (PEDs: provincial education departments)
• Output 4: An expanded and accessible formal teacher education system is established (DHET)

"The Plan places teachers firmly at the centre of all efforts to improve teacher development, and enables teachers to take substantial responsibility for their own development, with the support of the DBE and the PEDs, the DHET, the teacher unions, the South African Council for Educators (SACE) and the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA)." [p1]

Click here to go to the Plan

**Revised Policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ)**

Published by the Minister of Higher Education & Training in Government Gazette No 38487 on 19 February 2015

"The MRTEQ provides a basis for the construction of core curricula for Initial Teacher Education (ITE), as well as for Continuing Professional Development (CPD) Programmes that accredited institutions must use in order to develop programmes leading to teacher education qualifications." [p 8]

The policy is based on the 2011 MRTEQ policy, with revisions in place in order to align with the Higher Education Qualifications Sub-Framework (HEQSF).

## Teachers Upfront

- **ICTs in Learning: the issues and challenges** was one of the best attended Teachers Upfront seminars, and led to a number of spin off debates and knowledge products.

ICTs in education
- Why use ICTs?
- The relationship between medium, content and pedagogical practice
- The mindset shift
- Gaps between policy and operational levels
- Implications for teacher training
- Context is key
- Digitalising learning: diversity in devices
- Implementing ICTs

- Another highlight was the live TV recording of two of the seminars, Managing Diverse Classrooms in February and Dealing with Bullying in March. Other topics included discussion of alternative approaches to school discipline, communicating and partnering with parents, and the role of SGBs.

Each seminar is followed by a BRIDGE article on the content published by the Mail & Guardian. Link to 'News & Media' on the BRIDGE website to access these articles.

## NEW CoP

### Pre-service Teacher Development Community of Practice

- In June 2015 the **Western Cape Teacher Development Community of Practice** convened a special meeting to share experiences around supporting aspiring teachers in their own schools through internships and apprenticeships. Key objectives of the meeting included identifying and merging the approaches used in both primary and high schools, and looking for ways to best support student teachers through distance learning while being embedded in classrooms.

- BRIDGE then brought together a number of schools and organisations who have been involved in implementing student-teacher internship programmes as a pre-service training method. The groundwork for developing an advocacy platform and support network for sharing lessons on effective teacher development practice was laid, and a new **Pre-service Teacher Development Community of Practice** has been established to carry the work forward.

## FOCUS AREA: EARLY CHILDHOOD DEVELOPMENT (ECD)

**NATIONAL**
- ECD Community of Practice

**PROVINCIAL**
- Western Cape ECD Community of Practice

### Key Trends

It has been an important period for ECD in that government has been prioritising the sector through a focus on the development of an ECD policy. Government is also making significant efforts to bring coherence to provision and to link the different departments involved in a systematic way, as well as actively encouraging collaboration and partnership with civil society.

The ECD CoP, along with other key ECD bodies, has taken opportunities to effectively engage with government. The CoP has been instrumental in the process of forging links between different bodies, and sits as part of the ECD Inter-sectoral Steering Committee which represents civil society on a united platform with government.

### Activities

- CoP members contributed to the development of the **ECD Practitioner Qualification** through the QCTO (Quality Council for Trades and Occupations): BRIDGE in collaboration with Ilifa Labantwana created an online chat platform for interaction with the qualification working group.

> "This is the first time in years that so many diverse ECD stakeholders are working together on one project.
> **LORAYNE EXCELL, ECD specialist and member of the CoP, commenting on the Quality Reflection Toolkit**

- The CoP also gave substantial input into the public comment process on the **new ECD policy**.

- The final product from BRIDGE's collaboration with Ilifa Labantwana on **mapping ECD Bodies/Forums/Structures** in South Africa is now available on BRIDGE's Knowledge Hub. This map will promote better engagement, communication and collaboration in the field.

- The ECD Community of Practice and the ECD Directorate of the Gauteng Department of Education have formalised a **partnership** for the deliberate exchange of knowledge between the ECD CoP and the ECD Directorate's Stakeholder Engagement Forum. BRIDGE will play a Knowledge Management role for the GDE's ECD Directorate by ensuring the dissemination of knowledge through provincial and national networks.

- In order to foster critical debate about what 'quality' in ECD means and to support the improvement of quality across the sector, the ECD CoP has developed a **Quality Reflection Toolkit.** The purpose of the toolkit is to encourage ECD stakeholders in all contexts to critically reflect on what quality means for them. Through Community of Practice member organisations, the Quality Toolkit will be piloted at various sites in 2016.

- Each CoP meeting also featured the work of a particular ECD organisation. These presentations are all detailed in the Meeting Highlights of this period, available on the Knowledge Hub.

*ECD Stakeholders work in groups to provide input into the ECD Quality Framework and Tool*

## FOCUS AREA: LEARNER SUPPORT

**NATIONAL**
• Maths and Science Learner Support Community of Practice

**PROVINCIAL**
• Western Cape Learner Support Community of Practice

### Key Trends

The trend across the different Communities of Practice that fall under learner support has been an emphasis on sharing knowledge, in particular about maths and science interventions and what these reveal about the state of mathematics education. The groups that fall under learner support tend to have diverse and specific areas of focus: while a group such as the Post School Access group is working towards a concrete product, other groups see meetings as a vehicle for conceptual debate and the exchange of information.

### Activities

• **Main Maths & Science Community of Practice**: these meetings focused on sharing progress and learnings from a number of maths and science interventions and initiatives. These included the Rethink Education platform, a significant repository of curriculum-aligned learning materials for Grades 10 to 12 in Maths, Chemistry and Physics; the PILO programme (Project for Improvement of Learning Outcomes), an initiative of the NECT that leverages curriculum delivery and stakeholder engagement to improve learner performance in KwaZulu Natal; Dr Muavia Gallie's turnaround strategy as applied in the NECT school turnaround project in Limpopo province; and a review of the 'critical drivers' that BRIDGE's recent research across selected projects has shown to be important when designing, implementing and evaluating maths and science interventions.

• The **Monitoring and Evaluation Focus Group** concentrated on the topic of evaluation methodologies and models. The ICT4RED project running in the Eastern Cape used a developmental model of evaluation throughout the project, while evaluators of the First Rand Foundation Mathematics Education Chairs Initiative presented some of the intricacies involved in this complex project.

A unique evaluation process was required, which essentially involved two strands of evaluation: one focused on content and quality of the research outputs, and the other on the impact of the developmental programmes. Another evaluation approach was exemplified in the presentation on the recently released Epoch and Optima public schools Mathematics Challenge Programme evaluation. The M&E group also reflected on A Rapid Diagnostic Assessment instrument developed for Tshikululu Social Investments by Khulisa Management Services.



*CoP members collaboratively reflecting on Monitoring and Evaluation processes as a whole in the country*

• **The Post-school Access Action Group** shared models on helping youth access employment opportunities as well as continuing education. The Harambee Youth Employment Accelerator presented a detailed model which offers lessons on sourcing, bridging, matching and the logistics required to bring employers and suitable candidates together. The Thusanani Foundation provides hands-on guidance on accessing post-school study pathways for rural learners, and since it started in 2011 has helped hundreds of students make their way from challenging contexts into post-school institutions. This group has also made great progress in creating a usable and interactive post school access map linked to the Post School Access chain developed by the community of practice. It is currently developing a knowledge repository of all the available resources, portals and websites helping learners, educators and service providers navigate the complex terrain of post school education and skills training. **Watch this space!**

• The **Western Cape Learner Support** group has classified learner support in three ways: Psychosocial, Academic and Extra-curricular. Members of this community seek to engage potential partners for collaboration and shared learning in these areas. A key product from this community is the mapping of support organisations working in Western Cape Schools, available online as the EduCollaborate database. (**https://educollaborate.westerncape.gov.za**)

## FOCUS AREA: INFORMATION COMMUNICATION TECHNOLOGY (ICT)

**PROVINCIAL**
• Western Cape ICTs in Education Community of Practice

### Key Trends

Much of the debate on ICTs in education has tended to find a home in the context of BRIDGE's other communities of practice, such as teacher development or maths and science. The national ICTs Community of Practice has therefore been absorbed into other CoPs. During this period, however, the Western Cape ICT Community of Practice continued to meet. The aim of the Western Cape group is to share information and experiences about school intervention programmes that use Information and Communication Technologies (ICTs).

### Activities

• Western Cape meetings have showcased initiatives such as Kids Who Code, who promote awareness about coding; Computer 4 Kids who presented their award winning ICT integration curriculum for educator training and support programmes; Numeric's work with Mathematics online; and Green Shoots' holistic approach, which looks at Maths & Science, Curriculum & Pedagogy, Technological Innovation and Youth Development.

• Edunova, our key champions in the Cape hosted, in partnership with Rhenish School for Girls, a CoP meeting centred on the school's experience of rolling out digital learning in the entire school.



*CoP members explore Digital learning used in classrooms*



*Learners discussing ICTs with WC ICT CoP members*

Here are some highlights from this reporting period:

BRIDGE has been working in partnership with the Western Cape Education Department (WCED) to create ways of recording and displaying information about NGOs working in Western Cape schools. A web-based geomap, called the **Educollaborate Portal**, has been designed and can be viewed at **https://educollaborate.westerncape.gov.za**. The portal was launched in November 2014. This online collaboration tool enables government, NGOs and other organisations working in the same areas and schools to identify one another, and potentially create opportunities for partnership. The data on this portal supports collaboration and co-ordination. It helps to reduce duplication and supports the sharing of resources and allows stakeholders to work together and with greater knowledge about the many innovations of the NPO sector in the Western Cape province. Western Cape NGOs working in schools are encouraged to register in order to know what other organisations are doing in schools.



*Visit the* **Educollaborate Portal**

BRIDGE undertook research for the NECT on '**Maximising the impact of social investment in maths and science interventions in South Africa's education system**'. Through a structured analysis of the evaluation reports of selected projects as well as through in-depth interviews with experts in evaluation and in the fields of maths and science education, various key drivers for successful interventions were identified. These have been distilled into a set of guidelines.
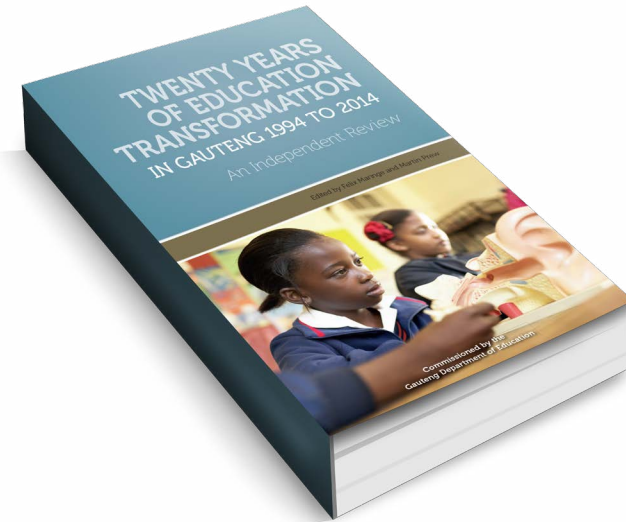


The book '**Twenty Years of Education Transformation in Gauteng 1994 to 2014**', for which BRIDGE CEO Barbara Dale-Jones co-authored a chapter, was launched in Johannesburg in May. The book was commissioned by the Gauteng Department of Education.

**The National Education Collaboration Trust (NECT) District Intervention Programme in Limpopo** involves 120 schools in two districts in Limpopo. Deloitte as the lead implementation agent in the province appointed BRIDGE to play a knowledge management role in gathering and disseminating information, stories of change and data about the programme.



*A new building at Niani Secondary School*

The Department of Basic Education hosted a Roundtable discussion '**Strengthening Collaboration with Non-Governmental Organisations to Improve Learner Participation and Performance in Mathematics, Science and Technology**' to feed into its MST strategy. BRIDGE presented in the context of the Research stream.



*Godwin Xhosa of the NECT, DG Mweli and Deputy Minister Enver Surty at the DBE's Maths, Science and Technology Roundtable on 18 March 2015*

The First Rand Foundation and the Mail & Guardian convened a Critical Thinking Forum on '**What can be done to improve maths education in South Africa**?' at which the FRF Maths Chairs presented their projects. BRIDGE presented on 'Lessons for improved systems performance'.



*Critical Thinking Forum on the FRF Maths Chairs Initiative, March 2015*
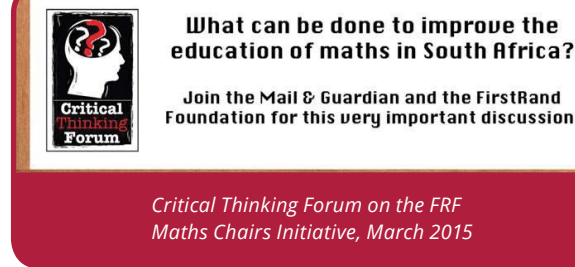
The conferences and colloquia in which BRIDGE has participated during this period include the following:
- Zenex Foundation Workshop on Initial Teacher Education
- Ntataise Annual Conference
- EMASA Conference
- Department of Basic Education's Colloquium on Professional Learning Communities
- Department of Science and Technology's Policy Dialogue on information and Communications Technology (ICT) in Education



*Barbara Dale-Jones' visit to Penryn College's Founders' Day celebrations in June 2015*

# FINANCIAL STATEMENTS

## Statement of Financial Position

**BRIDGE INNOVATION IN LEARNING ORGANISATION (NPC)**
**(REGISTRATION NUMBER 2009/024836/08)**
**ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2015**

### STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2015

| Figures in Rand | Note(s) | 2015 | 2014 |
|---|---|---|---|
| **Assets** | | | |
| **Non-Current Assets** | | | |
| Property, plant and equipment | 2 | 77 275 | 29 357 |
| **Current Assets** | | | |
| Funds and other receivables | 3 | 275 864 | 40 962 |
| Cash and cash equivalents | 4 | 3 022 354 | 814 692 |
| | | 3 298 218 | 855 654 |
| **Total Assets** | | 3 375 493 | 885 011 |
| **Equity and Liabilities** | | | |
| **Equity** | | | |
| Retained surplus | | 392 545 | 2 213 |
| **Liabilities** | | | |
| **Current Liabilities** | | | |
| Trade and other payables | 6 | 235 328 | 79 373 |
| Deferred grants received | 5 | 2 747 620 | 803 425 |
| | | 2 982 948 | 882 798 |
| **Total Equity and Liabilities** | | 3 375 493 | 885 011 |

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**BRIDGE INNOVATION IN LEARNING ORGANISATION (NPC)**
**(REGISTRATION NUMBER 2009/024836/08)**
**ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2015**

### Statement of Comprehensive Income

| Figures in Rand | Note(s) | 2015 | 2014 |
|---|---|---|---|
| Revenue | 7 | 4 439 654 | 3 500 205 |
| Employee costs recovered | | 1 817 314 | 1 187 373 |
| Operating expenses | | (5 962 954) | (4 563 878) |
| **Operating surplus** | 8 | 294 014 | 123 700 |
| Investment revenue | 9 | 96 318 | 28 194 |
| **Surplus for the year** | | 390 332 | 151 894 |
| Other comprehensive income | | - | - |
| **Total comprehensive surplus for the year** | | 390 332 | 151 894 |

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**BRIDGE INNOVATION IN LEARNING ORGANISATION (NPC)**
**(REGISTRATION NUMBER 2009/024836/08)**
**ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2015**

### STATEMENT OF CASH FLOWS

| Figures in Rand | Note(s) | 2015 | 2014 |
|---|---|---|---|
| **Cash flows from operating activities** | | | |
| Cash generated from (used in) operations | 11 | 2 178 060 | (5 780) |
| Interest income | | 96 318 | 28 194 |
| **Net cash from operating activities** | | 2 274 378 | 22 414 |
| **Cash flows from investing activities** | | | |
| Purchase of property, plant and equipment | 2 | (66 715) | (30 050) |
| **Total cash movement for the year** | | 2 207 663 | (7 636) |
| Cash at the beginning of the year | | 814 692 | 822 326 |
| **Total cash at end of the year** | 4 | 3 022 355 | 814 690 |

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**BRIDGE INNOVATION IN LEARNING ORGANISATION (NPC)**
**(REGISTRATION NUMBER 2009/024836/08)**
**ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2015**

### STATEMENT OF FINANCIAL PERFORMANCE

| Figures in Rand | Note(s) | 2015 | 2014 |
|---|---|---|---|
| **Revenue** | | | |
| Rendering of services | | 1 062 638 | 582 033 |
| Grants received | | 3 377 016 | 2 918 172 |
| | 7 | 4 439 654 | 3 500 205 |
| **Other income** | | | |
| Employee costs recovered | | 1 817 314 | 1 187 373 |
| Interest received | 9 | 96 318 | 28 194 |
| | | 1 913 632 | 1 215 567 |
| **Operating expenses** | | | |
| Accounting fees | | 50 073 | 39 180 |
| Advertising and promotions | | 4 870 | - |
| Auditors remuneration | | 50 700 | 62 092 |
| Bank charges | | 5 989 | 6 663 |
| Cleaning | | 1 575 | - |
| Computer expenses | | 58 311 | 55 401 |
| Consulting fees | | 425 761 | 322 200 |
| Depreciation, amortisation and impairments | | 18 798 | 13 753 |
| Donations | | 300 | - |
| Employee costs | | 2 300 755 | 1 947 187 |
| Entertainment | | 7 480 | 4 335 |
| Funder expenses - AACF / Tshikululu | | 585 881 | 485 331 |
| Funder expenses - Deloitte | | 358 944 | - |
| Funder expenses - Deutsche Bank | | 50 000 | 37 996 |
| Funder expenses - ECD | | 300 176 | 190 546 |
| Funder expenses - GEDT | | 40 000 | 56 000 |
| Funder expenses - MGSLG | | - | 44 256 |
| Funder expenses - MSDF | | 1 081 | 484 579 |
| Funder expenses - NECT | | 132 880 | - |
| Funder expenses - Other | | 29 489 | 6 238 |
| Funder expenses - RMB | | 330 000 | 92 849 |
| Funder expenses - Zenex | | 882 063 | 502 726 |
| General expenses - office relocation | | 47 796 | 1 995 |
| Insurance | | 13 531 | 7 501 |
| Lease rentals on operating lease | | 157 726 | 100 551 |
| Legal expenses | | 150 | 20 410 |
| Printing and stationery | | 21 535 | 14 625 |
| Repairs and maintenance | | 460 | 360 |
| Small assets write off | | 9 189 | - |
| Staff welfare | | 17 494 | 10 944 |
| Subscriptions | | 3 799 | - |
| Telephone and fax | | 17 924 | 19 890 |
| Training / Seminars | | 5 865 | 3 684 |
| Travel | | 32 359 | 32 586 |
| | | 5 962 954 | 4 563 878 |
| **Surplus for the year** | | 390 332 | 151 894 |

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# BRIDGE

## LINKING INNOVATORS IN EDUCATION