

“Building a
brighter
future for
school
children
in Ghana”



S·A·B·R·E

CHARITABLE TRUST

Registered charity 1105489





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Message from Chair of Trustees - Candice Sainsbury

As Chair of the Board of Trustees I am delighted to introduce the annual report for 2010-11. It has been an exceptionally busy and rewarding time for the Sabre Trust from the inauguration of our first prototype kindergarten school in Dwabor to the roll out of our schools partnership programme, we continue to drive forward our commitment to improving children's education in Ghana and promoting sustainable development in the communities where we work.

Sabre is working at the very foundations of the education system, helping to set lifelong learning patterns and start these children out on the best possible path to development and opportunity.

I know that the forthcoming year presents new and exciting opportunities for Sabre, in terms of consolidating our successes so far, and by reaching further into the rural communities that we serve to ensure that lives and livelihoods are enriched both for this and future generations.

While no doubt a challenge, it will be an interesting time for us all and I look forward to playing my own part in shaping Sabre's development over the coming years.

I have absolute admiration for the commitment and enthusiasm of those who work with and for the Sabre Trust. Our work cannot happen without this dedication to improving the lives of children and families and I would like to thank everyone who brings us closer to our vision – to the teams in Ghana and in the UK, to my fellow trustees and most crucially to our supporters, donors and volunteers.



Reflections from Ghana Managing Director - Aubrey Malcolm-Green



With the planned Ghana office expansion beginning in January 2010, Sabre in Ghana has grown considerably. A huge factor in that has been the support, both financial and physical from Sabre in the UK and the partnerships outlined in this report.

The role of Sabre in Ghana is to create a sustainable organisation which fulfils its aim of developing grass roots education and brings opportunity to local people. We have started down a long road, but are certainly moving in the right direction. The challenges faced by everyone in the education sector are huge, but we are being focussed in our goals, and our staged implementation process is constantly reviewed and improved to make sure we are addressing the key issues on the ground.

We are striving to create an environment where Ghanaians are determining their own future, and in which we provide opportunities for people to develop their own ideas about how things should be run and how projects should be implemented. Most importantly, we are trying to listen to stakeholder voices at all levels,

and in turn learn from and respond to people who want to change.

Sabre is involved with a broad programme of education based projects in Ghana, from the construction of kindergarten schools to Senior School Scholarships and volunteer schemes. Each activity has grown out of the needs as witnessed in, and voiced by, the communities we work with. Often the key challenge is how to include all these variables to make the overall framework a stronger and more lasting one.

The Kindergarten design programme was implemented in direct response to such a need. Our partnership with Davis Langdon and ARUP has now realised its potential, and the prototype in Dwabor demonstrates a sustainable and sensitive way to support government goals for building kindergarten schools in rural communities. The teacher training programme is another demonstration of how we are seeking to directly support and supplement government initiatives, and various trials in different schools have now led us to a potentially exciting partnership with the University of Cape Coast.

The acquisition of 5 acres of land in a nearby community is the first step towards a fully integrated resource programme for the schools we support. We anticipate being able to produce a variety of products from materials grown on the site, to provide a truly sustainable and community based supply chain for school furniture, toys and games.

Sabre's School Exchange/Educational Partnership programme continues to grow on both sides of the Atlantic with US and UK schools looking to link up with Ghanaian partner schools. The impact these educational programmes have in the Ghanaian school is hugely dependent on the support of the UK partner schools and the backing we've received from the Ghana Education Service office in KEEA has been incredibly positive.

We are, as ever, immensely thankful to our staff, volunteers, interns, local partners and everyone overseas for making our vision a reality. Here's to another great year!

Reflections from UK Managing Director - Dominic Bond



2010/11 has been another fascinating year in the development of the Sabre Trust. Having expanded at a rapid pace over the preceding two years, this year has been more one of consolidation in preparation for the next stage in the charity's growth and development.

From a UK perspective, our partnerships have remained a really important strength of our work, and this collaborative approach, with like-minded organisations continues to enable Sabre to punch above its weight. We have deepened and strengthened our relationships with Arup and Davis Langdon over the last 12 months, and we must express our gratitude to both organisations for continuing to stand by Sabre during a really torrid time for the construction sector in the UK. It has been really pleasing to see the way that Arup's support for Sabre has grown to encompass much more scope than their original design and engineering brief. With Davis Langdon's sale to Aecom, we hope that we will also be able to embed the partnership in their new parent company. We were also delighted that outgoing global chairman Rob Smith was able to visit

Ghana in February and see first hand the work the firm has been supporting.

To be beginning the new year by building our relationships with MASHAV and Cape Coast University to support our teacher training programme is incredibly exciting and the fact that both organisations approached Sabre, reflects the credibility that our work is gaining on the ground.

Our school partnerships work has been strengthened by our three way Partner Ghana collaboration with ASCL and World Challenge Expeditions, and whilst the number of schools signing up may not have met our ambitious targets, we are optimistic about growing this scheme further over the next 12 months. A busy summer in Ghana demonstrated the robustness of Sabre's in country expedition management structure and so we are well positioned for growth in this area.

Moving into a new office and rebranding Sabre's printed materials and website were important steps forward, and we feel that the charity's external image is now much more reflective of the professionalism and dedication with which we all approach our work. We are really lucky to have a

core team of fabulous people working for Sabre in the UK, all of whom are truly signed up to the charity's guiding morals and principals. This year we added two new members to our UK team – Sophie, who manages the office and administers the school expeditions, vital if not glamorous work, which keeps everything ticking over behind the scenes, and Nadine, our new fundraiser, who got off to a great start by winning a Vodafone World of Difference grant to come and work for Sabre, and who now has the daunting challenge of delivering the 3 year fundraising strategy she helped me create!

I hope you enjoy reading this report and get a sense of the very great strides forward that Sabre is taking.



“65% of kindergarten teachers in Ghana have never received any formal training, and it is not unusual to find a single teacher in charge of a classroom of 60 or 70 children”

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1. Introduction

1.1. Vision & Mission

The Sabre Charitable Trust, is an education charity working exclusively in the Central Region of Ghana to improve the future of disadvantaged and marginalised children.

Sabre recognises that education is the first step to change and opportunity. Our aim is to provide an integrated solution which supports government initiatives to enhance the school education system (4-16 years) in rural parts of Ghana. Our solution is child-centred, sustainable, scalable and community-based, and revolves around three key activities: building schools, training teachers and creating learning resources.

In delivering this solution, Sabre partners with companies, organisations, schools, communities and individuals, in Ghana and overseas, harnessing their skills and enthusiasm to support our projects.

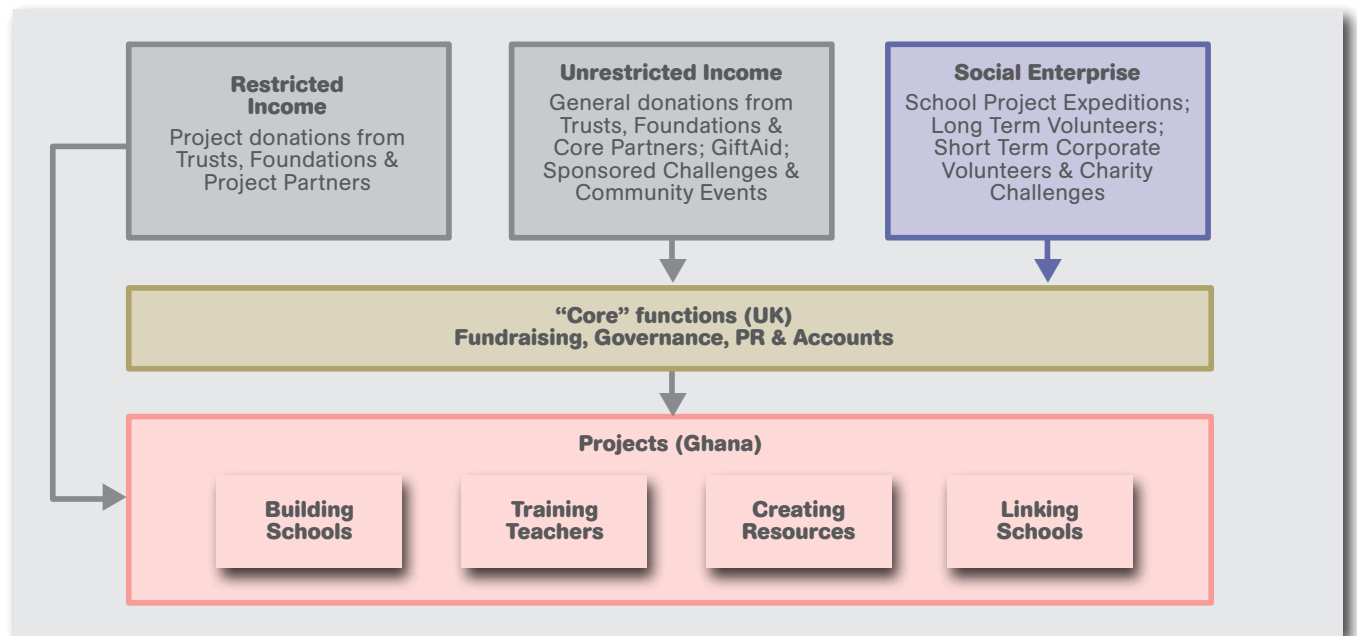
Our long term ambition is to leave a lasting legacy of positive change through access to high quality public education for disadvantaged school children in Ghana, whilst establishing models that can be transferred to other African countries, enabling future generations to achieve their academic potential and contribute to sustained economic prosperity for Africa.

1.2. “Business” Model

The Sabre Trust is fairly unique as an organisation, in that the vast majority of our income is derived from Social Enterprise projects where the charity earns money from running expeditions taking groups of UK school students to Ghana, operating its own charity challenges and overland expeditions, and marketing volunteering placements which directly support our project work. These income generating projects supplement our more traditional fundraising activities

such as community events, corporate partnerships, and grants and donations, giving Sabre a diversity of income streams which has helped to insulate against fluctuations in the giving landscape.

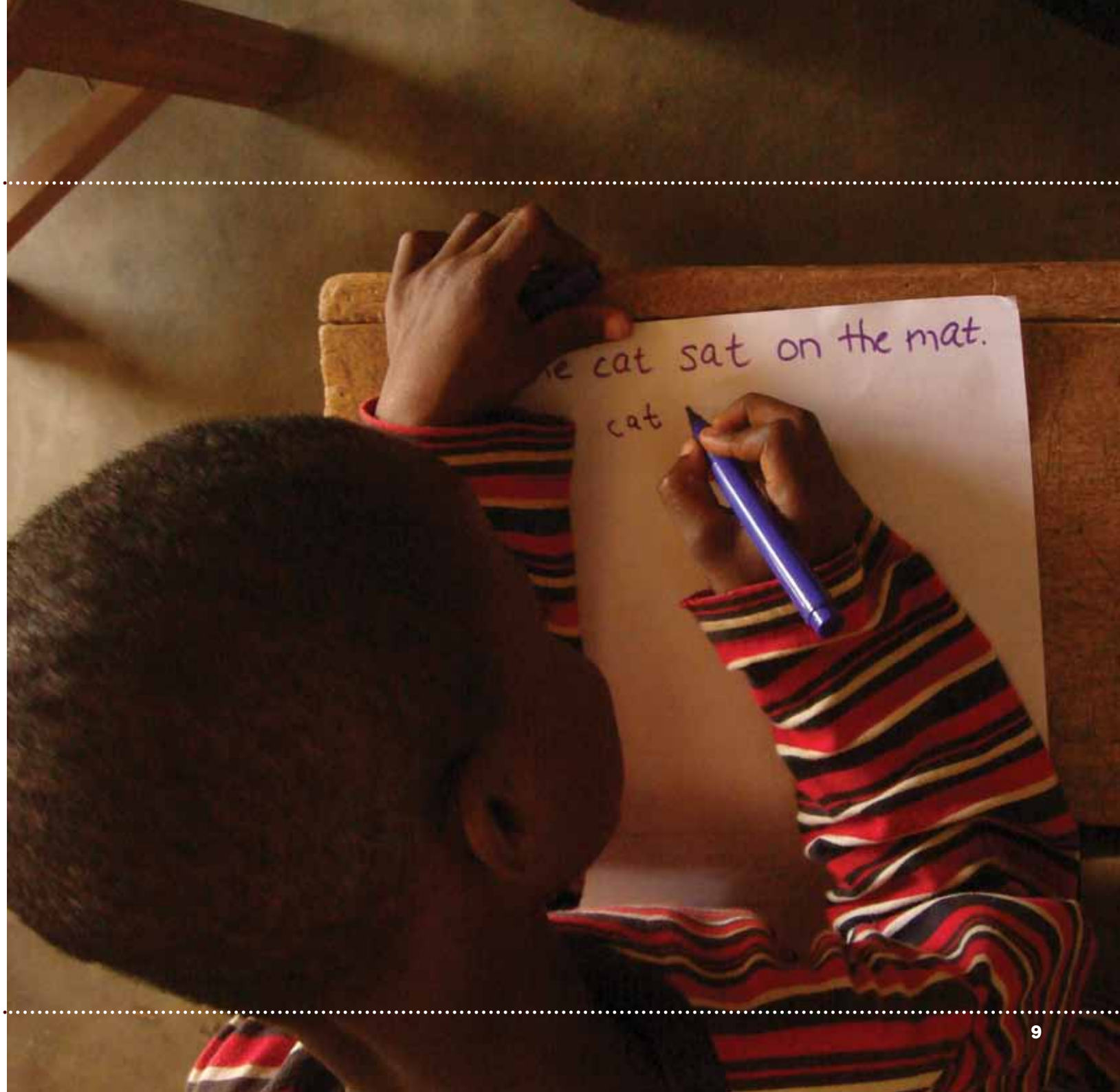
The charity’s activity is therefore split into three key areas: the core fundraising and governance functions carried out by the small team in the UK office; the project management and delivery carried



out by a larger team based in Elmina, Ghana; and the joint UK-Ghana team responsible for marketing, administering and supporting the Social Enterprise projects which generate an income for Sabre.

By running a small and lean operation in the UK, we aim to restrict the cost of our core activities (fundraising, governance, PR and accounts) to less than 25% of the charity's total expenditure, ensuring that the vast majority of all funds are spent in Ghana, supporting our projects and offering employment to Ghanaians.

The board of trustees has recently approved a new three-year fundraising strategy, which is designed to allow a significant scaling up of project activities, by maximising revenue from the Social Enterprise, whilst at the same time affording a greater focus on corporate partnerships, trusts, foundations and major donors.



2. Programme Activity

2.1. Whole School Improvement Programme

In response to the urgent need for investment in the early years sector in Ghana, Sabre has worked with the Ghana Education Service at a municipal level, to develop a programme of interventions which tackles the needs of the sector in an integrated and holistic manner.

Historically, the kindergarten sector (4 to 6 year olds) has been woefully underfunded. In many communities there are no dedicated classrooms, the children are taught under trees by community teachers who have never received any formal training, and without even basic government funding, no learning resources are available for the children's use.

In its 2007 Education Reforms, the Ghana Education Service formally included two years of kindergarten schooling in the basic education system. This important policy change extended compulsory

education in Ghana from nine years to eleven years, and recognised the enormous impact that pre-primary schooling can have on basic literacy and numeracy, as well as its ability to positively reduce some of the problems associated with the primary school sector.

Newly prioritised central government funds are simply not sufficient to tackle the huge shortage of kindergarten infrastructure and resources nationwide, so collaborative schemes, with development partners such as the Sabre Trust, are vital in delivering the government's objectives for the early years sector.

Sabre's Whole School Improvement Programme focuses on three core areas:



building better schools

**providing training for untrained
community teachers**

**and engaging local craftsmen and
women to make learning resources**





*Handover of Dwabor school key to
KEEA Municipal Chief Executive
Hon. Rev. (Mrs) Veronica Nelson*

2.2. Building Schools

2.2.1 From a Dream to Reality: Dwabor Kindergarten School

In October 2008, Sabre set a design challenge to Arup and Davis Langdon: help us to develop a school that not only meets the children's needs by providing a brighter, cooler and more spacious learning environment, but which can help convince communities to build with the materials that are locally available and sustainable. Eighteen months later, after an incredible amount of effort from an extensive team across both companies in the UK, not to mention the toil and workmanship of a site team made up of local community members and skilled craftsmen, the Dwabor Sustainable Kindergarten School was officially inaugurated.

The Dwabor kindergarten project was a real landmark step for Sabre, in delivering a new school which combined innovation and excellence in design and engineering, with teacher and community input into how the space would look and feel. The school design meets a high sustainability agenda that exceeds the performance of most rural buildings in the region, in terms of comfort, levels of light and space, and is visually exciting, playful and aesthetically very pleasing. The new school also outperforms government models in terms of space and cost per child.

For the inauguration, the kindergarten site was opened to over 300 guests, made up of local residents, traditional leaders, government representatives, project partners and friends of Sabre. Everyone who attended was given the opportunity to understand first hand the processes involved in the construction of the school. These included the sieving of laterite soil to make the stabilised soil blocks – the sieved soil was then combined with pozzalana, cement and water before being put through the manual block press. Also on show was the coconut husking technique used to extract coconut fibre for the sound proofing and heat insulation used in the roof of the school.

Finally, the newly trained bamboo technicians showed off their skills with a display of bamboo treatment techniques to convert it into a durable building material, as well as showcasing their skills in creating jewellery, furniture and other arts and crafts from locally harvested bamboo.

Both local craftsmen and members of the international design team were on hand to answer questions from their visitors about the building techniques and processes involved, the overall aims of the project, and future plans for replication.



In receiving the keys to the school from Sabre, the Municipal Education Director reinforced the importance of the partnership between the charity and his office:

“This new school is a testament to the collaboration between the Education Service, the Sabre Trust, and the local community. It demonstrates how local materials can be used in a modern way to create a school environment of the highest quality.”

Attendance levels at Dwabor Kindergarten School increased by 45% with the opening of the new school, and there are now 160 children regularly attending the school, compared with 55 before the project began – an increase of 190%!

“On this project we are using local materials and helping to train and develop local people to use these materials in more effective ways.”

**Ayensudo Project Engineer
Joseph Stables**



2.2.2. The second prototype: Ayensudo Islamic Kindergarten School

Even before the completion of the Dwabor project, Sabre began discussions with the KEEA Municipal Education Office to identify potential communities for the next school build. From an initial list of six high priority communities, Ayensudo was selected as the next site for a kindergarten building, and consultations with the community began in early 2010. The community has a large population, and three primary/junior high schools, but no government kindergarten school. It was agreed that Sabre would build new kindergarten facilities within the Ayensudo Islamic school.

Arup and Davis Langdon renewed their commitment to the scheme by confirming they would work with Sabre to revise and enhance the design, and assist with cost and project management. Funding for the Ayensudo project was secured from Tullow Ghana Limited, the lead firm involved in Ghana's new oil find.

Works began on site in January 2011, and the new school is scheduled for completion by September 2011, ready for the new school year. International volunteers and community volunteers are working alongside a core site construction team drawn from Ayensudo and the surrounding communities.

What the new school means to the community

“My name is Zurfau Aliyu and I am 8 years old. I live in Ayensudo. I study in KG2 in Ayensudo Islamic School. I like reading the alphabet and counting very much. I also like to write tests. The teacher makes us count and colour shapes. I have many, many classmates. More than 50! My classroom is half a shed with a few benches that we all squeeze onto. Sometimes there is not room for all of us to sit down.



I do not like my classroom. When it rains, the tin roof leaks and I get wet. There is no school when the rain comes. There are only two sides to my classroom. So the sun shines in my eyes and I cannot look at the blackboard.

When it is windy, the dust goes in my eyes and it hurts. During breaktime, I play in the bushes with my friend and there is rubbish everywhere. I have seen pictures of the new kindergarten that is being built. I think it looks more beautiful than my classroom. I would like to go to this new school.”

“My name is Mame Efua Christian and I'm 27 years old. I have a Diploma in Basic Education and have been working as a teacher for 4 years. I teach in Ayensudo Islamic School, at KG level. There are more than 50 students in my class. The KG2 classroom I teach in has a temporary bamboo and tin shelter which is in bad condition. There are no doors or windows which means it is not secure so nothing can be stored or put on the walls. Also, it is difficult to stop the children (and animals) from wandering in and out. In the sun, it is too hot, so lessons stop. In the rain, it leaks and makes lots of noise, so lessons stop. There is no furniture for the children to use. Here the KG1 and Nursery of more than 70 pupils share a space under the trees. This is distracting and difficult to teach in due to changing weather and varying levels of ability and attention required. These children face many of the same challenges as their KG2 friends.



I am very excited about the new kindergarten buildings. I am looking forward to uninterrupted teaching and learning despite changing weather. We will be able to paste the children's work on the walls and the security of the classroom will help us keep better control. Separating KG1 and Nursery will also be a big help in allowing better quality teaching.”



Teaching volunteer Corrine assisting with kindergarten assessments – March 2011



2.2.3. Scaling Up: KEEA Municipality and beyond...

To better understand the dynamics and needs of the kindergarten sector in the KEEA Municipality, Sabre initiated a needs assessment survey using a specially developed quick appraisal tool. Over the course of two weeks, working with the kindergarten coordinator from the Education Office, Sabre fieldworkers visited twenty-one schools across the district, gathering data about infrastructure, teaching staff and learning resources. To an extent, the results confirmed what we already knew: the kindergarten sector is in need of significant support across all three areas of Sabre's programme – building schools, training teachers and creating resources, but in some cases the extent of this need even surprised us: 60% of teachers are untrained, 67% of schools have no

latrine facilities, attendance levels average 62%, and only 19% of schools have access to toys for learning through play.

From the needs assessment, we were able to identify six communities in desperate need of new kindergarten facilities, and these will be programmed as part of Sabre's roll out strategy in the KEEA Municipality over the next three years. The infrastructure needs of the remaining 15 schools are being assessed further and will be supported through a programme of retrofits and refurbishments, linked to the project activities of visiting school expedition teams.

The publicity and press attention around the inauguration of the Dwabor project generated significant

interest among communities within and beyond the KEEA Municipality, and over the course of six months Sabre received partnership requests from each of the districts bordering KEEA, and was invited to participate in the development council of the Shama District in the Western Region. Following this engagement, Sabre made a commitment to extend its programme to the Shama District, and conduct a needs assessment of the kindergarten sector there. This assessment is scheduled for June/July 2011.

Our hope is that this needs assessment will lead to the replication of Sabre's integrated early years programme in Shama, with further financial support from Tullow Ghana Ltd.

Jo da Silva, Arup (above) and Ben Agyekum, Davis Langdon (below)



Project Partners

Davis Langdon is a global construction consultancy, providing managed solutions for clients investing in infrastructure, property and construction, worldwide. In October 2010 Davis Langdon joined AECOM Technology Corporation (NYSE: ACM), a leading provider of professional technical and management support services for government and commercial clients around the world.

“This project has been a hugely valuable and productive partnership for all those involved. We’ve learnt about doing things differently technically – coming up with innovative solutions to unique issues - but also about how to work with a variety of people, in new and challenging environments. There has been the opportunity for involvement on this project for so many on various different levels within the firms – and those that have had the opportunity to work on the project in Ghana have found the experience incredibly rewarding and enlightening. There’s a powerful story in this project in that we’re not just churning out formulaic institutional buildings – we’re helping people to develop their lives and to help others.”

**Ben Agyekum,
Director, Davis - Langdon**

Davis Langdon 

Arup is a global firm of designers, engineers and business consultants providing a diverse range of professional services to clients around the world. The firm is the creative and inspirational force behind many of the world’s most innovative and sustainable building, transport and civil engineering projects. Arup provides its clients with the brightest minds who provide extraordinary business advice and creative solutions for the built environment.

“When working in a context like this, it’s critical to take account of the resources locally available, and consider how they can be used innovatively. With the input of local people, we’ve created a model which can now be adapted throughout the region to vastly improve access to education. The project demonstrates how global design expertise and local knowledge can combine to create a facility with the potential to change the lives of this and future generations.”

**Jo da Silva, Director
International
Development, Arup**

ARUP

The **Ghana Education Service (GES)** is responsible for the delivery of basic and senior high school education in Ghana. At the district level, the KEEA Municipal Education Office is Sabre’s key implementing partner. All of the schools that Sabre works with, both through the Whole School Improvement Programme and the School Partnerships Programme, fall under the jurisdiction of the GES, which oversees approximately 180 community schools in the KEEA Municipality alone.

“We are committed to working with Sabre to ensure that the children of the KEEA Municipality receive the best possible start to their education.”

**Gabriel Gademor, Director of Education
KEEA Municipality**



*Gabriel Gademor
Director of Education
KEEA Municipality*



2.3.1. Joining the Dots: Training Teachers for the Future

With the significant investment of time and resources into the school building programme, it was inevitable that Sabre's teacher training programme would take some time to catch up. The need to empower and build confidence and capacity amongst the Ghanaian teachers responsible for delivering early years education, remains a pressing priority, and one which needs to complement other government and NGO training initiatives underway in Ghana. Sabre has been involved in teacher training and mentoring since its inception, but developments this year have offered us the opportunity to formalise our work in this important sector.

As an extension to our memorandum of understanding with the Municipal Education Office, Sabre was given unrestricted access to work with the staff at Bronyibima M/A Kindergarten School to trial new and enhanced teaching ideas and lesson plans, supported by donated resources. The Bronyibima school was selected on the basis of having some of the most dynamic and motivated teachers in the district, and the school had previously benefited from infrastructure investments by Sabre to refurbish the classrooms, build a playground and a toilet block.

With input from Sabre's teaching project manager, the teachers adopted new ideas and lesson plans, which complemented the learning through play and activity based learning concepts grounded in the government curriculum. The progress of the pupils will now be measured through Sabre's kindergarten assessment scheme, so that the impact of these teaching enhancements can be measured.

The inauguration of the KG school in Dwabor and subsequent interactions with the donor community in Accra, resulted in Sabre being approached by MASHAV, the Israeli centre for international cooperation to collaborate

on its Millennium Cities kindergarten programme in Kumasi. MASHAV has a technical specialism in training early years teachers and after initial discussions Sabre was invited to join the MASHAV training course in November 2010. MASHAV's experience in Kumasi closely reflects the reality of classrooms and teachers in the KEEA Municipality and we are hopeful of exchanging lessons learned and sharing training toolkits.

In early 2011 the Vice Chancellor of the University of Cape Coast contacted Sabre to learn more about our early years programme as the university was looking to establish a model school for best practice and teacher training. Early discussions have been encouraging and we are hopeful of developing a new model for teacher training which blends Sabre's practical experience with the university's intensive summer schemes to provide an affordable and high impact training scheme for untrained kindergarten teachers.

Teacher training will continue to be a key focus area for Sabre into 2011 as we look to trial a new training scheme over the summer months with ongoing mentoring from the new academic year in September 2011.

2.3. Training Teachers





2.4. Creating Resources

2.4.1. Toy Box Design Competition Goes Global

In a new and exciting development within Sabre's corporate relationship with Arup, the firm's global offices were set the challenge of designing a new toy box for Ghanaian kindergarten schools to be made from locally sourced renewable and recycled materials by community craftsmen. The Sustainable Skills Network design competition ran during September and October, involving 58 teams across 5 continents and delivered the largest number of entries and most involved designs in the competition's history.

From a shortlist of 3 designs, the combined Sabre and Arup panel selected the elements that best reflected the needs of the curriculum and were most suited to Ghanaian classroom conditions. The winning team then continued to work closely with Sabre to convert the design concepts into working drawings for prototyping in Ghana.

The first toyboxes will be trialed during June and July so that the design can be modified ready for full production from September 2011.



2.4.2. Container to Ghana

In March 2010, Sabre was approached by the owners of a Montessori Nursery School in Church Crookham, who were looking to donate the entire contents of their school to an African charity when they closed in the summer. In a happy coincidence, Sabre was also approached by Highfield Preparatory School in Liphook, who were keen to fund the shipment of donations to Ghana. The two donors combined to raise the funds for shipping a container full of educational and extra curricular resources to Ghana, and provide most of the donations to be shipped.

With funding secured and logistics in place, the container was loaded on 17 February 2011, and arrived in Ghana in early April. As this report is being prepared, the Ghana team are busy distributing kit and equipment to schools and sports clubs across the district. Much of the educational resources will be used in conjunction with the teacher training scheme, and to equip early years toy and book libraries.







“Our students have wholeheartedly embraced our partnership and we have a dedicated committee of Year 9 girls who meet with me weekly to discuss ideas and progress on ways to strengthen our links and embed this interest and friendship across the curriculum. They have presented assemblies to publicise our partnership and we have launched the sale of Ghanaian Fair Trade Chocolate to emphasise the difficulties the Cocoa Farmers encounter. The girls are very committed to the partnership and generously give their time and energy in creating new ideas to broaden our links with Bantuma School.

It is amazing to think that we only launched the link less than a year ago. We initially thought that we would trial one or two projects in the first year, we never imagined that so many ideas would emerge so quickly and that so many people would want to be part of this new development.”

**Jane Riley, Link Teacher,
Sir William Perkin’s School**

2.5. Linking Schools

By linking up schools in Ghana with partner schools in the UK, the Sabre Trust is able to facilitate meaningful cultural and educational exchanges between students and teachers in the two countries for the mutual benefit of both schools. These partnerships bring a new dimension to lessons and extra-curricular activities as both sets of students learn about each other's cultures and lives, sharing experiences and advancing their education.

2.5.1. The Start - School Partnerships

During 2010/11, Sabre's Schools for Schools programme continued to flourish, with six new schools joining the Partnerships Programme. Four reciprocal teacher visits were arranged to help establish and embed these partnerships, and in the case of Chesham Grammar School, two Ghanaian students came back to the UK to spend a week in their partner school.

A wealth of project ideas and activities were developed and shared by schools in both countries, with partnerships being launched with Ghanaian days in UK schools, and British days in Ghanaian schools – a day where the timetable is given over to learning about the partner school and experiencing aspects of the culture and heritage of the other country. In Ghana, field trips were arranged to the Kakum National

Park and the slave forts in Elmina and Cape Coast, to support projects on rainforest eco-systems and the trans-Atlantic slave trade. Numerous penpal letters were exchanged, hand delivered by the steady stream of volunteers travelling to and from Ghana on Sabre placements.



2.5.2. The Future - Partner Ghana: Taking School Partnerships to a New Level

The Partner Ghana scheme was launched at the ASCL Annual Conference in March 2010. This three way collaboration between the Association of School and College Leaders, World Challenge Expeditions and the Sabre Trust provides an opportunity for UK schools to set up a long term relationship with a partner school in Ghana, engaging in a substantial cultural and curricular

programme, supported by a teacher resource pack and reciprocal visits. The programme also offers schools the opportunity to participate in team expeditions to complete project work at their partner school.

Partner Ghana represents an important development in Sabre's Schools for Schools programme, which has been linking UK schools with Ghanaian partners, and facilitating visits and expeditions since 2005. The collaboration with ASCL and World Challenge offered the chance to take this programme to a much more significant scale than the charity would have been able to do on its own.

The new scheme has been very well received by school leaders and schools, and we look forward to its continued growth as the benefits of the school partnership programme are extended to hundreds more students in the UK and Ghana."



2.6. Other Projects

In addition to the charity's core work within the kindergarten sector, Sabre is also involved in the development of a community based production hub and a scholarship programme for talented Junior High School students.

2.6.1. Production Hub

In June 2010, Sabre entered into an agreement with the community of Bronyibima, in which 5 acres of community land was leased to the charity for the development of a livelihoods training centre and production hub.

The concept behind this project was that elements of the sustainable kindergarten school could be manufactured at a central location, reducing the time spent on site and increasing the efficiency of the build programme, whilst offering opportunities for skills development through internships and vocational training for community labourers.

The first phase of the project, the development of a bamboo treatment plant to supply the bamboo cladding required for the roll out programme, is being financed by a contract with Architecture for Humanity to supply the treated bamboo which will clad the FIFA Football for Hope centre in Cape Coast.

Future phases will include the creation of workshops for the production of toy boxes and classroom furniture to support the Creating Resources element of the Whole School Improvement Programme, and pivoting windows and doors for the kindergarten schools.

Project Partners: Tomorrow's Stars is an all volunteer charitable organization registered in America. The charity's mission is to make education possible for the children of Elmina. All donations go to projects in Ghana, no salaries/travel expenses are paid. Tomorrow's Stars began in 2003 by funding the building of a Nursery to Grade 9 school for 280 children. It continues to fund high school scholarships, computers and software, learning materials, teacher training, and whatever is needed to remove barriers to education.

www.sabretrust.org/

2.6.2. Brilliant but Needy: Student Scholarships

In July 2010, in collaboration with US based charity Tomorrow's Stars, Sabre launched a new scholarship fund for brilliant but needy students who had secured high grades but could not afford the fees to continue onto Senior High School.

Learning from both organisations' previous experience with student sponsorship, we decided to create profiles for a certain number of approved students to be funded from a donor pool rather than assigning individual students to a specific donor with only that donor getting personalised updates. All data (performance reports and student feedback) would be uploaded and easily accessible to all donors, making the donor relationship less time intensive to manage. Funds would be pooled together so if one donor did not send funds in time it would not impact on a student's place.

We secured the Education Office's agreement to establish a committee comprised of various local educational leaders who would select students from a short list, but it was not possible to get the committee assembled in time for the 2010/11 academic year. The student selections were done by a joint Tomorrow's Stars and Sabre team, but we hope to have the committee operational in time for the 2011/12 academic year.

We currently have 8 scholarship students in this new programme, with funding for these students secured. We now need to actively recruit more donors and sponsors to increase scholarship numbers in the coming school year. The scholars' blog is now live and with some tweaking should work well – initial donor feedback is encouraging.

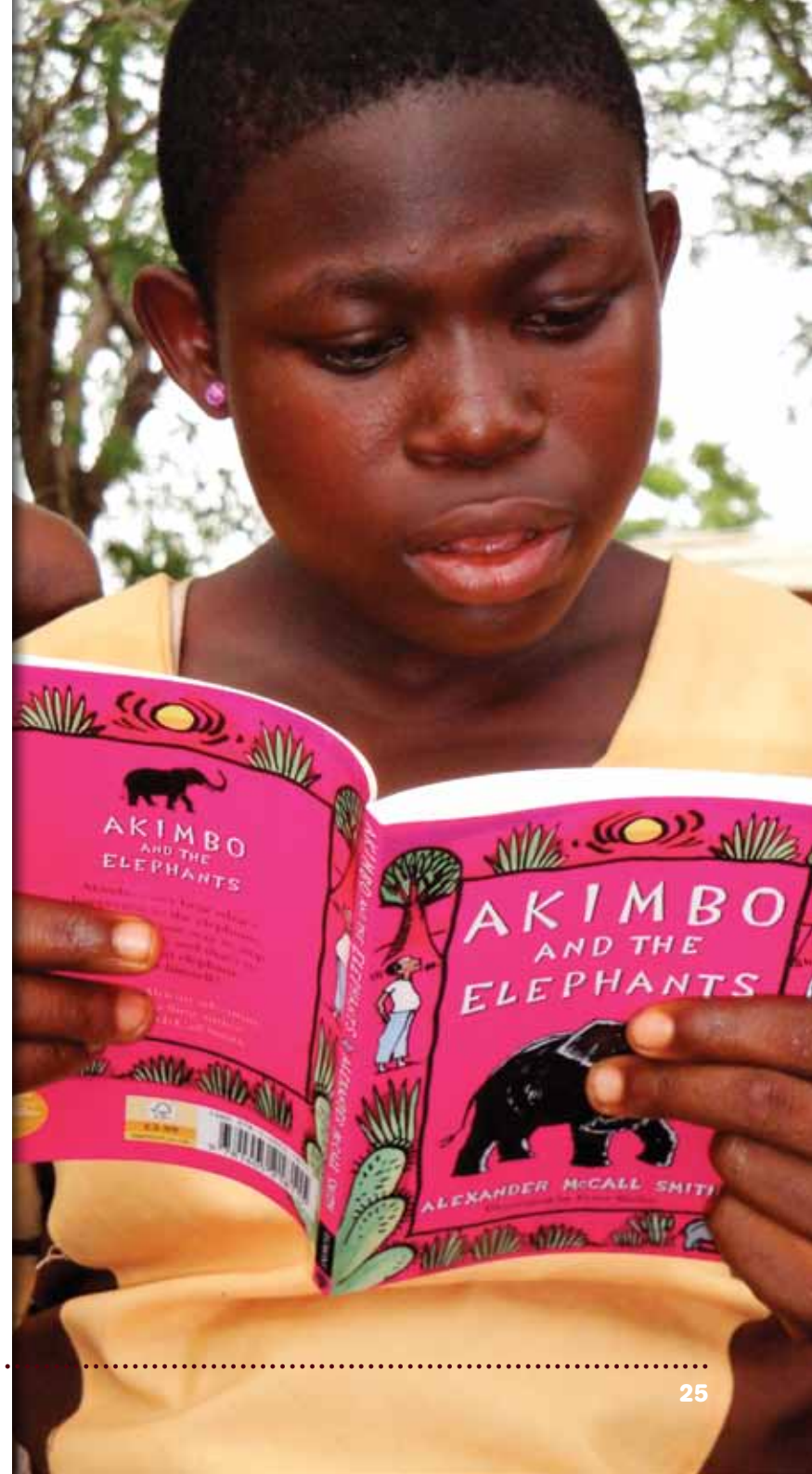
A joint review in January 2011 fine tuned some parts of the programme, and these changes will improve the management process in the year to come.



Scholar Profile:

Solomon Mensah— from Essaman (near Ataabadze)

Solomon received a 6 on his BECE test the best you can do. Solo has 11 siblings! He aspires to be a doctor as so many children here do. He was very worried about where his parents, who are both farmers, would be able to find the money to pay his school fees. Luckily he found out from the headmaster at his school that Sabre was offering a chance for a scholarship. I think we will see great things from Solomon without the constant worry about money he will be able to excel at school.





3. Social Enterprise Projects



3.1. School Expeditions

3.1.1. School Expeditions 2010 – Our Busiest Year Yet

During 2010, Chesham Grammar School sent its fourth student team to Ghana, and hosted the visit of two students and a teacher from Brenu Akyinim JHS.

Weydon School and Lord Wandsworth College also consolidated their partnerships with UK teacher visits to Ghana, and Weydon sent two teams of students to visit their partner school in Dwabor during July and August.

During June, July and August, Sabre hosted 9 visiting school teams, totalling 212 students and teachers, these teams came from Sabre's direct school links, plus additional teams from World Challenge Expeditions and

Wilderness Expertise, two UK based school expeditions providers.

The nine teams worked on a variety of projects in different schools, those visiting within a partnership relationship were teamed up with buddies from their partner school to work together on their projects.

The projects completed included the construction of 4 playgrounds for kindergarten schools, the refurbishment of 7 classrooms, the creation of an animal husbandry farm, the installation of a rain water harvesting system, the implementation of 5 malaria awareness programmes and the staging of 9 kindergarten sports days.



“Meeting the Ghanaian athletes has been a real eye opener, athletes with such potential to go far if only they were given major chances or break through. Experiences like this make me want to raise money and awareness of such amazing charities like Sabre”

**Debbie (14 years old)
British Athlete**

“On behalf of myself and my colleagues we want to say thank you for all that you did for us, and I want to say that if everything goes on well we shall meet in London 2012 so that I can thank you personally for everything”

**Isaac (15 years old)
Ghanaian Athlete**



3.1.2. Athletics Tour: Lessons for Life

In October 2010, Sabre was approached by the newly created Jamie Procter’s Foundation, to support its inaugural project, offering inspirational experiences for deserving young people. Working closely with the founders of the foundation, Sabre developed an athletics tour, which would offer the kind of experience that the Foundation aspired to, whilst also developing young Ghanaian athletes.

The Foundation funded the participation of 22 young athletes and 6 coaches in the tour, with 10 of the athletes flying out from the UK, accompanied by two coaches from London based sports coaching company “Let’s Get Fit For Sports” and a Sabre Trust leader. Between October and March the UK athletes were supported in the same manner as any School Project Expedition with a series of build up meetings, which included a training weekend in Devon.

The tour took place in April 2011, and was a resounding success. The athletes worked together on an intensive training programme, which culminated in a competition day, and around their training schedule, they also worked on a project to build long jump and triple jump facilities at Edinaman Senior High School. The cultural interaction between the two groups of athletes was a key feature of the project, and by the end of the two week tour, firm friendships had been established.





3.1.3. Exporting the School Partnerships Concept to the States

Traditionally, Sabre's school linking programme, has only operated in the UK and Ghana, but in an exciting new development, Sabre received its first group of visiting students from the USA in March 2010. The students, from Batavia High School, were led by Erin Janca, a teacher at the school and long term Sabre supporter. Erin has volunteered with Sabre for the past four years, and was seeking a way to share her experience with her students.

The team from Batavia piloted Sabre's new Cultural Masterclass trips, which are a shorter variant of the School Project Expeditions, focussing more on cultural learning and academic study. The group spent 12 days learning about Ghanaian culture and traditions, visiting local heritage sites and even had time to help out on the Ayensudo kindergarten construction site. The visit ended with a double

celebration: the students helped to organise a sports day for the kindergarten school, and Erin was bestowed as Queenmother of the Ayensudo Zongo community in recognition of all the support and assistance she has provided over the last four years. This trip was a great success and a further two Batavia school visits are scheduled for the coming year.

3.2. Volunteers

3.2.1. Overview

It has been another successful year for the volunteering programme with several new initiatives established, a full-time Volunteer Coordinator in Ghana appointed and an enhanced relationship with Tomorrow's Stars put into practice.

Over the course of the previous twelve months we have continued taking on volunteers in two primary roles: construction and teacher assistance. There have also been several more long-term

volunteers who have contributed to the running of the organisation. We continue to out-source the majority of our volunteer sign-ups to two independent companies, namely Global Vision International (GVI) and Work and Volunteer Abroad (WAVA). We also take on volunteers directly, although we do not widely publicise this.

Our own volunteers are distinguished into two core sets, those who undertake the same programmes as

are provided for GVI and WAVA sourced volunteers, and our international corporate volunteers (ICVs). These are short-stay volunteers brought in through our relationships with our corporate partners. Our ICV programme has been specifically tailored to suit the needs of the time-poor corporate world, offering an extremely rewarding and enriching experience for all involved. It runs alongside our sustainable kindergarten building programme and is for the time being at least, dependent on it. Further to these, we accept voluntary intern candidates, those looking for self-funded work-experience, and a small number of specifically tailored programme volunteers, including sports based activities and undergraduates or graduates on research projects.

In country, all the volunteering programmes are run by and coordinated by Sabre. We are fortunate to have Tomorrow's Stars helping us with our Teacher Assistance programme, and we work together to ensure a suitable volunteer experience which benefits the communities in which we work, primarily focused at the Kindergarten level, although we are beginning to expand into Primary, Junior High School and Senior High School. Our Construction programme is unique and is run entirely by Sabre, piggybacking where possible on our kindergarten complex building initiative, although also using volunteer labour for renovation and one-off projects where necessary.



3.2.2. Programme Activities

Teacher Assistance – We have been running this programme in various guises since 2004. It now has a more defined structure and offers opportunities outside of Teacher Assisting in related academic environments from Kindergarten to Senior High School level. We have worked with Tomorrow's Stars to enhance the programme which in its updated state has been on offer since February 2011. The programme over the 2010 – 2011 financial year had a basic structure and was primarily focused on Bantuma M/A KG, Primary and JHS, with volunteers staying at Stumble Inn, a local beach lodge catering to volunteers and travellers.

In collaboration with Tomorrow's Stars, who renovated, refurbished and stocked a library at Bantuma, Sabre has been working to enhance the literacy levels of local students, primarily focused on Kindergarten, Primary and Junior High School aged pupils. Overseen by Kathy



Weir (Tomorrow's Stars) and Soloman Ewusie and with permission of the Municipal Education Office, local PTA and Bantuma M/A Headmaster, literacy classes run by volunteers were given a place in the school curriculum. A similar programme was then offered during school holidays for willing pupils which was extremely popular.

The programme has been very successful, although maintaining it at its full potential requires a constantly expanding library of books and further resources. The success of this pilot project has instigated a scaling up programme to try and extend the library project to all of the other schools Sabre works with.

Volunteers are further encouraged to run engaging activities alongside their roles within the classroom and library. These include but are not limited to sports activities, arts and crafts, song and dance, outdoor games and drama. These activities are highly dependent upon volunteer enthusiasm, without which they would not run as we simply do not have the resources (staff or otherwise). During school holidays activities such as these are a fantastic way to liven up the summer school.

Construction – April 2010 through to March 2011 has been a mixed year for Sabre's construction volunteering activities. With the completion of our prototype kindergarten complex at Dwabor in February 2010, we were left without a major construction project for the first eight months of the reporting period.

This meant that construction volunteers were involved in smaller projects during this time-period, including various classroom refurbishments, helping to set-up the infrastructure for our forthcoming bamboo workshop at Bronyibima and latrine construction. There was a sense over the summer months that



there was not enough for the construction volunteers to do as several of our large-scale projects were delayed for various reasons. These included the enabling works for our second kindergarten complex build at Ayensudo and our contract to supply the FIFA project in Cape Coast with Bamboo cladding.

The Ayensudo build began in earnest in late 2010 and from then through until the end of March was the focus of all construction volunteer activity, with volunteers easily slotting into the build programme. Since the kindergarten complex build began at Ayensudo we have also been in a position to accept ICVs once again and have hosted five such volunteers during February and March 2011.

Our construction programme will be in a position to offer kindergarten building placements back-to-back following the introduction of the roll-out programme, eliminating issues surrounding any lack of projects and providing a year round opportunity to help build a school.

3.2.3. The Volunteer Scheme in Numbers

The following table sets out volunteer numbers and programme types through our various supply paths over the 2010 - 2011 financial year showcased against 2009 - 2010 figures in brackets. The figures account for all volunteers who completed their volunteer experience within the determined financial year:

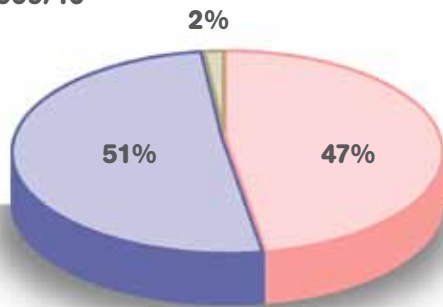
A total of 67 non-ICV volunteers for the period April 2010 - March 2011, compares with 60 volunteers between April 2009 - March 2010, excluding

ICVs, representing an 11.5% increase in volunteer numbers year-on-year.

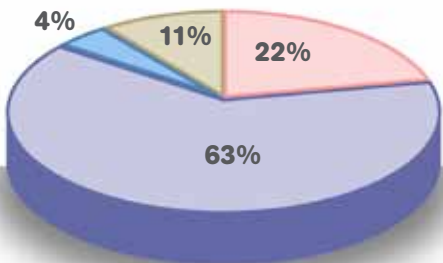
Year-on-year ICV numbers for April 2010 - March 2011 are significantly down compared with the previous financial year, dropping from 39 to 5, which represents a decrease of 87%. This is indicative of the lack of suitable projects for the ICV programme between March 2010 and December 2011, principally due to the delayed start of works on site on the kindergarten project at Ayensudo. However, as the ICV programme for 2009 - 2010 was concentrated on the months April through to September (with no ICV volunteers between October 2009 and March 2010), the two periods are not directly comparable.

Overall, the picture for volunteering is one of modest growth, and we hope that we can repeat and build on the success of the 2009-10 Corporate Volunteering Scheme, in 2011-12.

2009/10



2010/11



- Construction
- Teacher Assistance
- Sports Coaching
- Other*

*Other relates to interns and/or mixed-venture volunteers





4. Rebranding the Sabre Trust

Through Sabre's partnership with Arup, we applied for the assistance of the company's marketing and PR team to help promote the successes of the Dwabor prototype project. As part of this marketing support, Arup's team worked with Sabre and Davis Langdon to design and produce a booklet about the project, which was distributed at the inauguration in February 2010.

We were so delighted with the design that the Arup team developed, that, with the design team's permission, we incorporated it across all of our printed material. The result is a professional and coherent series of information sheets about the charity's work which are presented in a customised folder. The feedback to date from partners, donors and stakeholders has been most encouraging, and the loose leaf format allows us to update the content on a rolling basis.

We owe a big debt of thanks to Jackie McAngus, an incredibly talented graphic designer, who has supported Sabre in the application of the new branding to our core documents. Jackie continues to turn around information at lightening speed and has completed much of the work on a pro bono basis, long may this continue!

Tied into the launch of the new printed material, was the facelift applied to our website. The old Sabre Trust site had been with us in one guise or another since the charity's creation, and had a certain home-spun charm to it. However, we felt it was time to update our online presence and develop a website that takes advantage of many of the digital developments and social media platforms now available. The new-look site was designed on a pro bono basis by Christian Redeçen-Davies at Global Creative, based on a specification developed by Sabre. We are delighted with the end product, although, in terms of the site's development, this is just the beginning, with enhanced blog modules and a series of videos scheduled as future developments.

“Building a brighter future for school children in Ghana”



5. Funding our work

5.1. Fundraising

Quite simply, Sabre could not implement its projects in Ghana, without the vital funds which are raised in the UK. This year we have benefited from some fantastic fundraising events, many of which are becoming annual fixtures in Sabre's calendar. Below we have just picked out a few of these events, to give a flavour of the diversity of activity and commitment of our supporters.

Reach Cambridge - Following on from last year's fabulous "GhanaFest" event, Sabre again teamed up with summer school Reach Cambridge, this time for a "Summer of Fun(draising)". 120 students from all around the globe were involved in a series of charity challenges, auctions of promises, drumming circles and street collections to raise a phenomenal **£3,033**. A big thank you to the students and the people of Cambridge for their overwhelming generosity! We are planning even bigger and better things for summer 2011.

Stabart Mater Concert - In November chamber choir Aliquando together with One Drum, Belinda Sykes and Chaconne Brass performed an outstanding concert in aid of Sabre. The choir performed Karl Jenkins' Stabat Mater, and were joined by soloist Belinda Sykes, who sang on the original recording, and Abass from One Drum, who brought a taste of Ghanaian drumming into the classical arena. Sabre was the first charity to benefit from Aliquando's inaugural concert and fundraising efforts, and the event raised a fantastic **£2,824**.

IPFA Quiz - Thanks to an introduction from Davis Langdon, Sabre was invited to be one of the two charity beneficiaries at the International Project Finance Association's annual charity quiz. The event was attended by teams from law firms, banks, and the construction industry, so offered a great platform from which to promote our work. Two auctions and a raffle helped to ensure that we squeezed every last drop of cash from the evening, which generated an incredible **£7,138** for Sabre. The best bit is that we've been invited back again for 2011.

Conquering Kili - In July 2010, Davis Langdon Director Jeremy Horner, and his son Edward, flew to Tanzania to take on Mount Kilimanjaro. Taking their inspiration from Cheryl Cole, Gary Barlow, Chris Moyles and the rest of the Comic Relief crew, they made it up in one piece and used the challenge not only to celebrate a major birthday for Jeremy, but also to raise funds for Sabre - in all their climb raised a brilliant **£1,621**.

We must also remember all of our regular donors, who support our work through monthly donations. This kind of commitment to the cause is really inspiring, particularly in today's economic climate, and we want to use this space to say a huge thank you to you all!

Thank you!

5.2. Draft Statement of Financial Activities for the Year Ended 31 March 2011

	Unrestricted Funds £ *	Restricted Funds £ *	Total 2011 £ *	Total 2010 £
Resources Incoming				
Incoming Resources from Generated Funds	110,152	149,617	259,769	167,513
Incoming Resources from Charitable Activities	30,795	0	30,795	122,260
Other Incoming Resources	3,180	0	3,180	961
Total Incoming Resources	144,127	149,617	293,744	290,734
Resources Expended				
Costs of Generating Voluntary Income	42,098	1,349	43,447	8,205
Costs of Charitable Activities	69,704	141,562	211,266	218,291
Governance Costs	27,609	1,911	29,520	78,440
Total Resources Expended	139,411	144,822	284,234	304,936
Net Income for the Year	4,716	4,795	9,510	-14,202

*Note that these figures for the year ended 31 March 2011 are not the statutory accounts of the charity, but a pre examination approximation. Full and final statutory accounts will be presented to Companies House and the Charities Commission by 31 December 2011 for the year ended 31 March 2011. This information will then be updated and presented in a final form.

6. Plans for 2011 to 2012

6.1. A Look Ahead to the Coming Year

Programme Work

- Completion of the second prototype Kindergarten Complex at Ayensudo
- Development of teacher training programme for untrained community teachers with University of Cape Coast and MASHAV.
- Initiation of Toy Box production project
- Creation of bamboo processing plant on the Bronyibima livelihoods site.

Fundraising

- Launch of Sabre's new three-year fundraising Strategy
- Recruitment of Ambassadors and Champions to publicly support our work and extend Sabre's network
- Development of donor partnerships for the roll out and scaling up of the Whole School Improvement Programme in KEEA and beyond.





S·A·B·R·E
CHARITABLE TRUST

**Supporting Africa By
Rural Endeavours**

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