

“BUILDING A BRIGHTER FUTURE FOR SCHOOL CHILDREN IN GHANA”

.....
**Annual Report
2012-2013**



S·A·B·R·E
CHARITABLE TRUST

Registered charity 1105489





All content © The Sabre Charitable Trust 2013
Images supplied by staff and past volunteers
Design and layout by Jackie McAngus:
Tel: 0034 663 713 308 Email: info@elgastor.co.uk
Printed free of charge by AECOM

Message from the Chair of the UK Board of Trustees – Ian Bauckham	4
Message from the Chair of the Ghana Board of Directors – Aubrey Malcolm-Green	6
Message from the Managing Director – Dominic Bond	8
1. About Sabre Trust	10
1.1 Ethos & Vision	10
1.2 Organisational Structure – Who We Are	12
1.3 Social Enterprise	14
Partner Perspective - Tom Miles, Director, Partner Ghana Limited	16
Our Year in Numbers	17
2. Planning for Quality Kindergarten Education	18
2.1 Current Situation	18
2.2 Development of Ghana's Operational Plan	20
Partner Perspective - Margaret Okai, National Coordinator for Early Childhood Education, Ghana Education Service	21
3. The Brighter Futures Programme	22
3.1 Programme Overview	22
Partner Perspective - Peter Colenso, Director of Investments, Children's Investment Fund Foundation (CIFF)	24
3.2 Transformational Teacher Training	25
Partner Perspective - Vivian Etroo, Cape Coast Metro Education Director, Ghana Education Service	27
Partner Perspective - Sister Elizabeth Amoako, Principal, Our Lady of Apostles College of Education	28
3.3 Building Better Schools	30
Partner Perspective - Gabriel Gademor, KEEA Municipal Education Director, Ghana Education Service	32
Partner Perspective - Dai Jones, President & General Manager, Tullow Ghana Limited	34
3.4 Forward Plans	36
Partner Perspective - Jo da Silva OBE, Director, Arup	38
4. Volunteering with Sabre in Ghana	40
4.1 Overview	40
4.2 Construction Placements	41
4.3 Resource Centre Placements	42
Partner Perspective - Carmen Harris, Corporate Responsibility Manager, AECOM	43
5. Funding our Work	44
5.1 Fundraising Activity	44
5.2 Draft Statement of Financial Activity	48
6. Thank You	50

Message from the Chair of the UK board of Trustees **Ian Bauckham**



It gives me great pleasure to introduce this Annual Report as Chair of the UK Trustees. For me, this past year's achievements and developments in the structure and activities of Sabre mark an important turning point for the charity. More than ever, the aims and activities of the charity are presented in the report with an impressive degree of clarity and professionalism, which reflects the understanding and sense of purpose within the organisation itself.

Far from being a charity focused only on putting up buildings, Sabre has now well and truly entered the classroom and is engaging with teachers and students, harnessing expertise to improve the quality of teaching and learning for children in rural Ghana. The Transformational Teacher Training project has been seminal in this. The buildings and facilities are certainly needed to enable this to happen, but buildings alone do not teach children. People do, communities do, teachers do. That is why I am so proud of the range of programmes and engagement Sabre now has, complementing

our collaborative and community-focussed approach to school-building, and why I am so certain that we are making a measurable difference and having genuine impact on children's futures

A further mark of Sabre's maturity, and, indeed, a tribute to the ethos the charity has always had, is the extent to which Ghanaians feel empowered to take lead roles in the work of the charity. I have seen at first hand how intensively both Dominic and Aubrey, in his long period of residence in Ghana working for Sabre, mentored and encouraged promising local leaders and managers with the aim of being able to withdraw to a more UK-based role in the medium term. For detractors who might say that the work of charities such as Sabre encourages a dependency culture in Africa, I would say that Sabre has achieved quite the opposite: genuine collaboration and confidence in what is being achieved are what is emerging from the Sabre approach in Ghana.

As a headteacher in the UK myself, I have close knowledge of the Partner Ghana programme, and



the power it has to foster learning between the UK and Ghana at a grassroots level. Student and teacher visits and opportunities for other forms of contact are central to this. I would want to pay particular tribute to the Partner Ghana team who have brought real passion to this dimension of Sabre's work. The separation of Partner Ghana into a standalone social enterprise, will

not only allow this programme to grow and deliver more benefits to secondary schools in the UK and Ghana, but also importantly offers Sabre a strong degree of financial security through the unrestricted 10% turnover donation.

I hope that you enjoy reading the annual report and feel encouraged by what you find here.



Message from the Chair of the Ghana Board of Directors **Aubrey Malcolm-Green**



This year saw a marked shift in our ability and capacity to deliver in Ghana. Sabre has tended to work in five year phases. It was ten years ago that we started the charity from a spare bedroom at home, and it was five years ago that we moved to Ghana and set in motion a growth plan to hand over the day to day running of Ghana operations to our local management team. Now that we have achieved this transition we believe that Sabre is moving towards a truly sustainable future in Ghana.

From the very outset it was our intention that Sabre should be a Ghanaian run organisation, built on strong systems and procedures with a clear set of values and clarity of mission. This has been a challenging process to work through, but a very rewarding journey. Over the last five years we have narrowed our aims and objectives away from a broad brush holistic concept of community development, and focused in on early years education. The reality is that this is where true impact and sustainability can be achieved.

In achieving this we have had to stop taking on so many activities, and work hard to extract ourselves

from other initiatives which, whilst rewarding, do not directly contribute to our focus on kindergarten education. One such activity is the scholarship programme which Sabre ran for several years. We are fortunate to have a strong partnership with another local charity, Tomorrow's Stars, who have kindly taken over our remaining commitments to students. Sabre will also cease to run the volunteer programme in-house, and volunteer support will now be provided by a new Ghanaian social enterprise which I have set up with some past Sabre volunteers.

In a number of exciting project developments, our Brighter Futures' team has taken on increasing responsibility for programme delivery. Lawrence Mensah has completed his engineer's apprenticeship with Arup, and is now leading our third and fourth sustainable kindergarten construction projects in Amenano and Dominase. Gladys Amaning joined us as lead Education consultant for the Teacher Training Programme, bringing all of her experience from Kumasi. Godwin Agbavor also joined us from the Ghana Education Service as Teacher Training Officer to cement our focus on local delivery.



At a board level we welcome Edwin Abaka and Enyonam Adinyira onto Sabre's Ghana Board of Directors, both bring a natural interest in educational development in Ghana, in addition to their business and legal expertise.

The organisational re-structure described in section 1.3 sees Sabre in the UK and Ghana supported by two new social enterprise companies - for every £1 or GHS 1

generated through their business activities, Sabre will receive £0.10 or 10 peswas respectively. We are very fortunate to be in this situation and view it as a stepping stone to further success. The teams at the heart of both social enterprises share Sabre's vision of education as the key driver for development in Ghana, and see the Brighter Futures Programme as a significant step in that direction.

Message from the Managing Director **Dominic Bond**



March 2013 marked five years since Aubrey and I quit our day jobs to focus on Sabre full time, initially as volunteers and then, once the charity's financial position was more secure, as employees. At the time, this felt like a serious leap of faith, but looking back on the last year gives me great satisfaction that we made the right decision. Sabre has grown and matured further these last twelve months, consolidating its position as a key partner to the Ghana Education Service at the National, Regional and District levels, and delivering a high quality programme that enhances the provision of free education to four and five year olds in our target districts.

The Brighter Futures programme blends innovation with a strong commitment to working with and through government. We build schools with the District Assemblies, for the Ghana Education Service, and we train teachers on the government payroll and student teachers coming through the further education system. We are not setting up parallel systems, but working hard to enhance the existing ones. For us this is the key to sustainability, and has always

been a defining feature of Sabre's approach.

None of this would be possible without the hard work and dedication of our fantastic team in Elmina, and I was fortunate to spend four months working alongside them as we launched our new Transformational Teacher Training Programme. We can only ever be as good as our people, and in this respect we are very lucky to have such high quality, dedicated and committed staff in both the UK and Ghana.

In March, 2013 Aubrey and his family returned to the UK after more than four years in Ghana. This was a pivotal moment for the charity, and another strong sign of Sabre's growing maturity. Aubrey could fly home confident that he was leaving things in safe hands due to the strength of our team in Ghana.

As you can read about further in section 1.3, we have this year undertaken a restructure of Sabre which transfers our Partner Ghana programme to a sister social enterprise – Partner Ghana Ltd. This new structure will allow both the Brighter Futures and Partner Ghana programmes to grow and flourish,



freeing the charity of the liabilities and overheads associated with the tour operation aspects of Partner Ghana student expeditions, whilst guaranteeing a vital unrestricted income to help cover Sabre's core costs. This is a really exciting development that takes us back to the founding concept behind Sabre – that of a charity and associated ethical travel company, with the

income from the tour activities funding the charity's work.

This year, to provide a different perspective on our work, we have asked some of our key partners to write about their experience of working with Sabre. I hope you enjoy reading about Sabre's activities and achievements in this report.

1. About Sabre Trust

1.1 Ethos & Vision

The Sabre Trust is an education charity working in rural Ghana, to build a brighter future for marginalised and disadvantaged children. With 10 years experience working at the grass roots of the education system, the kindergarten sector emerged as the one where Sabre could have the greatest impact.

In Ghana, kindergarten is the start of formal compulsory education, and was only included in the basic education system in 2007. Projects at the kindergarten age (four and five year olds) are proven to give a greater return on investment than any other education projects (CIFF, 2010).

Our partnership with the Ghana Education Service ensures that we

are working within and in support of the government education programme – this is vital for the long term sustainability of our projects. Furthermore, we work primarily with rural communities, identified through joint needs assessments with the local education authorities and district assemblies.

Equally important is the fact that the Brighter Futures programme is entirely consistent with and supportive of the Government of Ghana's new strategic plan to scale up quality kindergarten education. We recently reviewed our activities to ensure maximum alignment with government strategy, whilst continuing to provide innovative solutions to enhance existing systems.

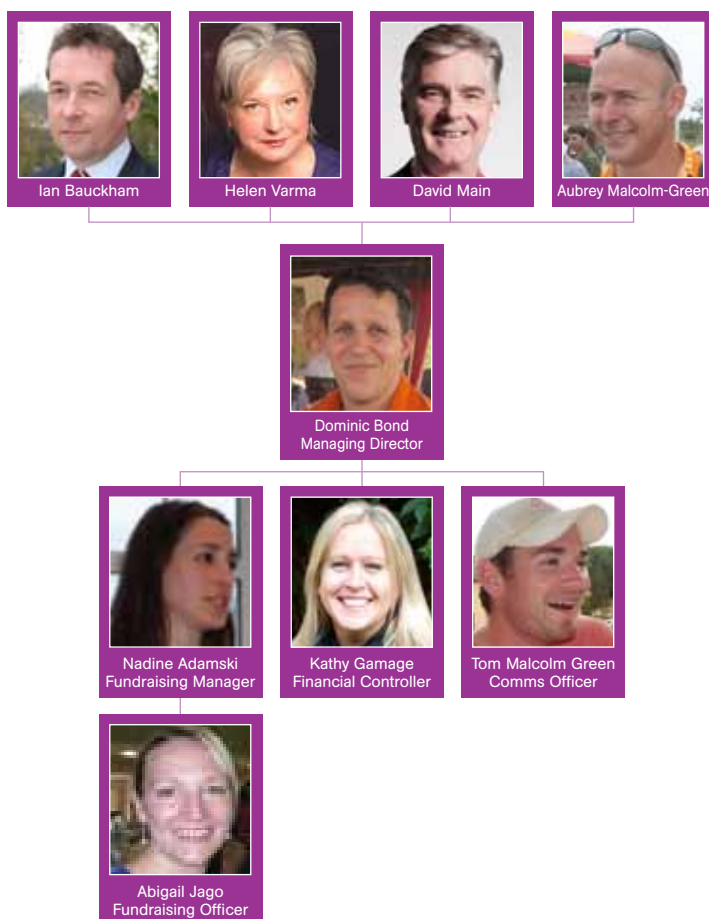


1.2 Organisational Structure – Who We Are

The Sabre Trust is a partnership between two independent but linked charities. In the UK, the Sabre Charitable Trust is registered with the charity commission, and

the small fundraising team works hard to raise income from a variety of sources. In Ghana, the Sabre Charitable Trust is registered with the Department of Social

Sabre UK: Board of Trustees



Welfare as a Non-Government Organisation (NGO), and the project implementation team is focused on delivering the Brighter Futures Programme. Both organisations have active Boards of Trustees, who have oversight for programme delivery and financial performance. Sabre is also registered with the Charities Aid Foundation in America,

and is eligible for tax deductible donations from US based donors.

As a small charity we are committed to delivering maximum impact at minimum cost – we work very hard to ensure that at least 80% of donations are spent in Ghana on project delivery, with the remaining 20% supporting fundraising and governance costs.

Sabre Ghana: Board of Directors



Education
Advisors

Sonya Hinton

Gladys Amaning

Kathy Weir



1.3 Social Enterprise

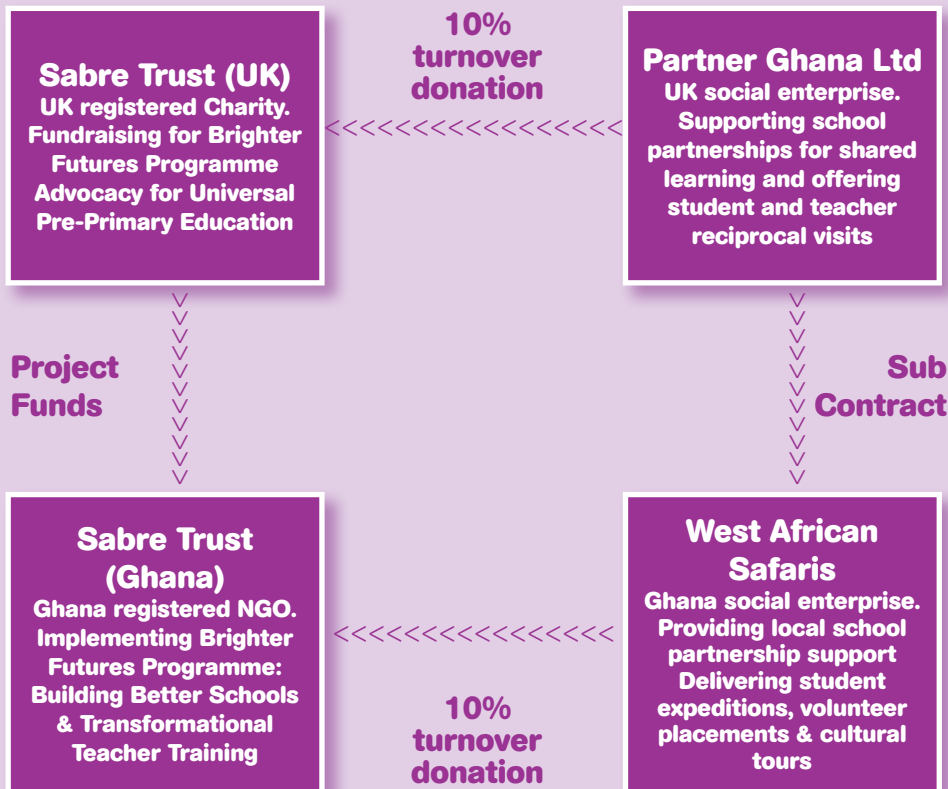
In May 2012, the UK board of trustees completed a review of Sabre's core charitable and social enterprise activities. The board concluded that the Partner Ghana programme and Sabre's volunteer placements would be better managed as part of two standalone social enterprises, one in Ghana, the other in the UK. The trustees recognised that the combination of charitable and social enterprise activities which had served Sabre so well over the previous eight years, had now reached a point where the continuation of such diverse activities under the same organisation was actually limiting both the Brighter Futures programme and the Partner Ghana programme from reaching their respective full potential.

It was important to the board that Sabre retained the financial benefit of the income generated by the Partner Ghana student visits programme, whilst releasing the charity from the administration, liability and overhead costs linked to the tour operator activities. The transfer of school partnerships to the new UK social enterprise,

Partner Ghana Ltd, was completed in March 2013. In return Sabre will receive an annual charitable donation from Partner Ghana Ltd, equivalent to 10% of the company's turnover. Meaning that for every student expedition sold, 10% of the fee will go directly to the charity as an unrestricted donation.

In Ghana, a similar arrangement has been established between Sabre Trust and West African Safaris, the social enterprise set up to manage the Ghanaian end of the Partner Ghana programme, as well as supporting volunteer placements and developing short tours in Ghana and West Africa. As with Partner Ghana Ltd in the UK, West African Safaris will contribute 10% of turnover from locally generated business to the Brighter Futures Programme.

For Sabre, this relationship offers the charity strong financial stability, by giving a guaranteed unrestricted income, which will help to cover most of the organisation's core costs, meaning that even more of our supporters' donations are spent directly on project delivery in Ghana.



Partner Perspective

Tom Miles, Director, Partner Ghana Limited



Partner Ghana Ltd and the Sabre Charitable Trust share a passion for improving education. The Partner Ghana programme links up schools in Ghana with partner schools in the UK with the aim of facilitating educational exchanges between students and teachers in both countries. We passionately believe in providing young people with the opportunity to learn and interact together with their peers from all over the world, and in this way we can contribute to a fairer and more tolerant world. We currently have 26 partnerships on the programme, involving 52 schools.

Partner Ghana is a proud supporter of the Sabre Trust, and a key strength of our social enterprise model is the very transparent funding contribution that we make to support Sabre's programmes in Ghana.

Partner Ghana provides UK school students the opportunity to visit their 'partner school' in Ghana and is committed to contributing 10p from every £1 of these student visit fees to the Sabre Trust. UK school children understand the value of education and are often angered by the inequalities in access to education around the world. By supporting the work of the

Sabre Trust financially, the students are able to help address these inequalities.

A key aim of the Partner Ghana programme is to promote development education in UK schools through learning about global issues and encouraging students to reflect on their role in creating a more fair and just world. Our relationship with the Sabre Trust enables UK school students to learn directly about the issues facing countries like Ghana as it strives to provide sustainable and effective education, and also learn about the vital work being done by charities to improve the situation.

This unique relationship makes learning about these issues more 'real' and Partner Ghana has witnessed the impact this has on the UK students and teachers. The students and teachers always return from their visits to Ghana with a more complete understanding and knowledge of life in Ghana and an increased desire to make a difference.



Our Year in Numbers...

560

four and five year olds benefiting from Sabre's Brighter Futures Programme

52

headteachers, teachers and student teachers receiving transformational training

14

local labourers receiving construction skills training on the Amenano project

12

kindergarten schools involved in the Brighter Futures Programme

10

The Old Carriage Works, our new UK office address in Lostwithiel, Cornwall

5

new grants secured in 2012/13 financial year

4

and a half years spent living in Elmina - the Malcolm-Green family

3

districts in which the Brighter Futures Programme has projects underway

2

members of the Brighter Futures team writing their master's dissertations

1

award for Best Up & Coming Fundraiser - Nadine Adamski

2. Planning for Quality Kindergarten Education

2.1 Current Situation

Ghana is rightly hailed as one of the most progressive countries in Sub Saharan Africa for recognising the importance and value of early childhood education. In 2007, two years of kindergarten (KG) education, starting at age four, were formally included in the basic education system, meaning, in a Ghanaian context, that formal compulsory primary education begins at four years of age.

As a direct result of this important policy change, gross enrolment rates at the early primary level in Ghana are high: 98.4% at the kindergarten level, drops to 96.4% at primary level, and 79.6% at junior high school. However, these statistics mask the true picture of access and quality. In the two kindergarten years, the net enrolment rates are significantly lower, at 60.1%, reflecting the disparity in the number of age appropriate enrolments: of 1,491,450 children enrolled to attend kindergarten nationally, only 911,305 are of the correct age, with the remainder made up of under-age and over-age children.

Attendance levels are not captured in the official statistics, but our local experience shows significant

fluctuations in attendance at KG, which combined with large class sizes, a serious shortage of trained teachers and the high numbers of over and under age pupils, means that the quality of education received by pupils is seriously compromised.

Evidence from other countries strongly supports the argument that many of the problems affecting the higher levels of the basic education system in Ghana (low literacy and numeracy rates at mid-primary, poor completion rates at junior high) are directly attributable to the weak foundation children receive in their first two years of schooling. The needs at the kindergarten level are significant:

- **40%** of children of school-going age are not in class
- **61%** of teachers have never received any formal training
- KG school environments are typically the poorest with **51%** lacking toilets, **19%** without access to drinking water and only enough desks and chairs for **50%** of pupils
- Learning materials are in short supply, with one workbook for every three children enrolled



Additionally, donors, economists and educationalists increasingly agree that investments at the start of formal education offer greater rates of return than investments at any other stage, so the case for supporting KG to improve

access and quality throughout the education system is compelling.

Recent research from the Children's Investment Fund Foundation confirms this:

.....

"Quality pre-primary education significantly improves educational achievement and attainment. In addition, children with effective pre-primary education earn more as adults, show less drop out, attend more college, show less criminality, and show more delayed childbirth. Children from disadvantaged backgrounds benefit proportionately more than their better advantaged peers. This means that quality pre-primary education can deliver valuable individual, as well as social, returns."

.....

In this way, programmes addressing the needs at kindergarten have short and long term effects: children's school readiness is improved and they are better

equipped to learn; also as adults these children will be better placed to support the country's socio-economic development.

2.2 Development of Ghana's Operational Plan

As part of the Government of Ghana's commitment to meeting the recommendations of the Dakar World Forum for Education and the Millennium Development Goals, the Ghana Education Service embarked on a wide ranging review of the kindergarten sector in Ghana. This review began in July 2011, and completed in December 2012 with the publication of a Five Year Operational Plan to Scale Up Quality Kindergarten Education in Ghana.

The Sabre Trust's Brighter Futures team was delighted to be involved in the review process, firstly as stakeholders and later on as contracted consultants working directly with Ghana Education Service officials in Accra, alongside other national and international early childhood experts. The

review process was praised for its strong participatory approach and commended for engaging multiple departments in GES in an issue which had previously been given little consideration or attention.

Importantly for Sabre's organisational development, this was our first opportunity to provide consultancy services on a contracted basis, which introduced a new income stream for the charity. It also allowed members of the team to join national debates on the future of the kindergarten sector in Ghana, and we were honoured to be part of the process, which has mapped out a clear and well considered future for delivering quality kindergarten education in Ghana.

In addition to supporting the development of the plan, in July 2012, Sabre organised a high level study tour for seven delegates from GES to visit a number early years education settings in the UK, engage with lecturers and trainers who support teacher training and attend an international conference on measuring impact of early years education programmes. The tour was highly successful in helping the delegates confirm their vision for kindergarten education in Ghana, as well as identifying suitable strategies for both pre-service and in-service teacher training.



Partner Perspective

Margaret Okai, National Coordinator for Early Childhood Education, Ghana Education Service



Since introducing two years of formal compulsory kindergarten education for all children in Ghana in 2007, the Ghana Education Service has demonstrated its strong commitment to improving the quality of early years education that our children receive, and introducing a play and activity based learning pedagogy. In 2011, with support from the UK Department for International Development and the Children's Investment Fund Foundation, we embarked on a thorough review of all kindergarten activity in Ghana, taking into account international best practice, in order to develop a strategy and operational plan for scaling up quality kindergarten education nationwide.

Initially, representatives from the Sabre Trust were involved in this process as stakeholders, sharing their experience of working in the kindergarten sector, and specifically in relation to delivering high quality kindergarten classrooms. As the project moved into a second phase, a cross sector consultancy team was assembled to help with the drafting of the new Operational Plan, and Dominic Bond from Sabre was invited to join this team. Additionally, Nick Parish was seconded by Sabre to work directly with me and the Early Childhood Education team at GES headquarters in Accra.

Along with the other national and international experts, Dominic and Nick played a vital role in helping us

to develop our strategy for improving kindergarten services. I was particularly grateful for the support and assistance provided by Nick, who was a great help to me personally, as we coordinated the various internal and external meetings which allowed all stakeholders to have a voice in the process.

Now that we have a final approved Operational Plan to scale up quality kindergarten education in Ghana, we are moving into the exciting phase of implementation. In the last eight months I have closely followed the work that Sabre has been undertaking in collaboration with my colleagues in the Central Region, and am delighted to see the concepts included in the plan being turned to reality through the Transformational Teacher Training pilot.

If this Operational Plan is to become a reality then the Ghana Education Service will need strong and proactive implementing partners who understand our vision for the kindergarten sector and are willing to work with us to find Ghanaian solutions to our own challenges. I am very happy to have the Sabre Trust and its Brighter Futures team as a partner in delivering this plan, and look forward to a long and successful relationship.



**GHANA
EDUCATION
SERVICE**

3. The Brighter Futures Programme

3.1 Programme Overview

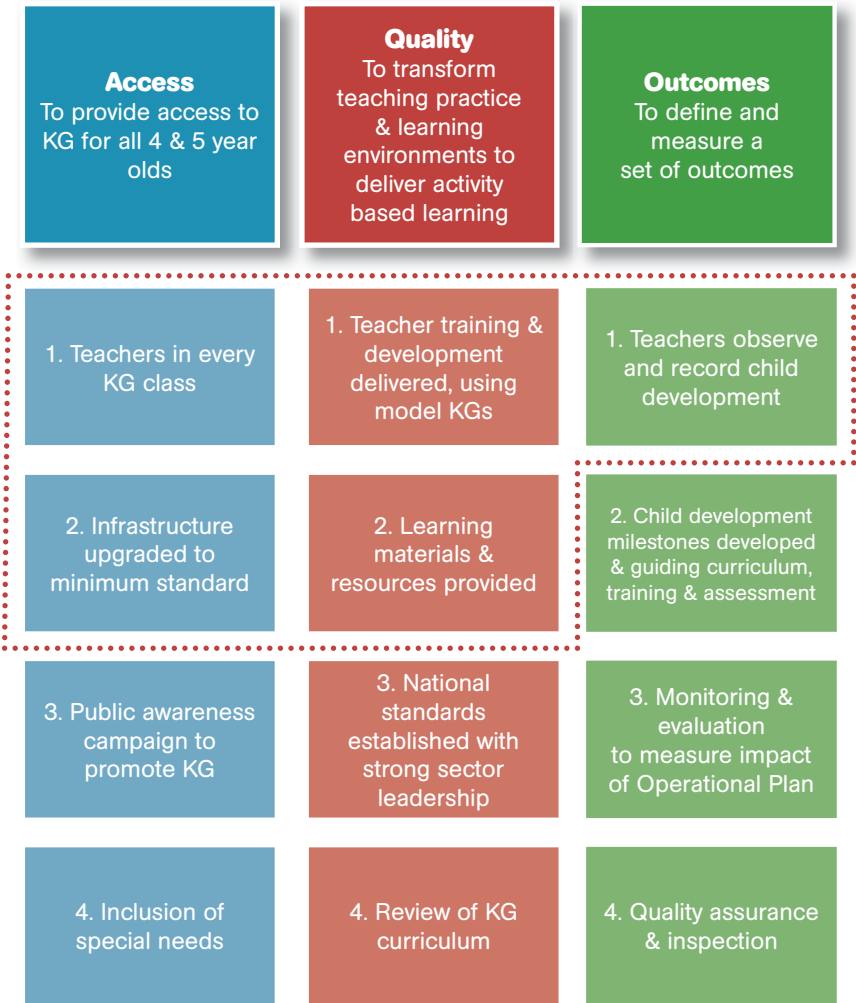
Sabre's Brighter Futures Programme provides an innovative and carefully considered response to the challenges of poor learning environments and weak teacher capacity, which are delivered through Building Better Schools and providing Transformational Teacher

Training. The schools that Sabre builds are used as District Centres of Excellence to showcase optimal kindergarten learning environments, and provide a venue for intensive teacher training in line with the Ghanaian Government's strategy for quality kindergarten education.



The Brighter Futures Programme has been revised and adapted to ensure consistency with the newly published GES Five Year Operational Plan to Scale Up Quality Kindergarten Education.

The operational plan contains twelve key activity areas, and five of these are directly supported by the Brighter Futures Programme as illustrated by the diagram below.



Partner Perspective

Peter Colenso, Director of Investments, Children's Investment Fund Foundation (CIFF)



“The Sabre Trust is a small charity working on a big issue...” These are the words that greet you on the Sabre Trust website. I want to tell you why I think this issue – early childhood education – is indeed such a big issue. And I want to tell you why I think this small charity – the Sabre Trust – is such an exceptional organisation.

The scientific case for early childhood care and education (ECCE) is clear: rapid neuro-cognitive development in the early years is key to the acquisition of basic literacy & numeracy and broader life skills. The economic case for ECCE is equally clear: the world's foremost medical journal estimates that a 50% increase of pre-school enrolment in low- and middle-income countries would generate estimated benefits of \$34 billion, at a rate of return of up to \$17 for every \$1 invested (Lancet, 2011). It is hard to find a better investment. The rich world knows this. Western countries currently spend around 11% of public education budgets on pre-school education. Latin America spends upwards of 9%. But Africa spends under 1%. Ghana is doing more than most. But it needs partners

and partnerships to make this work, and this is where Sabre comes in.

My organisation has been fortunate to work with the Sabre Trust in Ghana. In my view there are two things that make them special. First, what we call in the investment world their ‘value proposition’: groundbreaking and affordable technology when it comes to infrastructure; innovations, again affordable and doable, in teaching and in teaching materials; exchanges of people, skills and know-how between the UK and Ghana – exchanges that will change people's lives, in the UK as well as in Ghana. Second, Sabre is a smart organisation that extends its influence and impact way beyond its project sites and partnerships at the local level. Sabre has worked with the central government in Ghana to help shape its national policy, plans and patterns of investment for Kindergarten education. This measure of trust and influence is very rare for a ‘small charity’. It is hard earned. And it is a measure of Sabre's credibility, its organisational intelligence, and its exceptional staff.

3.2 Transformational Teacher Training

The Transformational Teacher Training Programme was developed in collaboration with the Ghana Education Service (GES) and Our Lady of the Apostles (OLA) College of Education to trial an innovative new approach to training kindergarten teachers, and is part of the new five-year operational Plan to scale up quality kindergarten education in Ghana. The training is provided as a one year intensive course that equips both existing teachers and student teachers with the skills, knowledge and confidence to adopt a child-led, activity-based approach. The approach to training comes directly from the new GES Operational plan

and as such has been informed by both the teacher training project supported by MASHAV, the Israeli Development Agency, in Kumasi, and the in-service training modules developed by GES and UNICEF.

Previously, in-service teacher training has relied on occasional workshops being cascaded down by education service officials with little or no follow up. The new approach is much more supportive, bringing teachers and student teachers together in training, and providing continuous support through small group meetings, classroom coaching and access to a teacher resource centre.





The training programme has been designed to incorporate some of the most successful aspects of other in-service training programmes, whilst innovatively tackling the need to ensure that both streams of pre-service and in-service training equip teachers with the same level of practical skills. Some key elements of the course are:

- Bridging the gap between previous pre-service and in-service approaches by jointly training serving teachers and student teachers – the teachers are paired up as a teaching team for the course duration, significantly improving pupil-

teacher ratios.

- Creating model classrooms clustered around the College of Education to serve as best practice examples of Kindergarten teaching, and support student teacher placements.
- An initial three-week workshop provides an introduction to the new methodology and helps teachers develop resources and reconfigure their classrooms ready for the new school year.
- The introduction of a two year teacher-classroom cycle means that teachers stay with pupils through KG1 and KG2 – this is proven to have educational benefits for the children and reduces the time lost in transition at the start of the second year.
- Ongoing observation and mentoring between training workshops provides feedback and encouragement to the teachers as they adopt the new methodology.

This year's pilot course has trained 14 practising teachers, 28 student teachers, 12 headteachers, and staff from both the Ghana Education Service and OLA College of Education. In total, 560 children have benefited from the training, and the teachers have also been able to access a resource centre where they receive guidance on making low-cost learning resources from recycled materials.

Partner Perspective

Vivian Etroo, Cape Coast Metro Education Director, Ghana Education Service



The pilot kindergarten teacher training project has gone very well this year, and we are pleased at the progress that is being made by both the practising teachers and the student teachers. The style and approach to training is very innovative, and all participants are finding it very interesting and involving. The joined up approach to including practising teachers and student teachers is proving very successful as the teachers and students are learning from each other. Indeed whilst we are only training kindergarten class 1 teachers this year, we are seeing that their colleagues in kindergarten class 2 are also picking up the principles of the training and making changes to their style of teaching.

We are seeing benefits at lots of different levels. The practising teachers are becoming better and more confident teachers and gaining greater understanding of the developmental changes a child goes through and how they can best support that learning. The trainee teachers are receiving a much more valuable practical placement, which will equip them better for next year when they are posted as newly qualified teachers. The communities are getting more involved, and showing their support for the new concepts for learning at the early childhood stage. Most importantly, the children are benefiting greatly, from

the new style of teaching and the learning resources and games they are being exposed to.

This is the first time we have worked in partnership with the Sabre Trust, and we have been impressed by the innovations they have brought to the training. The creative use of recycled and low cost materials to enhance classroom resources has also been very valuable.

We look forward to next year when the programme will expand to bring in all of this year's kindergarten class 2 teachers as well as several new schools. We hope to increase the availability of outdoor learning areas to improve the children's relationship with nature and their environment. We will continue to work closely with the College of Education and Teacher Education Division to ensure this innovative approach is taken up by all the Colleges. Our challenge is also to ensure that there is a continuation of activity based learning into primary school to help these children continue to grow and learn.



**GHANA
EDUCATION
SERVICE**

Partner Perspective

Sister Elizabeth Amoako, Principal, Our Lady of Apostles College of Education



The transformational teacher training programme initiated by Sabre Trust came at just the right time for us, with the College recently beginning an Early Childhood development education programme. Stakeholders including the children are already feeling the positive impact of the programme. It is helping us to improve pre-school education delivery in a number of ways and bringing quality to what is being offered for early childhood education. Previously, our system of training early childhood educators was too content oriented, using the same approach as was used to train primary school teachers.

As a college we have been well informed through the transformational training on effective contemporary approaches for training early childhood teachers; new methodologies are being adopted to teach in the college. Also, a new assessment tool has been developed for assessing early childhood student teachers.

Activity-based learning has been experienced, practiced and accepted by our teacher trainees as the most effective activity for early childhood education.

Most classrooms have been re-arranged to accommodate the new transformational approach of interactive learning, thereby creating a more conducive learning environment for the children. The pairing of the teacher-trainees with professional classroom teachers has created a healthy co-mentoring system for continuous professional development.

Beyond the trainee teachers it must also be noted that the programme has impacted positively on the Ghanaian education system as a whole. The different group activities and the engagement of children in class as major participants of their own learning are contributing to making school more interesting and enjoyable for the children. This has resulted in significant increases in school enrolment at the pre-school level.

Challenges remain in terms of engaging parents and enhancing the indoor and outdoor classroom environments, but overall this has been a really positive programme and we look forward to its expansion next year.

**OLA COLLEGE
OF
EDUCATION**





3.3 Building Better Schools

In 2008, Sabre embarked on an ambitious project to develop a new design for kindergarten schools in Ghana in partnership with global engineering and construction firms Arup and Aecom. Five years into this project, Sabre is now on site with its third Sustainable Kindergarten Complex in the community of Amenano in the Shama District of the Western Region. This project has been fully funded by Tullow Ghana Limited, the oil exploration company spearheading the extraction of offshore oil reserves in Ghana. The schools built to date have been recognised by the United Nations Children's Fund, the Ghana Education Service and the UK's Department for International Development as providing some of the best learning environments in the whole of Ghana.

The Amenano project is being entirely managed by Sabre's in-house Construction Projects Manager, Lawrence Mensah. This is a significant step forwards in the development of Sabre's organisational capacity, as on each of the two previous projects, Arup seconded a full time site engineer to oversee the project works and train Sabre's construction team. Sabre now has the local capacity to deliver these schools to the same high standards, and Arup's support

is provided remotely by the project team in London.

Amenano, a community with no school facilities at all, was selected for this project by the District Assembly in Shama. A school in a neighbouring village receives Amenano children from class Primary 1 upwards, but parents do not feel comfortable allowing their three - six year olds to make the journey to this village, so they remain out of school. This means that education at the kindergarten level simply does not take place. This project will provide a brand new three classroom school with outdoor learning areas and ancillary facilities for the children of Amenano. The new school will be built to high standards of performance based design, using sustainably sourced local materials.

Works on site at Amenano started in December 2012, and the project is due to complete in time for the start of the 2013/14 academic year.

In addition to delivering the Amenano project, Sabre's Building Better Schools team has also been busy working with the Municipal Assembly and Dominase community to prepare for the planned sustainable kindergarten complex in Dominase.

This project has suffered several delays in the planning process, due to the need to consider two possible school sites, constraints with the preferred site and fundraising challenges. However, the team is confident that work on site will be able to begin in August 2013, providing a sequential project for the core construction team on completion of the Amenano project.



Partner Perspective

Gabriel Gademor, KEEA Municipal Education Director, Ghana Education Service



The Sabre Trust has been working with the KEEA Municipal Education Directorate under a Memorandum of Understanding since 2008. They support the initiatives of the Education Directorate to improve the standard of Education in the Municipality.

As part of this partnership, Sabre has taken very keen interest in the Kindergarten Education of the Directorate. They have provided two Modern KG building facilities built from local renewable materials at Dwabor and Ayensudo, which are very suitable for KG Children.

The Education Directorate has designated the KG facility at Ayensudo as a Training and Resource Centre for the embryonic Brighter Futures programme, with support from experts in KG Teaching from Kumasi Metro Education Office. This activity has actually enriched the skills and knowledge of the KG teachers in their classroom performance.

Additionally, Sabre has provided us with appreciable teaching and learning materials to facilitate the training and the children's learning. They have also provided appropriate KG furniture for the children. These provisions are greatly helping the

delivery of KG Education of the Directorate.

Indeed, the KEEA Municipal Education Directorate is very fortunate to have such a laudable partnership. As a result of these KG facilities, children are now enrolled at the correct age of four (4) years to begin the KG Education.

The KG facilities are serving as model KGs to which other Schools in the Municipality look up to for new skills, methodologies and new knowledge in KG teaching. The support offered by the Sabre's Brighter Futures programme to the Directorate is very tremendous, because through their intervention, many new modern approaches to the handling and running of KG schools have been learnt, and as such, are gradually raising the KG standard. This development is hoped to be translated into the pupils' performance as they graduate from the KGs to the Primary Schools and thereafter.

In summary, the Partnership between the KEEA Municipal Education Directorate and the Sabre Trust Brighter Futures Programme has been very useful.



**GHANA
EDUCATION
SERVICE**



Partner Perspective

Dai Jones, President & General Manager, Tullow Ghana Limited



The work of the Sabre Trust first came to the attention of Tullow Ghana Limited in 2010, when we agreed to become the principal sponsor of Sabre's sustainable kindergarten school at Ayensudo, with a grant of \$112,000. We were impressed by the high quality design of the school, Sabre's ability to leverage the technical skills of global companies like Arup and Aecom, and Sabre's proven ability to deliver these schools with high levels of community involvement. The project was a really strong fit for Tullow Ghana's Social Investment Strategy, fulfilling objectives across three of our four key activity areas.

Following the completion of the Ayensudo project in November 2011, we were pleased to have the opportunity to replicate this success by funding Sabre's next sustainable kindergarten school in the fishing community of Amenano, in Shama District. On the Amenano project, based on Sabre's proven track record, we elected to fully fund the school with a grant of \$162,725.

Amenano is typical of the kind of communities that Tullow's Social Investment policy is striving to reach. Fishing is the principal source of income for the community, adult literacy rates are

very low, and with no school facilities in the village, the prospects for future generations are limited. The construction of a brand new kindergarten complex will change this from the bottom up. By getting children into school at four years old, they will be much more likely to attend primary school in the neighbouring community, and go on to complete a full course of junior high school.

We have been impressed with Sabre as a local implementing partner – the approach taken by the whole construction team is very professional, and the site management team has been receptive and responsive to complying with our stringent health and safety standards.

It is really important that Tullow Ghana Limited is investing in the future workforce, and we recognise that the skills and learning gained at kindergarten can set a child on a path to achieving their academic potential and future success. This is a long term investment into the future of the country, of which we are immensely proud.





3.4 Forward Plans

As part of our efforts to support the implementation of the Ghana Education Service Operational Plan and expand the reach of the Brighter Futures programme, Sabre has developed a three year replication programme.

Delivered in partnership with GES, and both OLA and Holy Child Colleges of Education, this programme will create a further 66 model classrooms, and provide additional mentoring training to 80 current kindergarten teachers. This will take the total network of model classrooms in the four target districts to 80, enough to offer annual high quality practical placements to all 160 student teachers currently being trained every year by the two Colleges of Education.

Each of the practising teachers and student teachers will receive a one-year training programme, combining intensive practical workshops, with peer level small group meetings and classroom observations and coaching. The training will be delivered by a local training team drawn from GES and the Colleges of Education.

Additionally the programme will fund the construction of four model KG complexes, built to the design Sabre developed in collaboration

with Arup. These KG complexes will serve as district Centres of Excellence, and venues for the delivery of the intensive training workshops.

The programme will also fund the establishment of four Teacher Resource Centres, hosted by GES, where teachers will receive additional training and instruction to help them make low-cost classroom resources and activities from recycled materials.

Over the course of the next three years, the following outcomes will be achieved:

- Transformational training delivered to **66** practising KG teachers, **360** student teachers, and **26** head teachers (**452** teachers in total)
- Additional mentoring training delivered to **80** practising KG teachers
- **15,040** KG pupils will have benefited from improved teaching and learning and will have received a better start to their education
- A local training team of **8** trainers will have been established and empowered to deliver the training workshops

- **4** district Centres of Excellence will have been constructed to showcase optimal learning environments, and host the training workshops.
- **4** Resource Centres will have been established supporting all KG teachers in the districts.

To have such a clearly defined forward plan, gives the combined Sabre team a really strong set of goals and targets to work to. The fundraising team is already hard at work securing the £1.1mn needed to deliver the programme, and the Brighter Futures implementation team has been working to build the relationships and partnerships needed to make this programme a success.



Partner Perspective

Jo da Silva OBE, Director, Arup



In 2008, the Sabre Trust approached Arup to see if we could help them in their goal to design a new prototype kindergarten school to support early years education in Ghana. We were immediately drawn to working with Sabre as we were inspired by their focus; to improve the future of disadvantaged and marginalised children in Ghana by providing an integrated education solution that includes training teachers, creating and providing teaching resources as well as building schools.

The partnership between Sabre and Arup 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. Sustainability was a key driver for this project, and both Arup and Sabre wanted to ensure this was reflected in both the product and process. Working in partnership with Sabre gave us the unique opportunity to develop the design brief with input from local people, including the local community, local government, donor institutions and the education authority. By understanding the local capacity, environment, resources and how the building would be used, we were able to design a prototype that has set a new standard for educational facilities in Ghana, but costs no more than a standard government

school; the design can also be adapted and replicated throughout the region.

For Arup, the aim for this project wasn't about just producing an engineering product. It was to engage in a partnership that would ensure a two-way exchange of knowledge and skills that has enriched the lives of all involved. More than 50 engineers from around the world have contributed to the design and construction of this project, volunteering their time and expertise with support from the ArupCause. It has given those involved the opportunity to explore different construction techniques and materials; to engage with local people and local issues; and to pass on their knowledge by training local labourers and mentoring the site team. In doing so, it has inspired hundreds of others in Arup, many of who have contributed to fundraising for future kindergartens.

Five years later, and two kindergartens have been built with two more on site. In the next few years, we are looking forward to working with Sabre to scale up our prototype across Ghana - and possibly beyond.

ARUP



4. Volunteering with Sabre in Ghana

4.1 Overview

Sabre's Brighter Future's programme offers volunteers the chance to come to Ghana and get directly involved in our projects. Sabre has been hosting volunteers in Ghana since 2003, and has accumulated extensive experience of how to provide meaningful opportunities for visitors to come to Ghana and support our work, whilst not detracting from the local livelihood opportunities which are integral to our projects.

The volunteer programme is principally focussed on construction placements through our Building Better Schools projects, where volunteers come and work alongside the local construction team. This allows them to experience the culture and flavour of somewhere new whilst engaging in high quality development work with a real and tangible impact.

All volunteers live close to the project sites within the community, enabling them to understand the significance of the project at the local level whilst also identifying its importance in the wider context of Sabre's Brighter Future's programme, operating in both the Central and Western regions of Ghana.

We have recently introduced resource centre placements,

allowing volunteers who are more interested in the educational side of Sabre's work or with a particular creative flair, to work with teachers to design and make learning resources from recycled materials. Helping to generate fresh ideas for teachers and assisting teachers in making resources is a brilliant way to support improved learning outcomes for kindergarten children, whilst empowering and encouraging the teachers.

We encourage volunteers from all walks of life to come and spend some time with us in Ghana. Whether volunteers can spare a week or a year, their assistance is greatly appreciated by those they meet, work alongside and benefit through their actions. It's a truly life changing experience with far reaching benefits for everyone involved.

Our short stay programmes enable those with limited holiday time to reap the benefits of such a trip as well, and this is particularly appealing to volunteers from our corporate partners. The placement is supported by our experienced team in Ghana, and all volunteers are working directly to improve and expand Sabre's Brighter Futures programme.

4.2 Construction Placements

The vast majority of our volunteers get involved in our Building Better Schools programme, helping out in small rural communities on construction sites. Working alongside local building professionals and members of the community towards a shared goal is a phenomenal experience that really does reward everyone involved.

Sabre has been building schools in Ghana for nearly ten years, and has hosted volunteers on each and every project. Our focus on community involvement has not changed since the first project, but the structures themselves have. As pioneers of sustainable building

technology, Sabre's kindergartens are bringing a unique design to the education and construction sector in Ghana, using locally sourced sustainable materials to create modern, learning spaces reflective of their ambition and the opportunities that they create.

Construction project volunteers supplement the local workforce and enhance the speed of the build. Many hands make light work and whether a volunteer is an experienced building professional or not, we have the training in place to ensure their safety, whilst offering a truly unforgettable and life-changing experience.





4.3 Resource Centre Placements

Sabre's pilot Transformational Teacher Training Programme in collaboration with the Ghana Education Service and OLA College of Education has made great strides over the last 12 months. A vital part of the programme has been the introduction of Teacher Resource Centres, allowing kindergarten teachers the opportunity to create learning resources and share ideas.

Founded on the idea that having the right resources can empower, inspire and motivate both children and teachers alike, these centres exist as a means to provide opportunities for teachers to teach proactively and constructively using the activity and play based learning

approaches contained in the national curriculum.

Our resource centre volunteers can play instrumental roles in helping to set up these centres, and manage the resources to benefit as many kindergarten classrooms as possible, as part of the wider teacher training programme.

We actively encourage anyone who would like to get involved to do so. Less physically demanding than building schools, but equally rewarding, our resource centre volunteers need to be creative and collaborative to help teachers develop new resources and inspire the next generation of Ghana's leaders.

Partner Perspective

Carmen Harris, Corporate Responsibility Manager, AECOM



The Sabre Trust has been our strategic corporate partner since 2008, initially as Davis Langdon, and more recently as part of the AECOM group. In that time we have seen the relationship evolve into a truly mutually beneficial partnership.

As a charity, Sabre aligns with our core business in the construction industry. Their infrastructure projects lend themselves to skills based volunteering opportunities, which provide challenges for our people to use their professional skills in a very different environment to their commercial projects. Through the partnership, graduates have had responsibility for delivering on areas which have stretched them beyond their day to day responsibilities to provide a really meaningful and valuable learning experience.

To date, approximately 40 people have travelled to Ghana to volunteer on Sabre's Building Better Schools projects, and every one of them found the opportunity to be a broad learning experience both professionally and personally. Working closely with local community members provides an authentic personal development experience and in some cases, the volunteers have contributed their own innovative ideas to enhance the construction projects. A few

have made return trips.

As a company, we have confidence in Sabre as our International Charity Partner. It's important that the partnership illustrates exactly why we work together and with Sabre this continues to be the case. Their Brighter Futures programme requires buildings that support the new kindergarten teaching methodology and we can instinctively add value to this process. For new business opportunities, both in the region and further afield, having a tangible outcome where the immediate benefits can be followed make it a valuable part of our Corporate Social Responsibility story. Knowing that more children are accessing the best possible start to their education, in an optimised learning environment is a fantastic outcome for us. We are finding more and more synergies between some of our commercial work and this project and we continue to share learnings and best practice.

As a small charity Sabre has shown itself to be flexible in its approach to corporate partnerships, making this a truly collaborative experience. Their vision is ambitious but calculated, and helping them grow as an organisation is one of our core aims.

AECOM

5. Funding our Work

5.1 Fundraising Activity

Sabre's fundraising for 2012/13 has focused on generating funds for our Brighter Futures Programme and in particular three projects:

1. Piloting our Transformational Teacher Training programme
2. Building our third sustainable KG complex in the village of Amenano
3. Building our fourth sustainable KG complex in the village of Dominase

In daunting economic times for the third sector we have had a successful year and managed to fund the TTT pilot programme with generous support from a number of grant givers, including local Trusts and Foundations, individual donors and international development organisations. Momentum has continued with Trust and Foundation fundraising, and in an increasingly competitive arena we submitted 46 grant applications this year.

The **Department for International Development (DFID)** funded a Study Visit to UK Kindergartens and Teacher Training Centres for key Ghanaian stakeholders as part of the Transformational Teacher Training Programme.

The **Allan and Nesta Ferguson Charitable Trust** funded a quarter

of the main teacher training programme project costs.

Ghana School Aid supported the teacher training programme with a donation towards the resource boxes produced to support activity based learning.

In America, volunteer **Miles Stanley** raised an impressive \$30,000 to support our Brighter Futures Programme through events and personal donations.

Staffing

There have been some changes to the Fundraising team this year. After completing the Vodaphone World of Difference Grant period we welcomed Abigail Jago as a permanent member of the team. Nadine won the Institute of Fundraising Award for Best Up and Coming Fundraiser, and has since been invited back to appear as a judge at the 2013 awards! Nadine has also had some time off to enjoy her new baby boy and we look forward to having her back on the fundraising team from August 2013.

First Day at School Campaign

This year we piloted our First Day at School Campaign. With some support from talented volunteer David Woosnam, we produced an



interactive web page so people in Ghana and the UK could share stories about their First Day at School memories and current stories of starting school. Nadine was also interviewed by Bonsu and JuJu from Colourful Radio to promote the campaign. The campaign raised awareness of the fantastic work Sabre are doing and expanded our contacts and supporter base. We now have a solid foundation to roll the campaign out again next year to reach even more people.

Community Fundraising

International Project Finance Association Quiz

For the past three years the Sabre Trust has been one of the beneficiary charities for the International Project Finance Association's annual charity quiz. In that time the quiz has raised a phenomenal £25,713.41 to support Sabre's Brighter Futures Programme in Ghana and we are honoured to have been a part of it.

Big Give Christmas Challenge

We were lucky enough to have been accepted for a second year to enter the Big Give Christmas Challenge. We achieved an impressive £16,800 in total donations - £12,020 of which was made up of new donations to our Brighter Futures Programme.

Reach Cambridge

The Reach Cambridge students raised an impressive £1,904 through their innovative fundraising activities this year, which included an auction of student talents, a water carrying challenge and a public event where the students and One Drum took Ghana to the streets of Cambridge.

We are also delighted how our Corporate Partnerships have developed.

Arup has continued to provide pro bono technical assistance to the Building Better Schools programme, and completed three technical visits to Ghana. Sabre and Arup International Development are

now working in close partnership to scale up the Brighter Futures programme.

Tullow Ghana Limited has continued its generous support to the Brighter Futures Programme with the funding of the Amenano Sustainable Kindergarten Complex. We are hopeful of a continued relationship with Tullow in Ghana to support our expanded teacher training programme in 2014.

Tullow Oil PLC has selected Sabre to be one of its staff payroll giving charities and is planning a staff fundraising event for 2013. This is a really welcome expansion to the firm's local support for Sabre in Ghana.

AECOM Group has continued their support to Sabre and contributed generously towards this year's Big Give Christmas Challenge. Next year we will be looking to further build on staff engagement at AECOM as we promote short stay volunteering opportunities.

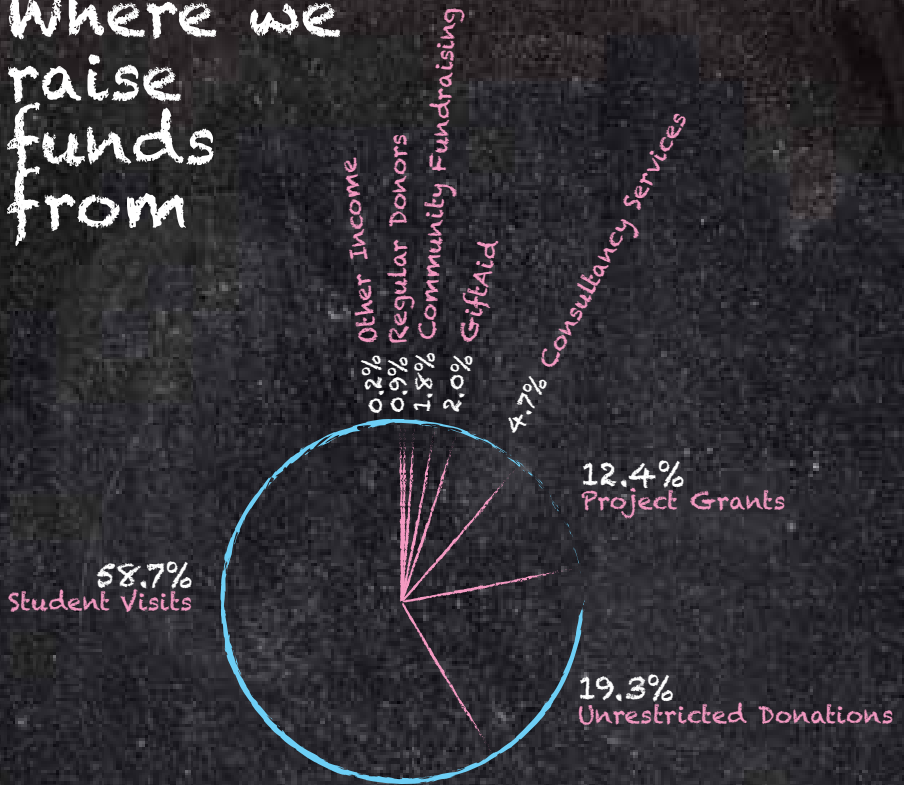


5.2 Statement of Financial Activity for the Year Ended 31 March 2013

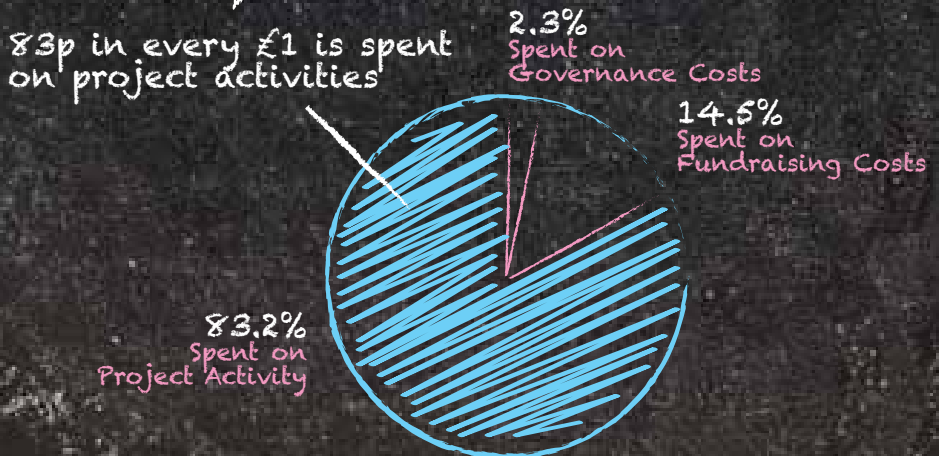
	Unrestricted Funds £	Restricted Funds £	Total 2013 £	Total 2012 £
Incoming Resources				
Incoming Resources from Generated Funds	50,595	63,696	114,291	126,677
Incoming Resources from Charitable Activities	50,944	272,672	323,616	226,882
Other Incoming Resources	873	0	873	644
Total Incoming Resources	102,412	336,368	438,780	354,205
Resources Expended				
Costs of Generating Voluntary Income	30,148	37,768	67,916	52,016
Costs of Charitable Activities	89,868	338,133	428,001	226,662
Governance Costs	12,202	0	12,202	15,129
Total Resources Expended	132,218	375,901	508,119	293,808
Net Income for the Year	-29,806	-39,533	-69,339	60,396
Fund Balances at 01 Apr 2012	100,043			
Fund Balances at 31 Mar 2013	30,704			

A copy of the charity's full statutory accounts is available through the Charity Commission website at the following address:
<http://www.charitycommission.gov.uk/find-charities/>

Where we raise funds from



How we spend these funds



6. Thank You



It is always difficult to write a thank you section for fear of offending anyone that might be left out, so let us start this section with a big and heartfelt thank you to everyone who has supported our work these last twelve months, both with donations of funding and contributions in time and in kind.

Without your generous support we really could not exist as an

organisation, and would not be able to deliver the wonderful projects that you have read about in this report. So from all of us, in the UK and in Ghana, Thank You Very Much – Medaase Pa Pa Pa!

We would however like to recognise some key individuals and partner organisations whose generosity has particularly stood out this year:

Aecom	Joseph Stables
Allan & Nesta Fergusson	Lady Miranda Emmet
Ann Meredith	Malvern College
Arup	Mandy Wight
David Lawrie	Miles Stanley
David Woosnam	PEYORG UK
Davina Fareti	Pelican Post
Edwin Broni-Mensah	Porter Novelli
Everyone who donated via the 2012 Big Give Christmas Challenge	Quintessentially Foundation
Ghana School Aid	Reach Cambridge
Halstead School	Reed Foundation
Hayley Gryc	The Housely Bequest
Ian Holland & Co.	Tim White
IPFA	Tullow Ghana Ltd
Jamie Berry	Tullow Oil plc
	Weydon School



S·A·B·R·E

CHARITABLE TRUST

Supporting Africa By Rural Endeavours

.....

The Sabre Charitable Trust (UK)
10 The Old Carriage Works
Great Western Village
Lostwithiel
Cornwall PL22 0EN, UK

Sabre Charitable Trust (Ghana),
P.O. Box Elmina 329,
Central Region, Ghana

Telephone:
+44 (0) 203 239 9476
+233 (0) 247 919 469
Email: trust@sabretrust.org
Web: www.sabretrust.org

Registered in England.
Sabre Charitable Trust.
No.1105489.
Registered Office:
2nd Floor, 145-157 St John
Street, London EC1V 4PY, UK

Registered in Ghana with the
Department of Social Welfare.
Sabre Charitable Trust. No.
DSW/4852



facebook.com/sabretrust



twitter.com/sabretrust



youtube.com/sabretrust

