

# **“BUILDING A BRIGHTER FUTURE FOR SCHOOL CHILDREN IN GHANA”**



**S·A·B·R·E**  
CHARITABLE TRUST

Registered charity  
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# 1 Introduction

## 1.1. Message from UK Chair of Trustees Ian Bauckham



It is with great pride and pleasure that we present this annual report to all our supporters and those interested in the education development work in which Sabre specialises in Ghana.

The past year has been another important and eventful one for the charity, and also one in which we have, as a board of trustees, devoted more time than ever to strategic future thinking. Two of our trustees, David Main and Aubrey Malcolm-Green, were able to visit Ghana in the company of the Managing Director this year, and their feedback and the ideas generated there have been helpful in shaping our thinking.

This year also sees Sabre's tenth anniversary. When I look back on the achievements of the past decade, they are remarkable: a small charity has made some very big differences to the lives and prospects of well over three thousand children but also to their wider communities. A great school at the heart of a community is literally transformational to that community.

Great schools need great buildings, buildings designed collaboratively which involve

and empower communities. However, schools are far more than buildings, and above all depend on great teachers. In 2007 the McKinsey report studied 25 of the world's school systems. The experience of these school systems suggests that "the quality of an education system cannot exceed the quality of its teachers; the only way to improve outcomes is to improve instruction". That is why I am particularly excited by the work Sabre is now doing on teacher professional development and training





through our Transformational Teacher Training programme, more information about which is set out in the report. Complementing the Building Better Schools branch of Sabre's work, the capacity we are building in this area is attracting wide interest beyond our immediate area of activity.

Despite all the successes Sabre has enjoyed, thanks to the vision and commitment of its team, we never stand still. Constantly evaluating what we are doing, holding ourselves ever more rigorously to account for the

spending of our donors' money, and thinking about how best to sustainably maximise our impact in terms of children's learning, are hallmarks of our work both as a staff team and as a board of trustees. Carefully planned and resourced expansion is an important part of our forward thinking, always focussed on our core aim of building local capacity.

Finally, I would like to offer my personal thanks to my fellow trustees and the whole staff team for another year of hard work and commitment to Sabre.

## 1.2. Message from Chair of Ghana Board Aubrey Malcolm-Green



It is again with great pleasure that we present this report. As you will read throughout these pages, the developments this year have been truly transformational. As this report coincides with Sabre's 10th anniversary as a registered charity, it has prompted me to reflect back on Sabre's journey so far...

It all began over 14 years ago through a chance meeting with a gentleman called John Arthur who was the headteacher of Brenu Akyinim Basic School. His request was a simple one: "we need a building for our small children - currently they are learning under a tree on the beach". As I viewed the situation, I was struck by two things: firstly how hot it was, and secondly what a wonderful learning environment it actually was for young children! The first project we undertook after formally establishing the charity in 2004 was with an intrepid group of volunteers on a working holiday to build a small structure next to the tree. We created, on a limited budget, a light, bright and airy structure for the 20-

30 nursery-aged children. The simple structure was made out of wood and bamboo with a low-level concrete block wall and a thatch roof, a sure sign of things to come!

Once completed we continued to work with that community for the next five years, not only building a complete three-classroom block for the Junior High School, but also renovating various other buildings and supporting, on a one to one basis, the teachers in the kindergarten classrooms. This approach was volunteer-led, child-centred and very focussed on phonics and play-based learning.



It is fair to say our core ethos of sustainability, collaboration and community engagement stemmed from those early days working with Brenu Akyinim. As we strove towards replicating our work with other communities it became very clear that in order to create real change we needed to be working with the district authorities. In 2008, Dominic and I made a conscious decision to back our belief in Sabre's approach and committed to formalising a stronger programme of collaboration with the Ghana Education Service that would increase the charity's impact in a sustainable way. Our focus has always been on Ghanaian children and offering them the best possible start to their education.

We are extremely proud of what has been achieved over the last 10 years and the tight focus of our activities in the early childhood arena over the last six years in particular. As usual there are a great many people to thank, from previous volunteers to staff and partners but I would like to take the opportunity to personally thank one person who believes in what we do as much as I – Dominic. Without his dedication, commitment and belief we would not be where we are now. So here's to our plans to grow with these Ghanaian children and provide them with a Brighter Future.

### 1.3. Message from Managing Director Dominic Bond



The launch of this report has been timed to coincide with Sabre's 10th Anniversary in August 2014, and the past year has been a very fitting build up to this milestone event.

As you will read about in the following pages, we have managed to significantly expand the reach of Sabre's Brighter Futures programme, through the construction of two new sustainable kindergarten complexes and the training of 174 teachers.

Our team in Ghana has responded brilliantly to the challenges this has thrown up, and their commitment and enthusiasm for the programme is inspiring. It is equally important to recognise that this expansion has only been possible through the generous support of our donors, and the tireless and often unsung work of the fundraising team in the UK.

There have been many highlights this past year; the inauguration of the kindergarten complex at Amenano, and our joint win with Arup at the Third Sector Excellence Awards rank high

amongst them. However, the greatest satisfaction comes from witnessing the impact of our projects on school children in Ghana.

To see children so engaged in their learning, and supported so effectively by teachers with new-found confidence in delivering the curriculum and supporting learning through play is a joy to behold. Then to see this teaching and learning taking place in the wonderful school environments that we build is the icing on the cake. We have always recognised that the true value of the Brighter Futures





programme comes from the combination of excellent teachers in optimal learning environments, and it is a wonderful thing to see in practice.

The early years of a child's education are the most important, and have been proven to give lifelong benefits and the greatest return on investment of any part of the education cycle. This is a great responsibility to be involved in, and we are extremely proud of our partnership with the Ghana Education Service and

Colleges of Education, which is helping to transform the way thousands of children begin their learning journeys.

We hope you enjoy reading this report, which includes a number of first hand commentaries and observations from the children, teachers, parents, community members and education officers who are the direct beneficiaries of our work in Ghana. Their words inspire us to seek continuous improvement and further expand the reach of our programmes.

## **Beneficiary Feedback – what the children and parents think...**

### **Children**



“I love to play in the  
playground, and the  
seesaw is my favourite.”

**Kindergarten pupil from  
Amenano D/A Model  
Kindergarten**

“The activities in  
the classroom make  
me happy and I always  
want to come to school.”

**Kindergarten pupil from  
Dominase M/A Basic  
School**

“I love how the  
school looks, it is  
too beautiful.”

**Kindergarten pupil  
from Dominase M/A  
Basic School**

“All of us can play  
in the classroom and  
outside at the playground,  
and there are a lot of things  
to do.”

**Kindergarten pupil from  
Dominase M/A Basic  
School**

“I go to the sand in  
the outside classroom  
to dig and build.”

**Kindergarten pupil from  
Amenano D/A Model  
Kindergarten**

## Parents

“The building is motivating both parents and children who were not attending to start coming to school.”

**Parent from Dominase Community**

“Before, the children were overcrowded in one classroom, but the new building has helped in terms of spacing. It has also minimised some diseases which could easily spread before.”

**Parent from Dominase Community**

“All of us parents are so happy, because we have the confidence that our children are in safer hands due to how the teachers act in the classrooms, and because they are always in the fenced compound.”

**Parent from Amenano Community**

“I have attended about three Parent-Teacher Association meetings and it's nice to be at the meetings. I am very happy to be involved in Emmanuel's education.”

**Parent from Apewosika Community**

“Last time I went to the school I saw the children pulling a rope. I asked the teacher and she said they are pulling a net. They use this as a fishing ground and they are pulling a net which has caught fish from the sea.”

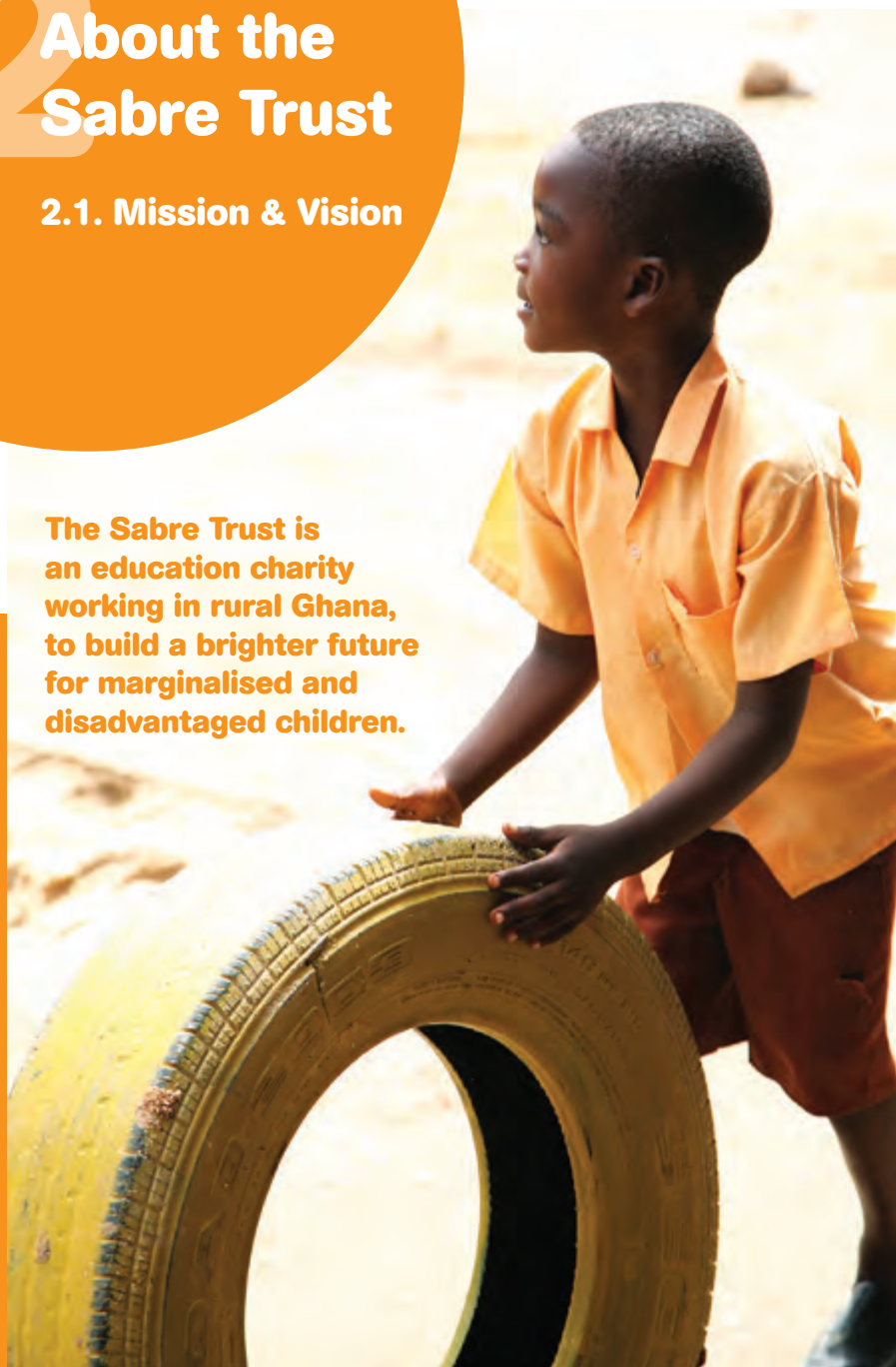
**Parent from Ayensudo Community**



# 2 About the Sabre Trust

## 2.1. Mission & 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 early childhood years have become our core focus as the area where Sabre can have the greatest impact. Compulsory education in Ghana begins with kindergarten, which provides two years of pre-primary schooling for four and five year olds, and is the most recent addition to the formal education system, having been introduced in 2007.



Our Brighter Futures programme is entirely consistent with and supportive of the government of Ghana's new strategic plan to scale up quality kindergarten education, which blends innovation with a universally accepted theory of early childhood education.





We build schools with the District Assemblies, for the Ghanaian Ministry of Education, and we train teachers on the government payroll and student teachers coming through the further education system. The core of our approach is based on collaboration and responding to need, we are not setting up parallel systems, but working hard to enhance the existing ones. Sabre's close partnership with the Ghana Education Service is key to the sustainability of our programmes, and has always been a defining feature of Sabre's approach.

Our **mission** is to give young Ghanaians the best possible start to their education, enabling them to achieve their full academic potential and contribute to Ghana's future economic development.

Our **vision** is an education system where all children in Ghana are engaged in active and play-based learning, which equips them with the skills and knowledge they need to progress through primary and junior high school and complete their basic education. This will help to bring about a critical shift in mind-set amongst teachers and pupils at all levels of the Ghana education system.



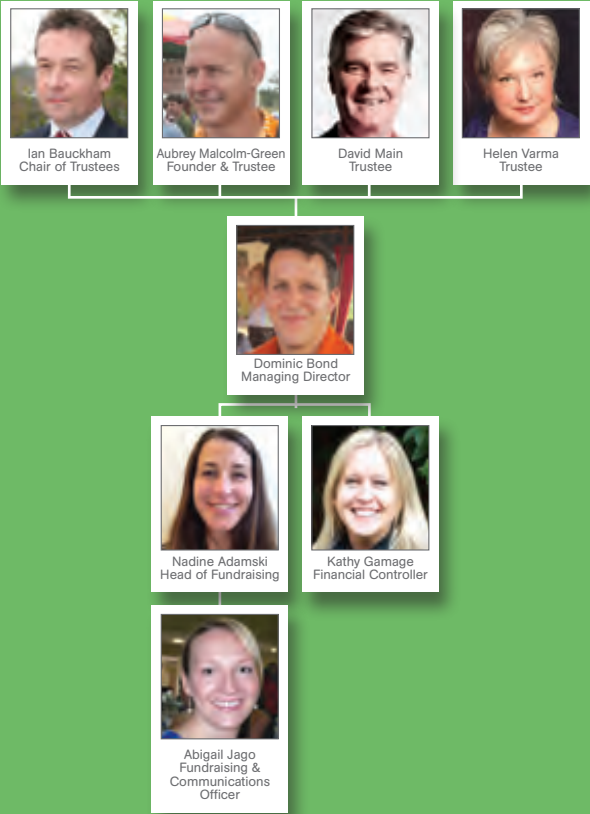


## 2.2. Organisational Structure

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 for England and Wales, 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 Welfare as a Non-Government Organisation, 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 Charitable Trust UK





# Sabre Charitable Trust Ghana



Aubrey Malcolm-Green  
Chair of Board



Enyonam Adinyira  
Director



Edwin Abaka  
Director



Dominic Bond  
Director



Nick Parish  
Programme Manager



Eloise Froment  
Education Projects  
Manager



Enoch Daniels  
Finance Officer



Lawrence Mensah  
Construction Projects  
Manager



Sonya Hinton  
Education Advisor



Godwin Agbavor  
Training &  
Relationships Manager



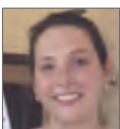
Ibrahim Arkoh  
Trainee Site Engineer



Henry Arhinfu  
Site Manager



Eleanor Barrett  
Education Advisor



Katie Coles  
Deputy Education  
Projects Manager



Emmanuel Mensah  
Lead Carpenter



Abass Issah  
Site Foreman



James Heale  
Education Advisor



Robert Quansah  
Monitoring & Evaluation  
Officer



Solomon Mensah  
Lead Plumber



Francis Kwofie  
Bamboo Technician



Lucy Apau  
Monitoring &  
Evaluation Intern



Kofi Sammy  
Bamboo Technician



Isaac Gyn  
Site Security



## Student Teachers

## Beneficiary Feedback – what the teachers think...

“Oh yes, having a mentor is helpful, because most of the time the things we do here, we have not done at college. We just do the theory, so this is the practical aspect.”

**Mercy Botwe, Early Childhood Diploma Student, OLA College of Education**

“The programme is special and has helped me a lot. Especially with making resources and creating the learning centres.”

**Anonymous feedback from an Early Childhood Diploma Student, OLA College of Education**

“Yes I am learning from my mentor, because I think she has the best knowledge and I’m learning from her.”

**Mildred Nana Abraham, Early Childhood Diploma Student, OLA College of Education**

“This programme has helped me to know how to associate with little children. I have gained experience on the ground that the cane is not the best way to correct a child. I have seen that they learn best by playing.”

**Anonymous feedback from an Early Childhood Diploma Student, OLA College of Education**

“The programme has greatly helped the pupils to understand and use phonics. The actions related to the phonics sounds aid pupils to memorise all the sounds.”

**Anonymous feedback from an Early Childhood Diploma Student, OLA College of Education**

"I enjoy working with the mentees, because we are all doing it hand in hand. We are helping each other, and they are learning it from us too, so that when they go out they can implement it."

**Alice Tisquaye, Kindergarten 1 teacher, Apewosika M/A Basic School**

"Our trainers are doing their best, explaining things to us and when we go to the training centres we bring out our challenges from various schools, so by the end of the programme this school will bring solutions."

**Augustina Enyimbil, Kindergarten 2 Teacher, Ayensudo M/A Basic School**

"This is a great building design with good ventilation within the classroom which helps the pupils to feel cool and also be able to concentrate in class."

**Sabina Ocran, Kindergarten 1 Teacher, Amenano D/A Model Kindergarten**

"We have learnt so much about the children, the best ways of bringing them up, especially when the learning centres were introduced. The children are finding it very interesting, they are now able to do things on their own, in fact the programme is helping a lot."

**Robert Mensah, Kindergarten 2 Teacher, Brenu Akyinim M/A Basic School**

"Here we have a construction centre and they are coming out with their careers. Some of them want to become a mason, others a carpenter, and many other things. So there is career development happening in the classroom."

**Richard Kenneth Amoah, KG2 teacher, Dominase M/A Basic School**



**Classroom Teachers**

# 3 Kindergarten education in Ghana

## 3.1 Barriers to Quality

**In Ghana, low Junior High School pass rates and poor primary literacy rates show that children are not fulfilling their academic potential. The lack of quality in the education system is consigning hundreds of thousands of young Ghanaians to a life of poverty and work in the informal sectors.**

There is increasing recognition that these issues track right back to how children begin their education, and that a poor early years education sets children on a path to underachievement at primary and secondary school.

In spite of the government of Ghana's strong policy commitments to the kindergarten sector, it continues to face challenges of access and quality. The needs at this level are significant:

- 355,000 four and five year old children (25.2%) are not attending school
- Almost half of all kindergarten teachers have never received any formal training
- Learning materials are in such short supply that there are only enough materials for one workbook between three children

(Source: Ministry of Education, Ghana, 2013)

Those children lucky enough to be in school experience a rote-based style of teaching that only succeeds in drilling them to repeat words without understanding their meaning, and does little to promote independent thought and self confidence.





However, it does not have to remain this way. The Ghanaian Ministry of Education's recently published Operational Plan to Scale up Quality Kindergarten Education Nationwide offers a strategy to introduce a new approach to teaching and learning, which is child-centred, activity-based and recognises the value of play in early years.

The Sabre Trust is firmly committed to supporting the Ghana Education Service in delivering this Operational Plan, and changing the way that the youngest Ghanaians begin their education. It will be at least a decade before the fruits of these labours are seen in improved exam results and school completion rates, but like the Ghana Education Service, we believe that this change must begin in the early years.

### 3.2. Why Early Childhood Matters

It is now widely recognised by educationalists, economists and policy makers that the early education years have the greatest impact on how a child performs at school, and the kind of adult they grow into.





A review of global research carried out by the Children's Investment Fund Foundation, the UK's largest private philanthropic foundation, demonstrates that children who receive a quality early years education perform better in primary school, and go on to access more further education, earn more as adults, are less likely to enter criminality, and delay having children for longer.

The world's foremost medical journal, The Lancet, calculated that every dollar spent on improving quality in early years education delivers an incredible 17 dollars back to society. No other intervention in the

education sector comes close to achieving this kind of impact.


The reasons for this relate to the pace at which a young child's brain is developing. The area of a child's brain that supports the skills needed for learning, and the ability to read, write and calculate with numbers, only begins to develop from the age of three, and has fully developed by age eight. This makes the period when a child is four and five years old absolutely critical for beginning to learn the reasoning and cognitive skills needed to succeed at school and in later life.

The style of learning being introduced by the Ghana Education Service, which is activity based and involves learning through play, is proven to build the skills and confidence children need to succeed at primary and secondary school.





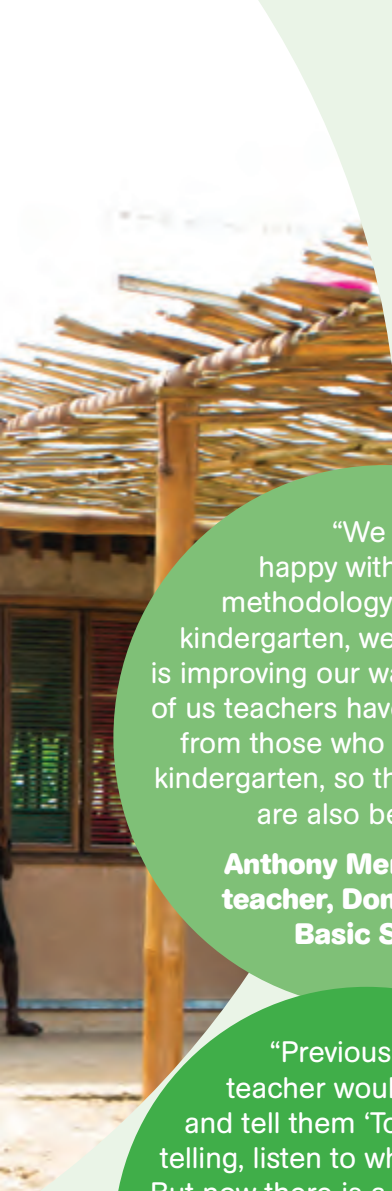
## Beneficiary Feedback – what the head teachers think...

A photograph of a smiling woman, the headteacher, wearing a blue and white patterned dress, walking through a schoolyard. She is holding the hands of several young children in school uniforms (white shirts and green skirts or shorts). In the background, other children and school buildings are visible.

“Yes there is a very big difference, because at first we are teaching ‘Theory theory theory’ but now that we are using play, some of those who couldn’t even write their names in KG1 can now write their names in the ground... it is helping us a lot.”

**Helena Dansoh-Mensah,  
Headteacher, Kwaprow  
M/A Basic School**





“This is a fantastic school design with a good internal environment. The very large classrooms allow the children to play freely within the classrooms. The idea of outside teaching areas is really great, allowing teachers to perform practical lessons like painting outside.”

**Victoria Gbena, Head teacher,  
Amenano D/A Model  
Kindergarten**

“We are happy with the new methodology of teaching kindergarten, we can see that it is improving our way of teaching. All of us teachers have started learning from those who are teaching in kindergarten, so the other teachers are also benefiting.”

**Anthony Menano, Head  
teacher, Dominase M/A  
Basic School**

“Previously the teacher would just sit and tell them ‘Today is story telling, listen to what I’m saying.’ But now there is a change so the children can see, and when they see they can even imagine things for themselves.”

**Cecila Kommeh, Head  
teacher, Apewosika M/A  
Basic School**

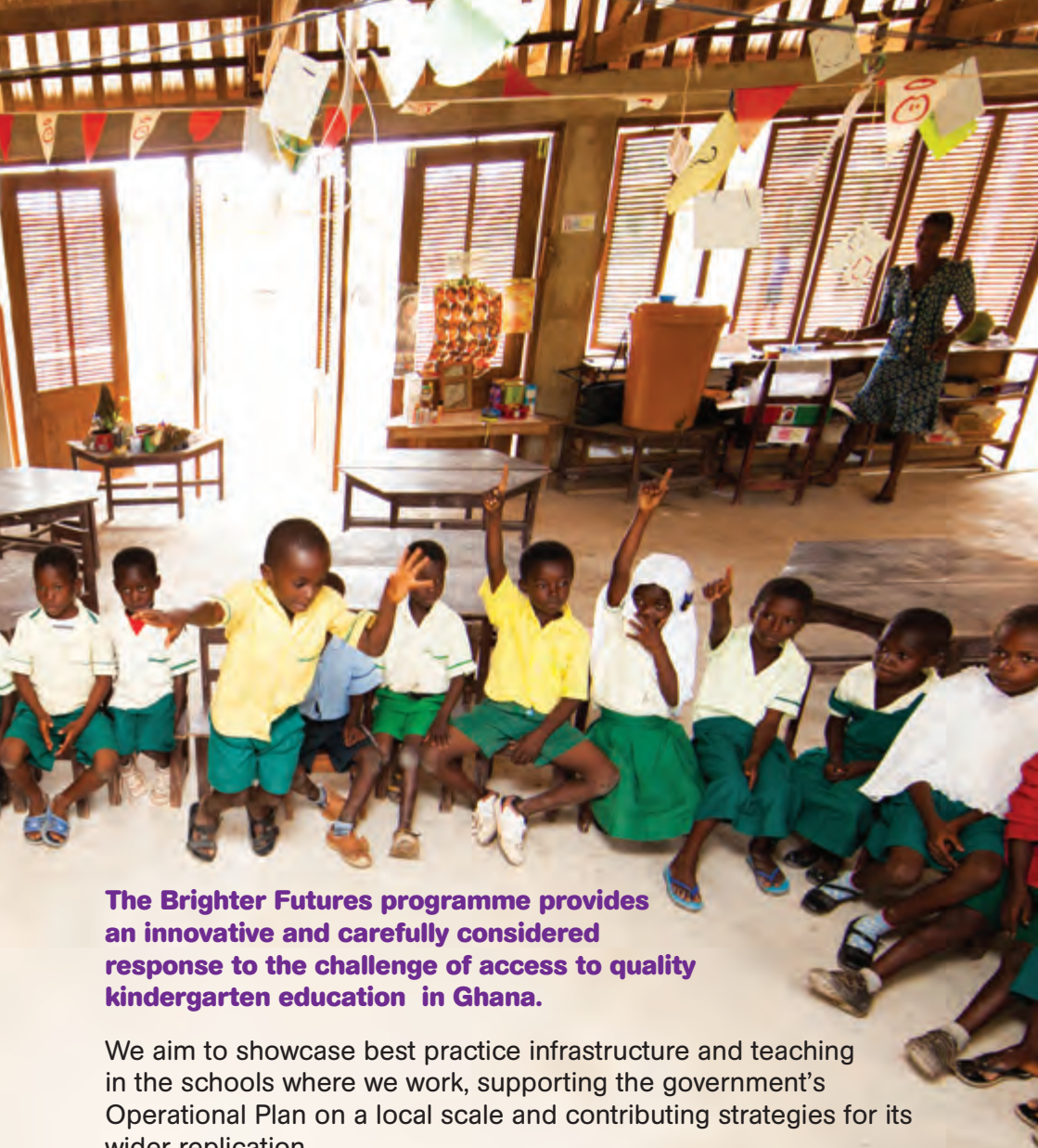
“The building is beautiful. Comparing this structure to other structures, this is more excellent because it has good ventilation and the materials that went into the whole thing, like the bamboo, are all local. I just love to look at the school.”

**Anthony Menano, Head  
teacher, Dominase M/A  
Basic School**

# 4 The Brighter Futures Programme

## 4.1. Programme Overview





**The Brighter Futures programme provides an innovative and carefully considered response to the challenge of access to quality kindergarten education in Ghana.**

We aim to showcase best practice infrastructure and teaching in the schools where we work, supporting the government's Operational Plan on a local scale and contributing strategies for its wider replication.

Our Transformational Teacher Training and Building Better Schools projects are gaining national and international recognition for excellence, and are providing a benchmark for quality in Ghana.

The Ghanaian child is at the heart of everything we do and the Brighter Futures programme derives its name from our goal of building a brighter future for school children in Ghana.



## 4.2. Transformational Teacher Training

The Transformational Teacher Training programme (TTT) is a direct response to the Government's vision to revolutionise kindergarten teaching in Ghana.



The programme is jointly managed by the Ghana Education Service, Our Lady of the Apostles (OLA) College of Education and the Sabre Trust.

The programme is multi-layered, in that it trains different stakeholders in the same learning through play methodology. We work with existing lecturers at the College and officers from the Ghana Education Service to “train the trainers”. These trainers are then responsible for delivering all elements of the training to the programme’s participants,

namely the head teachers, teachers and student teachers. As a result, classroom teams of one teacher and two student teachers are being equipped with the skills and knowledge to implement the learning through play methodology.

During the 2013/14 school year, there have been 17 schools spread across three districts taking part in the TTT programme. Following the successful pilot completed in July 2013, the programme has developed to offer greater support to trainers and teachers

through increased monitoring, coaching, and classroom-specific support. The team of trainers, with guidance and support from Sabre Trust staff, has been working intensely since August 2013 and are successfully demonstrating their ability to impart this knowledge effectively to the current group of trainees.

Outcomes in the classrooms have been remarkable and inspiring. Teachers who used to rely on the cane for disciplining their pupils have now developed positive classroom management strategies, and we are proud to be able to say that there is not a single cane being used in the 41 classrooms on the programme.

The imagination and passion with which the teachers are creating appropriate classroom resources from supposedly waste materials is further proof of their engagement with the programme. They are beginning to observe for themselves just how effective the learning through play methodology is, and as such are now fully committed to its implementation.









The greatest impact has been on the pupils themselves. A visit to any kindergarten taking part in the programme will be met with singing, dancing, playing and laughter. Parents had initially assumed that this enjoyment was at the expense of their children learning the necessary skills from kindergarten. Yet the progress of pupils in these classrooms has shown parents, teachers, and trainers that the TTT is fulfilling its overall goal of developing young children and equipping them with the critical thinking skills necessary to make the most of their talent and fulfil their potential.

One of the highlights of the year for the TTT programme was the graduation ceremony for the student teachers who participated in the pilot project. 28 student teachers of a total year group of 76 participated in the pilot, and the graduation results show that the training increased top grade achievement by 153% compared with the student teachers not on the TTT. Additionally the pilot project graduates included the overall best Early Childhood Diploma Student, and the highest grade awarded to any student. This is clear evidence that the training is achieving its goals by helping to introduce better-qualified and more competent teachers to the kindergarten sector.



### 4.3. Building Better Schools

Our Building Better Schools (BBS) programme is a tried and tested recipe for success.



In the past 12 months, the BBS team has completed a further two Sustainable Kindergarten Complexes in two regions, and in doing so has doubled the total number of schools built to date. Between them these two new schools will provide model learning environments for 200 children every year, and all are staffed by teachers taking part in the Transformational Teacher Training programme.

The combination of best practice teaching taking place in high quality purpose built and designed classrooms is producing model kindergarten environments which have received recognition from the United Nations Children's Fund, the Ghana National Association of Teachers, and the UK Department for International Development as being amongst the very best kindergarten environments in Ghana.

However, the BBS programme is about more than just construction. The true sustainability lies in developing human capacity and understanding. As such, the programme focuses great attention on training local artisans to use alternative and locally available materials, and foster within them the passion to maintain the school they have helped to build. Hundreds of local residents have been



involved in the construction projects on a voluntary basis, many of whom now send their young children to the new kindergartens. The BBS team members live in the community for the project's duration, and that closeness of contact helps to create an appreciation for the value of a quality kindergarten education, something that extends far beyond a typical construction project.

In September 2013, the new Sustainable Kindergarten Complex in Amenano in Shama District of the Western Region opened to pupils from the village. The kindergarten is the first school of any kind to be established in the community, and as such







is offering an education to children who would otherwise be out of school. The project was fully funded by Tullow Ghana Ltd and delivered in partnership with the Shama District Assembly, Shama Education Directorate, and community members from Amenano.

By March 2014, construction was almost complete on a further Sustainable Kindergarten Complex in the community of Dominase, in the Central Region's K.E.E.A. municipality. The kindergarten was built on the grounds of the existing school, Dominase M/A Basic, where previously the kindergarten pupils had shared a single, overcrowded classroom with the nursery-aged children. The project was funded by a number of foundations, including Ecobank Foundation, the British & Foreign Schools Society and the Marr-Munning Trust, and was delivered in partnership with the K.E.E.A. Municipal Assembly, K.E.E.A. Education Directorate, school management at Dominase M/A Basic, and the community members from Dominase.

The BBS programme has benefitted from a long-standing partnership with international engineering firm Arup, our lead technical partner. Through six years of working with Arup, our construction team has grown significantly in capacity and knowledge. We were delighted when this relationship was recognised in September 2013 with a prestigious Third Sector award for the best corporate-charity partnership; the award recognised the complete integration of Arup's technical expertise and Sabre's local knowledge to deliver these high quality schools.



## 4.4. Measuring our Impact

Over the past year, the Brighter Futures programme has impacted on thousands of individuals, spread out over dozens of communities in the Central and Western Regions of Ghana.

- **2,558 four and five year olds** have received a better start to their education, learning through play and developing a broad range of social, problem solving and communication skills as well as a strong foundation in literacy and numeracy.
- **102 student teachers** have received a one year intensive and highly practical transformational training to give them the confidence to implement activity based learning in their classrooms when they are posted as newly qualified teachers.
- **55 teachers** have received the first of two years transformational training to support them to implement activity based learning in their classrooms and become mentors for future generations of student teachers.
- **17 head teachers** have participated in the transformational training to help support the implementation of activity based learning in their classrooms, and fulfil their supervisory and support functions in relation to the kindergarten classrooms.
- **12 OLA College of Education lecturers and Ghana Education Service officers** have been trained as facilitators to support the implementation of national plans to scale up quality kindergarten education.
- **20 local artisans** were employed on site and have received training in sustainable construction and gained new livelihood skills.



Throughout this report you can read the comments and feedback provided by each group of beneficiaries. We believe this is a valuable testimony to the impact that the Brighter Futures programme is having on the lives of children, parents and teachers across the Central and Western Regions.



We also appreciate that this kind of qualitative information needs to be backed up by quantitative data to really make a robust argument for our impact, and as a result we are working hard to mainstream a more rigorous approach to monitoring, evaluation and learning across our programme. During the 2012/13 academic year, Sabre staff worked closely with the Ghana Education Service to develop two new assessment tools for the kindergarten sector: a Teacher Monitoring Tool and a Pupil Achievement Record. Both have been introduced in the 2013/14 academic year, through the monitoring and evaluation work carried out by the Transformational Teacher Training project.

The Teacher Monitoring Tool supports classroom observations by identifying all of the target skills that kindergarten

teachers should be displaying, and also provides a strong basis for the mentoring relationship between practising teachers and the student teachers placed in their classrooms.

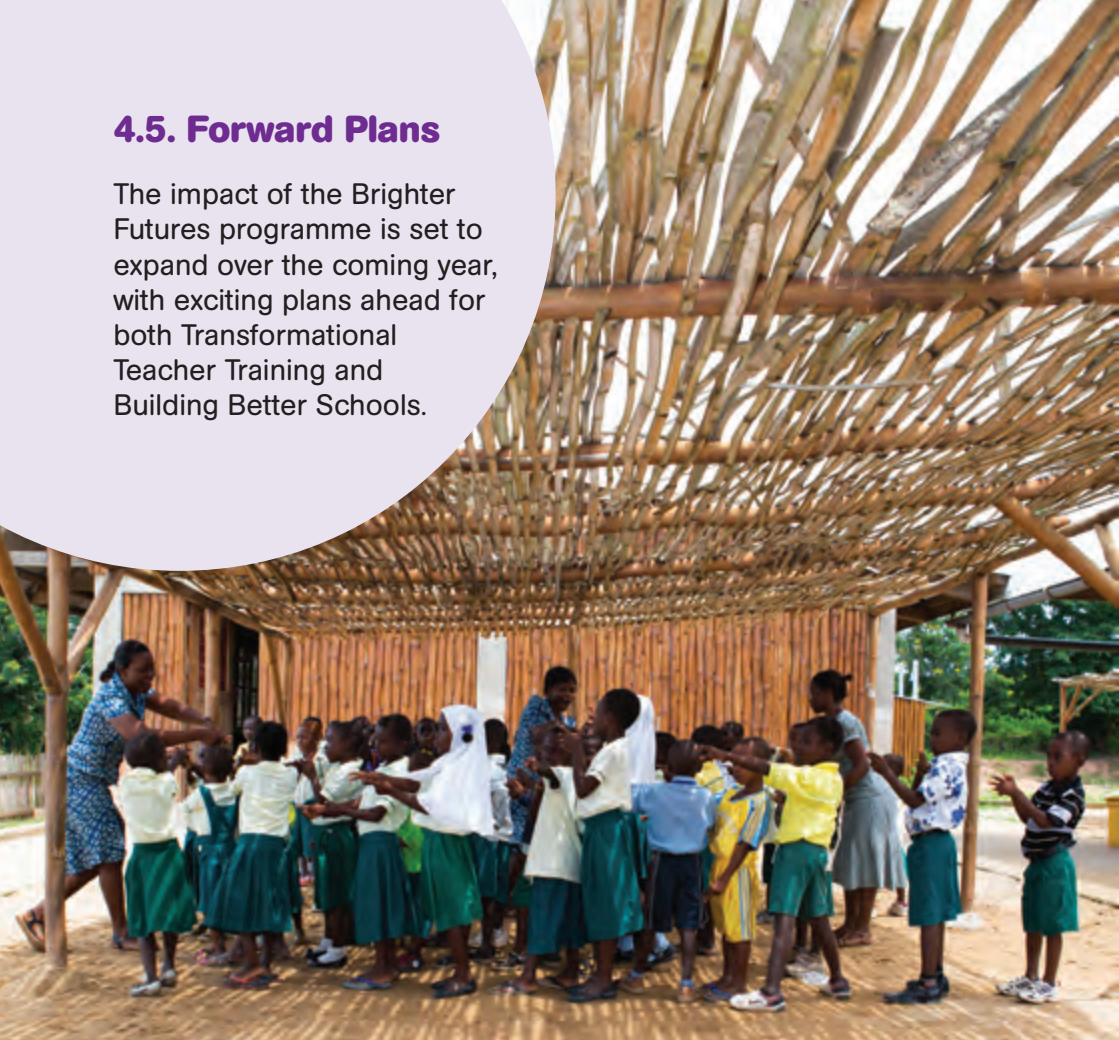
The Pupil Achievement Record provides teachers with a simple checklist to track pupil development. This is the first time that a kindergarten-specific pupil assessment tool has been implemented in Ghana and all trainees have received support in its use.

By the end of the 2013/14 academic year we will have fully tested the tools and begun to gather comprehensive data on pupil and teacher outcomes. In time we plan to explore the linkage between these outcomes and the quality of the learning environment, to measure the added value of the Sustainable Kindergarten Complexes.



## 4.5. Forward Plans

The impact of the Brighter Futures programme is set to expand over the coming year, with exciting plans ahead for both Transformational Teacher Training and Building Better Schools.



During the 2014/15 academic year, the TTT programme will continue to work with the current group of schools in the Central Region, delivering the second year of training to head teachers and teachers, plus a new cohort of 63 student teachers from OLA College.


The team will also begin replicating the programme in the Western Region, in partnership with the Ghana Education Service and Holy Child College of Education. Here the 2014/15 school year will be one of preparation: selecting the schools and teachers, sensitising parents, and providing a full year of training to a new team of trainers.

This is a positive step that will see all of the trainers selected from Holy Child College and the Ghana Education Service participate in a one year “train the trainers” programme, joining training planning sessions and selected training days on the continuing programme in the Central Region. This approach will provide the trainers with a thorough understanding of all elements of the programme, in advance of delivering the training themselves.

The activities of the Building Better Schools team over the next year are equally compelling, and further demonstrate our desire to work with key partners to deliver holistic solutions. The construction of a Kindergarten Centre of Excellence will begin at OLA College from September 2014, followed soon afterwards by an identical project at Holy Child College from January 2015. These Kindergarten Centres of Excellence will further evolve the existing building design to include different construction materials, and install flushing toilets to suit the more urban locations.

These Building Better Schools projects will provide the Colleges with model facilities, which will operate as functional kindergartens whilst also providing a perfect training ground for student teachers.

We also have exciting plans to develop a permanent base of operations for the Sabre Trust in Ghana by building our own Sustainable Education Centre. This will bring together both elements of the Brighter Futures programme and will become a hub for research and innovation in teacher training and school construction, showcasing sustainable technology and supporting the further expansion of the programme.



We are enormously excited at what we have planned for the next 12 months, which will be both a consolidation of our successes this year and the biggest single step forward in expanding Sabre's work beyond the Central Region.



## **Beneficiary Feedback – what the construction workers think...**

“I have learnt a lot, especially reading the drawings and explaining them to the workers. At first we did not know that we can lay our hands on these local construction materials, but now we have learnt a lot about how to use them usefully.”

**Henry Arhinful, Site Manger,  
The Sabre Trust**

“We are learning to use materials that would be discarded, in a way that will sustain the environment, which helps us to preserve our environment and ecosystem as well.”

**Ibrahim Arkoh, Deputy Site  
Engineer, The Sabre Trust**

“The appearance of the school, with its teaching materials, is now the talk of town and many parents are seeking to bring their children from other schools to Dominase M/A.”

**Eric Mackey, Carpenter,  
Dominase Community**

“Personally, working with Sabre has taught me a lot of new things. I now have advanced knowledge in the use of bamboo and mud bricks for making different elements of a building.”

**Emmanuel Mensah, Lead  
Carpenter, The Sabre  
Trust**







# 5 Funding our Work

## 5.1. Fundraising

**Sabre's small fundraising team in the UK works incredibly hard to secure the funding needed to deliver the Brighter Futures programme. Our fundraising capacity was boosted in July 2013, when Abigail Jago joined the team on a full-time basis, and we were delighted to welcome our award-winning head of fundraising, Nadine Adamski, back from maternity leave in September 2013.**

Over the last year the team has invested a significant amount of time into securing the funding required for the expansion of the Brighter Futures programme into the Western Region. To achieve this we have targeted larger funders, and statutory funding bodies.

This has brought a whole new range of skills and knowledge to the fundraising team, and we are delighted to have secured three years of funding from the UK Department of International Development's Global Poverty Action Fund. We were also very pleased to have been invited to make a second stage application to Comic Relief's International Grants Programme.

These larger funding applications have involved a far more in-depth process, with a number of different stages including conference calls, meetings, presentations and due diligence assessments. The shift in strategy has meant a smaller number of applications have been submitted but with a significantly higher total funding value.

We are now in our third year of making applications to trusts and foundations, and feel very fortunate to have been invited to reapply to a number of funders who have previously supported our projects. This is a very positive endorsement of Sabre's ability to deliver projects, and gives us greater confidence as we make our forward plans.

## Community Fundraising

### Reach Cambridge

This was our fifth year working with Reach Cambridge students on a summer fundraising campaign and it is a real highlight of our year. The students, drawn from all across the world, have such innovative fundraising ideas and become really passionate about our projects.



This year they raised an incredible **£3,705** towards our Brighter Futures programme, through a series of sponsored challenges, a charity football tournament, an auction of promises, and a mini carnival and street collection in Cambridge city centre.

### The Big Give Christmas Challenge

2013 was the third successive year we have participated in the Big Give's fantastic Christmas Challenge. This year we trialled a new campaign which highlighted the difference in education quality received by children in Ghana compared with the UK. The campaign proved very successful and we secured our full matched funding allocation for the first time ever; overall our campaign raised **£46,250**, exceeding our £40,000 target.

### Lostwithiel Festival

In early 2013 we relocated the Sabre UK Office to Lostwithiel in Cornwall. Through local community events and a couple of interviews on BBC Radio Cornwall we are gradually raising awareness of Sabre, and we were delighted to attend the annual charity day at the Lostwithiel Carnival in July. We had great fun and made some good contacts, most notably with the Rotary Club of Lostwithiel who we are looking forward to working with in the coming year.



## Corporate Partners

In September we were delighted and astonished in equal measure to win a Third Sector Excellence Award for our partnership with Arup, particularly considering the much larger and better known charities we were up against. This was great recognition for all the hard work the team at **Arup** has put into our Building

Better Schools programme, and this year that support continued with site visits from four Arup engineers, plus many more hours of pro bono design work. Arup employees also got behind our Big Give Christmas Challenge campaign activities, which included a precious metals donation scheme.

The **AECOM** group also provided a very generous donation to our Big Give Christmas Challenge, and promoted Sabre at the group's inaugural Company & Client Awards in November 2013. We also hosted two AECOM corporate volunteers on our Amenano construction project in June, and AECOM again generously printed our Annual Report as a gift in kind.

An intrepid group of **Tullow Oil plc** employees have signed up for the Brighter Futures Marathon team, and will run the New York marathon in November 2014. This staff engagement drive was launched at Tullow's office in February

2014 with the goal of raising £120,000 to build a Centre of Excellence Kindergarten School in Sekondi.

2013/14 was the first year of Sabre's new partnership with **Partner Schools Worldwide**, the social enterprise behind the Partner Ghana schools linking programme. Partner Schools Worldwide donates 10% of its annual turnover to the Sabre Trust, in a unique funding arrangement. Additionally the company provides office space to Sabre in the UK, and logistics support to the Brighter Futures programme in Ghana. In total in 2013/14 Partner Schools Worldwide donated an incredible £44,303 to the Sabre Trust.





## 5.2. Draft Statement of Financial Activity

The figures presented here for the year ended 31 March 2014 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 2014 for the year ended 31 March 2014. This information will then be updated and presented in a final form.

	Unrestricted Funds £	Restricted Funds £	Total 2014 £	Total 2013* £
<b>Incoming Resources</b>				
Incoming Resources from Generated Funds	91,841	83,864	175,705	114,291
Incoming Resources from Charitable Activities	1,200	0	1,200	23,212
Other Incoming Resources	2,313	0	2,313	873
<b>Total Incoming Resources</b>	<b>95,354</b>	<b>83,864</b>	<b>179,218</b>	<b>138,376</b>
<b>Resources Expended</b>				
Costs of Generating Voluntary Income	-58,151	0	-58,151	-46,070
Costs of Charitable Activities	-33,723	-83,963	-117,686	-137,989
Governance Costs	-8,1934	0	-8,194	-12,202
<b>Total Resources Expended</b>	<b>-100,068</b>	<b>-83,963</b>	<b>-184,031</b>	<b>-196,261</b>
<b>Net Income for the Year</b>	<b>-4,714</b>	<b>-99</b>	<b>-4,813</b>	
Fund Balances at 01 Apr 2013	30,704			
Fund Balances at 31 Mar 2014	25,891			

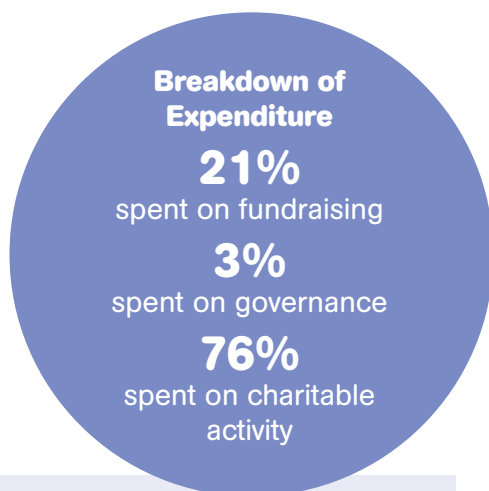
\* The 2013 figures presented here are those shown as "Continuing Operations" in our Statutory Accounts for the 2012/13 Financial Year. The "Discontinuing Operations" related to the Partner Ghana programme, which ceased to be part of the Sabre Trust's activities from 01 April 2013.

The total turnover for the charity in the 2012/13 Financial Year was £438,780, 68.5% of which related to the “Discontinuing Operations”. It was therefore important to build up the funding sources for the charity’s “Continuing Operations” and in this respect it is pleasing to note an increase of 29.5% in Incoming Resources.

A full copy of the Sabre Trust’s Statutory Accounts for the 2012/13 Financial Year can be downloaded from the website of the Charity Commission for England & Wales: [www.charitycommission.gov.uk](http://www.charitycommission.gov.uk)

Additional grants worth \$146,035 (£91,272) were received by the Sabre Trust in Ghana as a direct result of the work of the

fundraising team employed by the Sabre Trust in the UK. Therefore when calculating the percentage of income spent on Fundraising, Governance and Programme Activities, a true picture can only be obtained when the value of these locally received grants is taken into account, using a total turnover figure of £270,553:



As a small charity we are committed to delivering maximum impact at minimum cost. We set ourselves an organisational target that at least 80p of every £1 received in donations should be spent in Ghana on project delivery, with the remaining 20p supporting fundraising and governance costs in the UK. This year, the drop in total turnover (£438,780 to £270,553) has impacted on our ability to meet this target, and during the period under review, 24p in every £1 received by the charity was spent on fundraising and governance activities in the UK. However, we are confident that we will redress this situation in the 2014/15 Financial Year, and again meet our overall target.



“The building that is there will remain as it is now. The Regional Directorate is ready to support materially and otherwise.”

**Jacob Kor, Regional Director  
(Central Region), Ghana  
Education Service**

“Education is a basic right for all children. It is always said that a journey of a thousand miles starts with a step. We are very proud of this viable venture and with one voice say “Ayekool!” to Sabre Trust. Long live Ghana Education Service, and long live Sabre Trust.”

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

## **Beneficiary Feedback – what the education officers think...**

“The programme has boosted my capacity as an Early Childhood Coordinator, to do effective monitoring and support teachers in their delivery. I can now give additional support thanks to this training.”

**Juliana Mensah, Kindergarten  
Coordinator (KEEA  
Municipality) Ghana  
Education Service**

“We are so pleased to have this school in Shama District, and believe that it will be a great help to the kindergarten sector for teaching and training of teachers.”

**Esther Bossman Amma,  
Director of Education  
(Shama District), Ghana  
Education Service**





# 6 Thankyou

**We could not achieve our goals and build a brighter future for school children in Ghana without your support. We would like to say a huge thank you to all of our supporters and friends for continually getting behind our projects and contributing your time, enthusiasm and donations.**

This year we would like to mention some of the Trusts, Foundations, Corporate Partners and individuals whose support has been invaluable.

- **AECOM**
- **Anna Groth-Shive**
- **Arup**
- **British and Foreign Schools Society**
- **Ecobank Foundation**
- **Ghana International Foundation**
- **Ghana School Aid**
- **Halstead School**
- **Jack Brockway**
- **Laura Case Trust**
- **Malvern College**
- **Marr-Munning Trust**
- **Partner Schools Worldwide**
- **Reach Cambridge**
- **Reed Foundation**
- **St James's Place Foundation**
- **Tullow Ghana Ltd**
- **Tullow Oil plc**











**S·A·B·R·E**  
CHARITABLE TRUST

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