Thank you

Successful charities build communities, this is a priority for our work in Ghana, and our wider circle of friends and supporters are a real community too. So many people go the extra mile for Sabre and the work it does, to all of you we extend our heartfelt thanks. Together we really are building a brighter future for school children in Ghana.

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During the past 12 months, Sabre’s Brighter Futures programme has achieved significant impact:

- **5,240** children have received a brighter start to their education, learning through activity and play in child centred environments.

- **128** practising teachers and a further **171** student teachers have received a year of intensive and highly experiential teacher training.

- **27** tutors drawn from two Colleges of Education have been trained as facilitators, capable of supporting national plans to scale up the new active and play-based kindergarten pedagogy.

- **24** local artisans have gained employment and valuable construction skills on our building project sites.

- Ghana’s first **two** on-campus Kindergarten Centres of Excellence have been completed – every year they will provide high quality learning facilities to **240** children, and offer practical classroom experience to at least **485** student teachers as part of their diploma studies.
1. Introduction

Message from Managing Director - Dominic Bond

It has been another incredible year for the Sabre Trust. We have continued to grow and expand our programme, with the team working so hard to both generate the income to support this expansion, and then deliver on our increased project commitments. Over the past twelve months there have been many significant moments, all of which have contributed to Sabre’s most impactful year yet.

On the fundraising front, we were delighted to secure significant project grants from Comic Relief, for teacher training, and from both the Ghana Drillers Charity and the TEN Project for school construction. These new funding streams have paved the way for a doubling of our programme activity, as well as recording an increase in income of 74% – this is on top of the increase of 151% recorded last year.

Sabre continues to work in close partnership with the Ghana Education Service, helping to deliver the government’s own Operational Plan for Quality Kindergarten Education, and this is a very strong pillar of our sustainability strategy. In this respect, our transformational teacher training projects are now taking the new pre-service training model to scale, and our building better schools projects are focussed on District Model Schools and On-campus Centres of Excellence. The Brighter Futures model received a strong national endorsement in October, when Amenano Model Kindergarten School was recognised at the national best school awards – reflecting the increased impact of the combined model: child-centred, active and play-based learning delivered in an exemplar child-friendly learning environment.

In September, the replication of the Fast-track Transformational Teacher Training programme began in the Western Region with Holy Child College, and we were equally thrilled to be approached by Afrikids seeking to take the same methodology to the Upper 1. Introduction

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In September, the replication of the Fast-track Transformational Teacher Training programme began in the Western Region with Holy Child College, and we were equally thrilled to be approached by Afrikids seeking to take the same methodology to the Upper
West Region in Ghana’s far north, in partnership with Tumu College. Our teacher training work received a further boost when Pussycat Doll turned TV presenter and MasterChef, Kimberly Wyatt, visited with Comic Relief to see how our projects are transforming the lives of thousands of the youngest Ghanaians. If you haven’t seen Kimberly’s video please do visit our website where you can watch it on the homepage.

In readiness for our expanded school construction programme, we worked with the design team at Arup International Development to revise and optimise our existing school design – the resulting Scalable Sustainable Kindergarten Complex retains all the fantastic features of the original school, but can be delivered at a lower unit cost than the government’s benchmark of $100,000 for kindergarten schools. Our aim is to secure national endorsement for this new design, to allow it to be rolled out nationwide by all of the Education Ministry’s construction partners. As a first stage, we are piloting the new design in four projects during 2016.

Our work in Ghana has also continued to gain international recognition, with case studies featured in both the Early Childhood Magazine and the Towards Safer School Construction publication.

Ultimately, all of this hard work and recognition results in more teachers receiving training, more schools being built, and most importantly, more children receiving the best possible start to their education. This is what drives us all every day, and I am immensely grateful for the hard work that has been put in by the entire team this past twelve months, and for the strong support and guidance shown by our board. Thank you!

Dominic Bond, Managing Director, Sabre Trust UK
2. About the Sabre Trust

The Sabre Trust works in southern Ghana to improve the lives of poor and marginalised children. Sabre is a partnership between two independent but linked charities, registered in the UK with the Charity Commission and in Ghana with the Department of Social Welfare.

Through twelve years of grassroots work in rural schools and a long term relationship with the Ghana Education Service, the kindergarten sector has emerged as our priority intervention area. Kindergarten represents the start of formal education for four and five year old children, and the sector faces a number of challenges including poor learning environments and weak teacher capacity.
Our Brighter Futures Programme provides an innovative and carefully considered response to these challenges, delivered through Building Better Schools and providing Transformational Teacher Training.

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.

Kindergarten Education in Ghana – Context

In spite of the government of Ghana’s strong policy commitments to the kindergarten sector, it continues to face challenges of access and quality.
Sabre’s Brighter Futures Programme is based on a simple equation: the combination of better school structures and enthusiastic and confident teachers gives the best learning outcomes for young children.

Since 2012, the Brighter Futures programme has focused on interventions which are drawn directly from the Government of Ghana’s plan to scale up quality kindergarten education, and includes the construction of Kindergarten Centres of Excellence and District Model Schools, as well as a programme to enhance pre-service teacher training in partnership with the national Colleges of Education.

In October 2015 this model was validated when Amenano Model school won an award for best kindergarten at the inaugural national school awards.

We completed the construction of Amenano school in 2013 and the teachers subsequently received two years of transformational teacher training. It is now a District Model School showcasing high quality classroom practice in an optimal learning environment.
Over the last year we have completed Ghana’s first on-campus Kindergarten Centres of Excellence at the OLA (Cape Coast) and Holy Child (Sekondi) Colleges of Education. These schools are kindergartens with a dual purpose and are intentionally built on-campus at Colleges of Education that offer the diploma in Early Childhood Development. The schools not only provide quality learning facilities to 120 four and five year olds but also showcase an optimal learning environment to support the Transformational Teacher Training programme. The Kindergarten Centres of Excellence feature model classrooms demonstrating the best ways to arrange indoor and outdoor spaces and will expose student teachers at the Colleges to practical experience early on in their studies.
In July 2015, in partnership with Arup International Development, we began a design optimisation process to develop a scalable version of the existing Safe Sustainable Kindergarten Complex, which would deliver a high quality early learning environment, at a lower cost than the current model. The purpose of this exercise was to reduce the footprint and cost of the school so it becomes an affordable option for the Ghanaian Ministry of Education to replicate nationally, whilst maintaining the quality of design and engineering, which make the existing structures some of the very best schools in the country.

With the design optimisation now complete, our school construction programme for 2016 is made up of four separate projects in the Western Region, all built to the new scalable design:

1. Akwidaa Model Kindergarten – 2 classrooms
2. Domunli Model Kindergarten – 2 classrooms
3. New Bakanta Model Kindergarten – 2 classrooms
4. Ahobre Early Years Complex - 6 classrooms running from Nursery through to Primary 3.

Construction started in January at Ahobre Early Years Complex and site works have now begun at the other three kindergarten school sites in the Western Region.
Work underway at Ahobre Early Years Complex
Impact – Stats & Stories

- **2 Kindergarten** Centres of Excellence completed.
- **24 local artisans** were employed on site gaining sustainable construction and livelihood skills.
- **6 Teachers** will receive intensive teacher training.
- Every year, at least **485 student teachers** will have the opportunity to be engaged with child-centred activity based learning in the Centre of Excellence as part of their Early Childhood Education Diploma.
- **240** children will have a quality start to their education, and every year **80** new children will join the two new Kindergarten Centres of Excellence and benefit from learning through play.

“My classroom is very spacious and twice the size of the normal Ghana Education Service classroom where I did my teaching practice. The nature of the windows and doors gives enough ventilation and light at all times which makes teaching and learning very comfortable and enjoyable.

The structure of the classroom has shelves for storage and enough space to help the children to freely move around when they are doing activities. The teacher is also able to decorate the classrooms with a lot of materials and resources without making the room stuffy.

I like the different learning areas that have been built, shade for the outside area helps the children to do outside activities at any point in time during the day.

What I like most about the school is the separate toilet facility provided for both the children and adults and the two shaded areas for outside activities.

Anita Bedford Moses, KG1 teacher, OLA Kindergarten Centre of Excellence
New Innovations

The Kindergarten Centres of Excellence provided us with an exciting opportunity to trial new technologies during the construction process:

**Bio-digester Toilets** – given the more urban location of the Kindergarten Centres of Excellence and the availability of pipe borne water, we agreed with the Colleges to install flushing toilets. The system we selected uses micro flushing and a biological digester, and has been very well received by parents, teachers and pupils.

**Ecore Flooring** – Ecore International is a manufacturer of high quality rubber flooring made from recycled truck tires. As part of its Corporate Social Responsibility commitment, the firm donated enough flooring to fit out all the classrooms in the two Kindergarten Centres of Excellence. Sales director Laura Dodge kindly contributed to the shipping costs and flew to Ghana to oversee the installation. The flooring has provided a cushioned surface for the classrooms, and has also brought unexpected acoustic improvements to the internal environment.

The work on site was done in a planned manner which makes it easy compared to other projects. I enrolled as a labourer but I am confident to apply for other roles like an apprentice carpenter or a painter because of the new skills I learnt.

Richard M Dadzie, site labourer at Holy Child Kindergarten Centre or Excellence
3.2 Transformational Teacher Training

After a year of preparation and sensitisation, in September 2015 we began the two year implementation phase of the training of teachers and student teachers in partnership with Holy Child College of Education, in the Western Region, in 24 schools.

September also saw the expansion of our Transformational Teacher Training programme in the Central Region, in partnership with OLA College of Education. We are working with a further 16 schools and have started to hand over responsibility for the training of student teachers to OLA College of Education, which is essential to the sustainability of the programme.

After two terms of training in both regions, the teachers are already showing fantastic progress, and the high quality of education provision in the classrooms is attracting significant attention on a local and national level.

Impact – Stats & Stories

- **128 practising teachers** are half way through their two year teacher training programme, enabling them to teach through play, to adopt a positive approach to classroom management and support active learning in both kindergarten years 1 and 2.

- **4 OLA College Tutors** from the Central Region have joined the existing team of 9 trained tutors to begin their training as facilitators, in support of national plans to scale up quality kindergarten education.

- **14 Holy Child College Tutors** have also begun to deliver training workshops to the Western Region participants, having completed their preparatory year of trainer preparation.

- **171 student teachers** from OLA and Holy Child Colleges of Education are undergoing a one-year intensive training programme, which is providing them with the skills to implement the new activity based pedagogy.

- **5,000 children** will receive a brighter start to their education, learning in a child centred environment through activity and play across 125 classrooms receiving transformational teacher training.
My children are now conversant with the rules and routines in the classroom which are used to modify behaviour in the absence of the cane. They can now interact with each other very well, they can pick story books and, by the help of pictures, they can retell the stories accurately. They can write 1 – 20 and can identify colours in the classroom. They can also identify their names and their friends’ names anywhere due to self-registration.

Sandra Sakyi Smith, KG1 teacher, Gethsemane Kindergarten

The phonics session has brought a great improvement to children’s formation of words and writing. Personally, the programme has really taught me how to prepare teaching and learning materials and how to store them for future use.

Gloria Aggrey Fynn, St. James Anglican, KG2 student teacher
Building the Evidence

Monitoring and evaluation is key to demonstrating the positive impact of the teacher training programme.

We have expanded our Monitoring, Evaluation and Learning team over the last year, and the team now has six members across both regions. This expansion has allowed for the collection and analysis of much more qualitative data from different stakeholders to supplement the quantitative data collected from the classrooms.

In addition to the expansion of our own monitoring activities, we have partnered with Innovations for Poverty Action on a separately funded impact evaluation, which will evaluate the effectiveness of the programme by tracking and measuring the performance of the student teachers when they are posted as Newly Qualified Teachers in their own classrooms. Half of the student teachers spent their practical placement in Model Practice Classrooms and received the new training, and the other half received no additional training and were placed in non-programme classrooms. The study will assess teacher classroom instructional practices and classroom learning environment through classroom observations; and teacher professional well-being and motivation through a teacher survey. Additionally, pupil assessments will measure the comparative impact of the programme on pupils taught by the Newly Qualified Teachers who have received training, compared with those taught by Newly Qualified Teachers who have not received training. The results of this study will be published in early 2017.

4. Fundraising

The last year has seen continued support from our committed and multi-year funding partners and we are delighted to have secured three new grants that have been pivotal to the expansion of our Brighter Futures programme.

Comic Relief
We secured a grant from Comic Relief in July 2015 which enabled us to start delivering a two year teacher training project, adding a further 40 classrooms to our network in the Central Region. These classrooms will offer improved practical teacher training placements to at least 103 student teachers every year. In total the project will deliver intensive training to 273 teachers, who in turn will give at least 6,520 children a quality early education.

Ghana Drillers Charity
This staff led giving scheme was initiated by the crew of the Eirik Raude oil rig in 2010, with the Sedco Energy and West Leo drilling rig crews joining when these rigs arrived in Ghana. Currently, there are 50 donors contributing towards the Ghana Drillers Charity fund, which is the sole funder of the Ahobre Early Years Complex, and has also supported the design optimisation of the Scalable Sustainable Kindergarten Complex, and a linked in-service teacher training scheme.
TEN Oil & Gas Project Partners
Ghana’s newest oil discovery, the TEN Project is providing funding for three schools built to our new scalable design in three districts of the Western Region. This partnership marks our biggest fundraising grant to date and combined with the Ghana Drillers Charity, is a really exciting step towards the expansion of our Building Better Schools programme into the Western Region of Ghana and beyond. The TEN grant also includes funding for our new in-service teacher training scheme.

Café Africa
We were delighted to reconnect with Café Africa and become their charity of the month for September. With support from our Ambassador Moyra Zaman, volunteer Lauren Brown and Abass Dodoo of One Drum we held a Sabre Family Day at Café Africa, which included lots of fun family activities, drumming from Abass and a fabulous raffle.

Eden Marathon
Joining us for the second time were Lostwithiel locals Tom Miles, of Partner Schools Worldwide, and Oliver Denne. A team from our corporate partner Subsea 7 came down from Surrey, and second time runners Paul Tews and Fabio Girotto, were joined this year by their colleagues Daniela Miranda and Martin Enger. It was a fantastic atmosphere and together the team raised a fabulous £1,018.

Exertis TechAid Charity Ball & Volunteer Trip
The original TechAid project was launched by Exertis in 2014 to bring together industry partners to support our work in Ghana. In early 2016, Exertis hosted a fabulous charity ball raising over £8,000 and the project culminated in February, with a visit to Ghana by a cross-industry group of volunteers, who completed a series of outdoor learning facilities at the OLA Kindergarten Centre of Excellence, which was itself part-funded by a £50,000 donation from TechAid.
**Eat for Education**
In September, we launched Eat for Education, a new way for all our foodie friends and local eateries to get involved and support our work. We were delighted to have such great support in Lostwithiel from Asquiths, Fran’s Pantry and 2 Quay Street, as well as two fabulous dinner parties organised by our Ambassador Betsy Coles which raised a phenomenal £1,520.

**Reach Cambridge**
For the 7th year running, the students at Reach Cambridge summer school used their creativity and enthusiasm to organise raffles, an auction of promises, cake sales, face painting and sports tournaments, to raise funds to support our Brighter Futures programme. An annual highlight of the Reach Cambridge programme takes place in July, when Sabre’s UK team and the brilliant One Drum join a fun day hosted in the centre of Cambridge. This year the grand total raised was £2,450.

**Strand Spartans**
Our youngest supporters, the Strand Spartans (a 5-aside football team), have blown us away with their amazing fundraising efforts. Through the release of their very own Christmas single ‘Strand Aid’ and an end of term cake sale they have raised an outstanding £1,406. This is one of the most innovative fundraising ideas we have seen yet, huge congratulations to the whole team!

**Thames Path Challenge**
Four AECOM employees, Tom, Toby, Walter and Dolores bravely offered to take on the epic 100km Thames Path Challenge to raise funds in September. Despite a range of foot related injuries they successfully completed the walk which heads up stream from Putney Bridge to Runnymede, then on to Henley and raised a phenomenal £2,000.

**The Big Give Christmas Challenge**
Now in our 4th year with the Big Give, we were delighted to beat our target raising just over £40,000. The Big Give is a fantastic opportunity to make your support go further and double your donation with match funding from charity champions, and we were thrilled to be part of the Waterloo Foundation’s group of charities.
For every £1 spent on fundraising we generated £7.47 in donations, of which £6.28 was spent on project activities.

Expenditure on charitable activities increased by 108%, more than doubling our impact.

We grew our unrestricted reserves from £7,818 to £63,821, giving greater financial stability and the ability to invest in vital core functions.
6. Forward Plans

Forward Plans - Transformational Teacher Training

We recognise that the greatest challenge facing the Ghana Education Service is the upgrading of practical teaching skills and curriculum knowledge amongst serving kindergarten teachers. The current college of education network will only graduate a maximum of 2,400 new teachers each year, whilst there are 27,500 untrained teachers already in the system. Our Transformational Teacher Training programme combines pre-service and in-service teacher training, and as such has great scope for adaptation for in-service teacher training.

Between May and September 2015, Sabre’s teacher training team provided consultancy services to Innovations for Poverty Action to develop a shorter in-service training course for kindergarten teachers, drawn from the Transformational Teacher Training methodology. This training is now being piloted in government and private kindergarten schools in the Greater Accra Region during the 2015/16 academic year, with the training being delivered by trainers from the National Nursery Teacher Training Centre.

Linked to our Building Better Schools programme for 2016, each of the four new schools being built in the Western Region will include a provision for teacher training, which will allow us to develop our own In-Service Teacher Training programme. The course content
will also be drawn from the Transformational Teacher Training programme, tailored specifically to the needs of the four schools which are in remote rural locations, but with an aspiration to achieve the same District Model School status as achieved by Amenano school in Shama District.

We hope that this pilot will provide the template for all future Sabre in-service training projects, and also deliver a model that can be replicated at scale.
The four schools under construction during 2016 will operate as District Model Schools in four different districts of the Western Region. Over the next four years, our goal is to build at least 16 more of these new scalable schools in the Central and Western Regions, positively impacting many more communities.

As part of the Exertis TechAid volunteer visit to Ghana in February 2016, the group worked on enhancing the outdoor learning space at OLA Kindergarten Centre of Excellence. This formed part of our pilot for an exciting new addition to our Brighter Futures Programme - the External Learning Spaces project, which will support the learning through play methodology, by delivering low cost outdoor teaching areas that support learning opportunities through the installation of fixed play equipment.
There are many ways you can support Sabre in building a brighter future for school children in Ghana, including volunteering your time and skills, making a donation or taking on a Steps for Change fundraising challenge.

Please visit the ‘Get Involved’ page on our website for more details
www.sabretrust.org/get-involved
or go to
www.sabretrust.org/stepsforchange
to find out how you can make
#StepsforChange

To find out more about our volunteering opportunities please contact
volunteer@sabretrust.org

To make a donation please visit
www.sabretrust.org/donate
Supporting Africa By Rural Endeavours

We'd love to hear from you on our social media

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