



**BRITISH & FOREIGN SCHOOL SOCIETY**  
Educational Opportunity for All

## GRANT REPORT

<b>Organisation Name</b>	The Sabre Charitable Trust
<b>Address</b>	10 The Old Carriage Works, Great Western Village, Lostwithiel, PL22 0EN
<b>Your Name</b>	Mr Dominic Bond
<b>Position or Job Title</b>	Managing Director
<b>Email</b>	dominic@sabretrust.org
<b>Telephone</b>	0203 239 9476

## YOUR GRANT

Amount of grant awarded	£19,946
For what period	One year
Purpose of grant awarded (as per your grant offer letter)	Towards component one, delivering an expanded one year Transformational Teacher Training programme.

*Please note that the boxes on the form are expandable, so do not feel constrained by the space shown.*

**THE BRITISH & FOREIGN SCHOOL SOCIETY**  
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Registered Charity: No 314286

**PROJECT OUTPUTS (ie the relevant activities, facilities, resources, services you delivered to help you achieve your outcomes)**

Please note that the table is expandable if there are more than 4 outputs

	Planned Project Output (eg number of teachers trained) as set out in your grant application	Project output as delivered
1.	74 Student Teachers will receive training	74 Newly Qualified Teachers have graduated and are implementing their learning in their own classrooms.
2.	49 Practising Kindergarten teachers, 16 head teachers and 8 Ghana Education Service (GES) Officers will receive training.	53 Practising Kindergarten teachers, 16 head teachers and 8 GES officers received the first year of training. All of the above will continue to receive the second and final year of training (Sep-2014 – Jul-2015).
3.	Two district Teacher Resource Centres will be established on GES premises, where teachers will receive additional training to help them make low-cost classroom resources from locally sourced and recycled materials.	<p>It became evident early in the pilot that the Teacher Resource Centres (TRC) would not be used to their maximum potential. This was because travel allowances for teachers to visit the TRCs would not be met by Ghana Education Service, and therefore teachers could not afford to make visits.</p> <p>In response to this, the programme developed a Teacher Resource Toolkit (TRT). The TRT contains templates to make thematically appropriate resources out of low cost, locally available materials. Each Model Practice Classroom has been issued with a copy of the TRT.</p>
4.	The training team will continue to be trained throughout the year.	8 College lecturers received the full Training of Trainers content, and will continue to receive Trainer Planning workshops during the 2014/15 school year.

If there were any significant changes please outline and provide a brief explanation below

The Teacher Resource Centres (TRCs) faced a number of challenges, including;

- Travel costs to and from the TRCs could not be met by the Ghana Education Service, which reduced the frequency of teacher visits.
- The management of the TRCs needed to be adopted into the Education Directorate's budget and human resource projections. Capable officers who are conversant with computer software are needed, and monthly funding of approximately GHS 500 is needed to purchase resources, ink toner and paper. Without the commitment of the Education Directorate to manage the TRCs, their sustainability was undermined.

For these reasons, activities relating to making resources were decentralised to individual classrooms. When teachers were creating resources at the TRCs, only 45% of the prescribed resources were being used in classrooms. Once teachers started creating resources in their own classrooms, this figure rose to 83% within the first month, and has been sustained.

## BENEFICIARIES

### Direct beneficiaries of BFSS grant

Total number specifying over what time period and broken down by year where appropriate	<b>1,759</b> Over the period August 2013 to July 2014.
Description of direct beneficiaries, with breakdown where appropriate, eg school pupils, teachers etc	<b>74</b> student teachers (mentees) from OLA College of Education received the full training content <b>53</b> kindergarten teachers (mentors) received the full training content <b>16</b> head teachers (lead mentors) received the full training content <b>5</b> Ghana Education Service Circuit Supervisors received the full training content <b>3</b> Kindergarten Coordinators received the full training content <b>8</b> College lecturers received the full Trainer Planning content <b>1,600</b> kindergarten pupils – 4 and 5 year olds.
Female/male split within the above figures	74 student teachers: (all female) 53 practising kindergarten teachers: (2 male, 51 female) 16 head teachers: (7 male, 9 female) 8 Ghana Education Service Officers: (4 female, 4 male) 8 College Lecturers: (4 male, 4 female) 1,600 kindergarten pupils: (almost a 50:50 split male to female in line with regional average gender ratio)

### Indirect beneficiaries of BFSS grant

*Note: we appreciate that it may only be possible to give estimates, in which case please specify that the figures are estimates*

Total number specifying over what time period and broken down by year where appropriate	Approx 3,200 over the one year course (assumes 2 parents for each pupil)
Description of indirect beneficiaries, with breakdown where appropriate, eg family members, local community members using facilities etc	Parents of the kindergarten pupils receiving better quality education, who are sensitised to the importance of early years education and learning through play.
Female/male split within the above figures	50:50

**PROJECT OUTCOMES/BENEFITS (ie the changes, benefits or effects resulting from the project)**

	Planned Project Outcome as set out in your grant application ( <i>You were asked to identify 4 on your application</i> )	Project Outcome as delivered – or on track to be delivered
1.	147 trainees will benefit from learning how to implement the new national curriculum in an activity based and child centred method.	154 trainees have received training, with 74 Student teachers, graduating as Newly Qualified Teachers.
2.	38 Model Practice Classrooms will have been created across the region with mentor teachers supporting 76 high quality student teacher placements every subsequent year.	A network of 40 Model Practice Classrooms has been established, including two in the Western Region at Amenano DA Model KG School, which will be incorporated into the future training project with Holy Child College of Education.
3.	Teachers and student teachers will have access to the Teacher Resource Centres throughout this project and beyond to make classroom resources to assist their teaching.	Student teachers and teachers did have access to the TRCs, but lessons learnt throughout this project have resulted in a classroom based toolkit to make resources, which has proven to be a more successful and sustainable approach.
4.	1,520 kindergarten pupils will benefit every year from being taught in a more effective and engaging way in the 38 model classrooms. In the 16 communities, parents and community leaders will also be consulted and sensitised to raise the profile and value of KG education.	1,600 kindergarten pupils have benefited from being taught in a more effective and engaging way. Every school held a kindergarten-specific PTA meeting during the second and third terms of the school year, and having seen for themselves what is happening in the classrooms, parents have started supplying teachers with materials from which resources can be made – this is an excellent indicator of improved parental engagement.

If there were any significant changes please outline and provide a brief explanation below

The number of practising teachers and head teachers increased slightly in the third term as we added an extra school to the programme – this was the Dominase Kindergarten School, funded by a separate grant from BFSS in 2011. These teachers will take part fully in the programme from September 2014, and ultimately lead to an additional two Model Practice Classrooms being established.

Were there any unexpected or wider outcomes/benefits arising from the project? Please give details.

One of the greatest successes of the year has been the increased advocacy of the programme beyond its core partners. The Programme Management Meeting in January 2014 identified this as an important activity, and since then management figures from GNAT and GES headquarters have visited classrooms on the programme, and given extremely positive feedback of what they saw taking place. Mr. Jacob Kor, Central Regional Director of Education, was present for the

second day of the Intensive Training Workshop in May. He gave an inspirational speech to participants and trainers, emphasising the importance of kindergarten education and encouraging them to embrace their role as teachers to Ghana's youngest school children. The Director has stated that he will carefully monitor the programme over the coming months, and assured his commitment to its long term implementation and success. Nb; Mr Kor has since been promoted to the role of Director General at GES, giving the project a fantastic advocate at the highest level of management.

It is also worth noting that of the 28 mentees who took part in the pilot year of the FTTT, 54% received Upper Second Class diplomas – the highest grade achieved by any Early Childhood Education student at OLA College of Education in 2013. This represented a 153% improvement in top grade attainment compared to their peers not receiving the training.

Our Transformational Teacher Training Programme was recognised by the World Bank's Early Learning Partnership (ELP) as a Promising Preschool Practice in Africa, and Sabre's Managing Director was invited to make an online presentation to the ELP network.

Has our grant enabled you to leverage any additional funding or develop other opportunities for your project or project beneficiaries? If so please provide details.

The success of the first year of the FTTT in the Central Region and the strong endorsement received from the World Bank ELP were critical in Sabre securing multi-year funding worth £400k over three years, to replicate the project in the Western Region with Holy Child College of Education.

## LESSONS LEARNED

What were the main lessons learned, both positive and negative? Please be honest since learning from problems and challenges can be as important as learning from success.

The approach taken by the project team has been one of continuous learning and improvement, mindful that this is a pilot programme which Ghana Education Service will seek to replicate at scale. Therefore throughout the year the team has held regular reflections and made adjustments to the training methodology. The key challenges addressed and lessons learned are summarised below:

Training of Trainers: It has become clear this year that the trainers will require intensive and long term training in order to fully understand the content of the training, and how it needs to be delivered. Regular Trainer Planning workshops will continue to be held with the current cohort of trainers during the 2014/15 school year, and in the two years thereafter (albeit on a less frequent basis).

Teachers implementing the training: Teachers are focussed on following the objectives in the kindergarten Curriculum. Therefore, the thematic approach must be explicitly linked to curriculum objectives and the methodology shown to be effective in achieving these. If this is not the case, teachers are reluctant or afraid to try to implement the thematic approach.

Training structure & duration: A one-year training programme (as recommended by the GES Operational Plan) has been found to be insufficient time in which to embed the methodology of child-centred activity based teaching. Furthermore, this would only train a teacher how to deliver a single year of content (KG1 and KG2 differ in this respect). Therefore the programme has been extended to run for two years for teachers, after which they will 'graduate' to classroom mentors.

The need for monitoring & support: Trainers and teachers need regular monitoring and support to implement the methodologies. The main elements of how this is done now (Planning Meetings with trainers, In-classroom Coaching and monitoring Spot Checks for teachers) were not originally part of the FTTT activities, but they have been found to be crucial to ensuring that the content has been properly understood and implemented.

The existing GES/College of Education monitoring tools for teachers and student teachers do not explicitly check for activity-based learning. These tools need to be aligned with the programme so that teachers are monitored against the implementation of the methodology in which they are being trained. Good progress has been made in this respect through the development of the Teacher Monitoring Tool (TMT) and Pupil Achievement Record (PAR).

Roles & responsibilities: The need for teachers to consider themselves as mentors, and for head teachers to consider themselves lead mentors, is very important for the long term sustainability of the student teacher placements in the Model Practice Classrooms. Head teachers and teachers need to be empowered to take on this extra responsibility to mentor the student teachers, whilst also ensuring that their primary role as a kindergarten teacher is maintained.

The importance of the head teacher's role was underestimated in the Ghana Education Service Kindergarten Operational Plan. They need to be part of every element of the training, and also require specific training (through the Head Teacher Forum). The head teachers are critical in the day to day monitoring and supervision of the mentors and their mentees.

Child Development Milestones: A simplified approach to monitoring child development was identified as a fundamental element within the Operational Plan. Even the shortened version of the document proved to be unmanageable in terms of teacher time required. Therefore over the course of the year, the PAR has been further reduced in length (to a one page document) by selecting from the content those items considered critical for the child's educational progress in KG.

## **FUTURE ACTIVITIES**

What future activities are planned and are there any significant changes likely to affect the funded work?

The key change is the fact that at the outset of this project it was conceived as a one year programme. Through learning and feedback from this project, one year has been found to be insufficient time in which to embed the methodology of child-centred activity based teaching. Furthermore, this would only train a teacher how to deliver a single year of content (KG1 and KG2 differ in this respect). Therefore the programme has been extended to run for two years for teachers, after which they will 'graduate' to classroom mentors.

Therefore the future plan is to deliver the second and final year of this expanded FTTT and enable the 53 kindergarten teachers to graduate as mentors and also to train the next cohort of student teachers from OLA college of Education who will be starting their third year practical placement in September 2014.

At the time of writing (March 2015) we also have a grant application to Comic Relief under consideration, which would allow us to expand this project, by doubling the network of MPCs and future-proofing the network in light of OLA College's projected enrolment expansion for the Early Childhood Diploma course. A two year project will create a further 40 MPCs, enabling 160 student teachers to benefit from a higher quality practical placement.

## **SUSTAINABILITY**

If the project is continuing beyond the life of this grant please explain how it will be funded and what steps are in place to make the project sustainable.

Next year (2014/15), mentees will only attend the Intensive Training Workshops. This change is designed to increase the responsibility of mentors to coach the mentees on other elements of the programme delivered during the Top-Up Training workshops. It is also necessary to differentiate the content of training delivered to mentors and mentees: the former will take part for the two year cycle, whereas the latter will only be present for one year.

The longer-term project goal is to fully embed the Intensive Training Workshop content for mentees into the first two years of the College of Education diploma. Until such time as the systemic changes to support this can be achieved, the Intensive Training Workshops will continue to be delivered during the mentees' third year.

The College of Education will also take on board some of the project costs, to cover some aspects of trainer travel, as well as all catering arrangements for workshops taking place at the College.

We have already secured £41,280 from a number of trusts and foundations for the second year of this project (including a grant of £19,500 from BFSS) and have a number of applications pending.

## **FINANCIAL REPORT**

Please attach a project budget expenditure report that shows total expenditure and includes how the BFSS grant was spent.

Please see attached document "BFSS Finance Report TTT-CR2.pdf"

## **ADDITIONAL FEEDBACK ABOUT YOUR PROJECT**

BFSS would welcome copies of any additional narrative reports, including beneficiary feedback, you may be preparing about the project. BFSS also welcomes photographs, video and audio material that illustrate the work we have supported. Please attach any such information to this report or provide links to other materials.

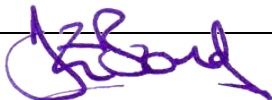
Our standard end of year report was submitted to Imogen Wilde by email on 3<sup>rd</sup> December 2014, and additional copies can be supplied if required.

BFSS Feb 2015 V1

**FEEDBACK ABOUT BFSS**

We particularly welcome your comments about BFSS and your dealings with us. Please make any other comments that you feel are relevant, including any feedback to us on our grant processes, which will help us to improve our practice and the way we work with project applicants.

This Grant Reporting structure is a welcome development to BFSS's already excellent grant management process.

<b>Signature</b>	
<b>Name</b>	<b>Mr Dominic Bond</b>
<b>Date completed</b>	<b>03 March 2015</b>