

Executive Summary EduTWIns Foundation



EduTWIns

From Curriculum to Classroom: Child-Centred Education in Ghana

Applicant:

Petronella Johanna Maria Bertens
Founder & Educational Consultant

About EduTWIns Foundation

EduTWIns Foundations believes that sustainable progress begins with quality education and equal opportunities. We envision a society where every child can develop their talent and actively contribute to the future.

Pilot Project in Ghana

- **Location:** Boabeng and Nkoranza (Bono East Region)
- **Collaboration:** Working closely with local schools and communities

Goals

- Improve teaching quality through **co-teaching** and professional **training**.
- Strengthen children's cognitive, social and emotional development
- Develop a scalable mode for nationwide implementation

Target Groups

- Teachers: trained support directly in classrooms
- Pupils: education that includes all children



Executive Summary – EduTWIns Foundation Pilot Project: Education

Project Title:

From Curriculum to Classroom: Child-Centred Education

Applicant:

Petronella Johanna Maria Bertens
Founder & Educational Consultant, EduTWIns Foundation

Project Overview

The EduTWIns Foundation is launching pilot programs in Boabeng and Nkoranza (Bono East Region, Ghana) to strengthen child-centred and learning-outcome-driven education. The focus is on improving classroom teaching practices and fostering active, child-focused learning as a foundation for lasting educational improvement.

Key Educational Challenges in Bono East

- Teacher Practice and Professional Skills
- Learning Outcomes and Child Development
- Pedagogical Environment

Purpose of the EduTWIns Pilots

The pilot projects aim to foster a child-centred learning culture where teachers:

- actively adapt lessons to individual learning needs,
- use formative assessment to guide progress,
- apply context-relevant, practical teaching methods, and
- are supported through peer learning and professional coaching.

By combining innovative pedagogy with evidence-based monitoring of learning outcomes, EduTWIns seeks to drive sustainable improvements in educational quality and equity for children in Bono East.

The project aligns directly with Ghana’s Education Strategic Plan (ESP 2018–2030), supporting inclusive access, improved teaching quality and sustainable management of schools.

Why This Project

Current teaching in many schools remains largely lecture-based, limiting student engagement, creativity and critical thinking. To implement the goals of Ghana’s Education Strategic Plan (2018–2030), teachers need mentorship, practical tools and structured guidance to adopt child-centred methodologies. While the new curriculum promotes this shift, it does not provide sufficient support for teachers to develop these new practices. Strengthening teacher support systems is therefore essential to achieve improved learning outcomes and holistic child development.

How We Will Act

- Classroom Co-Teaching: Hands-on support for teachers to apply new methods.
- Professional Development: Study days, workshops and mentorship to strengthen instructional capacity.
- Community & Stakeholder Engagement: Collaboration with Heritage School, Great Erocus International School, Boabeng Government school, local authorities and the Ministry of Education.

- Monitoring & Evaluation: Data-driven assessments, classroom observations and annual reports ensure progress, accountability and scalability.

What We Will Deliver

- Pilot Implementation: three schools as demonstration sites for child-centred education.
- Teacher Empowerment: Continuous support and professional growth.
- Student Engagement: Creative, critical-thinking and problem-solving opportunities.
- Model Schools & Knowledge Hubs: Foundation for wider adoption across Bono East and beyond.
- Integration with Broader Community Development: Initiatives in health, environmental stewardship, tourism and sustainable livelihoods.

Target Groups

- Teachers: Gaining skills, confidence and mentorship.
- Children in remote areas: Access to quality, inclusive education.
- Communities: Strengthened resilience through empowered educators and improved learning outcomes.

Expected Outcomes

- Improved access to quality education in rural Bono East.
- Generation of empowered teachers and learners.
- Enhanced community development, entrepreneurship and sustainable practices.
- Scalable model for replication in government schools across Ghana.

Funding Needs

Pilot Phase (2026) Budget: €47,750

- Local transport & logistics: €33,000
- ICT & educational equipment: €2,600
- Workshops & professional development: €4,500
- Daily maintenance (housing, food, utilities): €5,600
- International transport & visa: €2,050
- This ensures direct, on-site leadership, teacher support, and effective pilot implementation.

Timeline (2025–2035)

2025: Launch pilots, co-teaching, stakeholder engagement.

2026–2027: Scale practices, train local experts, fund boarding houses.

2028–2030: Expand model schools, strengthen leadership, monitor impact.

2029–2034: Embed child-centred approaches in teacher training colleges.

2031–2035: Full integration in government schools and national scaling.

Strategic Impact

- Aligns directly with ESP 2018–2030 and SDGs 4, 8, 10 and 17.
- Demonstrates scalable models for child-centred education.
- Empowers teachers, students, and communities, creating long-term social and economic impact.

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Grant Application – EduTWIns Foundation Pilot Project - EDUCATION

Project Title

From Curriculum to Classroom: Child-Centred Education in Ghana

Applicant

- Petronella Johanna Maria Bertens
Founder & Educational Consultant, EduTWIns Foundation

1. Organizational Vision & Mission

Vision

EduTWIns Foundation believes that sustainable progress begins with quality education and equal opportunities. We envision a society in which every child and adult in Ghana and the Netherlands has the opportunity to develop their talents, expand their knowledge and actively contribute to a resilient, inclusive and sustainable future.

Mission

EduTWIns Foundation pursues its vision by establishing knowledge centres and developing model schools in Ghana. These centres and schools serve as meeting places for both cognitive and practical knowledge exchange, emphasizing the principle of **“teach me to do it myself”**.

We focus on:

- Creating access to education for children in remote areas.
- Supporting primary and secondary schools in implementing child-centred education.
- Empowering teachers through training, co-teaching, and study days.
- Offering diverse learning opportunities in ICT, science, culture, sports, and vocational skills.
- Promoting sustainable entrepreneurship through agriculture, crafts, and environmental education.

All activities are aligned with the United Nations Sustainable Development Goals (SDGs):

- SDG 4 – Quality Education: ensuring inclusive and equitable quality education for all.
- SDG 8 – Decent Work & Economic Growth: creating opportunities through skills and entrepreneurship.
- SDG 10 – Reduced Inequalities: addressing educational and social inequalities in rural communities.
- SDG 17 – Partnerships for the Goals: building strong collaborations between Ghana, the Netherlands, and international partners.

2. Project description

Why:

In many Ghanaian schools, teaching is still largely focused on lectures, note-taking, and repetition. While this approach provides structure, it does not always give children the opportunity to be actively involved in their own learning. The new national curriculum encourages a shift towards child-centred education, where creativity, critical thinking and social-emotional growth play a stronger role. For many teachers, this requires a significant change in how lessons are designed and delivered. Some are ready to embrace this shift, while others need more time, tools and support to make it part of their daily practice. Strengthening

teachers in this transition is key to ensuring that every child can benefit from richer and more engaging learning experiences.

In the Bono East region, education faces several systemic challenges:

- **Teacher Practice and Professional Skills**
 - Many teachers lack the competencies for child-centred and outcomes-based pedagogy.
 - Classroom instruction remains teacher- and textbook-driven, with little differentiation or formative assessment.
 - Continuous professional development (CPD) and in-class coaching are limited or inconsistent.
- **Learning Outcomes and Child Development**
 - Foundational literacy and numeracy levels remain well below national benchmarks.
 - Limited use of active, inquiry-based learning that engages students and builds understanding.
 - Significant gaps in achievement between rural and urban schools.
- **Pedagogical Environment**
 - Lack of teaching and learning materials and simple, low-cost teaching aids.
 - Language barriers: early learners often struggle when instruction is not in their mother tongue.
 - Few mechanisms for mentorship and classroom coaching to translate training into practice.

Nationally, Ghana's Education Strategic Plan (ESP 2018–2030) emphasizes:

1. Inclusive access to quality education for all children, particularly in rural areas.
2. Improved teaching quality, including STEM and child-centred pedagogies.
3. Sustainable management of education systems, focusing on governance, accountability and financing.

How

EduTWIns Foundation strengthens education in Bono East by combining evidence-based strategies, local contextual knowledge and direct teacher engagement:

- **Classroom Co-Teaching:** Hands-on support helps teachers implement new child-centred methodologies.
- **Professional Development:** Study days and workshops build teacher confidence, creativity and instructional skills.
- **Community & Stakeholder Engagement:** Collaboration with Heritage School, Great Erocus International School, Boabeng Government school, local authorities and the Ministry of Education ensure alignment with national policies and sustainability.
- **Monitoring & Evaluation:** Co-teaching observations, surveys and pre/post assessments track progress, ensure accountability and provide data for scaling.

By working directly in classrooms and supporting teachers, EduTWIns fosters greater student engagement, stronger motivation, improved learning outcomes and enhanced social-emotional growth.

What

EduTWIns is launching two pilot projects in Boabeng and Nkoranza (Bono East Region) to demonstrate child-centred, vision-driven education:

- **Implementation in pilot schools:** Co-teaching, workshops, and practical learning models.
- **Teacher empowerment:** Continuous training, mentoring, and reflective practice.
- **Student engagement:** Creative, critical-thinking, and problem-solving activities.

- **Knowledge transfer & scaling:** Establishing model schools as reference points for wider adoption across Bono East and beyond.

These pilots are the first step in a long-term strategy to strengthen education as the cornerstone for community development, linking education to health, environmental stewardship, tourism, volunteer programs, and sustainable livelihoods.

3. Target Groups

- **Teachers:** Gaining practical skills and mentorship in child-centred teaching.
- **Children in remote areas:** Access to high-quality, inclusive, and engaging education.
- **Communities:** Benefit from empowered educators, improved learning outcomes, and enhanced economic resilience.

4. Stakeholders & Involvement

Pilot implementation and co-teaching:

	Pupils	Educators
Heritage School	180	15
Great Erocus International School	120	7
Boabeng Government school	220	18

To see the complete overview of Stakeholders, see **attachment 1 (p. 12)**

5. Objectives & Expected Outcomes

Objectives:

- Strengthen teaching practices through co-teaching and continuous professional development.
- Improve cognitive, social, and emotional outcomes for children.
- Demonstrate effectiveness of child-centred education models.
- Develop model schools as references for best practice.
- Build a scalable model for implementation in government schools.

Expected Long-Term Outcomes:

- Increased access to quality education in rural Ghana.
- A generation of empowered teachers and learners.
- Stronger community resilience through knowledge, entrepreneurship, and civic engagement.

6. Monitoring & Evaluation

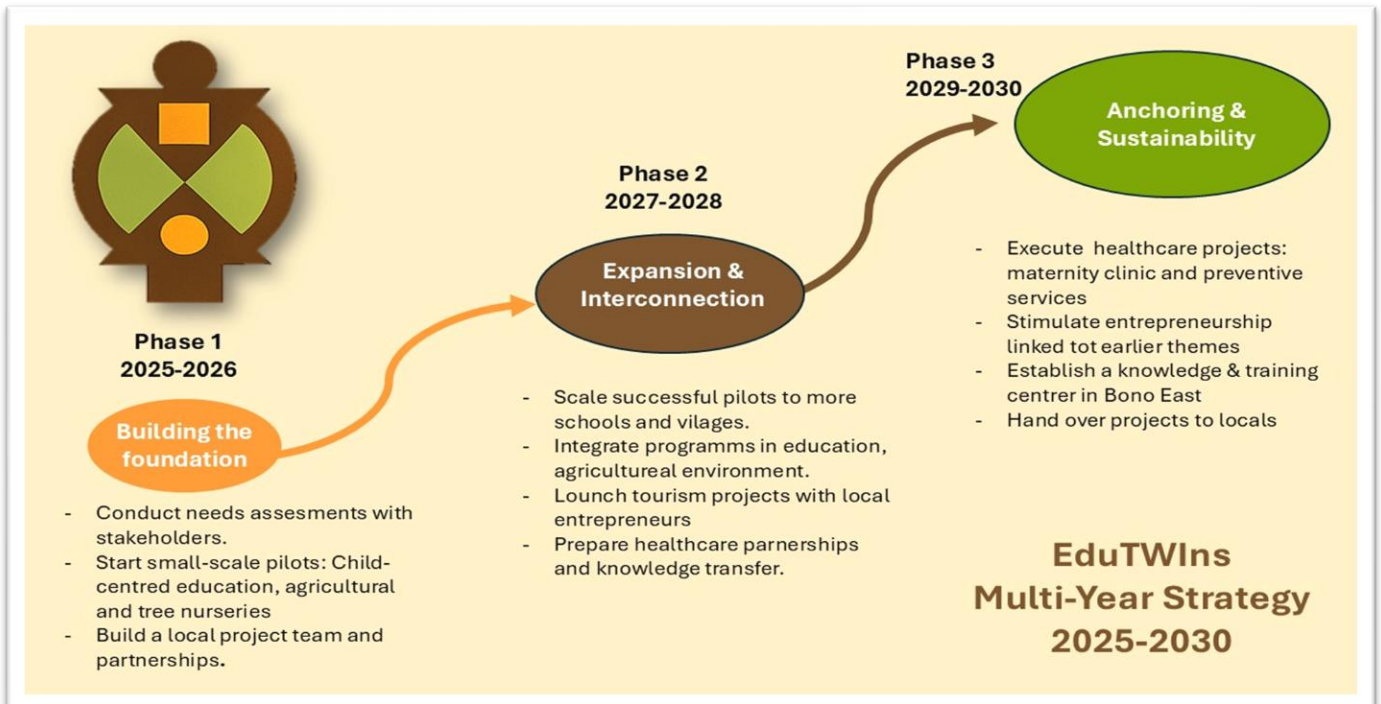
- KPIs: Teacher training, student engagement, classroom practices, community involvement.
- Tools: Observations, surveys, pre/post assessments, annual impact reports, mid-term reviews, and final evaluation.
- Alignment with ESP 2018–2030 ensures contributions to national education targets

7. Sustainability & Long-Term Vision

- Knowledge centres and model schools serve as hubs for innovation and teacher empowerment
- Pilot phase generates models, best practices and local capacity for future scaling
- Local ownership and partnerships ensure enduring impact
- Alignment with SDGs ensures relevance and replicability

Positioning in the Bigger Picture

While this project focuses specifically on improving child-centred education in Ghana's Bono East region, it is part of the broader strategic vision of EduTWIns Foundation. Our organization's long-term strategy integrates education with sustainable development, encompassing areas such as environmental stewardship, health, cultural heritage and practical skills development. Education serves as the cornerstone, and strengthening teachers and schools in child-centred methodologies lays the foundation for wider societal impact, including empowered communities, sustainable livelihoods, and innovative approaches to learning. This pilot project is therefore a strategic entry point, demonstrating a scalable model that can be expanded and linked to other sectors in the future.



8. Funding Scope and Strategic Vision

The current budget covers only the pilot phase in 2026, focusing on implementing child-centred education in selected schools in Boabeng and Nkoranza. This phase will deliver concrete outcomes: trained teachers, co-teaching sessions, enhanced student learning and model practices that can serve as examples for future scaling. While long-term funding for expansion is not yet secured, this pilot represents a strategic starting point. The project will generate evidence, best practices and local capacity that can attract further investment and enable wider implementation in the future.

9. Budget Estimate (Pilot Phase 2026)

Pilot Phase (2026) Budget: €47,750

- Local transport & logistics (vehicle, fuel, maintenance, insurance): €33,000
- ICT & Educational equipment: €2,600
- Workshops & professional development: €4,500
- Daily maintenance (housing, food, utilities): €5,600
- International transport & visa: €2,050

Rationale: Ensures direct on-site leadership, teacher support, and pilot implementation of child-centred education.

Category	Description	Cost	Justification
Transport & Logistics	Purchase of reliable vehicle	€28.000	A vehicle is essential to reach remote schools in Boabeng and Nkoranza, where public transport is unreliable. It will be used for school visits, stakeholder meetings, transporting educational materials, and coordinating fieldwork. The car is a long-term investment (8–10 years) and will also support agricultural, environmental, and cultural projects.
	Fuel and regular maintenance	€ 4.000	
	Insurance & registration	€ 1.000	
	Subtotal	€33.000	
ICT & Educational Equipment	Beamer & projector screen:	€ 800	Crucial for interactive teaching, sharing educational resources and digital coordination. These tools are essential for training sessions, creating educational materials, knowledge sharing, coordination and administrative activities.
	Copier/printer:	€ 600	
	Computer & Wi-Fi system	€ 1.200	
	Subtotal	€ 2.600	
Workshops & Professional Development	Study days and co-teaching sessions:	€ 3.250	Training and co-teaching with local teachers to inspire, exchange knowledge and strengthen classroom practice. Direct input for workshops and classroom support.
	Educational materials and facilitation	€ 1.500	
	Subtotal	€ 4.500	
Daily Maintenance (Project Leader)	Housing and food allowance (8 months):	€ 4.800	Enables the project leader to stay locally in Ghana for coordination and direct support. Phone, internet and utilities for coordination.
	Local communication & utilities	€ 800	
	Subtotal	€ 5.600	
Transport Europe to Ghana	2 retour tickets (Schiphol- Accra of Brussel – Accra)	€ 1600	These costs are essential to enable an international education expert to travel in two periods for months to come from Europe to Ghana to support the implementation. Transport and accommodation are necessary for safe travel from Accra to Boabeng (Nkoranza) or back to Europe. Visa are mandatory requirements for entry.
	Transport bus & taxi (Accra – Boabeng)	€ 100	
	4 hotel stays	€ 200	
	2 visa applications	€ 150	
	Subtotal	€ 2.050	
TOTAL ESTIMATED COST FOR PILOT			€ 48.000

10. Project Timeline (2025–2035)

- **2025:** Launch pilot programs, co-teaching sessions, stakeholder engagement.
- **2026–2027:** Scale pilot practices to additional schools, train local experts, fund boarding houses.
- **2028–2030:** Expand model schools, strengthen leadership, monitor and evaluate.
- **2029–2034:** Embed child-centred approaches in teacher training colleges and curriculum.
- **2031–2035:** Full integration in government schools, policy support, national scaling.

2025 "Seeds of an Education Movement"

Activities

1. **Launch pilot programs** in selected private schools to test and refine child-centred education approaches.
2. **Develop inspiration sessions and co-teaching programs** for local teachers, aimed at enhancing teaching practices and adopting the child-centred methodology.
3. **Build relationships with key stakeholders**, including local authorities, school leadership, the Ministry of Education, and teacher education institutions in Belgium and the Netherlands to ensure alignment, knowledge exchange, and ongoing support.
4. **Prepare community and volunteer involvement**, laying the groundwork for future participation in classroom support, educational workshops, and school development initiatives.

2026 – 2027 "Scaling the Movement: Building Foundations for Child-Centered Education"

Activities

1. **Conduct workshops and co-teaching programs** at Heritage & Great Erocus International School to pilot child-centred education practices.
2. **Collaborate with the Ministry of Education** to identify **two government schools** to implement child-centred, vision- and mission-driven education, linked to **Graceland Boarding Houses** in remote rural areas.
3. **Support three additional schools** (government or private) that wish to adopt child-centred education, with workshops and co-teaching starting by the end of 2026.
4. **Fundraise and organize the construction of two Graceland Boarding Houses** for children from remote rural areas.
5. **Train 12 local experts** (EduTWIns academic team) in child-centred education, focusing on workshops and co-teaching methodologies.
6. **Initiate planning and fundraising for two government schools** to be redesigned according to the child-centred, vision- and mission-driven approach.
7. **Establish partnerships with interested schools**, targeting integration of **100–120 schools** in the Bono East region into the child-centred education program.

8. **Engage students as volunteers**, involving them in classroom support, co-teaching, educational workshops, and school development initiatives, alongside the local teachers and EduTWIns academic team.

2028–2030 "Growing Stronger Together: Scaling Quality Child-Centred Education"

Activities

1. **Coaching and mentoring** of the EduTWIns academic team (local experts) to strengthen capacity in child-centred education and vision-driven teaching.
2. **Monitoring and evaluating** the implementation of child-centred practices in partner schools.
3. **Strengthening school leadership** and improving overall teaching quality across government and private schools adopting the child-centred model.
4. **Completion of Graceland Boarding Houses** for children from remote rural areas, providing safe accommodation and access to quality education.
5. **Finalize and launch 2 model schools** demonstrating best practices in child-centred, vision- and mission-driven education in Ghana.
6. Continue **workshops and co-teaching programs** in schools already engaged in child-centred education, ensuring sustainability and impact.
7. Expand the **network of partner schools**, supporting additional government and private schools in Bono East to adopt the new vision and child-centred approach.
8. **Community engagement and volunteer involvement**: involve volunteers in supporting classroom activities, educational workshops, and school development projects.

2029-2034 "Educating the Educators: Embedding Child-Centred Approaches in Teacher Training"

Activities

1. Guest lectures and modules at teacher training colleges
2. Curriculum development on child-centered, vision- and mission-based education
3. Collaboration with universities and accreditation bodies

2031–2035 "Embedding the Vision: Child-Centred Education for Every Child"

Activities

1. Implementation of child-centered, vision- and mission-based education in government schools for all children
2. Training and support for teachers in this context
3. Policy integration and preparation for national scaling

11. Risk Analysis

Challenges: Government approvals, teacher engagement, community acceptance, logistical issues.

Mitigation: Early collaboration, hands-on training, workshops, volunteer engagement, reliable transport, budgeting, safety protocols and continuous M&E.

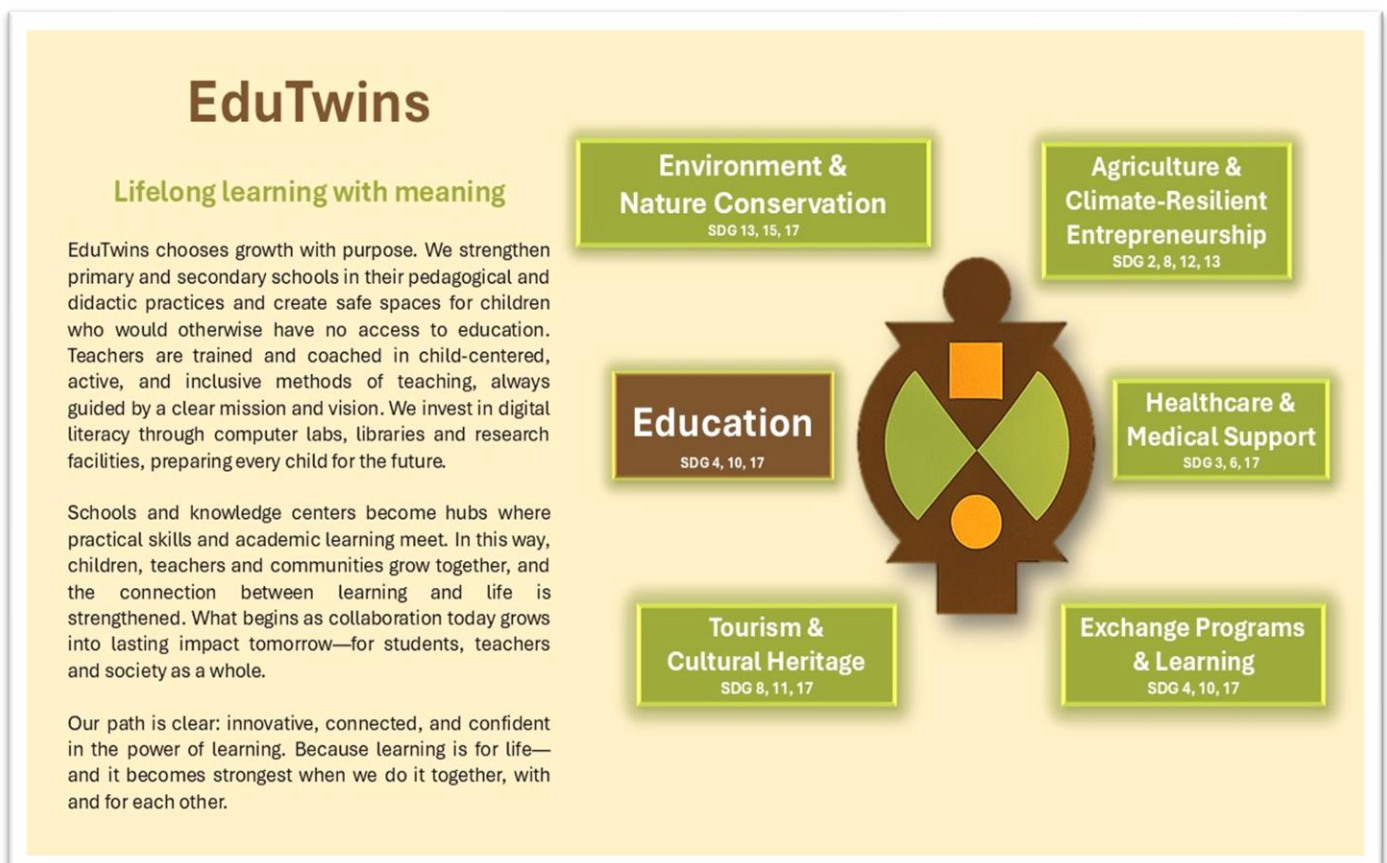
Complete overview Risk Analysis & Sustainability, see **attachment 1 (p. 13)**

12. Project Locations

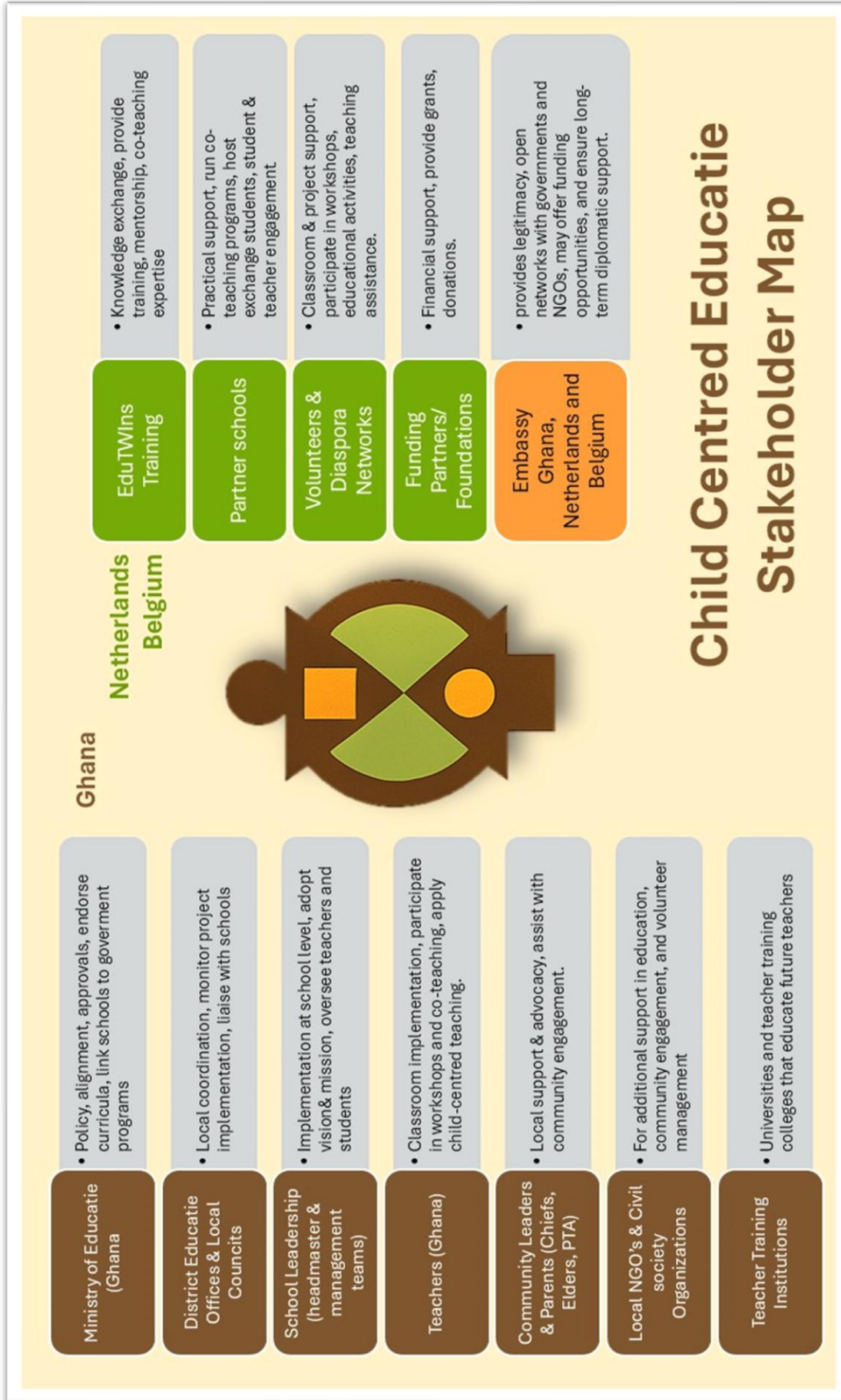
Boabeng and Nkoranza, Bono East Region, Ghana – rural areas with limited infrastructure; dedicated transport is essential.

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Attachment 1 Stakeholders



Attachment 2 – Risk Analyses & Sustainability Plan



Risk Analysis & Sustainability Plan EduTWIns Education

Risk Area	Description	Risk Level	Mitigation	Local Ownership & Sustainability
Political & Legal	Dependence on local government policies and education regulations; collaboration with Ministry of Education required.	Medium	Maintain close contact with local government; establish formal partnership and legal guidance.	Involve local schools, district officers and education authorities in decision making.
Financial	Strong dependence on Dutch/Belgian funds in the start-up phase; limited local funding.	High	Diversification of income through local partners, cooperatives and community fundraising	Local schools and cooperatives generate income through educational programs and activities.
Organizational	Project is still under development; process and governance need to be established.	Medium	Training and mentoring of local staff; clear role definitions.	Local terms take key roles and responsibilities.
Social & Cultural	Differences in language, culture and expectations between Ghana and international partners.	Medium	Cultural orientation, co-creation of programs; cultural orientation.	Develop programs with local communities, aligned with their values.
Technology	Limited access to ICT, internet and digital resources in rural areas.	Medium	Invest in low-tech and offline solutions, local ICT training.	ICT knowledge centers with local management and maintenance.
Partnerships	International collaboration requires trust and equality.	Medium	Clear agreements, joint objectives, annual evaluations.	Build sustainable relationships with local and international partners.
Sustainability & Exit	Risk of projects remaining too dependent on EduTWIns.	High	Gradual transfer of programs and finances to local partners.	Local communities and schools become financially and organizationally independent.