

EduTWIns Strategic Plan 2025–2030

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1. Introduction

Background & context

The EduTWIns Foundation is a non-profit organization that focuses on sustainable development in Ghana, with education as its core driver. The foundation works closely with partners in the Netherlands and Belgium to share and apply knowledge, experience and innovative methods. This international collaboration gives rise to projects that not only improve education but also contribute to agriculture, healthcare, environmental conservation, tourism, cultural development and entrepreneurship. This integrated approach strengthens communities on multiple levels and lays the foundation for resilient and self-reliant regions.

a. The name EduTWIns

"There is more than just a word behind the name EduTWIns; it tells the story of education, cooperation, and the power of learning with and from each other.

“Edu” – Education as a foundation

With Edu, we reveal the core of our foundation: improving access to good and meaningful education for everyone. It's about creating opportunities, sharing knowledge and empowering people. Children, teachers and vocational students are central to this – because those who learn grow and those who grow can also help others grow.

“TWIns” – Connection between two worlds

Cooperation between countries: EduTWIns represents the meeting between Ghana and the Netherlands. Two countries that complement and strengthen each other by sharing knowledge and resources.

Two pillars: Education and sustainable development are our fixed anchors. Together, they form the basis for lasting progress.

- Mutual learning: Volunteers and local communities not only learn from each other, but above all with each other. This mutual learning makes EduTWIns unique.
- The power of twins: Twins symbolize equality, balance and shared growth. This fits seamlessly with our commitment to reducing inequality (SDG 10), strong partnerships (SDG 17), and inclusive development.

“TWI” – Connected to the community

Twi, one of the most widely spoken languages in Ghana, stands for connection with culture, community and identity. EduTWIns is consciously rooted in this context: education and development have the most impact when they are aligned with local language and culture. In this way, we build a bridge between global knowledge and local wisdom, with respect for diversity and accessibility.

The name EduTWIns stands for our mission: to empower people to actively shape their own future – and that of their community. We do this by developing future-oriented

skills, stimulating entrepreneurship, increasing knowledge and promoting sustainable development.

- Actively shaping the future: People do not wait around, but are given the opportunity to determine and improve their own path.
- Strengthening and connecting: Young people and adults are equipped to be agents of change in their own environment.
- Internationally recognizable: EduTWIns emphasizes growth, innovation, entrepreneurship and education—and at the same time is a name that feels close and familiar.

b. Symbolism of the logo

This West African symbol represents wisdom: cooperation and independence. The words “**Boa me na me mmoa wo**” mean “**Help me and let me help you.**” It is precisely this idea that touches the core of EduTWIns – strength comes when people empower each other without losing their individuality.

Three shapes play an important role within this symbol.

- The circle represents wholeness, unity and continuity. It reflects our holistic approach: we see education and lifelong learning as a continuous journey, without beginning or end.
- The square symbolizes structure, stability and solidity. This ties in directly with our ambition to develop sustainable knowledge centers that offer lasting support and development.
- Finally, the triangle points to growth, direction and ambition. It represents our mission to empower people and support them in reaching their full potential.

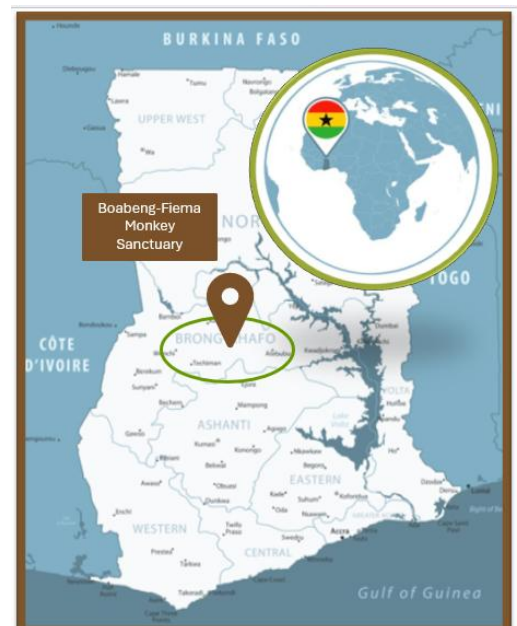


The name and symbol express the fusion of tradition and innovation: where local wisdom (Adinkra) meets global knowledge and partnerships. In this way, we are building a future together in which learning continues throughout life and in which we **learn from and with each other.**

c. Regional focus

EduTWIns' activities are primarily focused on **Ghana**, in the **Bono East region** of West Africa. This region is located just above the equator and is characterized by a tropical climate with rainy seasons, fertile agricultural land and rich biodiversity. Within this region, EduTWIns focuses primarily on the North Nkoranzas, the **Boabeng-Fiema Monkey Sanctuary** community.

The focus here is on education for children from remote bush communities, combined with sustainable



agriculture, nature conservation and cultural heritage. The unique interplay of climate, nature and culture offers a powerful opportunity to realize an integrated development approach—one that does justice to both the local community and global sustainability goals.

Boabeng-Fiema Monkey Sanctuary

Protected Heritage

Key Facts

- **Location:** Nkoranza North District, Bono East Region, Ghana
- **Established:** 1975 (recognized as an official nature reserve)
- **Management:** Ghana Wildlife Division in collaboration with local communities (Boabeng and Fiema)
- **Area:** approx. 4.4 km²


Challenges


- **Lack of space for people and nature:** Growing monkey populations and limited forest areas put both agriculture and nature under pressure.
- **Dependence on agriculture:** Incomes from small-scale farming are vulnerable and increase limited access to education. Children in remote areas often have no feasible school route; education is still mostly at kindergarten level.
- **Vulnerability of traditions:** Spiritual and cultural protection is under pressure from modernization and poverty.

In Boabeng-Fiema, monkeys have held a sacred status for centuries. According to tradition, they are considered the children of the fetish Daworo. The sacred Mona monkey (*Cercopithecus mona*) and the rare sacred black-and-white colobus (*Colobus vellerosus*) may not be killed and are even given ritual burials. Annual ceremonies strengthen the spiritual protection of both people and nature.

Opportunities

- **Alternative incomes:** Sustainable farming methods and small-scale entrepreneurship reduce pressure on farmland.
- **Sustainable tourism:** Better use of tourism (guides, guesthouses, local products) provides additional income.
- **Education as key:** Access to quality and child-centered education gives children broader future opportunities and alternatives outside farming.
- **Learning together:** The sanctuary can serve as a learning and meeting place for residents, researchers, volunteers, and tourists.
- **Restoring balance:** Through alternative incomes and better education, farmland can be returned to the forest, allowing people and nature to live together in harmony.





Here, nature, culture and community
come together...

<https://boabengfms.org/who-we-are/history>

The info sheet above shows what makes the **Boabeng-Fiema Monkey Sanctuary** and the surrounding community so special and what challenges and opportunities exist. Based on this context, we at EduTWIns are committed to five key areas, which together form an integrated development approach and make a real difference for children, young people, and the community.

- **Education:** accessible, child-centered, and future-oriented schools with modern facilities, ICT support, libraries, and knowledge centers, supported by professional teacher training.
- **Agriculture and entrepreneurship:** climate-resilient agricultural practices, cooperatives, and agri-entrepreneurship strengthen the local economy and provide financial support to schools and children's homes.
- **Environment and nature conservation:** expanding forests around the Boabeng-Fiema Monkey Sanctuary and educational programs for children and communities promote biodiversity and environmental awareness.
- **Tourism and culture:** sustainable tourism and cultural initiatives generate income, strengthen local identity, and stimulate international exchange and volunteer involvement.
- **Healthcare:** focus on maternal and child care through “Mother House,” preventive health programs, and training of local healthcare providers.

Through this integrated approach, EduTWIns aims to create a model region where education and cooperation with international partners are the driving force for sustainable development. Children, young people, and adults are given the opportunity to shape their own future, while communities grow in self-reliance, environmental awareness, and cultural pride.

2. Vision & Mission

a. Vision

The EduTWIns Foundation believes in a future in which education is the driving force for sustainable and inclusive development. We envision a Bono East region in Ghana where all children, including those from the bush, have the opportunity to learn and develop. With children's homes connected to our schools and knowledge centers for all ages, we are building resilient, self-reliant, and future-proof communities. At EduTWIns, we believe in **“lifelong learning.”** This idea is also reflected in West African Adinkra symbolism, in the saying: **“Nea onnim no sua a ohu”** – “Those who do not know, learn and gain knowledge.” It symbolizes the power of knowledge, the value of lifelong learning, and the continuous search for insight, from childhood to adulthood.



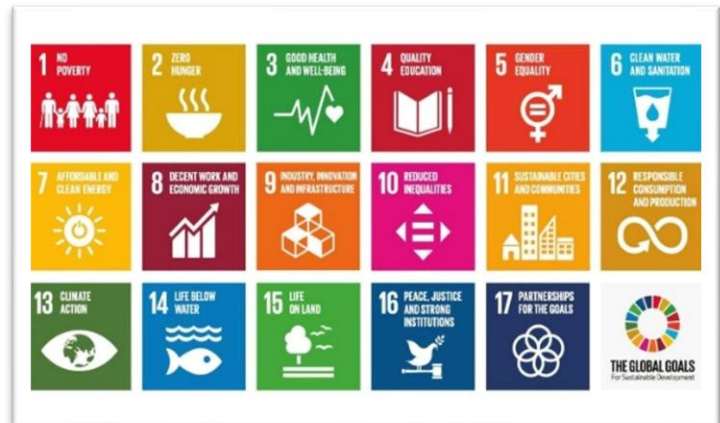
b. Mission

Our mission is to bring this vision to life through an integrated approach in the Bono East region:

- Setting up model schools and children's homes so that children from the bush can also receive a good education, experience child-centred learning and feel safe and supported.
- Developing knowledge centers for all ages, where learning, discovery and personal development go hand in hand.
- Connecting local communities with international volunteers who share knowledge and experience in agriculture, healthcare, technology, art and culture, but not limited to these areas.
- Implementing projects in the fields of sustainable agriculture, the environment, entrepreneurship, healthcare and cultural heritage.
- Setting up practical hubs within the knowledge centers—such as carpentry workshops, music rooms, creative workspaces and ICT facilities—so that everyone can immediately apply what they have learned and discover what they are capable of.

3. Strategic areas

At EduTWIns, we believe in a future where people, nature, and communities can grow together. Our strategy is closely linked to the United Nations Sustainable Development Goals (SDGs). These SDGs are seventeen global goals aimed at ending poverty, protecting the planet and ensuring equal opportunities and well-being for all by 2030. They form a universal agenda for sustainable development in social, economic, and environmental terms.



By combining education, sustainable agriculture, nature conservation, health and community development, we give concrete form to these global goals and make them tangible in the regions where we operate.

a. SDG Alignment

Our programs contribute to the following Sustainable Development Goals:

- SDG 1 – No poverty: breaking cycles of poverty through education, sustainable agriculture and entrepreneurship, community development, and access to healthcare.
- SDG 2 – Zero Hunger: training farmers in sustainable agriculture, agroecology, and cooperatives for better food security.
- SDG 3 – Good Health and Well-being: medical missions, maternity homes, and preventive health programs in schools and communities.
- SDG 4 – Quality education: strengthening schools, digital literacy, child-centered teaching methods, children's homes, and exchange programs.
- SDG 6 – Clean water and sanitation: projects focused on water, irrigation, and hygiene in schools and communities.
- SDG 8 – Decent work and economic growth: agricultural entrepreneurship, community-based tourism, and local employment.
- SDG 9 – Industry, innovation, and infrastructure: investments in digital infrastructure, computer rooms, research labs, and innovative agricultural techniques.
- SDG 10 – Reduced inequalities: inclusive education programs, children's homes, and knowledge exchange.
- SDG 11 – Sustainable cities and communities: preservation of cultural heritage, community development, and sustainable infrastructure.
- SDG 12 – Responsible consumption and production: sustainable agriculture, climate adaptation, and environmental awareness.

- SDG 13 – Climate action: reforestation, biodiversity, and climate adaptation in agriculture.
- SDG 15 – Life on land: nature conservation and protection of biodiversity.
- SDG 17 – Partnerships for the goals: international knowledge exchange, volunteer programs, and cooperation with local and international partners.

b. Concrete implementation

1. Education (SDG 4, 10, 17)

- Strengthen primary and secondary schools in pedagogical and didactic practices and establish children's homes, especially for children without access to education.
- Train and coach teachers in child-centered, active and inclusive teaching. Work from a mission and vision.
- Invest in digital literacy through computer rooms, libraries and research labs.
- Schools and knowledge centers serve as hubs for both practical and cognitive knowledge exchange.
- Organize study trips, conferences, training programs and volunteer initiatives.

2. Agriculture & Climate-Resilient Entrepreneurship (SDG 2, 8, 12, 13)

- Train farmers in sustainable techniques such as agroecology, irrigation, soil improvement, and climate adaptation.
- Establish cooperatives for better access to markets and shared income, also for the benefit of the local school and children's home.
- Educate young people in agricultural entrepreneurship and innovative farming methods.
- Connect local farmers with volunteers and knowledge partners for practical knowledge transfer.

3. Environment & Nature Conservation (SDG 13, 15, 17)

- Expand forests and restore nature around the Boabeng-Fiema Monkey Sanctuary.
- Involve children and schools in reforestation and biodiversity projects.
- Develop educational programs and centers on forest management, biodiversity and sustainability.
- Implement “sow & sell” programs to generate income for reforestation, the local school and the children's home.

4. Tourism & Cultural Heritage (SDG 8, 11, 17)

- Develop community-based tourism in Bono East, linked to nature conservation and cultural heritage.
- Offer training in hospitality, guiding and tourism management for young people and local communities.
- Promote local art, crafts, music and traditions as a source of pride and income.

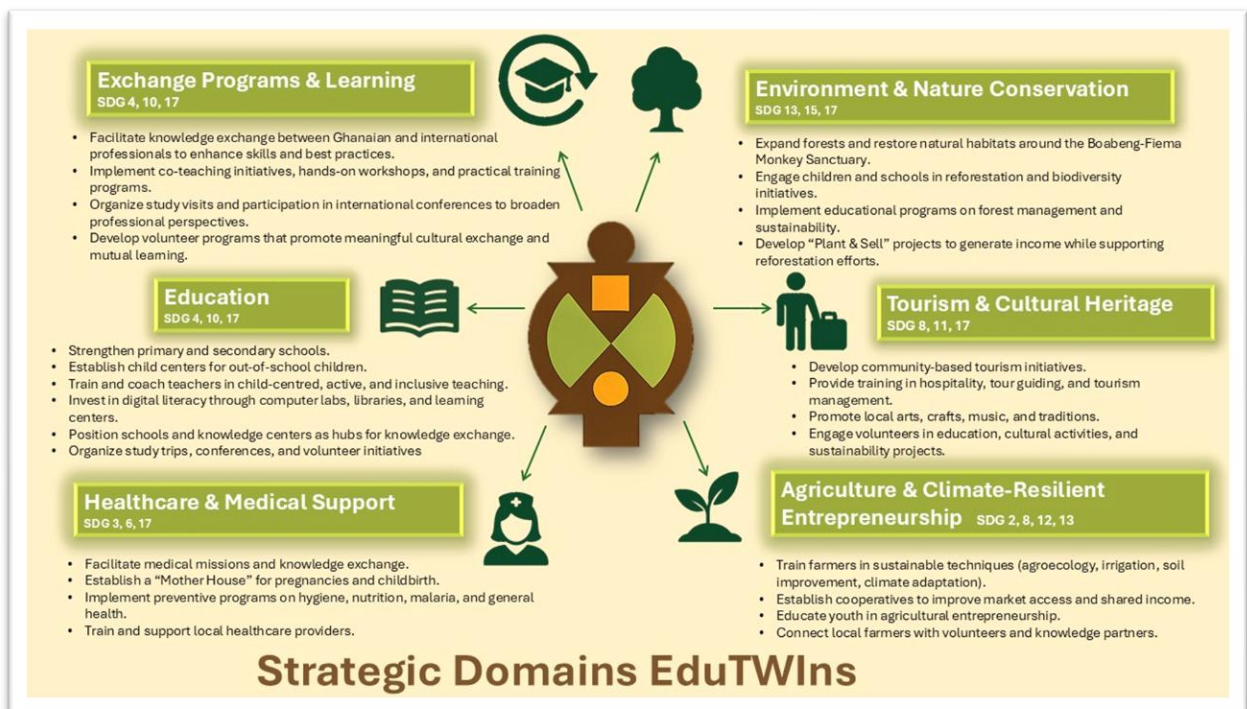
- Involve volunteers in education, cultural programs and sustainability initiatives.

5. Healthcare & Medical Support (SDG 3, 6, 17)

- Facilitate medical missions and knowledge exchange between healthcare professionals.
- Establish a “Mother's House” for safe pregnancies, deliveries and postnatal care.
- Implement preventive programs on hygiene, nutrition, malaria and health, integrated into schools and communities.
- Train and support local healthcare providers and community health projects.

6. Exchange programs & Learning (SDG 4, 10, 17)

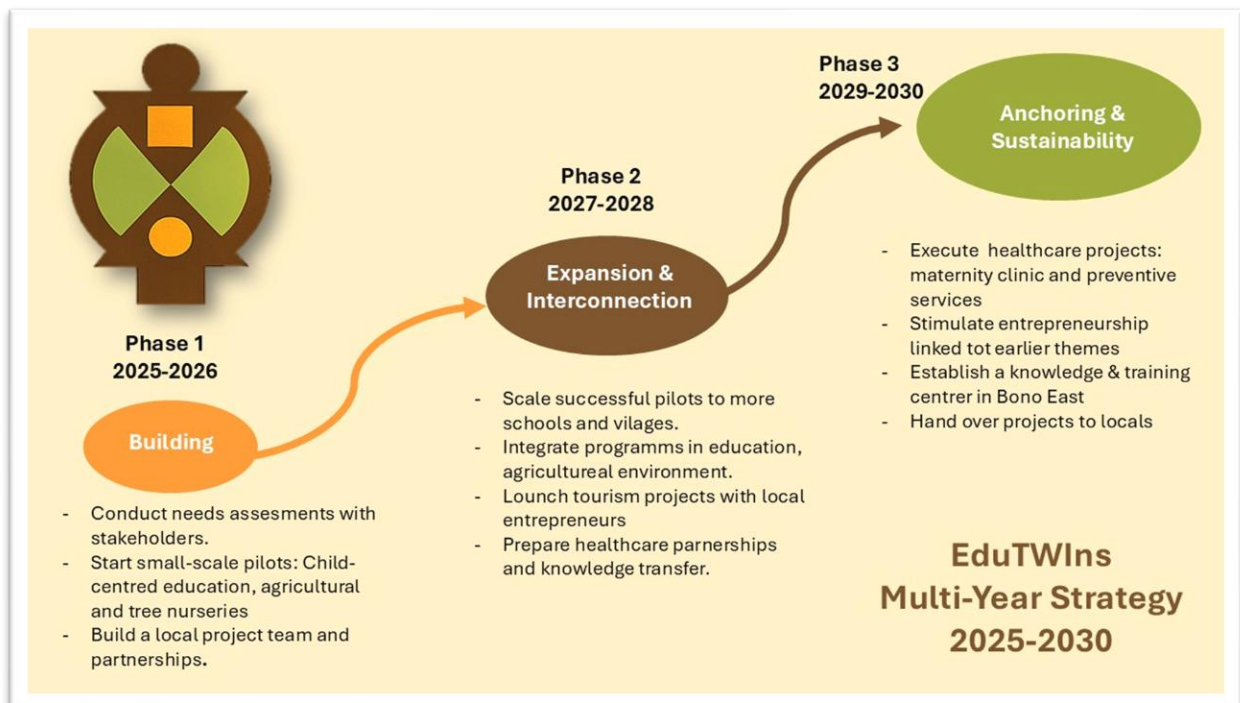
- Facilitate knowledge exchange between Ghanaian and Dutch/Belgian professionals.
- Organize co-teaching, workshops and practical training in schools and communities.
- Set up study trips, conferences and international congresses.
- Implement volunteer programs that promote cultural exchange and authentic community interaction.



4. Strategic plan

The following five pillars are central to all phases:


1. Access to education → model schools, children's homes, equal opportunities for bush children.
2. Lifelong learning → knowledge centers with practical hubs (carpentry, music, creativity, ICT, sports).
3. Knowledge exchange → connecting local communities ↔ international volunteers & experts.
4. Sustainable development → agriculture, environment, entrepreneurship, health, and heritage.
5. Strengthening the organization → local teams, partnerships, financial sustainability.



5. Organization & Management

A solid and transparent organizational structure is essential for achieving a sustainable impact in Ghana, the Netherlands, and Belgium. This approach is based on cooperation, local anchoring, and international knowledge exchange.

Role	Responsibilities	Explanation
Board NL (Netherlands)	Strategy, fundraising, oversight and communication	The Dutch foundation serves as the coordinating body and is governed by a board. The board members serve on a voluntary basis and meet at least four times a year. Decisions are made based on consensus and transparency
Local team (Ghana)	Operational implementation, local coordination and reporting	The local team in Ghana oversees the implementation and monitoring of the projects. They collaborate closely with local authorities, schools, health centers and farmers organizations.
Advisory partners	Expertise, monitoring, training, and quality assurance	To ensure quality and sustainability, collaboration takes place within a network of advisory partners. These partners provide substantive input, evaluate progress and contribute to capacity building.
Volunteers	Support in education, healthcare, agriculture, and culture	International and local volunteers play a vital role by sharing their knowledge, skills, and dedication with the communities. They provide support to teachers in the classroom, contribute to health initiatives, participate in agricultural and environmental projects and promote creativity and cultural exchange. Moreover, they bring fresh ideas and energy, fostering mutual learning and further strengthening the projects..



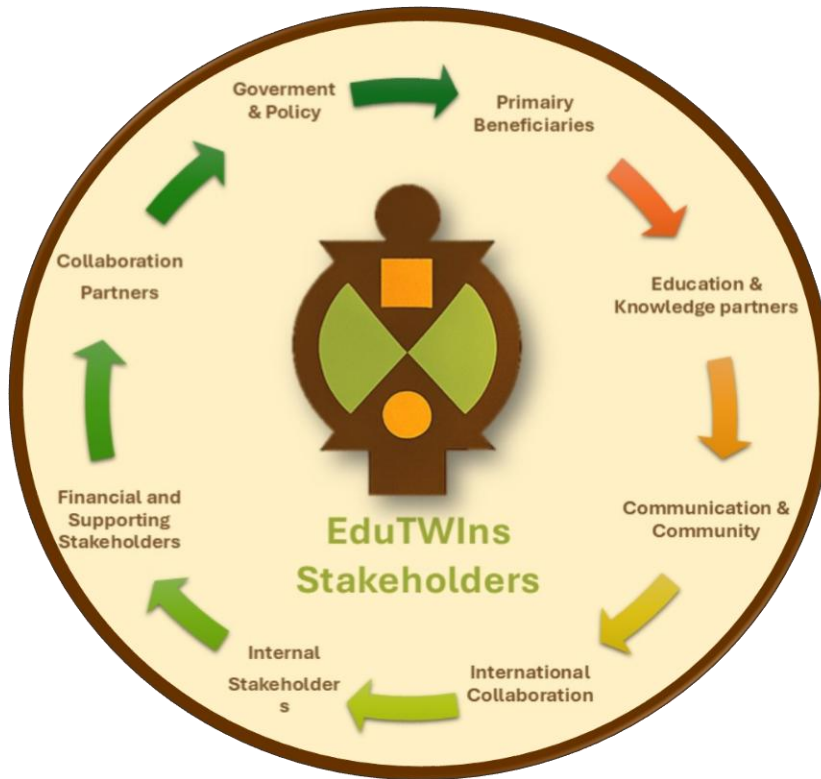
Roles EduTWIns



6. Strategic partners & Stakeholders

Achieving EduTWIns' objectives requires a broad and carefully coordinated network of strategic partners and stakeholders. These partnerships are essential for pooling

expertise, sharing resources, and creating sustainable impact. Local, national, and international cooperation strengthens the effectiveness of our programs and enables the structural anchoring of results.



Strategic partners & Stakeholders	
<p>Primary beneficiaries</p>	<ul style="list-style-type: none"> • The communities that EduTWIns wants to support: • Children from the bush – gain access to children's homes and child-centered education. • Pupils in the model schools – develop knowledge, skills and talents. • Adults in the villages – lifelong learning through knowledge centers and hubs (carpentry workshop, ICT, music, agriculture). • Local farmers and entrepreneurs – benefit from sustainable agriculture projects and entrepreneurship programs. • Families and village communities – empowerment through better education and healthcare opportunities.
<p>Education & knowledge partners</p>	<ul style="list-style-type: none"> • Schools and teachers in Ghana – collaboration on educational development and training. • Educational institutions in the Netherlands – knowledge exchange, internships and research.

	<ul style="list-style-type: none"> Universities and colleges – support with expertise, research and knowledge sharing
Internal stakeholders	<p>These are the people who are directly connected to the organization and projects:</p> <ul style="list-style-type: none"> Board (Netherlands) – strategy, fundraising, supervision and communication. Country Team (Ghana) – local implementation, monitoring and coordination. Volunteers (international & local) – support in education, healthcare, agriculture and culture. Project partners within the foundation – coordinators of specific projects (e.g., education, agriculture, healthcare).
International cooperation	<ul style="list-style-type: none"> Volunteer organizations – recruitment, selection and training of international volunteers. Networks for development cooperation – knowledge sharing and joint lobbying. Embassies and international institutions – diplomatic and logistical support.
Government & policy	<ul style="list-style-type: none"> Local village chiefs and community leaders – important partners for support and trust. District authorities (Bono East) – cooperation in the areas of education, infrastructure and policy. Ministries in Ghana (Education, Agriculture, Health, Youth & Culture) – alignment with national policy objectives. Municipalities and provinces in the Netherlands – potential support and cooperation from local authorities.
Cooperation partners	<ul style="list-style-type: none"> NGOs and foundations – with expertise in agriculture, health, the environment and culture. Health centers and hospitals – cooperation in healthcare and preventive health programs. Cultural organizations – heritage, music, art and creative expression. Local businesses and entrepreneurs – cooperation on employment, entrepreneurship and tourism projects.
Financial and supporting stakeholders	<ul style="list-style-type: none"> Funds and grant providers – national and international funds for education, sustainability and development cooperation. Donors and sponsors – individuals and companies that financially support EduTWIns. Church and social organizations – as a source of support and network.

<p>International cooperation</p>	<ul style="list-style-type: none"> • Volunteer organizations – recruitment, selection and training of international volunteers. • Networks for development cooperation – knowledge sharing and joint lobbying. • Embassies and international institutions – diplomatic and logistical support.
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7. Target groups & Expected results

Our foundation supports people of all ages, with a special focus on children and young people, to promote sustainable development and social progress:

- Children and young people:
 - improved access to education for all children;
 - for children without access to school, we facilitate children's homes, enabling them to still receive an education;
 - skills training, digital literacy, cultural programs, and short study trips.
- Adults and local communities: training and support in sustainable agriculture, cooperative collaboration, healthcare, environmental and nature projects, tourism, and cultural heritage.
- Teachers and healthcare providers: coaching, training, and knowledge exchange, enabling them to contribute to education and healthcare in a sustainable and inclusive manner.

	SDG 1 No Poverty	Through education, sustainable agriculture, and entrepreneurship, poverty is broken. Each year, more than 5,000 children and young people gain access to opportunities, while farmers and communities improve their incomes and become more self-reliant.
	SDG 2 Zero Hunger	Farmers are trained in agro-ecology, irrigation, and climate adaptation. With 10-20 farmers per year, we increase food security and create cooperatives that provide stable incomes.
	SDG 3 Good Health and Well-being	With mother's homes, medical missions, and prevention programs, we reach more than 100 people annually. Mothers, children, and caregivers benefit from better care and awareness around hygiene, nutrition, and health.
	SDG 4 Quality Education	Education is our engine: 5,000-10,000 children and young people gain better access to schools and early childhood education. Teachers are trained in inclusive pedagogy, while digital labs and knowledge centers open new pathways for learning.
	SDG 6 Clean Water and Sanitation	Water projects and hygiene programs improve living conditions in 5-10 schools and communities annually. This provides clean water, better health, and increased awareness.
	SDG 8 Decent Work and Economic Growth	Young people receive training in agricultural entrepreneurship and tourism. Each year, 10-30 young people develop their own business opportunities, creating more jobs and income.
	SDG 9 Industry, Innovation, and Infrastructure	With digital labs, computer labs, and innovative agricultural projects, hubs are created where knowledge and technology come together. Each year, 1-2 labs are realized, and 3-5 new projects are launched.
	SDG 10 Reduced Inequalities	Through inclusive programs, exchange activities, and volunteering, children without school opportunities and vulnerable groups are given more chances. We organize 20-30 activities annually to break barriers.
	SDG 11 Sustainable Cities and Communities	Reforestation and community projects restore 3-10 hectares of nature annually and strengthen local cohesion. Cultural heritage is protected and used as a source of pride and income.
	SDG 12 Responsible Consumption and Production	With education and training, 10-20 farmers and schools adopt environmentally friendly practices each year. This increases environmental awareness within the community.
	SDG 13 Climate Action	Through reforestation (3-10 hectares annually) and climate-adapted agricultural projects, we increase resilience to climate change. Children and young people are actively engaged in climate initiatives.
	SDG 15 Life on Land	With biodiversity projects and "seed & sales" initiatives, 50-100 children and young people participate each year. This protects nature and strengthens community involvement.
	SDG 17 Partnerships for the Goals	Each year, 5-10 international and 20-30 exchange projects arise. This strengthens the bridge between Ghana, the Netherlands, and Belgium and ensures sustainable knowledge exchange.



Expected Results

8. Financial Framework 2025–2035

EduTWIns is at the start of an ambitious multi-year program that connects education, agriculture, nature conservation, tourism and health. The financial framework provides guidance on how the foundation will manage its resources in the various phases of strategic planning. Because the exact costs for the longer term are not yet fully known, **this framework is built around principles, priorities and realistic estimates.**

a. Financial principles

- **Transparency:** an annual financial overview is published, detailing income, expenditure, and results.
- **Sustainability:** investments are made as far as possible with a view to long-term use and local embedding.
- **Phasing:** in the start-up phase (2025–2026), investments will be higher due to transport, supervision, and pilot schools; in the scaling-up phase (2027–2030), the emphasis will shift to model schools, children's homes, and cooperatives; in the anchoring phase (2031–2035), local partners will take on increasing ownership.
- **Balanced distribution:** at least 80–85% of the funds go directly to program activities; overhead and coordination remain limited and are justified as a necessary condition for quality and continuity.

b. Priorities 2025–2026

In the first phase, EduTWIns will focus on three pillars:

1. **Educational innovation:** start with child-centered education in pilot schools, including teacher training and on-site guidance.
2. **Agriculture & forestry:** initial initiatives for agroecology and reforestation, linked to local communities.
3. **Infrastructure for children:** preparation and start of construction of two schools and two children's homes.

Mobility is a crucial prerequisite for all of this. The purchase of a reliable vehicle in Ghana is a key investment. This vehicle will make it possible to reach remote schools, involve stakeholders and transport materials safely. The car will be used for educational activities, agricultural training, nature projects, medical support and has an expected lifespan of 8–10 years. This is a one-time investment in sustainable and cost-efficient mobility.

c. Cost structure for the pilot phase (2026)

An initial estimate of €47,750 euro has been drawn up for the first pilot phase (2026). This budget relates to the start-up of the education domain, in which child-centred

education will be introduced through pilot schools, teacher training, and on-site guidance. The main cost items are:

- **Local transport & logistics** (including vehicle, fuel, maintenance, and insurance) – a strategic investment for at least ten years.
- **International transport** (tickets, visas, and local transfers) – necessary to deploy international expertise at the start.
- **ICT & educational equipment** (projector, printer, computer, and internet facilities) – to support teaching methods and knowledge sharing.
- **Workshops & professionalization** (study days, co-teaching, materials) – essential for knowledge transfer and capacity building.
- **Daily costs of project leader** (accommodation, food, communication, and utilities).

This investment forms the backbone of the educational activities in the pilot phase. Financial estimates for the other strategic areas in this phase – agriculture, forestry and infrastructure (construction of schools and children's homes) – are still being prepared. These areas are expected to require substantial additional investment in the period 2025–2026, which will be detailed in separate budgets.

d. Long-term perspective (2027–2035)

No definitive amounts have yet been set for the subsequent phases. However, it is evident that spending will focus on the following strategic areas:

1. Education – expansion to model schools, co-teaching, training of local experts, and integration of the child-centered approach into national curricula.
2. Agriculture & climate-resilient entrepreneurship – setting up cooperatives, training in sustainable agriculture, and linking agricultural yields to education and children's homes.
3. Environment & nature conservation – reforestation around Boabeng-Fiema, educational nature programs, and sustainable income through nature projects.
4. Tourism & cultural heritage – developing community-based tourism and strengthening local culture as a source of pride and income.
5. Healthcare – medical missions, setting up a Mother's House, and integrating preventive health programs into schools and communities.
6. Exchange & learning – structural exchange between Ghanaian and European professionals, students, and volunteers.

EduTWIns will update the budget for each phase, with the guideline that investments will increasingly be supported by local partners and cooperative sources of income.

e. Sources of funding

The financial resources will be built up from a mix of:

- Grants and subsidies (from foundations, funds, and governments focused on education, agriculture, and sustainability).
- Donations and sponsorship (individuals, churches, companies, and relevant networks in the Netherlands and Belgium).

- Partnerships (e.g., IT companies for digital literacy or agricultural partners for sustainable agriculture).
- Local co-financing and income (from cooperatives, seed and sales programs, tourism initiatives, and contributions from schools/communities).

f. Ensuring transparency and sustainability

- Annual reporting to donors and partners.
- Independent financial oversight by the board.
- Gradual reduction of external dependence by building local sources of income.
- Investments in long-life assets (e.g., the vehicle and model schools).

9. Volunteers & Engagement

a. Role of international and local volunteers

Within our foundation, volunteers form the backbone of our projects.

- International volunteers contribute expertise, innovative ideas and additional resources. They assist in the start-up and optimization of projects and ensure that our approach is in line with international best practices.
- Local volunteers are essential for continuity and sustainability. Their knowledge of the local context and culture ensures that projects are effective and have a long-term impact within the community.

This collaboration creates a synergy in which the knowledge and experience of both international and local volunteers come together, significantly enhancing the quality and sustainability of our projects.

b. Recruitment, preparation, and exchange

Our foundation uses a careful process to prepare volunteers optimally:

- Recruitment takes place through our network of partners, educational institutions, and local organizations. We select volunteers based on expertise, commitment, and affinity with our mission and SDG goals.
- Preparation consists of technical, practical, and cultural training. Volunteers learn how to contribute effectively to projects and how to collaborate within local contexts.
- Exchange encourages mutual learning. International volunteers benefit from the knowledge and experience of local volunteers, while local teams gain access to new insights and skills. This knowledge sharing promotes both personal development and project impact.

c. Added value for projects and communities

Volunteering delivers concrete and sustainable added value:

- Sustainability and self-reliance: local volunteers ensure that projects continue even after international teams have completed their role.
- Strengthening education and communities: projects contribute to the realization of SDGs such as quality education, equal opportunities, and economic development.
- Knowledge sharing and innovation: collaboration between international and local volunteers leads to creative solutions that truly meet the needs of the community.
- Increased involvement: volunteers ensure direct contact between the foundation and the community, which strengthens trust and ownership.

10. Communication & Fundraising Strategy

a. Branding & Visibility

- Our foundation attaches great importance to a recognizable and consistent image. We use our website, social media, and storytelling to promote our mission, vision, and projects. By sharing stories from the communities and volunteers, we want to create a personal connection with our audience.
- We strive to ensure that all communications clearly show what our foundation stands for and the impact our projects have. In this way, we increase our visibility and build a strong brand that stimulates trust and engagement.

b. Donor engagement

Fundraising is an important part of our strategy to finance our activities and expand them in a sustainable manner. Although the exact details of our donor policy are still being developed, we focus on:

- Transparency: communicating clearly about the destination of donations and the results achieved.
- Engagement: actively involving donors in our projects through updates, newsletters, and stories from volunteers and communities.
- Relationship building: investing in long-term relationships with private and institutional donors, with mutual trust at the core.
- This approach allows us to create a solid foundation for continuous financial support and strengthen support for our mission.

c. Campaigns & events

We see campaigns and events as important means of increasing our visibility and raising funds. We focus on:

- Storytelling: stories of projects and communities as the core of campaigns, both online and offline.
- Social media initiatives: targeted actions to create awareness and stimulate interaction with our audience.


- Events: small-scale and large-scale activities, such as workshops, information meetings, or fundraising events, which both generate funds and increase engagement.

Although we are currently still exploring which specific campaigns and events are most effective, this is an important focus in our future planning.

11. Risk analysis & Sustainability

a. Analysis

Risk Area	Beschrijving	Risico-niveau	Mitigatie	Lokale eigenaarschap & duurzaamheid
Politiek & Juridisch	Afhankelijkheid van overheidsbeleid, NGO-registratie, onderwijs- en gezondheidswetgeving in Ghana.	Midden	Nauwe samenwerking met lokale overheden; formele partnerschappen en juridische begeleiding.	Betrekken van chiefs, scholen en district officers bij besluitvorming.
Financieel	In opstartfase sterk afhankelijk van Nederlandse/Belgische fondsen; beperkte lokale financiering.	Hoog	Diversificatie van inkomsten via landbouwcoöperaties, toerisme en lokale businessmodellen.	Capaciteit opbouwen voor lokale fondsenwerving; coöperaties en scholen genereren inkomsten.
Milieu	Kwetsbaarheid voor klimaatverandering (droogte, bodemuitputting, ontbossing).	Hoog	Agro-ecologie, herbebossingsprojecten, irrigatie en klimaateducatie.	Betrokkenheid van boeren en leerlingen in herbebossing en klimaatadaptatie.
Organisatie	Stichting is nog in opbouw; processen, governance en rolverdeling ontwikkelen zich nog.	Midden	Duidelijke governance, training & mentoring van lokale staf, vrijwilligersbeleid.	Lokale teams geleidelijk sleutelrollen en verantwoordelijkheid geven.
Sociaal & Cultureel	Verschillen in taal, cultuur en verwachtingen tussen Ghana en internationale partners.	Midden	Culturele oriëntatie, co-creatie van programma's, community engagement.	Programma's ontwikkelen met lokale gemeenschappen, afgestemd op hun waarden.
Technologie	Beperkte toegang tot ICT, internet en digitale middelen in bushgemeenschappen.	Midden	Investeren in low-tech en offline oplossingen, lokale ICT-training.	ICT-kenniscentra met lokaal beheer en onderhoud.
Partnerschappen	Internationale samenwerking vraagt om vertrouwen en gelijkwaardigheid.	Midden	Heldere afspraken, gezamenlijke doelstellingen, jaarlijkse evaluaties.	Duurzame relaties opbouwen met lokale en internationale partners.
Gezondheid	Medische infrastructuur beperkt; kwetsbaarheid bij moeder- en kindzorg.	Hoog	Mother House, preventieve zorgprogramma's, training van lokale zorgverleners.	Lokale zorgteams opleiden en verantwoordelijk maken.
Duurzaamheid & Exit	Kans dat projecten te afhankelijk blijven van EduTWins NL/BE.	Hoog	Stapsgewijze overdracht van programma's en financiën.	Lokale gemeenschappen, coöperaties en scholen worden financieel en organisatorisch zelfstandig.



**Risk Analysis
&
Sustainability
Plan**

EduTWIns

b. Sustainability (long term)

1. Education as a driving force

- Model schools, children's homes, and knowledge centers are at the heart of all initiatives.
- Education connects agriculture, health, the environment and culture.

2. Local ownership

- Make chiefs, schools, farmers, and healthcare providers co-owners of projects.
- Train young people to become local leaders and entrepreneurs.

3. Economic sustainability

- Agricultural cooperatives, sustainable tourism and crafts generate income.
- This income supports schools, children's homes and healthcare.

4. Ecological sustainability

- Reforestation, nature conservation and climate education as an integral part.
- Protection of Boabeng-Fiema Monkey Sanctuary as a symbolic project.

5. International cooperation

- Volunteers, knowledge exchange and partnerships strengthen innovation.
- However, the focus remains on empowering the Bono East communities.

EduTWIns is still in a development phase, which makes the risks seem high. At the same time, there is a strong integrated strategy that ensures sustainability: education is the driving force, local partners take responsibility, and sources of income are generated locally. This makes Bono East a model region for sustainable development.

12. Monitoring & Evaluation (M&E)

a. KPIs & SDG indicators

To measure progress, EduTWIns links its core activities to concrete Key Performance Indicators (KPIs) and SDG indicators:

1. Education (SDG 4, 10, 17)

- Number of children from bush communities with access to education.
- Number of children's homes and knowledge centers established.
- % of teachers trained in child-centered education.
- Number of libraries/ICT rooms operational.

2. Agriculture & Entrepreneurship (SDG 2, 8, 12, 13)

- Number of farmers trained in sustainable agricultural methods.
- Number of active agricultural cooperatives.
- % of young people involved in agricultural entrepreneurship.

3. Environment & Nature Conservation (SDG 13, 15, 17)

- Number of trees planted (reforestation).
- Area of forest restored.
- Number of children/young people involved in nature projects.

4. Tourism & Culture (SDG 8, 11, 17)

- Number of tourism and cultural initiatives launched.
- Number of young people trained in tourism/guiding.
- Income generated by local tourism.

5. Healthcare (SDG 3, 6, 17)

- Number of mothers reached through the Mother House.
- Number of preventive health programs implemented.
- Number of local healthcare providers trained.

6. Exchange & Learning (SDG 4, 10, 17)

- Number of international volunteers and professionals exchanged.
- Number of co-teaching sessions and training courses.
- Number of study trips/conferences organized.

b. Reporting to donors & partners

- Frequency: Annual progress report + semi-annual update.
Content:

- KPIs and SDG indicators (quantitative).
- Financial overview (transparency).
- Qualitative results: stories, testimonials and best practices.
- Resources:
 - Annual report (PDF).
 - Newsletters and social media updates.
 - Interactive dashboards (in the long term).
- Partners: community leaders, local schools, cooperatives, donors in the Netherlands/Belgium and international knowledge partners.

c. Stories of change & proof of impact

In addition to figures, EduTWIns also wants to tell the human story:

- Stories of Change
 - Life stories of children who gained access to education thanks to children's homes and schools.
 - Farmers who are improving their income and food security thanks to training and cooperatives.
 - Women who receive safe care through the Mother's House.
 - Young people who become self-reliant through tourism, culture, and entrepreneurship.
- Evidence of impact
 - Pre- and post-measurements (e.g., school dropout rates before and after the project).
 - Comparison between communities with and without EduTWIns interventions.
 - Evaluations carried out with local partners (participatory).

EduTWIns not only monitors through figures (KPIs and SDG indicators), but also emphasizes the stories of people and communities. This makes the impact tangible and inspiring for our donors, partners, and local stakeholders.

13. Conclusion & Future prospects

The EduTWIns Foundation is still in the development phase, but has developed a strong and integrated strategy in a short period of time. Education is the engine for change, but the foundation goes further: by linking education to agriculture, nature conservation, health, culture, tourism, and international cooperation, a holistic approach is created that makes communities resilient.

Our core: education as an engine for sustainable development

In the Bono East region, with a focus on Nkoranza and Boabeng-Fiema, EduTWIns invests in model schools, children's homes, and knowledge centers that serve as hubs for learning and development. These centers are more than just buildings: they are

places where children, young people, and adults have the opportunity to gain knowledge, develop skills, and shape their own future.

a. Sustainability & ownership

We are aware of the risks and challenges. Financial dependence, climate change, limited infrastructure, and organizational development are real factors. Nevertheless, EduTWIns consciously counters these with:

- Strong mitigation: diversification of income, training and capacity building, collaboration with local and international partners.
- Local ownership: chiefs, schools, farmers, healthcare providers, and young people become co-owners of the projects. This creates sustainability from the outset.
- Economic and ecological sustainability: income from agriculture, tourism, and entrepreneurship strengthen schools and healthcare projects, while reforestation and climate education ensure a healthy living environment for the future.

b. Monitoring, evaluation & impact

EduTWIns monitors its progress using KPIs and SDG indicators (such as access to education, number of farmers trained, trees planted, women reached with healthcare programs). In addition, stories of change are recorded: children learning, farmers harvesting, women giving birth safely, young people discovering entrepreneurship. In this way, we combine measurable results with human stories that make our impact tangible.

c. Vision for the future

Our ambition is clear:

- To create a model region in Bono East where education and community development go hand in hand.
- To further expand children's homes and knowledge centers as engines of growth.
- To strengthen local ownership and self-reliance so that communities become independent and resilient.

Eventually share our model with other regions in Ghana, so that the impact multiplies.

d. Call for collaboration

The strength of EduTWIns lies in collaboration. We invite donors, volunteers, knowledge partners, and communities to join us in building this path of hope and sustainability.

- Donors & partners: contribute and see how your investment changes lives.
- Communities: build with us and take ownership.
- Volunteers & professionals: share knowledge, learn from each other, and become part of a bigger story.

EduTwins

Lifelong Learning with Meaning

At EduTwins, we choose purposeful growth. Together we create a learning environment that breaks boundaries, connects talents and prepares us for the future. What starts today as collaboration becomes tomorrow's impact – not only for pupils and teachers, but for every learner in society. Our path is clear: innovative, connected and confident in the power of learning. Because learning lasts a lifetime – and it's strongest when we do it with and for each other.

