



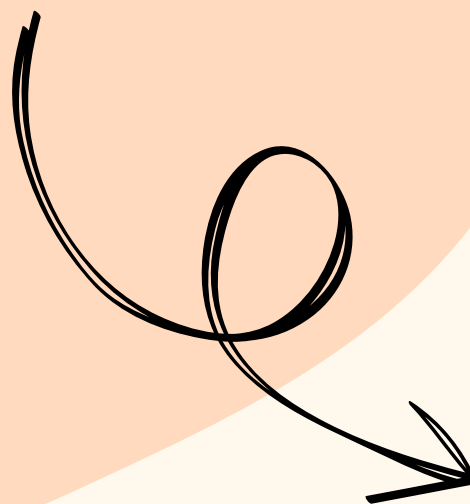
ETI

PROJECT IMPLEMENTATION REPORT - YEAR 2



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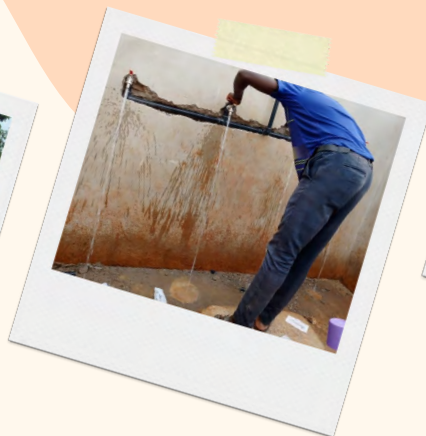
INTRODUCTION

The Education To Inspire (ETI) project is a transformative initiative aimed at empowering communities in Ghana and Ivory Coast by addressing critical educational and infrastructural needs. Designed to create lasting social impact, ETI focuses on equipping children and teachers with the tools to think creatively, solve problems, and drive change within their communities.

Implemented collaboratively by Designathon Works and Fawaka Ondernemersschool, and generously supported by the Chocolonely Foundation, the ETI project was carried out with the essential coordination and facilitation of local teams convened by the Dr. Monk. Over the course of two years, teachers in both countries were trained in a specially developed design thinking curriculum. They adapted the program to reflect their unique cultural and educational contexts, and in turn, empowered students to apply creative problem-solving techniques to real-life issues in their communities.

Through this hands-on approach, children were encouraged to take ownership of their environment and propose innovative solutions to local challenges. At the culmination of the program, expert committees in each country evaluated student-led projects, shortlisting those with the greatest impact and feasibility. Feasibility, in particular, played a decisive role in determining which projects would move forward to implementation.

Importantly, cocoa-growing cooperatives in both Ghana and Ivory Coast were actively involved in the budgeting process, aligning community resources with the most promising student proposals. This budgeting phase served as a practical test of feasibility, ensuring that selected projects could be effectively realized on the ground.





GHANA: SCHOOL LIBRARY

During the program, children in Ghana proposed the creation of a mobile library to ensure that all participating schools could access books. The selection committee recognized the potential impact of this idea and shortlisted it for further development. The project team was particularly interested in the concept, as it had been suggested multiple times—beginning as early as the first year of the ETI program.

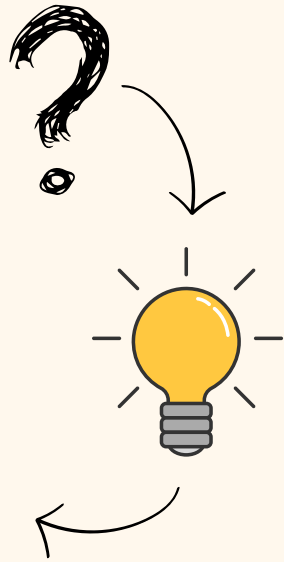
However, a collaborative review of the logistics and associated costs revealed that a substantial portion of the available budget would be consumed by mobility expenses—whether for a motorbike or a tricycle—leaving insufficient funds for purchasing books and other essential resources. To address this challenge, the selection committee and project team initiated efforts to secure sponsorships and book donations, many of which are still ongoing.

Following further discussions with community members, it was decided that instead of a mobile library, small libraries would be established within each participating school. As a result, well-stocked bookshelves have now been installed in schools across the Aponapona area. Teachers, in collaboration with their peers, are encouraged to set up a book exchange program, allowing students to access a wider variety of reading materials across schools.

This school library initiative was developed in partnership with children, teachers, and community members, with a focus on sourcing books locally from bookshops in Accra. While the project is already underway, there is a deliberate effort to increase the inclusion of Ghanaian and African children's literature, which is often underrepresented compared to Western titles.

To support this goal, the team has engaged various partners in Accra to attract book donations. In October 2024, a book fair will be organized, providing an opportunity to connect with publishers and authors who may wish to contribute to the project.

Libraries will be installed in a total of five schools—bringing significant educational benefits to children who previously had no access to reading materials.



THE CHILDREN'S PROTOTYPE OF THE LIBRARY

MY FAVOURITE
BOOK IS 'THE KAYA
GIRL' BY WRITER
MAMLE WOLO



TURN ME
OVER!



CHILDREN USING NEW LIBRARIES



CHILDREN WITH NEW BOOKS



TAKING CARE OF THE LIBRARY



CHILDREN USING NEW LIBRARIES



IVORY COAST: WATER ACCESS & TAXI AMBULANCE

In Ivory Coast, the ETI program partnered with two cocoa cooperatives—ECOJAD and ESCOPAG—to implement innovative, child-proposed projects addressing pressing community needs.

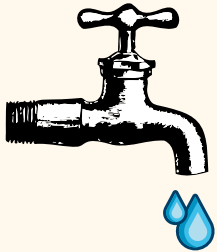
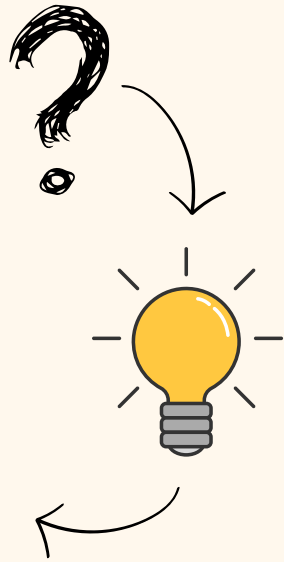
ECOJAD focused on developing a motorbike/tricycle ambulance to improve emergency transportation from remote communities to nearby clinics. ESCOPAG, on the other hand, chose to install a solar-powered water pump to ease the burden of water collection, especially for schoolchildren and women in the community.

Both projects reflect urgent local priorities; however, practical challenges have emerged in the implementation phase. Most notably, the cost of the tricycle ambulance exceeded the available budget, which must be shared between the two cooperatives. Despite ECOJAD's efforts—successfully converting a tricycle into a covered ambulance equipped with a mattress and safety features—the financial limitations continue to pose significant hurdles.

ESCOPAG also faces constraints. Although the cooperative successfully expanded an existing water system by adding five new taps to improve access for schoolchildren and surrounding residents, the cooperative is currently limited by financial and technical capacity. Additionally, seasonal agricultural commitments have reduced active participation from cooperative members.

While the team explored alternative project options, most proved either too costly or required resources beyond what was currently available.

The ETI project team remains in close dialogue with both cooperatives and is actively working to identify viable solutions to these challenges. The commitment to realizing these community-driven projects remains strong, with continued efforts to secure additional support and ensure the sustainability of these important local interventions.



MAKING OF THE WATER TANK

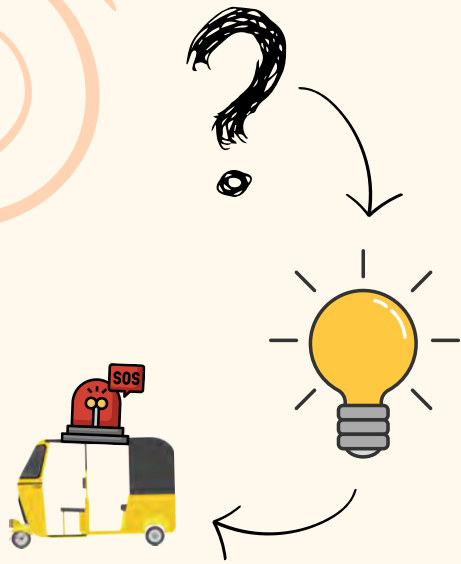


CHILDREN'S PROTOTYPE OF THE WATER TANK



CHILDREN DRINKING FROM THE NEW WATER TANK

**TURN ME
OVER!**



CHILDREN'S PROTOTYPE OF THE AMBULANCE



PROUD TEACHERS



CHILDREN IN THE NEW AMBULANCE

PROJECT CHALLENGES & LESSON LEARNED

While the ETI Year Two Projects made significant strides in addressing community needs in both Ghana and Ivory Coast, the implementation process also presented a number of challenges that offered valuable learning opportunities.

One of the most prominent challenges was funding constraints. In several cases, promising ideas had to be adapted or scaled back to fit within the available budget. These limitations highlighted the importance of flexibility and creative problem-solving. For example, the decision to build on existing water infrastructure rather than starting from scratch illustrated how leveraging existing systems can create synergies and improve feasibility.

Another key insight emerged from the evolving perspectives of participating children. During project implementation, children sometimes identified more urgent or emerging issues in their communities—problems that fell outside the immediate scope of the ETI program. While it can be difficult not to respond to these needs, this also underscores the potential of ETI to inspire broader community awareness and engagement. Encouraging ongoing support from community members and cooperatives can help address these emerging challenges even beyond the program's initial reach.

A central question that emerged from this experience is:

How might we create a more locally driven and sustainable program that continues to support teachers, children, and schools as forces of empowerment, innovation, and development in their communities?

This question will guide future iterations of the ETI program, ensuring that its foundations of creativity, collaboration, and local leadership remain central to its evolution.

The success of these projects would not have been possible without the dedicated support of partners, sponsors, community members, schools, teachers, and—most importantly—the children. Their contributions and collaborative spirit were instrumental in bringing these initiatives to life and in building a foundation for sustainable impact.

