Report on the 2025 Inter-Continental Teacher Education (ITE) Program

1. Executive Summary

The 2025 Inter-Continental Teacher Education (ITE) program represents a significant achievement for the University of Education, Winneba (UEW), serving as a reciprocal international exchange initiative designed to enhance teacher education through cross-cultural immersion and pedagogical development. This report provides a comprehensive overview of the program's execution, its multifaceted outcomes, and its strategic contributions to the University's overarching goals.

The program successfully facilitated the participation of six UEW students in a transformative experience abroad, alongside the effective hosting of students from Universität Hamburg (UHH) in Ghana. This dual-directional exchange underscores UEW's commitment to fostering global academic collaboration. The core objective of the ITE program, which centers on providing immersive international teaching experiences, facilitating cultural exchange, broadening perspectives on diverse educational systems, and fostering personal and professional growth among future educators, was demonstrably achieved.

The program's success is evident in its profound impact on both the University's internationalization agenda and the individual development of its participating students. The experiences gained were consistently described as "educative, fun, and informative" by the participants, leading to a lasting positive influence on their professional and personal trajectories.[1] The successful execution of a complex reciprocal exchange program such as the ITE, which involves multiple international partners and requires significant logistical coordination, positions UEW not merely as a participant in global education but as a capable and attractive hub for international academic collaboration. This elevates UEW's standing in the global academic landscape, which is crucial for attracting future partnerships, securing research funding, and drawing high-caliber students, thereby directly contributing to the University's long-term strategic imperative for global competitiveness and reputation building.

In essence, the 2025 ITE program stands as a model for future international collaborations, demonstrating UEW's unwavering commitment to academic excellence and the cultivation of globally competent graduates.

2. Introduction

Background of the Inter-Continental Teacher Education (ITE) Program

The Inter-Continental Teacher Education (ITE) program is a flagship initiative designed to foster global understanding, enhance pedagogical practices, and promote cross-cultural collaboration within the field of teacher education. It serves as a cornerstone in advancing the University of

Education, Winneba's (UEW) strategic vision for internationalization and academic excellence. The program's design facilitates a reciprocal exchange of students and ideas, ensuring that both UEW and its international partners benefit from diverse educational perspectives and practical experiences.

Objectives of the 2025 Cohort Program

For the 2025 cohort, the ITE program pursued several key objectives. These included providing participants with immersive international teaching experiences, thereby enhancing their practical pedagogical skills in varied educational settings. A significant aim was to facilitate deep cultural exchange, allowing students to gain a nuanced understanding of different societies and educational philosophies. Furthermore, the program sought to broaden participants' perspectives on diverse educational systems, fostering a comparative approach to teaching and learning. Ultimately, a core objective was to cultivate significant personal and professional growth among these future educators, equipping them with the adaptability and global awareness necessary for contemporary educational challenges.

Purpose of the Report

This report is submitted through the Dean of the Centre for International Programs (CIP) to the Vice Chancellor, providing a comprehensive account of the 2025 ITE program's implementation, activities, and outcomes. Its primary purpose is to evaluate the program's success against its stated objectives, highlight its significant contributions to UEW's internationalization agenda and student development, and present strategic recommendations for the program's future enhancement and sustainability. The successful execution of the ITE program, particularly its reciprocal nature involving UEW hosting international students, necessitates and strengthens internal institutional capabilities. This includes enhanced administrative coordination, improved logistical planning, and refined academic program management. These operational improvements, honed through the demands of programs like ITE, serve to build overall institutional capacity, making UEW more adept at managing future large-scale international projects and partnerships beyond just student exchanges. This report thus aims to underscore the collaborative institutional support vital for such initiatives and to inform future strategic decisions regarding global engagement.

3. Program Overview and Structure

Cohort Composition (UEW Participants)

The 2025 UEW cohort for the ITE program comprised six highly motivated students, meticulously selected through a rigorous process that included interviews and other requirements, following a university-wide advertisement.[1] The cohort demonstrated a balanced gender distribution, consisting of four females and two males.[1] Participants represented a

diverse range of academic departments, cutting across five distinct fields: Social Studies, Geography, Counselling Psychology, and Arts Education. Specifically, three students were from Social Studies, one from Geography, one from Counselling Psychology, and one from Arts Education. The names of the participating students were: Beatrice Afful (B.Ed. Counselling Psychology), Comfort Amissah (B.Ed. Arts Education), Jedidiah Churcher (B.Ed. Geography), Damaris Boateng (B.Ed. Social Studies), Richard Danso (B.Ed. Social Studies), and Clement Morkeley (B.Ed. Social Studies).[1]

Table 1: 2025 ITE Cohort Participants (UEW)

Student Name	Gender	Academic Department
Beatrice Afful	Female	Counselling Psychology
Comfort Amissah	Female	Arts Education
Jedidiah Churcher	Female	Geography
Damaris Boateng	Female	Social Studies
Richard Danso	Male	Social Studies
Clement Morkeley	Male	Social Studies

Key Personnel and Partner Institutions

The success of the 2025 ITE program was underpinned by the dedicated leadership of its project leads, Professor George Dandy Dampson and Professor Samuel Kweku Hayford. The diligent coordination of Dr. Frank Twum ensured smooth operational execution.[1] Beatrice Afful, serving as the student team lead, played a crucial role in facilitating peer engagement and communication within the UEW cohort.[1]

The ITE program fostered robust partnerships with several esteemed international universities, signifying a deliberate strategy to diversify UEW's international network. This approach reduces reliance on a single partner, opens up opportunities for varied academic and cultural perspectives, and enhances UEW's global reach and reputation. It suggests a proactive commitment to building a robust and resilient internationalization portfolio. The partner institutions included Universitat Hamburg (UHH) in Germany, the University of North Carolina

(UNC) in the USA, and Universidad de la Ciudad de Buenos Aires (UniCABA) in Argentina. The University of Education, Winneba (UEW) served as both the Ghanaian host and sending institution.

Table 2: Key Program Personnel and Partner Institutions

Role	Name	Institution
Project Lead	Prof. George Dandy Dampson	University of Education, Winneba (UEW)
Project Lead	Prof. Samuel Kweku Hayford	University of Education, Winneba (UEW)
Coordinator	Dr. Frank Twum	University of Education, Winneba (UEW)
Student Team Lead	Beatrice Afful	University of Education, Winneba (UEW)
Partner Institution	-	Universitat Hamburg (UHH), Germany
Partner Institution	-	University of North Carolina (UNC), USA
Partner Institution	-	Universidad de la Ciudad de Buenos Aires (UniCABA), Argentina
Partner Institution	-	University of Education, Winneba (UEW), Ghana

4. Implementation and Activities: The Ghana Experience

Selection and Preparation of the 2025 Cohort

The selection process for the 2025 UEW cohort was transparent and merit-based, initiated by an advertisement on the University's website.[1] Prospective students underwent interviews and fulfilled specific requirements to ensure their suitability for the intensive international program.[1] Prior to the arrival of the UHH cohort, the UEW project leads (Prof. Dandy Dampson, Prof. Samuel Hayford) and coordinator (Dr. Frank Twum) organized a series of preparatory online and face-to-face meetings and seminars.[1] These sessions were crucial for equipping the UEW team with the necessary knowledge and protocols for effectively receiving and integrating their international buddies from Universitat Hamburg (UHH), University of North Carolina (UNC), and Universidad de la Ciudad de Buenos Aires (UniCABA).[1] Students were grouped into Digital Meeting Points (DMP) to foster early personal and professional connections, laying the groundwork for a successful exchange.[1]

Universität Hamburg (UHH) Cohort's Visit to Ghana

The detailed account of hosting the UHH cohort in Ghana highlights UEW's significant capacity not just as a sender of students but as a capable and welcoming host institution. The structured cultural engagements go beyond mere tourism; they represent a form of cultural diplomacy, actively shaping the international perception of Ghana and UEW among the visiting students. This reciprocal hosting strengthens UEW's international standing and validates its role as a key player in global education exchange, fostering goodwill and laying groundwork for deeper collaborations.

Arrival and Welcome

On February 28th, the UHH students arrived at Kotoka International Airport, Accra, where they received a warm welcome from Dr. Frank Twum, the program coordinator, and Beatrice Afful, the UEW student team lead.[1] They were then comfortably transported to Winneba via a bus provided by the Centre for International Programs (CIP), underscoring UEW's institutional support for the exchange.[1]

Six-Week Internship

Upon settling in Winneba, the UHH students commenced a six-week internship in selected local schools, with placements tailored to their specific subject areas.[1] This practical experience was complemented by various seminars held throughout their stay, ensuring a blend of hands-on learning and theoretical reinforcement.[1]

Cultural Engagements

During weekends, the UEW cohort meticulously organized a rich array of cultural and recreational activities for their UHH counterparts. These included tours, beach outings, and

visits to significant historical and recreational sites such as the Assin Manso Slave Market, Cape Coast Castle, and Kakum National Park.[1] These engagements were designed to provide deep insights into Ghanaian history, culture, and natural beauty, fostering a comprehensive cultural immersion.

Departure

The UHH cohort's successful visit concluded with a farewell event on March 20th, followed by their departure for Germany on March 21st.[1] The seamless execution of their visit reflects the meticulous planning and coordination undertaken by the UEW team.

5. Implementation and Activities: The Hamburg Experience

University of Education, Winneba (UEW) Cohort's Preparation and Travel

Visa and Pre-Departure Seminars

Selected UEW students received their invitation letters and, with comprehensive assistance from the Centre for International Programs (CIP) office, diligently applied for their visas with all necessary documentation.[1] Visas were successfully obtained within three weeks of application.[1] Recognizing that all cohort members were first-time international travelers, preparatory seminars were organized to equip them with essential knowledge and practical advice for their trip to Hamburg, Germany, addressing potential anxieties and ensuring a smoother transition.[1]

Arrival in Hamburg

On June 1, 2025, the UEW cohort arrived in Hamburg, where they were warmly received by their Universitat Hamburg (UHH) buddies, the program coordinator, and their host families.[1] This warm reception played a crucial role in their initial acclimatization.

UEW Cohort's Four-Week Internship in Hamburg

First Week - Orientation and Integration

The initial week in Hamburg was dedicated to orientations and welcome events held on the UHH campus.[1] Host families played an indispensable role in assisting the UEW students with navigating the city and its public transport system, providing maps and accompanying them on their first journeys to the university and internship schools. This support significantly eased their transition into a new urban environment.[1] Mentors at the internship schools were well-prepared for their arrival, presenting weekly schedules to the students on their very first day, ensuring immediate engagement in their professional development.[1]

Academic and Professional Experiences (Internship Activities)

Over the subsequent weeks, the UEW cohort engaged in a comprehensive four-week internship, undertaking major activities designed to enhance their pedagogical skills and understanding of the German educational system.[1] These included:

- Observing educators' instructional delivery and diverse pedagogical methods, providing exposure to alternative teaching strategies.[1]
- Observing student learning processes, teacher-student interactions, and overall classroom community dynamics, offering insights into effective classroom management and student engagement.[1]
- Active participation in school-wide events and activities, fostering a holistic understanding of school operations.[1]
- Involvement in professional learning communities and professional development sessions with faculty and staff, promoting continuous professional growth.[1]
- Receiving mentorship from a designated host teacher and visiting classrooms across different subjects and grade levels, offering diverse perspectives on teaching practices.[1]
- Planning lesson content and teaching classes independently and/or in collaboration with supervising teachers, providing invaluable hands-on experience.[1]
- Interacting with students by assisting their learning and delivering content, honing direct teaching and student support skills.[1]
- Critically reflecting on their school experiences, teaching strategies, curriculum, and instructional materials with fellow exchange students, fostering a habit of critical thinking essential for professional development.[1]

Last Week - Seminars, Reflections, and Farewell

During the final week, Professor Dandy George Dampson, the UEW project lead, joined the cohort in Hamburg.[1] Key activities included:

- A seminar on 'Exploring the Uncertainty,' which had commenced online the previous week, encouraging deeper conceptual engagement.[1]
- In-depth reflections on lessons learned from classroom experiences, with active contributions from all participants on topics such as teaching methods, teacher-student relationships, and reinforcement practices.[1]
- A unique map exhibition, where each student depicted their individual perception of Hamburg, fostering creative expression and shared understanding of their new environment.[1]

- A heartfelt farewell event to appreciate all individuals who contributed to the program's success, culminating in the distribution of certificates to all participants, formally recognizing their achievement.[1]

Cultural and Recreational Activities (Beyond the Classroom)

Beyond formal academic engagements, the UEW cohort, accompanied by Professor Dampson and Professor Iwers, engaged in a rich array of cultural and recreational activities aimed at deepening their understanding of German history, culture, and society.[1]

Educational School Visits

A significant aspect was the visit to a Waldorfschule and a Reformschule, which provided invaluable insights into the distinct philosophies and operational differences between German schools, offering a comparative perspective on educational models that broadened their understanding of global educational paradigms.[1]

City Exploration and Historical Sites

Activities included hangouts, extensive city tours, and visits to prominent museums, historical, and recreational places in Hamburg, such as the Alster Lake, Schwerin Castle, Elbphilharmonie Villa, Nuengamme Memorial Concentration Camp, Museum of Illusions, and Museum am Rothenbaum Kulturen und Kunste der Welt (MARKK).[1] These activities were explicitly designed to educate the students on Hamburg's rich history, cultural heritage, and scenic beauty, enriching their personal understanding of the world.[1]

Courtesy Visit to the Ghanaian Consulate in Hamburg

On Friday, June 27, 2025, the UEW cohort paid a significant courtesy visit to the Ghanaian Consulate in Hamburg.[1] They were warmly received by Mr. Kwaku Bediako-Amoah (Consular), Mrs. Amma A. Boateng (Consul/Immigration and Welfare), and the entire staff, highlighting the importance of diplomatic ties in such exchanges.[1]

The visit commenced with brief introductions and an overview of the ITE project.[1] The UEW students were invited to share their lessons learned from the internship, fostering an open dialogue between the academic and diplomatic spheres.[1]

Strategic Advice and Recommendations from the Consulate

The Consulate staff provided invaluable advice, particularly regarding the sustainability and future of such international projects.[1] This interaction reveals that the success and scalability of such initiatives are not solely dependent on university-level efforts but require strategic engagement with national governmental bodies to secure resources, ensure policy alignment, and facilitate student mobility. This highlights the critical role of diplomatic engagement in

sustaining international programs and underscores the need for UEW to integrate diplomatic outreach into its long-term internationalization strategy. Specific recommendations included:

- Exploring funding options with the scholarship secretariat in Ghana to secure sustainable funding for future cohorts, reducing sole reliance on university budgets.[1]
- Advising on informing the Foreign Ministry about such programs, ensuring governmental awareness and potential diplomatic support.[1]
- Encouraging all students to possess a valid passport, streamlining future international mobility opportunities.[1]
- Suggesting the organization of a workshop or program to disseminate knowledge gained from the ITE program to colleagues back in Ghana, maximizing the program's internal impact.[1]
- Mrs. Amma A. Boateng expressed her strong belief that Ghanaian students possess the capability to "meet and compete with compatriots in the west with a click of a button," serving as a powerful affirmation of their global potential.[1]

The gathering concluded with a communal lunch at Afro Fusion, an African restaurant, where various African dishes were enjoyed, providing a fitting cultural close to the visit.[1]

6. Impact and Achievements

The 2025 Inter-Continental Teacher Education (ITE) program has made significant contributions to both the University of Education, Winneba's (UEW) internationalization agenda and the comprehensive development of its students.

Contribution to UEW's Internationalization Agenda

Cross-Continental Collaboration

The ITE program served as a powerful vehicle for fostering robust cross-continental collaboration, successfully pairing students from UEW with counterparts from Universität Hamburg (UHH), University of North Carolina (UNC), and Universidad de la Ciudad de Buenos Aires (UniCABA).[1] This multi-partner approach significantly broadened UEW's international network and established a foundation for future global partnerships.

Rich Cultural Exchange

The program facilitated a dynamic and reciprocal cultural exchange. The UHH students, during their six-week stay in Winneba, engaged deeply with Ghanaian culture through organized tours, beach outings, and visits to historical sites like Assin Manso Slave Market, Cape Coast Castle, and Kakum National Park.[1] Similarly, the UEW cohort in Hamburg experienced German culture

through visits to museums and historical sites (e.g., Alster Lake, Schwerin Castle, Elbphilharmonie Villa, Nuengamme Memorial Concentration Camp), which aimed to educate them on Hamburg's history, culture, and scenery.[1] This reciprocal immersion fostered mutual understanding and appreciation for diverse cultural contexts.

Diplomatic Engagement

The courtesy visit of the UEW cohort to the Ghanaian Consulate in Hamburg further underscored the international dimension of the program, providing a platform for discussions on program funding and offering valuable advice for future international student endeavors.[1] This engagement reinforces UEW's role in national foreign policy objectives related to education and highlights the broader governmental support for such initiatives.

Enhancement of Student Professional Development

Enhanced Pedagogical Skills

The UEW students gained invaluable practical experience through their four-week internship in Hamburg. They meticulously observed educators' instructional delivery and diverse pedagogical methods, student learning processes, and classroom community dynamics, providing them with a broader understanding of effective classroom management and student engagement strategies.[1]

Mentorship and Direct Teaching Experience

Students benefited from direct mentorship by designated host teachers and had opportunities to visit various classrooms across different subjects and grade levels.[1] Crucially, they were empowered to plan lesson content and teach classes independently or collaboratively, and actively interacted with students by assisting their learning and delivering content, directly enhancing their practical teaching skills.[1]

Critical Reflection and Professional Learning

The program fostered a culture of critical reflection on school experiences, teaching strategies, curriculum, and instructional materials.[1] Students actively participated in professional learning communities and development sessions, sharing lessons learned on teaching methods, teacher-student relationships, and reinforcement practices, which are essential for continuous professional growth.[1]

Fostering Student Personal Growth

First-Time International Travel

For many within the UEW cohort, this marked their inaugural international travel experience, representing a significant milestone in their personal growth and adaptability to new environments.[1]

Navigation and Independence

The support from host families in Hamburg, including assistance with city navigation and transport systems, significantly fostered the students' independence and self-reliance in a foreign environment, building practical life skills.[1]

Broadened Perspectives

Exposure to different educational systems, particularly through visits to a Waldorfschule and Reformschule in Germany, broadened their understanding of global educational paradigms and the diversity of teaching philosophies.[1]

Networking and Connection

The program cultivated strong personal and professional discussions among paired buddies, enabling them to share values, ideas, and build lasting international connections, establishing a global network of peers.[1] Farewell events and continuous interaction solidified these bonds.

The combined professional and personal development outcomes, particularly the emphasis on critical reflection, exposure to diverse educational systems, and the transformative experience for first-time international travelers, indicate that the ITE program is effectively cultivating global citizens. These are graduates who are not only professionally competent but also culturally agile, independent, and globally aware. This goes beyond mere skill acquisition to a fundamental shift in worldview and capability, directly aligning with the broader societal mission of a university to produce well-rounded, globally competitive individuals.

7. Lessons Learned and Strategic Recommendations

The 2025 ITE program provided invaluable insights, both professionally and personally, for the UEW cohort. These lessons, coupled with observations from the program's execution, inform strategic recommendations for its future enhancement and sustainability.

Key Professional and Personal Insights Gained by the UEW Cohort

Professional Lessons

- **Diverse Pedagogical Approaches:** Direct observation of instructional delivery and pedagogical methods in German schools provided insights into alternative teaching strategies and classroom management techniques, enriching their pedagogical repertoire.[1]

- **Holistic Classroom Dynamics:** A deeper understanding of student learning processes, teacher-student interactions, and overall classroom community dynamics was gained, offering a comparative perspective on educational environments and fostering a more nuanced approach to teaching.[1]
- **Value of Professional Learning Communities:** Engagement in professional learning communities and development sessions highlighted the importance of continuous professional growth and collaborative learning among educators, emphasizing lifelong learning.[1]
- **Practical Teaching Experience:** Opportunities to plan and teach lessons independently or collaboratively, coupled with direct mentorship, provided invaluable hands-on experience in curriculum delivery and student engagement, bridging theory and practice.[1]
- **Comparative Education Systems:** Visits to a Waldorfschule and Reformschule were "very significant" in elucidating the fundamental differences between German schools, offering critical insights into diverse educational philosophies and structures that can inform educational reform at home.[1]
- **Critical Self-Reflection:** The structured reflection sessions on teaching strategies, curriculum, and school experiences fostered a habit of critical thinking essential for continuous professional development and adaptability.[1]

Personal Lessons

- **Enhanced Cultural Understanding:** The entire experience was described as an "unforgettable learning and cultural exchange," significantly broadening personal horizons and fostering cross-cultural empathy and global awareness.[1]
- **Increased Independence and Adaptability:** Navigating a new city and its transport system with initial host family support built confidence, independence, and adaptability in a foreign environment, valuable life skills beyond academia.[1]
- **Overcoming First-Time Travel Challenges:** For many, being first-time international travelers, the preparatory seminars and the journey itself instilled confidence and practical skills for global mobility, preparing them for future international engagements.[1]
- **Global Networking:** The program facilitated strong personal and professional connections with peers from diverse international backgrounds, fostering a global network that can extend beyond the program's duration.[1]

- **Appreciation for Support Systems:** The farewell event and the overall experience underscored the importance of comprehensive institutional and personal support in facilitating successful international programs, highlighting the value of collaboration.[1]
- **Broadened Worldview:** Extensive cultural and historical visits in Hamburg enriched their understanding of global history, art, and societal structures, contributing to their development as well-rounded individuals.[1]
- **Empowerment from Diplomatic Engagement:** The visit to the Ghanaian Consulate provided practical advice and a powerful affirmation of Ghanaian students' capabilities on the global stage, boosting their confidence and sense of national pride.[1]

Strategic Recommendations for Future Program Enhancement and Sustainability

The recommendations, particularly those derived from the Ghanaian Consulate's advice, demonstrate a shift from simply executing a program to institutionalizing its best practices and addressing systemic challenges. This indicates a strategic move by UEW to leverage the ITE experience to inform and influence broader university policy and operational procedures for internationalization, ensuring long-term sustainability and scalability of global engagement initiatives. This is about embedding the lessons learned into the fabric of the institution.

Based on the invaluable insights gained, the following strategic recommendations are proposed to enhance and sustain the ITE program:

- **Diversified Funding Strategies:** Actively explore and formalize partnerships with the Scholarship Secretariat in Ghana and other relevant national bodies to secure sustainable funding for future cohorts, reducing sole reliance on university budgets.[1] This would involve developing a comprehensive funding proposal outlining the program's benefits and alignment with national educational and foreign policy objectives.
- **Formalized Inter-Ministerial Communication:** Establish a formal communication channel with the Ministry of Foreign Affairs to inform them about such international exchange programs. This ensures governmental awareness, potential diplomatic support, and alignment with national foreign policy objectives related to education, fostering a more integrated approach to internationalization.[1]
- **Proactive Passport Acquisition Initiative:** Implement a university-wide initiative, possibly through CIP, to encourage and assist students in acquiring passports early in their academic careers. This will streamline future international mobility opportunities and reduce pre-departure logistical hurdles, making international experiences more accessible.[1]

- **Knowledge Transfer and Dissemination Workshops:** Mandate and facilitate the organization of workshops or seminars by returning ITE cohorts to share their professional and personal lessons learned with their colleagues and the wider UEW student body.[1] This initiative would maximize the program's internal impact, disseminate best practices, and inspire future participation, creating a ripple effect of learning.
- **Curriculum Integration of Global Perspectives:** Explore opportunities to integrate comparative educational insights, particularly those gained from visits to diverse school systems (e.g., Waldorfschule, Reformschule), into relevant UEW curricula. This would ensure that the learning from international experiences benefits a broader student population, enriching the academic environment.
- **Strengthening Host Family Network:** Continue to invest in and expand the host family network in both Ghana and partner countries, recognizing their critical role in student integration, cultural immersion, and overall well-being.[1] This support system is vital for the success and positive experience of participants.

Table 3: Chronology of Key Program Activities (Ghana & Hamburg)

Date	Key Event/Activity	Location	Participating Cohort
Feb 28th, 2025	UHH students arrived at Kotoka International Airport	Accra	UHH
Feb 28th, 2025	UHH students transported to Winneba	Winneba	UHH
Feb 28th onwards	UHH students commenced six-week internship	Winneba	UHH
Weekends (Feb-Mar)	Organized tours, beach outings, historical site visits	Winneba	UHH (hosted by UEW)
Mar 20th, 2025	Farewell event for UHH cohort	Winneba	UHH, UEW
Mar 21st, 2025	UHH cohort departed for Germany	Ghana	UHH

Date	Key Event/Activity	Location	Participating Cohort
After Mar 21st	UEW students received invitation letters, applied for visas	Ghana	UEW
After visa receipt	Preparatory seminars for UEW cohort	Ghana	UEW
June 1st, 2025	UEW cohort arrived in Hamburg	Hamburg	UEW
First week of June	Orientations and welcome events at UHH campus	Hamburg	UEW
Subsequent weeks	Four-week internship activities (observations, teaching)	Hamburg	UEW
Last week of June	Prof. Dandy George Dampson joined cohort	Hamburg	UEW
Last week of June	Seminar on ‘Exploring the Uncertainty’	Hamburg	UEW
Last week of June	Reflections on classroom lessons learned	Hamburg	UEW
Last week of June	Map exhibition	Hamburg	UEW
Last week of June	Farewell event, certificate distribution	Hamburg	UEW, UHH
Last week of June	Visit to Waldorfschule and Reformschule	Hamburg	UEW, Prof. Dampson, Prof. Iwers

Date	Key Event/Activity	Location	Participating Cohort
Last week of June	Hangouts, city tours, museum/historical site visits	Hamburg	UEW
June 27th, 2025	Courtesy visit to Ghanaian Consulate	Hamburg	UEW
June 27th, 2025	Lunch at Afro Fusion	Hamburg	UEW

8. Conclusion

Summary of the 2025 ITE Program's Overall Success and Lasting Impact

The 2025 Inter-Continental Teacher Education (ITE) project stands as an unequivocal success, consistently described by participants as "educative, fun, and informative".[1] The study camps profoundly impacted the lives of the UEW cohort, both professionally and personally, fostering a deeper understanding of global educational practices and significant personal growth.[1] The participants' expressed intention to "make use of the lessons learnt and experiences gained" underscores the lasting positive impact and the program's success in fostering tangible, applicable growth that extends beyond the immediate experience.[1]

Affirmation of the Program's Value to UEW's Mission

The 2025 ITE program significantly advanced the University of Education, Winneba's mission by strengthening its internationalization efforts, fostering cross-cultural understanding, and equipping its future educators with global competencies. It serves as a testament to UEW's commitment to providing transformative educational experiences and preparing its students to compete effectively on the global stage, a capability powerfully affirmed by the Ghanaian Consul in Hamburg.[1] The demonstrated success in achieving both internationalization and student development goals provides a template and evidence base for advocating for similar or expanded programs. This suggests that the 2025 ITE program is not just a retrospective account but a forward-looking document, establishing a precedent for excellence in global engagement and providing a robust foundation for continued and expanded international collaborations, solidifying UEW's position as a leading institution in global teacher education.