



COMMUNITY PARTNERSHIP
FOR YOUTH AND WOMEN DEVELOPMENT, GHANA
(CPYWD, GHANA)

*A program for rural & urban youth and women on education, training,
counseling, capacity building, empowerment, outreach and networking*
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Research on the effect and implementation of the After School Programs

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Stichting
GHANA Haarlem

Introduction

On behalf of Stichting Ghana Haarlem, Maartje Bos requested me, Sanne Peters, to do research on the effect and implementation of the After School Programs (ASP's). I am a Art therapist by profession and I volunteered for CPYWD from September 2008 till November 2008.

The aims of the research are:

- to get an impression on how the after school programs are implemented
- to analyse the strengths and weaknesses of the programs
- to measure the effects of the programs by interviewing how the parties are involved and how they experience the programs
- to verify the needs of the facilitators and participants who are involved in the program.

Research method

I wanted to make questionnaires to get the needed information. There are a lot of different people with different tasks involved with the ASP's so I decided to make various questionnaires to match the questions with the correct persons. I made the questionnaires and went to the communities to do interviews. Most of the time the respondents didn't speak English well enough so there needed to be a translator. Because of limited time a Ghanaian teacher took some interviews. After I received all completed questionnaires I looked at all the differences and similarities during an evaluation. The result of this evaluation is summarized in this document. The questionnaires can be found in the appendix.

I made questionnaires for the

- CPYWD staff
- Students (participants)
- Chairmen
- Teachers

At the communities Katariga and Kpulinying we also took an interview with teachers, because in these communities the ASP's are taking place at the schools.

Critical note

Since the interviews needed to be translated, there can be some disturbance in the information. Another critical note is that some interviews were taken by Ghanaian teachers without my presence. In that case I don't know if they fully understood the content of the questions. The questionnaires were taken during a time the ASP's didn't take place on a frequent level.

The results of the research are very positive so CPYWD is doing well with the program. However, during my stay in Ghana I noticed that Ghanaian people often focus more on the presentation than the content, so there is a chance that the respondents gave gladly seen answers.

Research on the effect and implementation of the After School Programs (ASP's)

Results

<i>Received questionnaires</i>		
CPYWD		
	CPYWD staff	2
Communities		
Gurugu	Student	2
	Chairman	-
Katariga	Student	2
	Chairman	1
	Teacher	2
Kpulinying	Student	2
	Chairman	1
	Teacher	2
Timonayili	Student	2
	Chairman	1
Dinnyakpaglu	Student	2
	Chairman	1
Total		
	CPYWD staff	2
	Student	10
	Chairman	4
	Teacher	4

CPYWD staff

Content ASP's;

The program is focusing on the enrichment, providing opportunities for children to develop skills and interest for good education. Those skills promote social confidence and competences.

Strengths;

- Enthusiasm from children
- High desire to participate
- It promotes education
- Children have more confidence

Weaknesses;

- Low capacity of Chairmen and youth leaders (volunteers)
- Low capacity of children to communicate in English
- Inadequate material

How can things be improved?

- Through training
- Provision of lesson material
- Recruit and train more volunteers
- More activities
- More materials

Research on the effect and implementation of the After School Programs (ASP's)

Students

What do you learn?

- Respect
- Unity
- English
- (new) Games/Activities
- Learn how to sketch
- Learn how to speak in public
- To think positive about our future
- How to be healthy
- To keep themselves out of conflicts
- How to become a leader
- How to accept criticism
- Cooperation (boys/girls, different ages)
- Ask for help

What can be improved?

- Children need to improve their English
- CPYWD should be there all time to help to read and write
- CPYWD need to be there every meeting
- Training for group leaders
- Get a training centre
- Excursions
- Add new people
- Include parents
- Extend time
- More materials

Chairmen

Effect ASP's;

Children really enjoy the activities and learn a lot from them. They have more interest in learning and cooperation with each other. They are no longer aimless. It teaches unity, because you need to sit and talk together. Children learn to speak in public. This way you learn to respect one another.

Strengths;

- CPYWD puts a lot of effort in the children
- Ability to answer questions
- Unity & Peace
- Togetherness
- Participation
- High desire of children to be part of the meeting

Weaknesses;

- Limited time
- A lot of the children find it difficult to speak English
- To little girls

How can things be improved?

- Funds for materials (study materials, play equipment, reading books)

Research on the effect and implementation of the After School Programs (ASP's)

- English lessons (also for the very young children)
- Training for leaders and members (incl. specific skill training)

Teachers

Effect ASP's;

Children grow in their education and social behaviour. They like to be in school. It encourages young people to express themselves and be part in decision making and time management. Children are also more interested in games.

Strengths;

- Improvement in education and social behaviour
- Promotes education
- Active participation
- Encourage speaking/learning English

Weaknesses;

- The people don't always take their ASP's serious as expected
- CPYWD isn't there every meeting
- Not enough learning material

How can things be improved?

- Skills training centre for young people
- Frequent visit CPYWD
- Constantly encouraging the children
- More activities
- More materials
- Duration of an activity
- Increase contact time

Conclusion

The ASP's are doing very well. The response is very positive. Children like to participate and learn all kind of things. The learning-through-play approach helps to learn and have fun at the same time. The program provides togetherness, confidence and improvement in education and social behaviour. Students enjoy playing games, cooperating and learning English. It stimulates to think about their future in a positive way.

Beside all this there are some weaknesses in the program. Because most people don't speak English very well or not at all it's difficult to communicate and understand each other completely. At the moment it isn't possible for CPYWD to be at every meeting, because there is a low capacity of trained facilitators (volunteers). Also all communities requested more materials. All materials/games are stored at the CPYWD office. Every time CPYWD visits a meeting they collect the materials for the meeting.

Everyone is very enthusiastic and willing to help to make the ASP's even better. They have a lot of good suggestions on how things can be improved. CPYWD could train new facilitators to improve their group leading skills. Then it's possible for CPYWD to visit more meetings and spread their ideas and approach. They also want (extra) English lessons and more materials to play. The students want to include their parents so they understand the program and its ideas.

Recommendations

With all the good ideas on how to improve the ASP's it's important to verify which projects can be realized in a short period of time and which projects need more time and preparation. The main thing is that the capacity of the programs and involved volunteers needs to be built by:

- *Include parents*
Invite parents to the meetings so they can see and experience the activities during the ASP's. Most parents are working all day so they may not be able to visit a meeting. In that case CPYWD can organize a meeting ('workshop') in the communities to explain the ideas and approach of the ASP's and clarify why it's important for the development of children.
- *Materials*
CPYWD can make the students and (new) facilitators aware of the use of materials so this use can be extended. It would also be good to give them information about games they can play without any materials and about the use of costless materials like sand, mud, sticks, trash and stones. With these materials you can make musical instruments, towers or a drawing.
- *English lessons*
CPYWD can visit communities to give English lessons to children and youth who are not going to school. Maybe in the future it's possible to organize the lessons in a training centre. The schools can also be stimulated to teach more in English instead of Dagbani (local language).
- *Training facilitators*
Develop a training in several levels. The training contains the content of the ASP's, the approach and goals of the organization. They need to be regularity in the meetings like ones a month. At the moment the training can taking place at the CPYWD office. Maybe in the future it's possible to organize the training in a training centre.
- *Fund-raising*
As well as in Ghana and The Netherlands there can be a fund-raising in general or for a specific project. There are needs for funds to buy more games, learning material and fuel for the motorbike to be able to visit the communities that are further away. There needs to be a big fund-raising to make it possible to build a training/learning centre in the future.
- *Training/learning centre*
It would be nice if CPYWD would be able to build a training/learning centre. In this learning facility there can be a storehouse for materials/games and a room to have meetings or trainings. It's a place where children can play and learn.

Important concepts are responsibility, sustainability and independency. With every project we need to reflect on the tasks and responsibilities of the CPYWD staff, the foreign volunteers and the communities. At the end the CPYWD staff and the communities need to carry out the projects and implement everything. Foreign volunteers can support CPWYD by giving tools, knowledge and the transfer to put all of it into practice. In this way we keep an eye on the three concepts to stay a healthy organization with a promising future.

Appendix

- Questionnaire for CPYWD staff members
- Questionnaire for students (participants)
- Questionnaire for Facilitator
- Questionnaire for teachers

Questionnaire for CPYWD staff

Name: _____

Position: _____

1. Can you describe the structure of the ASP's?

2. How does the content of the programs look like?

3. Is the manual of Saskia being used?
In case yes, how? In case no, why not?

4. What do you think are the strengths and the weaknesses of the ASP's?
Strengths;

Weaknesses;

5. How can things be improved?

The subject of the following questions is the training program for facilitators.

6. Is it possible to implement a full training program?
In case yes, in what way? In case no, why not?

Research on the effect and implementation of the After School Programs (ASP's)

7. Is there already a design for a training program?

Thank you for your co-operation!

Sign: _____

Questionnaire for student

Community or Group name: _____

1. What is your opinion on the ASP's?

2. What do you learn from the meetings?

3. Which activities do you like the most? Also try to explain why.

4. Which activities don't you like? Also try to explain why.

5. What can be improved?

Thank you for your co-operation!

Sign: _____

Questionnaire for Facilitator

Community name: _____

1. Can you describe the structure of the ASP's? (frequency of meetings)

2. How does the content of the programs look like?

3. What do you think is the effect of the ASP's?

4. What do you think are the strengths and the weaknesses of the ASP's?
Strengths;

Weaknesses;

5. How can things be improved?

Thank you for your co-operation!

Sign: _____

Questionnaire for Teacher

Community name: _____

1. Can you describe the structure of the ASP's?

2. How does the content of the programs look like?

3. What do you think is the effect of the ASP's?

4. What do you think are the strenghts and the weaknesses of the ASP's?
Strenghts;

Weaknessens;

5. How can things be improved?

Thank you for your co-operation!

Sign: _____