

## **Spiritual State of the World's Children**

**Ghana**





## **Spiritual State of the World's Children A Qualitative Study**

### **Ghana**

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### ONEHOPE

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## **Section I: Project Overview**

### ***Convened Groups***

The following groups have been used in Discovery research; however, as each region is unique these categories were reexamined in the Ghana context and groups convened to maximize the information gathered.

- Government Leadership
- NGO
- Christian Ministry Leadership
- School Administrators & Teachers
- Pastors
- Youth Workers
- Youth

### ***Leadership and Facilitators***

The project was contracted to the Metadigm Group by OneHope. The Metadigm Group's Executive Director, Allen Reesor, and the Africa Research Coordinator, Kimberly Morrison, co-facilitated the project with assistance from Sylvanus Elorm (OneHope-Ghana). Training was conducted by the Metadigm Research Coordinator, Kimberly Morrison, with co-facilitation conducted by Sylvanus Elorm, OneHope Regional Director of West Africa, and Koami Afelete Gbo (Timothy) of OneHope-Togo.

### ***Focus Group Composition***

Each focus group was comprised of a single demographic and limited to no more than ten participants of similar social parity. The findings of each group represented a single demographic and have been consolidated into a single report for that group. Information included in the final report does not contain identifiers that might determine that name, identity, or opinion of any group member.

### ***Format***

The focus group sessions were 90 minutes or less in length. The facilitators encouraged group members to describe their "lived" experience as they informally assess the needs and activities from their perspectives. Common themes were evaluated for inclusion in the final report.

### ***Schedule for Data Collection***

- The topics for focus groups were identified and finalized in meetings with ministry leadership representing various denominations and disciplines. These meetings occurred during the vision casting conducted by the Metadigm Group's Executive Director, Allen Reesor, and OneHope Regional Director of West Africa, Sylvanus Elorm, prior to the focus group research.
- Focus groups were conducted from March 12-13, 2008 by Victor Obeng, Bernice Adigah, Richard Boso, Emmanuel Nyarko, Ato Brent-Eshun, Abraham Owusu Asare, Isaac Ofori Asirifi, Nana Boateng-Addo, Joshua Tamakloe, Emmanuel Obudai, Charles Adu-Twumasi, Kofi Kakraba-Afful, Nana Yaw Offei Awuku, Samuel Larbi-Eck, Fomevor Clemence, Philomina D. Ofoe, Lucy Armah, Sylvanus Elorm, Kimberly Morrison, Kwame Adu and Victor Tetteh Anim. The draft report was completed on May 14, 2008 and the final report submitted on June 26, 2008.

### ***Data Analysis and Reporting***

The comments and findings of each focus group were transcribed by a secretary. The general discussion, main points, conclusions, and recommendations were written and read to the group for their approval at the end of the session. This information was compiled and the draft report written by Kimberly Morrison and Allen Reesor. The draft report was evaluated by leaders in Ghana: Abraham Owusu Asare, Nana Yaw Offei Awuku, Emmanuel Obudai, and Lucy Armah.

This report answers the questions and issues identified as essential for decision-making, distribution planning, and outcome design. It identifies common and/or recurring themes, and compares these to other secondary research data. The raw data was analyzed by Kofi Kakraba-Afful, Nana Yaw Offei Awuku, and Abraham Owusu Asare.

The report was reviewed by leadership in Ghana and designated focus group leaders prior to publication. The final report is the sole property of the Metadigm Group, OneHope, and agencies participating in data collection, and may only be reproduced with permission from their authorized agents.

### ***Focus Group Research Questions***

1. Felt needs, hopes, and fears common to children and youth in Ghana
2. Felt needs, hopes, and fears common to children and youth specific to and/or differing by gender or population density
3. How does children's home life impact their openness to ideas and availability to engage in free time activity?
4. Barriers to engaging children and youth
5. Best practices of media appeal to children and youth in Ghana
6. Interests of children and youth (events, activities, places) - changes and trends
7. What entertainment (music, TV programs and movies) appeal to children and youth?
8. Emerging behaviors of youth and their impact on the nation
9. Character education that appears to be needed
10. Evaluate changing family dynamics in Ghana
11. Capacity to fund and develop new projects; what merits resource investment
12. Message of Christian faith (OT/NT biblical accounts) to be communicated to children and youth
13. Special interests that will open access to the lives of non-Christian children and youth (events, activities, places)
14. Levels of collaboration and willingness to collaborate among ministries and effective programs/events
15. Possibility of targeting specific sub populations of youth e.g. those with leadership potential
16. Current state of ministry to children and youth by gender and population density
17. Skill level of youth workers and assessed need for training programs
18. Potential for children and youth reaching peers
19. Priority set on evangelism and discipleship of children and youth in churches
20. Programs and materials needed by local churches to transform the lives of children
21. Need for new print and electronic media materials to appeal to and reach children and youth
22. Language of appeal, literacy, and vocabulary necessary
23. What organizations are developing new materials, and how are materials tested for effectiveness?
24. Are children's writers, graphic designers, and media specialists available to work on new projects?
25. What are the optimal quality of material for pricing and appeal?

## **Focus Group Themes**

### **Government**

- Government projects for youth and youth in Ghana/region
- Availability of public record demographics for youth and children
- Challenges faced by youth and trend for the future
- Benefit of international programs for children and their implementation
- Effective moral formation and values for youth (beyond education programs)

### **NGO & Christian ministry leadership**

- Value/benefit of international organizations and need for contextualization
- National function of organizations
- Difficulties working with interagency collaborations
- Cultural concerns internationally
- Trends in youth perceptions of culture and language
- Emerging issues for children and youth that should be addressed

### **School administrators (urban & rural)**

- Trends in education in Ghana
- Issues of literacy in local vs. global
- Needs of children in school vs. those unschooled
- Consistency of educational programs nationally and within states
- Challenges in meeting educational demands for the future
- Curriculum development to address emerging issues

### **Teachers (urban & rural)**

- Administrative challenges in meeting the educational needs of students
- Social challenges when addressing the needs of students
- Challenges faced by students in the classroom, beyond the classroom
- Issues of student behavior
- Influences on students' values and behaviors
- Support and/or pressures of families on children and youth in families

### **Pastors and Youth workers (large/small and urban & rural)**

- Effectiveness of church programs & inter-denominational collaboration for youth
- Emphasis in children's work more on discipleship or evangelism
- Youth activity and involvement in churches
- Spiritual opposition to the development of Christian youth
- Programs that are producing good results in children's lives
- Challenges/pressures faced by the youth of your community/Ghana

### **Youth and Children (urban/rural in 13-15 and 16-18 age groups)**

- Future plans after school
- Pressures in relationships, clothing, housing & typical day
- Activities that are of interest (music, drama, verbal, video, personal interaction)
- Relevance of church/religion and hopes for personal religious development
- Influences that shape your values & role models that demonstrate them
- Activities in school and church that are meaningful





## **Section II: Executive Summary**

### ***General Information***

The history of the Gold Coast before the last quarter of the fifteenth century is derived primarily from oral tradition that refers to migrations from the ancient kingdoms of the western Soudan (the area of Mauritania and Mali). The Gold Coast was renamed Ghana upon independence in 1957 due to indications that present-day inhabitants descended from migrants who moved south from the ancient Kingdom of Ghana.

The first contact between Europe and the Gold Coast dates from 1470, when a party of Portuguese landed. In 1482, the Portuguese built Elmina Castle as a permanent-trading base. Thomas Windham made the first recorded English trading voyage to the coast in 1553.

Gold was the principal trading commodity in the early colonial period. With the opening of European plantations in the New World during the 1500s, which suddenly expanded the demand for slaves in the Americas, trade in slaves soon overshadowed gold as the principal export of the area.

In 1821, the British government took control of the trading forts on the Gold Coast. In effect, the British Crown claimed authority over British forts on the Gold Coast via the governor of Sierra Leone. Although the British government allowed control of the Gold Coast settlements to revert to the British African Company of Merchants in the late 1820s, the exercise of limited judicial power on the coast was so effective that a parliamentary committee recommended that the British government permanently administer its settlements. It also recommended that treaties be negotiated with the coastal chiefs that would define Britain's relations with them. The government did so in 1843, the same year crown government was reinstated.

In 1844, a special treaty with the Fanti and other local chiefs was officialized and became known as the Bond of 1844. This document obliged local leaders to submit serious crimes, such as murder and robbery, to British jurisdiction and laid the legal foundation for subsequent British colonization of the coastal area. Additional coastal states as well as other states farther inland eventually signed the Bond, and British influence was accepted, strengthened, and expanded.

From 1826 to 1900, the British fought a series of campaigns against the Ashantis and in 1902 they succeeded in establishing control over the Ashanti region. The British proclaimed Ashante a colony under the jurisdiction of the governor of the Gold Coast. With Asante subdued and annexed, British colonization of the region became a reality.

British Togoland, the fourth territorial element eventually to form the nation, was part of a former German colony administered by the United Kingdom from Accra under a League of Nations mandate. In December 1946, British Togoland became a United Nations Trust Territory, and in 1957 the United Nations agreed that the territory would become part of Ghana when the Gold Coast achieved independence.

The new constitution, approved on April 29, 1954, established a cabinet comprised of ministers drawn from a directly elected, all-African legislature. In the elections that followed, the Convention People's Party, or the CPP, led by Kwame Nkrumah, won the majority of seats in the new Legislative Assembly. Kwame Nkrumah's role in Ghanaian development and the development of African socialism is still felt today.

In May 1956, Prime Minister Nkrumah's Gold Coast government issued a paper containing proposals for Gold Coast independence. The British government stated it would agree to a firm date for independence if a reasonable majority for such a step were obtained in the Gold Coast Legislative Assembly after a general election. This election, held in 1956, returned the CPP to power with 71 of the 104 seats in the Legislative Assembly.

Ghana became an independent state on March 6, 1957, when the United Kingdom relinquished its control over the Colony of the Gold Coast and Ashanti, the Northern Territories Protectorate, and British Togoland.

After independence, the CPP government under Nkrumah sought to develop Ghana as a modern, semi-industrialized, unitary socialist state. The CPP's control was challenged and criticized, and Prime Minister Nkrumah used the Preventive Detention Act (1958), which provided for detention without trial for up to five years (later extended to 10 years), against his detractors.

On July 1, 1960, a new constitution was adopted, changing Ghana from a parliamentary system with a prime minister to a republican form of government headed by a powerful president. In early 1964, a constitutional referendum changed the country to a one-party state. The constitution of 1992 provides a basic charter for

republican democratic government. It declares Ghana to be a unitary republic with sovereignty residing in the Ghanaian people. Intended to prevent future coups, dictatorial government, and a one-party state, it is designed to establish the concept of power sharing.

[John Agyekum Kufuor](#), the current president, is now serving his second term, which ends in 2008 where another election will be held to elect a new president. Last year 2007 marked Ghana's Golden Jubilee celebration of its 50-year anniversary, which was on [March 6, 1957](#).

### ***Focus Groups and Meetings***

March 12-13, 2008, twenty-one focus groups were scheduled and organized by OneHope-Ghana and the Metadigm Group. A research team of 21 members assisted in conducting focus group sessions.

Focus groups included representatives of Government, NGOs involved in youth services, Christian Ministry, School Administrators, Teachers, Pastors, Youth Workers, and Youth between the ages of 13-18.

### ***Key Issues***

#### **Strengths & Opportunities**

##### **Family Sector**

- Youth recognize and desire that there be more parental involvement in their lives.

##### **Public Sector**

- Child awareness programs have been established, and must be promoted especially in the rural areas
- Mother tongue education has been initiated but requires on-going support.
- Teachers are assigned to teach life skills, and the opportunity to train them in this area is a possible avenue of influence. Perhaps offer a certification in this area.

##### **Religious Sector**

- Faith-based organizations want to collaborate and act with one common purpose to help the young people, but there needs to be a means of making this possible.
- There is a desire to reduce duplication of efforts through better networking and possibly a National Network of Youth Ministries to advocate for programs promoting morals.
- Youth are looking for a sense of belonging and to be included in church through programs targeted to their interests and needs.
- Foreign ministries are interested in investing in the youth of Ghana to evangelism and discipleship
- Ghana ministries are interest in conducting their own research to develop contextualized materials for children/youth ministries.

**Youth events and mentoring have proven to be effective with positive results.**

#### **Weaknesses & Threats**

##### **Youth situation**

- There is little demographic information on children and youth, and it is not readily applicable for youth ministry design.
- Children's voices/ideas are not heard by those leading the community and controlling youth and children's programs.
- Youth are experiencing a rise in occultism, youth gangs, and immorality [sex crimes, vandalism].

##### **Family Sector**

- Global youth culture is now dominating values and ideal of youth in Ghana and is a stronger influence than their parents.

- Parents are not available to their children and broken homes are becoming more common.
- Parents, particularly in single parent homes, do not have time and/or interest to train their children to deal with social and peer issues.
- Parents' involvement in the child's education is limited to paying fees; they are not involved in anything else.

**Public Sector Issues**

- There are few strategic programs for children and youth formation.
- Tourism has increased sex trade, pornography, and the idea that sex is a commodity. [Videos taken of sex act, nude pictures - then put on internet.]
- Government social welfare programs are inadequate and put children at risk.
- Comprehensive training and licensing for orphanages is inconsistent.

**Education Sector**

- Educational reforms have been too rapid and destructive to the educational process; educational policy should be tailored to reflect current trends and needs of the country.
- Schools do not have adequate counseling services for children and youth.
- Child labor has increased – youth having to work to get money for home, school fees, etc.

**Religious Sector**

- Denominations are not collaborating for effective joint mission and ministry.
- Biblical content is lacking in the most popular speakers' presentations to young people.
- Adults in church leadership are not investing in the lives of youth or training them to take their place one day.
- Sermons that appeal to adults are not influencing youth's character.

## **Responses to Research Questions/Areas**

### **1. Felt needs, hopes, and fears common to children and youth in Ghana**

Youth express various needs, which are also confirmed in focus groups with teachers, pastors, youth leaders, and government personnel. These include the need for hope and some uncertainty about the future. The causes of these include material needs such as shelter, healthcare, clothing, protection (sexual and physical abuse), and security and also social needs including love and respect, stable relationships with parents, family, and friends (dating), and in some cases issues of personal identity and a sense of belonging. They also identify the need to set goals for future success including education and financial security. These fears are exacerbated by family instability and challenges in life for which they do not feel prepared, often due to lack of parental advice or other close adults who can help direct their decision making. Their education and social challenges do not receive support from the church and they are unlikely to make application of biblical principles as they deal with these issues.

### **2. Felt needs, hopes, and fears common to children and youth specific to and/or differing by gender or population density**

Although there are not dramatic differences by population, urban youth express additional concern about personal identity, love, and security. Rural youth are more insecure relative to material needs and physical security. Although rural youth seem to have a better formed sense of values, they also exhibit a more marked trend to sexual promiscuity.

### **3. How does children's home life impact their openness to ideas and availability to engage in free time activity?**

The reality of economic hardship and broken families affects children's and youth's focus at school. While youth expect things to work out well for them, they also lack parental involvement and engage in activities without supervision; this is true in both rural and urban areas. The result is that youth and children feel insecure in all aspects of life and this increases the pressure on them. There are often no appealing and positive activities to entertain them so they drift into poor habits and activities.

### **4. Barriers to engaging children and youth**

The lack of infrastructure affects all efforts to develop cohesive programs to serve children and youth. This is illustrated by the difficulties experienced by literacy programs. Records and information, both government and NGO, are not readily available to assist with planning. In some cases decision-making and program design is left to those without authority and plans are not being implemented.

Cultural traditions and exposure to global youth culture in media have left children with undefined moral guidelines. Since youth are described as naïve and passive to some degree and due to their hesitation to ask for guidance they are left without clear direction in their lives. They are given different answers from different sources, and this is compounded by an apparent lack of parental involvement or the overindulgence of children. The result is that youth exhibit a lack of responsibility or a passive waiting for things to happen without their effort. They have also been described as "insecure in all aspects of life."

Left on their own, children and youth succumb to negative peer or adult influences that encourage immoral values and behavior. They choose to fill their free time with things that have visual appeal. As an example, TV viewing informs many of their lifestyle choices and offers negative role models. Other media, such as internet chatting, exposes them to sexual perversions (e.g. gay sex chat). Children are also reported as going to private video pornography centers watching adult films rather than going to school. Too often, they then act on these influences.

Youth are also reported as being seen as "semi-adults," which is shown by high child labor, and because of this they are not having enough rest to concentrate in the class room.

Often ministries and even the schools lack basic equipment for communication, and preparation to deal with children and youth. Much of the material and training is based on an outdated understanding of the needs of youth and children and the approaches they find appealing.

## **5. Best practices of media appeal to children and youth in Ghana**

Media children and youth find appealing has a higher value placed on the appearance of the material than the actual content itself; this means it is important to ensure that the visual content also communicates the message. It is essential that material be written at the level of children's experience and interest. There are cases in which materials for children have been prepared without paying attention to their limitations of their vocabulary and their capacity to grasp new concepts.

Particularly, effective Christian media should reflect cultural realities that allow the message to be readily integrated into national and social contexts and applications familiar to children and youth; this is true of both print and visual media. There is a need for additional materials both educative and formative to be developed for children especially in video or movie formats.

## **6. Interests of children and youth by gender and population density (events, activities, places) changes and trends**

Electronic media is increasing influential throughout the country. Although more prevalent among urban populations, there is strong evidence that videos, adult films, and internet are now present in rural areas as well. Youth report spending significant amounts of time talking on mobile phones, making free night calls, playing video games, and wanting to enjoy the same activities that adults enjoy.

Children and youth are involved in collective activities; such as being with peers, going to concerts, participating in outdoor activities, and celebrity discussion. They exhibit a desire to share their opinions in open forums.

Youth also spend a lot of time in solo activities like watching TV, listening to Gospel and Hip Hop music, playing video games, and following fashion trends.

## **7. What entertainment (music, TV programs, and movies) appeal to children and youth?**

Youth report that they find all types of music, video games, TV, movies, and sports appealing. Those that are particularly influential have a youth focus and expressed in youth slang. Since parents are rarely reported to monitor these activities, it is important to encourage the government to provide effective censorship to protect children from undesirable influences and the media to be held accountable for content.

## **8. Emerging behaviors of youth and their impact on the nation**

Teachers report in their focus groups that societal values have declined to the point that there is moral decadence among children. The removal of moral education as part of the regular school curriculum has impacted the ability of the children to develop moral standards. The behaviors of children and youth have also been strongly influenced by media and without instruction in moral decision making they are unable to resist the values promoted in much of what they watch. This is sometimes exhibited in dangerous behaviors; such as use of drugs, alcohol, and unprotected sex.

An underlying trend is the new consumerist/materialistic culture being adopted by youth. In order to fund the demands of this culture, some of the young people are now engaging in child prostitution and in some cases homosexual prostitution, an easy source of financial income. The increase in these behaviors has also been attributed to or what appears to be, sex tourism, with the result that there is a parallel increase in sexual promiscuity, teenage pregnancy, HIV/AIDS, homosexuality and abortion.

## **9. Character education that appears to be needed**

It is important to note that moral education has been reintroduced in the schools. This would be a good opportunity to evaluate the ability of teachers to conduct these classes and to offer assistance in training them in this area. It is also important to ensure that the schools are provided with attractive materials to support this program.

The family is also very important in character education. Parents should be encouraged and given culturally relevant materials and training to contribute to their children's development. It was also noted that there has been a shift away from corporal punishment and increasing undisciplined youth behaviors are believed to be the consequence.

Children and youth should be encouraged to ask questions and to learn to apply moral principles in their daily lives. They have been characterized as being too trusting and therefore vulnerable to exploitation. It is also important that children are both taught and offered models that exemplify moral purity and good character.

### **10. Evaluate changing family dynamics in Ghana**

Due to economic hardship, parents are exploiting their children by sending them to earn money and/or children are being abandoned by their parents because they are seen as a financial burden or barriers to employment. Single-parent homes are also on the rise and parents' work schedule is leaving their children to be taken care of by household help or left on their own. Also, archaic demographic records make it difficult to find relevant information to truly evaluate and make recommendations for changing family dynamics.

### **11. Capacity to fund and develop new projects; what merits resource investment**

There are very few programs for children and youth; this is compounded by limited resources to fund and develop new projects. The country does have laws to protect children and youth, but they are not always enforced due to the lack of support and public cooperation.

Investment in ministry development should focus on long term projects, although they are often designed to address short term needs that do not establish continuity. NGOs need to fill in the gap where Government cannot.

There is a need for proper school counseling policies and programs to be established and personnel to help the children. At this point, teachers' salaries are not adequate to meet these added demands and support these improvements.

### **12. Message of Christian faith (OT/NT biblical accounts) to be communicated to children and youth**

Messages in the Christian faith that should be communicated to children and youth are found in Proverbs, which gives advice and instruction and the book of Ephesians, which advises children on parental relationships.

### **13. Special interests that will open access to the lives of non-Christian children and youth (events, activities, places)**

Non-Christian children and youth enjoy many of the same activities as Christian children and youth; such as social youth friendly activities (example: music and concerts). Open access to their lives may also include Bible Clubs, vocational training, and community-based programs. These should address the issues they are facing. Anything related to technology has been observed to capture youth's attention. In these areas, focus must be placed on quality in order to engage children and youth.

### **14. Levels of collaboration and willingness to collaborate among ministries and effective programs/events**

The secular world is reported to have a better grasp on networking than churches. Inter-church collaborations are very weak; it is felt that churches are more interested in building their own empires often attempting to "block other churches." There seem to be a lot of "closed door" policies where other organizations and/or ministry materials are not welcomed. It is hard to schedule time with a pastor, so those trying to make these connections in order to facilitate collaboration become discouraged.

NGOs want to collaborate with the church and see them as a strategic partner to provide more social services together; however, pastors are not involved in NGO programs, so the collaboration is missing. NGOs also want to work with parents to teach them parenting skills and hold parenting seminars.

The government wants to establish partnership with the NGOs in the area of education and health, and NGOs are also willing to work with the government, but want the government to take the lead, own, and have the budget to run the program long term. In collaboration with parents, partnership with the Parent Teacher Organizations and ministry/organizations would be beneficial.

### **15. Possibility of targeting specific sub populations of youth e.g. those with leadership potential**

This is possible by integrating youth as early as possible into social and community processes and by having child and parental involvement in the development of NGO programs. The establishment of mentoring, counseling, and after-school programs to instill leadership and character traits in children and youth would be beneficial.

### **16. Current state of ministry to children and youth by gender and population density**

Partnership is severely lacking amongst the church due to the "closed door" policies often characterized by a refusal to use the materials of other organizations/ministries. Churches are not appealing to the youth and

the need far outweighs the infrastructure and equipment to effectively engage children and youth with Christian life and faith.

#### **17. Skill level of youth workers and assessed need for training programs**

Youth workers need broader training in the areas of youth culture and youth psychology to effectively be able to minister to the needs of their audience.

#### **18. Potential for children and youth reaching peers**

There must be activities, so youth can invite their peers to youth services, youth debate meetings, and various team related activities (such as sports and games). If there are activities geared towards youth, they will feel more comfortable with inviting their friends to participate.

#### **19. Priority set on evangelism and discipleship of children and youth in churches by gender or population density**

There is evidence that a higher priority is set on evangelism than discipleship, as the “regular” youth group is not seen as priority. There seems to be an increasing awareness that more discipleship is needed for youth to grow in Christ and that training on both evangelism and discipleship is needed to reach and keep the youth.

#### **20. Programs and materials needed by local churches gender and population density to transform the lives of children**

Consistent programs and leadership are needed to address gaps between education and home life. Materials that engage children and youth and are not dependent on extra resources need to be developed. Youth focused programs that offer financial aid, as well as activities that concentrate on biblical education to address issues such as occultism, demonism, and depression are needed.

To engage children and youth, topics on their level must be addressed (for example relationship issues), as well as engaging them through social events and music. There is a need for after school programs and role models to help build positive behavior and attitudes. Parents need help to learn how to relate to their children by taking parental classes. Pastoral involvement in such training is also significant in reaching children and youth as many pastors do not understand the needs of children and youth or their culture.

#### **21. Need for new print and electronic media materials to appeal to and reach children and youth by gender or population density**

There is a great need for new ministry materials, current resources are limited and have not been adapted for local realities that children and youth face. Christian media in the form of newspapers, television programs, and internet content need to address the issues children and youth face. For this, effective and appealing material must be written on the audience’s level and to suit local realities. It is important that new material be cost effective, as churches have limited resources. One suggestion was that NGO’s could buy pages in newspapers to address children issues and increase awareness in the community.

#### **22. Language of appeal, literacy, and vocabulary necessary by gender or population density**

Materials should not be developed in the mother tongue of children and youth. The language of school instruction should be the medium of communication and the language of youth program materials. However, the mother tongue should be taught as a subject in school, so children are able to use it fluently.

#### **23. What organizations are developing new materials and how are materials tested for effectiveness**

Devotional books and tracts are the only materials being developed. Those products that are being brought in from foreign sources are not tested for relevance in Ghana. There is also a lack of textbooks to address the new educational reforms. Teachers report that they have to resort to their own ingenuity to teach in some of their classes due to a lack of materials.

#### **24. Are children’s writers, graphic designers, and media specialists available to work on new projects**

No information was obtained to answer this question.

**25. What are the optimal quality of material for pricing and appeal**

For optimal quality, material must be written in the idiom that children and youth use, have youth friendly content, and be colorful like other youth magazines. Since fashion is a big trend among youth, incorporating scripture as part of clothing may appeal and gain the interest of the youth market.



### **Section III: Synopsis of Data and Findings**

#### ***Synopsis of Government Leaders Focus Group***

There are few government projects for children and youth. These projects suffer from budget restraints. Youth face several challenges especially in the area of parental neglect. Parental involvement is a must in a child's life to form moral character and development. The government also needs to look at ways to better meet the needs of children and youth by having reliable and accurate information on hand to help ministries and other organizations that work with children and youth.

#### ***Synopsis of NGO & Christian Ministry Leadership Focus Groups & NGO Interviews***

NGOs would like to see more involvement from the church and government in children's issues and programs. They understand that they do not have the remedy for all the problems and need children/youth involvement, so they can form solutions. Children are much more advanced today and they have far greater access to information. There are emerging issues with children and youth that need to be recognized and addressed so more effective plans and planning can be put in place.

#### ***Synopsis of Pastors' Focus Groups***

Youth do not seem to be factored into the church. There should be a bridge between evangelism and discipleship in the church. Worldly influences and lack of spiritual knowledge make children vulnerable, as they must be given a platform in the church to feel included and therefore to stay committed to their faith. Peer pressure, media influences, and societal and family issues that children face may be combated by churches providing more programs and projects geared toward them and helping them grow spirituality to combat these issues.

#### ***Synopsis of Teachers' Focus Groups***

There are various challenges that teachers have instructing students such as having to use class time to meet the other needs of the students (such as behavioral or home issues). There is also a lack of finance for teachers' salaries, recruiting quality teachers, and being able to fund projects that meet the needs of students. Parents need to be more involved in disciplining their children and knowing what they are doing in and out of school; they cannot just leave it to the teachers.

#### ***Synopsis of Students' Focus Groups***

Financial concerns and wanting to achieve success financially affect the way students view their future once out of school. Students feel pressure from their parents, their friends, and society in regards to being successful in life. Youth and children like to be entertained especially through media, and they are influenced by Western culture. They seem to recognize parental figures and religion as things that should shape their lives, be valued, and be followed. Youth and children may be open to more positive activities such as church, if presented in an authentic, fun, and creative way.

## **Section IV: Raw Data from Focus Groups and Interviews**

### ***Government Leaders***

#### **Government projects for youth in Ghana/Region**

- There are few projects
- Projects suffer from budgetary constraints (i.e. poor funding)

#### **Availability of public record demographics for youth and children**

- Inadequate
- Archaic
- Unreliable

#### **Challenges faced by youth and trend for the future**

- Lack of encouragement to take up co-curricular activities (e.g. Sports)
- Broken homes
- Parental neglect
- Over-indulgence by some rich or affluent parents
- Inadequate maintenance / economic hardship.
- Lack of good role models (i.e. parental confidants, mentors, etc)
- Aspects of our tradition/culture are also undermining the effort to overcome youth challenges

#### **Benefit of international programs for children and their implementation**

- Many international partners fund projects and not programs (i.e. relatively short term) thereby lacking the continuity required to make lasting impact on the youth.

#### **Effective moral formation and values for youth (beyond education programs)**

- Christian council of Ghana, etc. has a major role to play.
- Parental role and the home are most critical to moral and value formation.
- Government must develop and implement the appropriate programs.
- The child/youth should be given more vision by deliberate integration in the national and social process.

### ***NGOs & Missionaries***

#### **Value/benefit of international organizations and need for contextualization**

- NGO's can buy pages in newspapers and purposely report on child issues

#### **National function of organizations**

- Advocacy for children's Healthcare
- Bible clubs where Muslim children are participating
- Child protection network so they'll know who to contact
- Getting kids when they are young, bring them into the program and when they get older they will grow up well
- We want them to grow holistically; mentor them to grow in Christ.
- They collaborate with government institutions and policy development and implementation, care services via religious organizations using prayer camps and other interventions
- Providing a legislative framework to help children be protected
- Interventions differ from membership to membership

- Providing training, basic equipment, outreach to the government
- NGO's come in as stop gaps where government cannot help
- Education is good as they are more protected in school than when out of school... so they want to help make school more attractive by textbooks and good teachers
- Then before we speak school, they need to survive, so one group addresses health issues – water and sanitation. Partner with the Ministry of Health
- 800 child protection teams – build capacity of people in area to protect children
- Working on building stronger families
- Children and conflict with the law and working in rehab
- Judicial training institutes for issues related to child protection and child rights
- Working with doctors who are trained of spotting child abuse, so they can understand the psychology of the child who has been abused

#### **Difficulties working with interagency collaborations**

- Other NGO's coming and going, no consistency
- If government breaks down it becomes difficult for smaller NGOs
- Church collaborations are not strong enough
- Decisions made are given to non-decision people and therefore decisions are not being implemented
- As NGO's we must not assume we have the remedy, we need participation from children and involvement of the parents so we can learn from them.
- Pastors are not involved

#### **Cultural concerns internationally**

- Ghanaians are overly nice
- No questioning why an adult is with a child
- There is a need to ask questions
- Parents are too eager to ask for money of tourists
- If a girl gets pregnant, it is the mothers fault as they have total responsibility for the care and protection of the children
- Globalization more positive than negative, because it is providing more information
- There has been a clash of cultures – children learn a lot by what they see

#### **Trends in youth perceptions of culture and language**

- 20 yrs ago TV was black and white, now its...electronic media.
- Video games
- Movies

### **Emerging issues for children and youth that should be addressed**

- Private video centers where kids who should be in school are there watching X rated movies
- Male and female children sexual exploitation by tourists
- Homosexuals coming with gifts to prey on the children
- Poverty in the country is the reason for prostitution and homosexuality, but also the TV they watch, young girls having affairs with old men, and they to want the suburban life
- Children wanting money for video games is a reason for promiscuity
- Experimentation is also a reason for promiscuity
- Moral education in the schools has diminished their values
- Adults coerce them as they are naïve – pen pal issues, I want you to be my pen pal is no longer a long distant thing, they can come in country now, do things to children and give them money to stay quiet
- A survey found that tourists would have children as their tour guides, they would be taken around Ghana. For money parents would force their children onto the tourists – in the hopes that some would get invites to come visit them, a friendship, but people would take advantage of it, those in the sex tourism
- Gay issues – it is growing to the extent of having conference chats.
- Boys that want to play football and they want to build a career and as they follow their dream they are sexually abused by those they think are helping them achieve their dream – also these children are also not in school, and thus easy prey
- More sexual trends in rural areas: neglect of parents, no electricity
- Orphanages are growing and a lot of the children are not orphans their parents are just poor.

### ***Pastors and Clergy***

#### **Effectiveness of church programs & inter-denominational collaboration for youth**

- No particular programs tailored to meet the aspirations of the youth.
- Non-existing interdenominational collaboration for the youth and children. (URBAN AND LARGE)
- Affect the youth but not always (RURAL AND SMALL)
- Youth do not see themselves in the sermon (RURAL AND SMALL)
- No supervision by pastors for youth programs (RURAL AND SMALL)
- Moral life not changing in spite of great sermons (RURAL AND SMALL)
- Influenced more by things outside the church (RURAL AND SMALL)
- Youth not factored in general program of the church (RURAL AND SMALL)
- Roster for every youth to participate in every church activity (RURAL AND SMALL)

#### **Emphasis in children's work more on discipleship or evangelism**

- A certain level of evangelism and discipleship but not adequate at all, especially on evangelism. (URBAN AND LARGE)
- It should be on both – evangelism and discipleship (RURAL AND SMALL)
- Evangelism is on the increase, discipleship is on the decrease (RURAL AND SMALL)
- Train people who will particularly be in charge of both especially discipleship (RURAL AND SMALL)
- Discipleship should not be for the pastors and leaders alone (RURAL AND SMALL)
- Charismatic churches doing more on these two issues (RURAL AND SMALL)
- Have a special one month or so class for discipleship (RURAL AND SMALL)
- Discipleship must be done in a more modern way (RURAL AND SMALL)
- There must be a bridge between the evangelism and the discipleship. (RURAL AND SMALL)

**Youth activity and involvement in churches**

- Children services organized. (URBAN AND LARGE)
- The youth join the adults on Sundays. (URBAN AND LARGE)
- Once a month youth are permitted to have a mid-week service, organized by them to do their own “thing”. (URBAN AND LARGE)
- Most are not committed and dedicated (RURAL AND SMALL)
- Churches themselves do not involve youth in programs (RURAL AND SMALL) At best, they are Master of Ceremonies (RURAL AND SMALL)
- Some pastors asserted that they have allowed the youth to partake in programs (RURAL AND SMALL)
- Youth workers must organize career guidance seminars for youth (RURAL AND SMALL)

**Spiritual opposition to the development of Christian youth**

- Lustful desires (URBAN AND LARGE)
- Neglect of parents especially during formative years (URBAN AND LARGE)
- Bad or no morning devotions (URBAN AND LARGE)
- Worldly influences and lust (RURAL AND SMALL)
- Pressures from peer under the influence of the devil (RURAL AND SMALL)
- Demonic oppression, suppression and depression (RURAL AND SMALL)
- Spiritual ties with men and the demonic world (RURAL AND SMALL)
- Occultism especially in 2<sup>nd</sup> cycle schools (RURAL AND SMALL)
- A decline and general degeneration in morality and loss of moral values (RURAL AND SMALL)
- Lack of knowledge in the Word of God make them vulnerable (RURAL AND SMALL)

**Programs that are producing good results in children’s lives**

- Talks and Drama based on “Relationships” (URBAN AND LARGE)
- Love Feast (URBAN AND LARGE)
- Talks by role models (URBAN AND LARGE)
- Music (In His Presence) (URBAN AND LARGE)
- Sports and games (e.g. puzzle,) competitions (URBAN AND LARGE)
- Bible Studies (RURAL AND SMALL)
- Praises and Worship festivals (RURAL AND SMALL)
- Sunday School (RURAL AND SMALL)
- One-on-one discussion between the leadership of the church and the youth (RURAL AND SMALL)
- Quotations should be given to youth which will apply to their day to day life. (RURAL AND SMALL)

**Challenges/pressures faced by the youth of your community/Ghana**

- Peer pressure (URBAN AND LARGE)
- Lack of money (URBAN AND LARGE)
- Over-indulgence by children of rich parents(URBAN AND LARGE)
- Media incursions – T.V., movies, etc. (URBAN AND LARGE)
- Unwanted license to do whatever they want without any control or guidance (URBAN AND LARGE)
- Being sidelined and not being counted (RURAL AND SMALL)
- Challenge of choices in life-choices related to future occupation, friends, etc

- Worldly influence and culture (RURAL AND SMALL)
- Pressures from the opposite sex to have illicit relationships (RURAL AND SMALL)
- Pressures from families especially for the young ones who are out of school. For males –to get jobs and for females to get married (RURAL AND SMALL)
- Economic pressures for survival (RURAL AND SMALL)
- General peer pressure (RURAL AND SMALL)
- Personal shame is a barrier to youth (RURAL AND SMALL)
- Negative words by men of God and lack of trust causes youth to leave the church (RURAL)

## **Teachers**

### **Administrative challenges in meeting the educational needs of students**

- Lack of textbooks to address/ implement the new educational reform - teachers use their own ingenuity to teach in some cases (URBAN)
- More time being spent on things secondary to the child's education. In some schools hours are spent on the school feeding program. More effective methods should be used to implement this great program without taking too much instructional hours (URBAN)
- The teacher/pupil ratio is a big challenge in many schools. This makes it difficult for effective supervision (URBAN)
- Teachers in private institutions don't get government support in furthering their education (URBAN)
- Inadequate salaries of teachers (URBAN)
- Currently, if students do not pass their exams they cannot progress (previous education structure encouraged school leavers to learn a profession if you do not pass because several practical work and workshops were in the school) (URBAN)
- Lack of facilities and infrastructure which go a long way to affect the output of the students (RURAL)
- Institutional administrators lack the ethical right to put children or youth right – since they themselves do not possess or demonstrate a high sense of morality (RURAL)
- Lack of finance to support projects that will improve the well-being of students (RURAL)

### **Social challenges when addressing the needs of students**

- Parents/pupils no longer appreciate corporal punishment thus contributing to increasing student indiscipline (URBAN)
- Films children watch are affecting them negatively(URBAN)
- Lack of proper parental care and time (children left in the hands of house helpers) (URBAN)
- Children spending too much time with TV(URBAN)
- Societal values leading to moral decadence among children.
- Ex: Class 1 pupil tells teacher "I want to marry you" (URBAN)
- Teachers and others in authority tend to add to the problem since they themselves do not have do not have sound moral values. In trying to help students they may add to the problem(RURAL)
- Questions if society has the right to impose on others what they believe. (Ex. Does a Christian teacher have the right to impose their Christian values on a Muslim youth) (RURAL)
- The problem of getting too attached to the young lady/gentleman you are counseling or helping (RURAL)
- Young people may not be prepared to give full details of the problem for fear of victimization (RURAL)
- Child labor – causes students to fall asleep in the classroom (RURAL)

### **Challenges faced by students in the classroom, beyond the classroom**

- Many of the children come to school from broken homes. (URBAN)
- An average of 3 out of every 10 may be living with separated parents. (URBAN)
- Sometimes quarrelling parents follow kids to school with their fights; this has serious psychological effects on the classroom work of the child. (URBAN)
- Some parents have left their kids with grannies and left abroad for greener pastures; many of those children have discipline problems in school. (URBAN)
- Many kids don't see their parents during the week because of the traffic situation; parents leave early for work and return late. They only arrange with taxi drivers to take their kids to and from school. (URBAN)
- Insufficient teaching & learning aids(URBAN)
- Recreational facilities are not available in schools(URBAN)
- Too many subjects for the children in a day(URBAN)
- Little time for social interaction-only one period for physical education(URBAN)
- Some students walking from distant homes get to the classroom already tired. (URBAN)
- No free period for kids to seek counseling from teachers. Waiting taxi's take them home immediately after school (URBAN)
- Teacher pupil interaction is just about 1% in most schools. (URBAN)
- Failure to spend much time with books. They are lazy compared to last year's children (Urban)
- Failure to work hard towards their goals, they want to be rich within the shortest possible time (Urban)
- Unfavorable economic situations – leads to all sorts of social vices (RURAL)
- Lack of self-esteem and confidence (RURAL)
- Peer pressure (RURAL)
- Social and academic pressure (RURAL)
- Entertainment (RURAL)
- Changing value systems (RURAL)
- Pressures to acquire material things and to be like other people (RURAL)
- Rampant changes in educational system and syllabus (RURAL)
- Introduction of programmes like ICT without the needed computers (Thus students learn in abstract) (RURAL)
- Heavy load of subjects (especially in JHS) (RURAL)
- Relevance of what is learnt in school compared to the real job market (Ex. Tools used to teach welding in a technical school today, are out of use in the job place) (RURAL)
- Poor school building (not enough furniture, poor ventilation, overcrowded classroom, no fences up for protection, lack of toilet facilities) - RURAL

### **Issues of student behavior**

- Media has a very serious effect on children. (URBAN)
  - Ex. Recently a class 1 boy was reported to threaten her colleague "I will rape you! I will rape you."
- Too much involvement with Internet use and computer games is seriously affecting their values and studies. (URBAN)
  - Ex. One Junior High student showed excellent improvement in his mock exam after parents took away his computer.
- Today's kids are semi-adults. You will be surprised at their conversations. (URBAN)

- Lack of respect for authority. (URBAN)
- Many kids are pampered at home and carry such attitudes over to the classroom(URBAN)
- Lazy at their studies and reading. (URBAN)
- Want everything done for them. (URBAN)
- Influences on students' values and behaviors(URBAN)
- Support and/or pressures of families on children and youth in families(URBAN)
- Unpreparedness during examination time are money conscience and they want to apply get rich quick methods (ex: juju, occultism, prostitution, non-profitable income generating ventures) (URBAN)
- Disrespectful/Indiscipline (RURAL)
- Student/youth behaviors indicates a general sense of frustration (RURAL)

#### **Influences on students' values and behaviors**

- They value relationships especially with the opposite sex (URBAN)
- Pursuing their own ambitions (URBAN)
- They value modern fashion and music (URBAN)
- They are afraid of family breakdowns (URBAN)
- ICT (URBAN)
- Family and Financial issues (URBAN)
- Peers/friends (URBAN)
- Sports (especially football/soccer) (URBAN)
- Reading of books are affecting their morals negatively. (URBAN)
- Foreign/Western influence (ex, café, internet, etc.) (URBAN)
- Fear of failure in exams leading to malpractices in exams. Buying exam papers and grades (URBAN)
- Misplaced priorities (spends more time on the computer and modern gadgets for entertainment like video games, nasty TV shows and news media playing negative role) (URBAN)
- Teachers attitudes and behaviors (RURAL)
- Parental (drunken parents, fighters, bad moral lives, etc.) /Peer Influence(RURAL)
- Society status quo (RURAL)
- Entertainment (RURAL)
- Internet (RURAL)
- Influences on the church (RURAL)

#### **Support and/or pressures of families on children and youth in families**

- Parents should get more involved in the lives of their children positively influencing them in character formation (URBAN)
- Parents should allow room for needed discipline by teachers(URBAN)
- There is a strong need for Christian education in schools(URBAN)
- Need for proper school counseling structures and personnel to help children. (URBAN)
- Lack of parental love affects studies of children (Urban)
- Improper time management of parents due to work schedules. (Urban)
- Financial – give them self confidence (RURAL)
- Moral – ensures proper upbringing (RURAL)
- Encouragement – gives them self-confidence (RURAL)
- Role Models – Reassures them for the future (RURAL)



- Intimidation – loss of confidence(RURAL)
- Unnecessary criticism – loss of confidence (RURAL)
- Bad Example – youth are likely to follow suit (RURAL)
- Divorce/division in family – emotional destabilization of young people (RURAL)
- Parents demanding money from their children irrespective of the source (RURAL)
- Child labor/don't go to school on market days – children sell to help parents (RURAL)

### **Young People/Students**

#### **Future plans after school**

- Some think their parents would not have money to continue their education (URBAN 13-15)
- Those from poor families also being discouraged in life (URBAN 13-15)
- There are educative programs on TV, newspapers, internet, etc. that help you to know that your future is very bright(URBAN 13-15)
- When you apply the positive things you learned from the media it will help you achieve your plans (URBAN 13-15)
- There are things that hinder our future plans (URBAN 13-15)
- That we should have focus on our future plans (URBAN 13-15)
- That financial constrain can ruin our life from achieving our goal for the future (URBAN 13-15)
- That you will be afraid of the consequences you will face in the future (URBAN 13-15)
- Have plans of working with big firms such as corporate affairs manager, bankers, doctors, etc. (URBAN 16-18)
- Most students had intentions of proceeding to University to graduate into professions such as lawyers, architects, university lecturers and nurses. [Rural 16-18 1<sup>st</sup> group]
- Some youth also seemed to prefer professional program such as nursing, journalism, accountancy. A few talked about doing business after school. A particular student indicated they wanted to be a lecturer and for that matter one of the best lecturers. [Rural 16-18 2<sup>nd</sup> group]
- To become the following: journalist, film actor, poet after school, to attend NAFTI to become a photographer or film actor, or university to become graphic designer (RURAL)

#### **Pressures in relationships, clothing, housing and typical day**

- Some parents, friends, etc. can discourage you from achieving your plans for the future (URBAN 13-15)
- Some are being advised by peers to take drugs to help them learn (URBAN 13-15)
- Some friends can discourage you from being what you want to become in future (URBAN 13-15)
- Some media advertise alcoholic drinks, pornography, etc. and it mostly affects our future plans (URBAN 13-15)
- Parental support and care is available, however it's not everything that parents will support (URBAN 16-18)
- Basic necessities taken care of by parents – food, shelter, bills, etc(URBAN 16-18)
- The fear of being rejected is not as important as far as decision making is concerned at home, church, school(URBAN 16-18)
- Fear of embarrassment and being shouted at when they offer their views which are mostly regarded as foolish(URBAN 16-18)
- Fear of exploring lifestyles, they have little information, leading to disastrous consequences. (URBAN 16-18)

- Ex. Lack of sex education at homes and schools leading to teenage pregnancies, drug abuse, etc.
- Fear of getting a good marriage partner in the future(URBAN 16-18)
  - Ex. Many of the marriages we have witnessed both at home and beyond leaves much to desired
- Fears of not being recognized in the society because I might not be successful (URBAN 16-18)
- Fear of ending up in a broken home due to misunderstanding among parents (URBAN 16-18)
- Fear of unemployment after schooling. (URBAN 16-18)
  - Ex. There's a temptation to stop school to look for money
- Fear of lack of support from parents to continue education; most of youth claim that they are from single parenting homes. (URBAN 16-18)
- Growing in life [adolescent age] and dating(URBAN 16-18)
- Changes in life (URBAN 16-18)
- Hate being shouted at rather than being rebuke gently (URBAN 16-18)
- Become stressful during and before examination due to unpreparedness. (URBAN 16-18)
- Parent not spending ample time with the youth(URBAN 16-18)
- Youth of today are interested in the Westernized way of dressing [oversized dress on the part of boys and on the part of girls, dresses that expose sensitive part of the body. (URBAN 16-18)
- Youth hate sharing common rooms with younger siblings; rather they prefer sharing rooms with peers who have no pressure in housing thereby some imitating bad habits from peers. (URBAN 16-18)
- Youth are overloaded with a lot of subject material in school. (URBAN 16-18)
- The pressures of acquiring material things to fit into the society (RURAL 16-18)
- Pressures from the opposite sex for illicit sexual relationships(RURAL 16-18)
- Academic pressure-workloads too much with very little time. (RURAL 16-18)
- Financial pressure – inability to pay fees etc. / Give scholarships (RURAL 16-18)
- Pressures from parents wanting youth to do what they [parents] desire. (RURAL 16-18)
- Peer pressure especially where needs are not met by parents(RURAL 16-18)
- Society and even the church looks down on people who do not look polished and so they desire to acquire materials possession. (RURAL 16-18)
- Pressures for illicit sex from opposite sex. (RURAL 16-18)
- Home is full of illiterates (RURAL)
- Broken home challenges to overcome. (RURAL)
- Positive support for home to learn hard (RURAL)
- Accommodation is a problem since we live with other people (RURAL)
- Lack of freedom to develop self protection. (RURAL)
- Broken or no of parental guidance. It causes you to become your own adviser. (RURAL)

**Activities that are of interest (music, drama, verbal, video, personal interaction)**

- Soccer (URBAN 13-15)
- Children's channel on the TV teaches a lesson to help you achieve your future goals(URBAN 13-15)
- Junior Graphic is a daily Newspaper that carries a lot of information to help the youth achieve their goals. (URBAN 13-15)
- Pornography pictures in the Newspapers, TV, Internet, etc. should be taken out or else the life of the youth is in danger(URBAN 13-15)

- Youth are restricted and controlled as to the places and things that they like to do(URBAN 16-18)
  - Ex. Fun fair, visiting friends, film shows, etc
- Youth can learn a lot from the older folks to guide them in future(URBAN 16-18)
- Music (URBAN 16-18)
- Dance(URBAN 16-18)
- Meeting and companionship with the opposite sex(URBAN 16-18)
- Outdoor and school activities(URBAN 16-18)
- Watching film(URBAN 16-18)
- Watching TV programs(URBAN 16-18)
  - The TV programs in Ghana mostly targeted to youth
- Fun(URBAN 16-18)
- Dressing up and going out(URBAN 16-18)
- Chit chatting on free mobile phone(URBAN 16-18)
- Football(URBAN 16-18)
- Acquiring money(URBAN 16-18)
- Celebrity discussion(URBAN 16-18)
- Gospel and hip-hop music has now become the youth's interest. (URBAN 16-18)
- Youth now enjoy watching nude musical clips and adventurous films(URBAN 16-18)
- Enjoy TV programs like Sun City, telenovellas etc, etc. (URBAN 16-18)
- Drama (RURAL 16-18)
- Football (RURAL 16-18)
- Music(RURAL 16-18)
- Reading(RURAL 16-18)
- Singing(RURAL 16-18)
- Reading(RURAL 16-18)
- Watching TV [children's channel, football] (RURAL 16-18)
- Indoor games(RURAL 16-18)
- Western cultures attract student.(RURAL)

#### **Relevance of church/religion and hopes for personal religious development**

- Some Gospel songs carry a message that influences our life and also helps build our future(URBAN 13-15)
- Some Gospel songs inspires the youth to worship(URBAN 13-15)
- Some Gospel songs changes bad character(URBAN 13-15)
- Gospel songs and some hip- hop that don't have profane words are good for the youth(URBAN 13-15)
- Gospel songs and it's message inspires you to worship and to yield to God daily(URBAN 13-15)
- Influences on the choices of peer selection of tertiary institution and sex and abortion (URBAN 16-18)
- The school, home, and church is a great place to influence peers (URBAN 16-18)
- Youth need to be seen and heard(URBAN 16-18)
- Parental attention and counseling(URBAN 16-18)
- Need a tolerant attitude and a forgiving spirit (URBAN 16-18)

- The advent of modern devices and technology have made the youth overconfident in themselves; making them shun the counsel of their pastors hence being irresponsible to the nation(URBAN 16-18)
- Prefer messages based on stories(URBAN 16-18)
- Youth who are believers look up to church leaders for their inspiration. (URBAN 16-18)
- Sermons have shaped their lives (RURAL 16-18)
- Activities such as drama and being allowed to preach on children's day(RURAL 16-18)
- Counseling sessions have offered the sense of direction(RURAL 16-18)
- Church had helped greatly in training education. (RURAL 16-18)
- Pastors fail to talk to youth on one-to-one issues to find their problems(RURAL 16-18)
- Having so many problems they do not know(RURAL 16-18)
- Word of God brings direction and sharpens lives(RURAL 16-18)
- Seeing women preach in churches encourages some girls(RURAL 16-18)
- Individuals have been a channel of blessing in financing education(RURAL 16-18)
- Regular seminars and talks on youth problems has instilled discipline and offered relief. (RURAL 16-18)
- Pastors fail to talk to youth on one-to-one issues to find their problems(RURAL 16-18)
- Religious film shows in schools in schools (RURAL)
- Organizing Christian workshops for students (RURAL)
- preaching God's word, guidance and counseling by spiriture union (RURAL)
- Memory verse recital at morning assemblies, bible quiz competition among youth (RURAL)
- Youths visit hospitals, orphanages to help them. (RURAL)

#### **Influences that shape your values and role models that demonstrate them**

- That you should abide by what the word of God says(URBAN 13-15)
  - That as a youth you need to persevere in life positively(URBAN 13-15)
  - That you should learn to depend on God(URBAN 13-15)
  - That you should respect each other's view(URBAN 13-15)
- Youth want to be loved and respected(URBAN 16-18)
- Parents must respect the views of the youth and involve them in the decision making(URBAN 16-18)
- Youth want loving parents and elders to pour out guidance and affections to them(URBAN 16-18)
- Parliament must legislate laws that are youth focused in the country(URBAN 16-18)
- Parents modeling slandering, quarreling, gossiping and fighting at home, neighbors negatively influences the behavior of the youth(URBAN 16-18)
- Overly restrictive parents often drive youth to sometimes lie and steal to have what they want(URBAN 16-18)
- Parents showing trust in the youth allows for easy discussions of their problems and thereby refraining from social vices(URBAN 16-18)
- Christian parents helpful in shaping out their life and their feeling of being loved(URBAN 16-18)
- Responsible parent's role in the family makes the youth confident and open in public (URBAN 16-18)
- Parent's attitude towards their profession and its impact in the family negatively or positively affects the choice of career of the youth. (URBAN 16-18)

- The love/compassion shown to the youth motivate them to do likewise among their peers and also allows the youth to make critical choices in life. (URBAN 16-18)
- Allocating enough time on the televisions for gospel preachers, showing of good Christian and educative programs/movies. (URBAN 16-18)
- Some political leaders, church leaders, social and public workers who are their role models demonstrate to them. (URBAN 16-18)
- Pentecostal Elder lifestyle (RURAL 16-18)
- Anywhere, so I look out for people and experiences that help me. I don't have any particular role model(RURAL 16-18)
- Oprah Winfrey – her concern for others and their welfare(RURAL 16-18)
- Father – he is a pastor and has very good social relationships and discipline(RURAL 16-18)
- Kwesi Pratt – courageous and confident(RURAL 16-18)
- Rev. Juanita – courage in preaching and faith(RURAL 16-18)
- Teachers(RURAL 16-18)
- Scripture Union meetings(RURAL 16-18)
- Christian Literature (RURAL)
- Role model's songs influence life – words are powerful, their attitudes and lifestyles (RURAL)

#### **Activities in school and church that are meaningful**

- More inter-community church games (URBAN 16-18)
- Free musical concerts in communities (URBAN 16-18)
- Youth conferences in schools and churches(URBAN 16-18)
- Churches organize youth week periodically(URBAN 16-18)
- Preachers must focus more on life changing messages than the prosperity messages(URBAN 16-18)
- Pastors' relationships with the youth are not very encouraging, they hardly knows what we go through(URBAN 16-18)
- Church leaders must love youth programs(URBAN 16-18)
- Involve youth in evangelism in the schools, marketplaces, etc. (URBAN 16-18)
- Colorful magazines(URBAN 16-18)
- Very youth friendly content(URBAN 16-18)
- Fashion designers for the youth should incorporate scriptures messages on their lapels(URBAN 16-18)
- Assist Christian groups to be more appealing and attractive than the social clubs(URBAN 16-18)
- Introduction of more educative and youth oriented programs [science & maths quiz, business & arts quiz etc] to challenge the youth to doing greater things. (URBAN 16-18)
- Organizing sports activities, school and church debates, worship time counseling hour, excursions, morning exercise, and career guidance among others. (URBAN 16-18)
- Youth services(URBAN 16-18)
- Bible quizzes in school (RURAL)
- Sharing of experiences by teachers and stakeholders (RURAL)
- Gospel competition (RURAL)
- Award on good behavior (RURAL)
- Guidance counseling in school and church (RURAL)
- School –
  - Clean up, hygiene talk by Scripture Union(RURAL 16-18)

- Grounds work and cadet(RURAL 16-18)
- Sports(RURAL 16-18)
- Prayer and fasting(RURAL 16-18)
- Vacation(RURAL 16-18)
- Church –
  - Bibles studies(RURAL 16-18)
  - Prayer and fasting(RURAL 16-18)
  - Youth program(RURAL 16-18)
  - Games(RURAL 16-18)
  - Sermons (RURAL 16-18)
  - Allowing all members to participate in program(RURAL 16-18)
  - Get together in church(RURAL 16-18)
- Prayer time. (RURAL 16-18)

