**Site Name: www.afesweb.org**

**HOME**

**-Head banner:**

**At AFES-Ghana we work to amplify youth voices by promoting youth inclusion in public policy decision-making in Ghana**

**THEORY OF CHANGE**

AFES-Ghana is a community-based, advocacy-oriented, youth-led development-practitioner organization predominantly working with rural communities as facilitators or coaches; supporting them with strategic direction and input at the point of decision-making towards the realization of their individual as well as their communal aspirations. Our approach to development facilitation is powered by our quest to first of all create a unique style and set of expertise in the field of development practice that place us in the position of being capable of locating and appreciating our target communities along their already existing development pathways. By so doing our interventions are deliberately fashioned with relevance and sensitivity to the specific needs of our target individuals, communities and institutions. We do so base on the following approaches

* **Facilitating community development base on Appreciative Inquiry**

Appreciative Inquiry is a way to engage groups of people in self-determined change. It focuses on what is working rather than what is not, and often leads to people co-designing their future. As development facilitators, we recognize that in whatever state that one finds a community, they were already developing naturally before the coming of any external intervention. They might be doing so unconsciously; they might even get stuck at a point along their development journey, unable to find their way out; but they were already developing in one way or in another

Therefore at AFES-Ghana, we undertake no project without engaging our target communities in creative dialogue that open space for us to create a focus by discovering and clarifying the issues confronting the citizens, appreciating what is working and facilitating a shared-vision development process. We then mobilize the community for collective action in ways that empower local citizens to continue to strengthen the best practices after our direct interventions

* **Promoting Asset-Based Community Development through indigenous knowledge capitalization**

Asset-Based Community Development (ABCD) is an approach that uses the existing resources of a community to support its development. Rather than focusing on challenges or resources that are lacking, ABCD seeks to identify often unrecognized assets produced by local individuals, associations, and institutions, and then works to build on those assets to sustain a community and support its growth.

At the core of Asset-based community development is indigenous knowledge capitalization. Indigenous knowledge is an integral part of the culture and history of a local community.

At AFES-Ghana we promote inclusivity in our programming, using self-help, mutual-aid and volunteering as potent mechanisms through which we identify and mobilize individuals with interest, passion or skills as assets and connecting and empowering them along political and social structures at the District and community levels to lead the change that is being sought

* **Enhancing Action Learning: Learning by doing through volunteerism**

Action Learning is a problem-solving strategy and experiential education approach where the synergy of a group is utilized. In action learning, a small group of people are presented with real problems that they take action on and then learn from the process and the results. People learn by doing and then reflect on what’s been learned to inform future actions.

As a development practitioner organization that seek to build a brand specialized in development facilitation, we recognize the important role of learning to our work. Learning is embedded in all our processes. We promote learning among our stakeholders using storytelling, role playing and creative writing in our learning sessions

**AFES-Ghana’s Participation in International Development**

We participate and contribute to the attainment of Africa Union’s Agenda 2063. Working through Office of the African Union Chairperson’s Youth Envoy (AUCYE) and African Union’s Economic, Social and Cultural Council (ECOSOCC) secretariat

**-African Union Agenda 2063**

<https://au.int/en/agenda2063/overview>

We also participate and contribute to the attainment of United Nations Sustainable Development Goals 5, 8, 10 and 13 in Ghana. Working through the Ghana Civil Society Organizations platform on SDGs

-**SDGs logos (1-17) (UN sustainable development goals)**

<https://sdgs.un.org/goals>

**Partners (Use logos only in slide form)**

Star-Ghana Foundation

PLAN International

AGRA

GIZ

French Embassy

Center for Democratic Development

National Youth Authority

National Commission for Civic Education

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**Join the conversation**

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Twitter: @afes99

Instagram: AFESGH

YouTube- [afesghana@gmail.com](mailto:afesghana@gmail.com)

**2. WHO WE ARE**

**About us**

**Our Vision statement:**

We envision a future in which self-motivated young people apply their talents and potentials to improve upon their living conditions whilst having access to knowledge, resources and power over their choices.

**Our Mission statement:**

We facilitate development pathways of marginalized groups and communities by reinforcing public policy uptake, stimulating mutual-aid and inspiring self-help using strategic methods that yield tangible results

**Values:**

Teamwork, Transparency, Accountability and Equity

**GESI Policy Statement**

AFES-Ghana’s vision is solidarity in action for women and youth empowerment and AFESGhana stands for equal rights for all, irrespective of sex, ethnicity, religion, sexual orientation, disability, and social status. AFES-Ghana’s principles establish that we will promote human rights, equality, and a just distribution of power and resources between all individuals, including women and men. Given the increasing concentration of power and resources in the hands of a privileged few, AFES-Ghana considers that strong popular participation and organization are crucial to change power relations. Young men and young women’s influence and organization must increase to participate on equal terms with adult men and women.

AFES-Ghana establishes partnerships with organizations that share our values, including gender equality and social inclusion goals. This strategy lays out AFES-Ghana’s commitments to strive for a world free from discrimination based on gender, and where every human being can fulfil their potential unhindered by discriminating public policies, economic and social structures. The strategy sets out AFES-Ghana’s commitments and principles for our gender equality and social inclusion work. The strategy applies to AFES-Ghana’s work; our programmes, our policy, advocacy and communication work, and not least.

**People**

***Board of Directors***

***Staff/Volunteers***

**3. WHAT WE DO**

**YOUTH DEVELOPMENT**

**Youth Skills Training and Facilitation**: The essence of this focus area is to empower young people with relevant skills and techniques in identifying, strategizing, planning and implementation of youth policy actions at the local level. This thus build capacity of our beneficiaries to become active citizens through volunteerism

**Youth Action Research and Documentation:** At AFES-Ghana, our work is driven by data as means of demonstrating evidences of the issues that we advocate on. We do so by deploying our host of youth volunteers whom we refer to as Citizen Journalists and Community reporters to collect data often through public surveys. Our documentations are usually in the form of resolutions, communiques, outcome statements, petitions, manifestos, status reports and so on

**Youth Policy Advocacy Campaigning:** AFES-Ghana, we do data-driven, evidence-based advocacy to ensure that young people are placed at the centre of policy decision-making processes at the community level. We do this by using primary data collected from our own public surveys and secondary data from external sources

**PARTICIPATORY LOCAL GOVERNANCE**

**Citizen Engagement:** We organize and facilitate spaces that afford citizens especially young people the opportunity to engage duty bearers involving District Assemblies & decentralized departments such as the District Education Office and the District Health Management Team (DHMT) so as to demand transparency and accountability. We collaborate with state institutions such as National Commission for Civic Education (NCCE) and the National Youth Authority

**Women and Girls Empowerment:** We empower women and girls by promoting sexual and reproductive health education. Whilst we campaign against school-related gender-based violence and social norms that advantage boys and men over women and girls, we also advocate for women and girls participation in local decision making processes through our Gender Transformative Education and Advocacy (G-TEA) clubs

**Social Auditing**: We do social auditing of public expenditures by tracking and monitoring how budgets of District Assemblies and decentralized departments are expended. By so doing we promote participatory budgeting processes as well as open contracting to ensure greater transparency and accountability in public financial management

**SOCIAL PROTECTION**

We do monitoring and reporting on the implementation of four social protection programmes that are being executed by the Government of Ghana in support of children, pregnant women, persons living with disability and the elderly to ensure that the services reach the final beneficiaries. Social inclusion programmes that we monitor include

**Livelihood Empowerment Against Poverty Programme:**

The Livelihood Empowerment Against Poverty (LEAP) is a cash transfer programme introduced by the Government of Ghana (GOG) in 2008, for extremely poor and vulnerable households with the aim of reducing poverty by increasing and smoothening consumption and promoting access to services and opportunities among the extremely poor and vulnerable. Below are the three categories of eligible members:

* Orphaned and vulnerable children (OVC) or,
* Persons with severe disability without any productive capacity and
* Elderly persons who are 65 years and above

**Education Capitation Grant**

The Capitation Grant Scheme in Ghana is a program that provides a per capita grant to public schools to help address the issue of children not attending school due to fees. The program was introduced in 2005 to increase access to education by replacing school fees and levies with a government-funded grant

**Ghana National School Feeding Programme**

The Ghana School Feeding Programme (GSFP) is a program that provides children in public primary and kindergarten schools with a hot meal each school day. The GSFP aims to improve nutrition, reduce hunger and poverty, and enhance food security. It also seeks to increase school enrollment, attendance, and retention

**National Health Insurance Scheme**

The National Health Insurance Scheme (NHIS) is a social intervention program introduced by government to provide financial access to quality health care for residents in Ghana. The NHIS is largely funded by:

* The National Health Insurance Levy (NHIL), which is 2.5% levy on goods and services collected under the Value Added Tax (VAT).
* 2.5% of Social Security and National Insurance Trust (SSNIT) contributions per month
* Return on National Health Insurance Fund (NHIF) investments
* Premium paid by informal sector subscribers.

**OTHER SERVICES**

Organizational and Community Development Consultancy

PMBOK-based Project Management Consultancy

**4. RESOURCES**

**Gallery**

**News**

**Publications**