



ASHESI UNIVERISTY

AN INTERACTIVE RESOURCE DATABASE PLATFORM FOR CITIZENSHIP

PROJECTS IN ASHESI UNIVERSITY

Undergraduate Applied Project Report submitted to the Department of Business Administration,
Ashesi University in partial fulfilment of the requirements for the award of Bachelor of
Science degree in Business Administration

B.Sc. Business Administration

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DECLARATION

I hereby declare that this Applied Project Report is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

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I hereby declare that the preparation and presentation of the Applied Project Report were supervised in accordance with the guidelines on supervision of applied projects laid down by Ashesi University College.

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Date:

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EXECUTIVE SUMMARY

Ashesi University is a globally recognized higher institution that operates in Ghana and is among West Africa's top twenty universities. Its core values include scholarship, leadership, and citizenship. Hence, the university's activities are centered on these three principles. The Ashesi community undertakes several dozens of citizenship projects per year but does not have an existing database containing information on the organizations the community has engaged with for these projects. Citizenship projects are characterized by service to external communities by students and staff of the university which include the service-learning projects undertaken by the Leadership IV class, civic engagement projects, and others by student clubs and organizations.

The purpose of the study is to identify the gap in citizenship projects undertaken at the university to determine whether the university has a system for recording previous and current citizenship projects. To also determine whether there is a relationship between the amount of technical project management resources available to students for citizenship projects and the structure internal community members adopt as they engage the external communities on their projects. The final objective is to enable the creation of a fitting solution to the gap identified. Frameworks such as the Active Citizenship framework and the breakaway community engagement structure are explored to better understand the problem sphere.

The final deliverable consists of a proposed technology-based solution and some recommendations to address the identified problem and improve the current situation on the management of information on citizenship projects for the university.

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1. CHAPTER ONE- INTRODUCTION

1.1. Chapter Overview

This chapter introduces the project by providing an overview of Ashesi University, its history, and a background on the Leadership series and context on the Service-learning program. It mentions scholarship, leadership, and citizenship and how they contribute to the rationale for this project. It also introduces project management and its relevance to the execution of citizenship projects. The general environment that citizenship projects operate within is explored using PESTEL and SWOT analysis tools.

1.2. Company Profile

1.2.1. History of Ashesi University

Ashesi University made history by becoming the youngest private university in Ghana to obtain its charter (Ashesi, 2018) and being counted among West Africa's top twenty universities (uniRank, 2019). As of 2020, the university was recently ranked one of the top 400 universities in the Times Higher Education University Impact Rankings, it is ranked highest in Ghana, and ninth in Africa (TimesHigherEducation, 2020). According to the World University Ranking webpage, this is a global ranking system that acknowledges contributions to the United Nation's Sustainable Development Goals.

Ashesi University was founded by Dr. Patrick Awuah in 2002 and began operations with thirty students in a rented building at Labone in the Greater Accra Region of Ghana. According to the university website, Ashesi's mission is to birth into Africa, ethical and entrepreneurial leaders transformed through education. Ashesi offers a four-year liberal arts bachelors programme in Business Administration, Management Information Systems, Computer Science, Computer Engineering, Mechanical Engineering, Electrical Engineering,

and Electronic Engineering with a curriculum designed to satisfy eight learning goals (Ashesi, 2019). Currently, Ashesi operates with over one thousand students from a minimum of twenty African countries represented on a serene campus on a Berekusu hill in the Eastern region of Ghana.

1.2.2. Citizenship Projects at Ashesi

Ashesi's core values are scholarship, leadership, and citizenship. (Ashesi, 2019). Citizenship projects are those that involve students and employees taking time out to serve the Berekusu community which is a rural village at the bottom of the hill where Ashesi is located, as well as other underprivileged communities. Some popular citizenship projects include the Berekusu Math Project, Berekusu Adult Education Program, the Berekusu French Project, among other projects.

Citizenship is a core value of Ashesi University hence, it is important to Ashesi and necessary to the external communities, organizations, and individuals that these projects are successful and impactful. For this reason, the university has put certain structures in places such as the Community Engagement Office, Student Life Engagement Office (SLE) and Leadership IV service-learning projects to sustain the citizenship value. Also, to serve as motivation to students to adopt this value, during the annual graduation ceremony, a Presidential Award is presented to a student from the graduating class who lived out citizenship as one of their core values exhibited in projects they undertook. This is one of the three highest awards a student can receive at Ashesi University (Ashesi, 2019).

1.2.3. Ashesi Leadership Seminar Series

An aspect of the curriculum that supports the university's leadership and citizenship values is its leadership seminar series. This is a four-level leadership series that involves

lectures centered on historical and present prominent political and business leaders. Discussions are made around their exemplary leadership skills, ethics, and values including Boutros Boutros-Ghali of the United Nations (1992-1996), Rachel Carson author of *Silent Spring* (1962), and among others from across the globe but predominately Africa.

This is crowned with the Leadership IV seminar which requires students to put all they have learned into practice by undertaking a service-learning project. These projects allow students to engage with their surrounding communities and create a positive impact. Students may develop an initiative that improves the state of a community or create a solution in the form of product or service to address a challenge faced by the community. This helps students develop a sense of citizenship.

1.2.4. Service-Learning Project

Service-learning requirements may be fulfilled in a variety of ways. A Service-Learning project description document for students stated that the program is a hands-on practical volunteering experience in a community of the student's choice. It further instructs that they are required to commit to a minimum of forty hours to serve that community. Students are to use their time to strategically engage with communities to tackle a specific need of the community by identifying fundraising or entrepreneurial opportunities, designing, or setting up an operational volunteer program to become sustainable in the long run.

This begins with a student identifying a social issue they are passionate about and its relevance to the community. Then, the student proceeds to gather secondary data about the issue and performs a literature review on the relationship between the problem and the macroenvironment to better understand the problem. The student then proceeds to the problem-solving phase.

Students can decide to work with or through Ashesi student organizations such as student clubs, for example, partnering with the Ashesi Pencils of Promise Club or others to give students a better chance at achieving their service-learning goals. These student organizations can also decide to host the projects after it is completed so that different scopes of the problem can be revisited each semester until the problem is completely dealt with.

Students then proceed to either directly contact an organization of interest or get referrals from the course instructor or others in the Ashesi community. Together with the organization, students identify how they will be most helpful to that community. The objectives for their involvement are determined along with tangible performance measures which will become evidence of the value being created or contributed to the organization or community. Students plan out their engagement by identifying their logistics need discussion points and tools or trade needed for the work on site. There is a project planning checklist that students will have to go through to guide them as they plan.

Students then get physically engaged in the project which is undertaken mostly during the mid-semester break. Here, they apply lessons learned from the seminar series such as servant leadership, followership, ubuntu, or social change on the project site. They use a log sheet to keep track of the hours spent and a summary of the activities undertaken during these hours.

There is a debriefing session at a set date when every student is expected to have completed their required minimum hours of engagement with their project communities. They share their experiences, concerns, feedback, and lessons learned from the project with their class and instructors. After this, students are required to submit a document called a Service Learning report that connects their experiences to the larger context of the problem

idea such as Sustainable Development Goals (SDGs), and may connect them to the identified problems in their project communities.

In the report, students are required to show how they applied project management skills in managing their projects. Examples of previous service-learning projects are tutoring at local public schools, using Information technology to improve the productivity of organizations, developing a website for non-profit organizations, staffing a soup kitchen for street children, HIV/AIDS peer education, fundraising to build wells, boreholes and among other interesting projects (Ashesi, 2013). The service-learning program is an enriching experience as it opens doors for value creation and career options such as entrepreneurship in social enterprise.

1.2.5. The Challenge with the Citizenship Project

The broader Ashesi community engages in various community service projects each year. While some are for service-learning in communities across the country, others are as part of student clubs' activities, individual initiatives, class projects, and others. Coordination of these various initiatives has depended solely on the individuals involved. There is no central management system to track, monitor, and improve what is being done in, and with the communities. Ansah (2019) makes a case that the fact that citizenship projects are an integral part of the Ashesi experience and yet, lacks a structure or system for the efficient management of these projects is a problem.

1.2.6. The Rationale for the Project

It is important to Ashesi and necessary to the organizations that these projects are impactful as well as have successful outcomes. These service-learning experiences are in fact projects because of the uniqueness of each experience and outcome. The Project Management

Body of Knowledge (PMBOK) defines a project as a temporary endeavor with a limited duration undertaken to arrive at a unique outcome. Therefore, Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirement (PMBOK, 2019).

Each project is carried out individually but mostly collaboratively, involving a carefully planned out design for execution which takes scope, time, cost, and other constraints into consideration. Apart from this, the execution of the service-learning program is in itself a series of projects undertaken by the service-learning faculty with the aim of maximum impact creation by students in the given communities. To maximize the experience, the Leadership IV faculty team manages the process and expects the student to manage their projects as students are also introduced to the concept of project management.

An educational experience like no other in Africa is Ashesi's value proposition. To cultivate well-versed graduates who exemplify excellence in scholarship, leadership, and citizenship. This is realized through encouraging student initiatives as well as service-learning projects which are graduation requirements. The Ashesi community since its inception is speculated to have undertaken over a hundred and fifty of citizenship projects. The gap of a lack of a program management system through some documentation or application of tools such as a database of success stories or lessons learned documentation from these projects gives reason for this applied project to preserve these experiences of the Ashesi community results in a lack of reference, continuity, and preservation.

1.3. Overview of the External Context

1.3.1. PESTEL

The PESTEL analysis is the Political, Economic, Socio-cultural, Technological, Environmental, and Legal analysis of the macro-environmental factors that may affect an organization's performance (Business-to-You, 2016). It is a strategic analytical tool used to gather information by evaluating each factor in the macro-environment of the organization. This is relevant as it may provide the organization with the ability to manage threats and identify opportunities presented by each of these factors (Kokemuller & Seidel, 2019). The PESTEL framework is employed to evaluate Ashesi University's citizenship project sphere to identify opportunities to capitalize on improved outcomes.

Political Factors

Political factors determine the amount of influence the government has on the industry, through formal and informal rules, legal obligation, and policies under which the industry must operate (Business-to-You, 2016). Ghana is one of the most stable and safe countries in West Africa, it has been so since the beginning of the fourth republic in 1992 and operates in a multi-party democratic system. In December 2016, there was a transition of power from the National Democratic Congress to the New Patriotic Party, making Nana Akuffo-Addo president of the country (WorldBank, 2019). It has had peaceful elections and a smooth transfer of power. As a result of the stable nature of the Ghanaian political climate, political safety is not a key concern for businesses or other foreign and local investments.

One of the most popular agendas of this new era was the Free Senior High School (SHS) initiative introduced by this new government in September 2017 since most families struggle to send their children to school (YEN, 2019). This shows that the political agendas

of Ghana are in line with helping communities that are not privileged to afford basic and secondary education for their children. Citizenship projects by Ashesi can align with such government agenda to contribute in their way to the political growth and sustainability of the state.

Ashesi, the university, had initially been a college affiliated with a government institution and it took two years of back and forth procedures by the National Accreditation Board to accredit the university with their charter (Ashesi, 2018). Sixteen years after Ashesi's inception, the institution received a presidential charter that recognizes the institution as a university. Initially, Ashesi had been affiliated with the University of Cape Coast which governed the academic operations of Ashesi University. The National Accreditation Board, the Ministry of Education, the Ministry of State for Tertiary Education, and the President of Ghana awarded Ashesi a Charter in 2018 (Ashesi, 2018). This shows the amount of influence the governance of Ghana has on private entities and how they affect their operations.

Economic Factors

Ghana when compared to some African countries even to their immediate neighbors, has some relatively economic stability, it is the 13th highest Gross Domestic Product (GDP) at Purchasing Power Parity (PPP) in Africa which is worth 145.387 million international dollars (IMF, 2019). According to the British Council, the number of funds that are investing in start-ups and social impact activities in Ghana keeps increasing. About 26,000 social enterprises are operating in Ghana with also a growing number of donor organizations which are playing a role in the development of the ecosystem in Ghana, especially in Accra (BritishCouncil, 2016). The nation is indeed receiving a lot of attention from donors and impact investing communities (BritishCouncil, 2015).

Students, for their Citizenship projects usually partner with Non-Governmental Organizations (NGOs) or Social Enterprises. The donor community in Ghana is now more focused on youth development, skill development, SME development, improved healthcare, and poverty reduction of which Social enterprises and NGOs have roles in all these listed causes. NGOs and social enterprises are growing but could grow further. Some economic factors that hinder their growth include obtaining grant funding, lack of capital, lack of access to support and advisory services, and lack of social awareness or understanding from banks (BritishCouncil, 2016) .

Socio-cultural Factors

The social environment represents the characteristics such as demographics, norms, customs, and values of the population within which the organization operates (Business-to-You, 2016). Ashesi is a word in Fante, a Ghanaian dialect that translates to “beginning”, the beginning of ethical leadership and service to Africa (Ashesi, 2019). Ashesi feeds off the Ghanaian culture, its name, logo, brand, and architecture reflect the Ghanaian culture. The citizenship value of Ashesi is reflective of the predominant communal cultural value of Ghanaians.

Ghana’s socio-culture heavily includes traditional leadership such as chiefs, recognized elders, queen mothers, and priests who also have a say when foreigners desire to involve their community on a project. This is something that Ashesi must take note of as it engages with these communities on citizenship projects. For example, the Office of Civic Engagement in Ashesi engages with the Chief and elders of the Berekusu before interacting with the community to keep them informed and also seek their permission before initiating any project.

Technological Factors

The technological environment is the influence of science and technology in the country as a whole, the rate of technological progress and institutional development, and the application of new technology (Chouhan, 2015). Technological Knowledge is applied to the environment by controlling or changing its application (Grimsley, 2018).

Therefore, improvements and development in processes occur through improving and developing the procedures of production, life, environment, or societies (Grimsley, 2018). Technology brings about opportunities of change for businesses, it can create new products and services for Ashesi, and create an entirely new environment for the service-learning experience and other student initiatives, advancing from the traditional approaches of project execution.

Likewise, the benefits of technology abound for social enterprises and NGOs. Online fundraising has become prominent over the last few years. The use of Go-fund-me websites, twitter hashtags, and websites has been a major communication source for gathering people and ideas together as well as seeking funding for social good (Africanews, 2018). Students use technology to communicate with these communities, apply technology in exploring the problem, and in the solutions they develop.

In the past, students have identified the opportunity technology provides which is lacking in some communities. Therefore, they develop projects on the ideas of building a website, an app, or a database for some communities that will benefit heavily from these technological enhancements.

Environmental Factors

Environmental factors include all those that influence or are determined by the surrounding environment. This aspect of the PESTEL is crucial for certain industries

particularly for example tourism, farming, agriculture, and the likes which are some recorded industries that Ashesi citizenship projects are based on. Factors of a business environmental analysis include climate, weather, geographical location, and global changes in climate.

(Chouhan, 2015)

The perishing nature of the environment brings several opportunities for citizenship projects. The Sustainable Development Goals (SDG), also recognized as the Global Goals because they are a call to action to end worldwide poverty, protect the planet and ensure that all people are peaceful and prosperous by the year 2030 (UNDP, 2016). Streetism, homeless and unmonitored children is a major problem of Ghana which falls under No poverty, Zero Hunger, Good Health and Well-Being, Quality Education, Clean Water, and Sanitation and Reduced Inequality goals. This is problem areas that many Ashesi citizenship project has normally fallen under. Each SDG provides an opportunity for citizenship projects.

Legal Factors

The Legal factors come from both external and internal parties such as the handbook of students of a given institution and the constitution of a given state. In considering the bodies of government that determine the conditions for voluntary projects in Ghana and a body that legally supervises citizenship projects by the Ashesi community makes up this final PESTEL analysis. In this case, Ashesi bears the responsibility of making sure that students engaging in citizen projects who may be volunteers to other organizations meet the legal requirements. This may require a consent form signed by faculty members responsible for overseeing or have the role of supervisors for the projects. The fact that there is none currently, is an opportunity to introduce one for the university's citizenship projects.

1.4. Internal Overview

1.4.1. SWOT

SWOT analysis is a technique undertaken during a study to identify internal Strengths, Weaknesses, Opportunities, and Threats of a given organization (Mindtools, 2020). This SWOT analysis was conducted with the information provided by an instructor of the leadership seminar series. The table was updated with information from the needs assessment conducted for this study.

STRENGTH	WEAKNESSES
<ul style="list-style-type: none"> • Adds to Ashesi's Corporate Social Responsibility (CSR) outlook and efforts • An avenue for the Ashesi community to practicalize the citizenship value since it is one of its three pillars. • Deepens sense of citizenship • A great learning experience for students • Community immersion gives context to issues discussed in Leadership seminars • Opportunity for students to apply their skills 	<ul style="list-style-type: none"> • Lack of continuity of Projects once students move from the course • Absence of a database to store partner information and track community engagement with the various external organizations • Lack of preservation of student experiences due to weak documentation system and hence, institutional memory-capture • Lack of documented policies around this kind of engagement. For example, no clause in the handbook discusses Ashesi's specifications for citizenship community engagements.

<ul style="list-style-type: none"> • Adds to volunteer experiences students may include in their CVs, Resume, and portfolios since these are abilities employers look out for. • Avenue for the Ashesi community to make meaningful relationships and connections with external communities 	<ul style="list-style-type: none"> • Very little awareness of the Community Engagement Office as the controlling body for these projects.
<p>OPPORTUNITIES</p>	<p>THREATS</p>
<ul style="list-style-type: none"> • The leadership seminars and the final service-learning project creates an opportunity for students to embody the citizenship value. • Avenue to showcase what Ashesi does and attract more partners over the internet • Connect projects to student organizations that can host the engagement and maintain the relationships • Create a centralized management system for smooth coordination of all community and service-learning projects 	<ul style="list-style-type: none"> • Potential engagement with community partners who are not aligned with core values of Ashesi leading to reputational risk. • Risk exposure is high: specifically, the health and safety of students as they go into various communities. • Short-lived-interest of students on projects leading to discontinuing of the projects as well as unhappy external organizations. • Risk of students being blind to the bigger picture, i.e. connection of projects to global agendas, SDGs,

<ul style="list-style-type: none"> • Provide a platform to receive requests from potential community partners • Connect projects to student organizations that can host the engagement and maintain the relationships and promote longevity 	<p>and sustaining the value of true patriotism within students.</p>
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Table 1: Showing result of SWOT analysis for citizenship projects in Ashesi

2. CHAPTER TWO- NEEDS ASSESSMENT

2.1. Chapter Overview

This chapter focuses on assessing the gap within citizenship projects undertaken at Ashesi University. It discusses the methodology, tools, and techniques used in investigating the problem area. It discusses how the data will be assessed and further discusses the key findings from the need assessment. The goal of this chapter is to provide a clearly defined problem statement that describes the identified gap. Insights of the problem area are derived from experiences of people within the Ashesi community concerning citizenship projects.

2.2. Needs Assessment

A needs assessment is a process employed by organizations which explores the discrepancy between the status quo and the desired conditions (PBworks, 2019). It involves determining the gaps, between the organization's current state and where the organization envisions itself (Kizlik, 2010). The gap, as well as contributing factors to the need, are identified and assessed through thorough data collection and analysis processes. These processes make use of measurable data to provide information that is reflective of the organizational environment and the problem to incite the management of the organization to make good and achievable solutions for the problem.

2.2.1. Research Objectives for this Study

1. To identify the gap in the citizenship project undertaken at Ashesi.
2. To determine whether the available structure for citizenship projects in Ashesi allows for continuity of projects and satisfaction of partnered-external organizations after Service-learning or semester is over.

3. To determine whether there is a relationship between the number of technical resources available to students for citizenship projects and the structure community members adopt as they engage external communities on their projects.
4. To enable the creation of a fitting solution to the gap.

2.3. Methodology and Research Design

To determine the gaps in the citizenship projects at Ashesi University, this study will apply a mixed method of both quantitative and qualitative research tools in gathering data. Surveys, semi-structured interviews, and reviewing existing records are tools that will be employed to collect data from the student body, faculty members who coordinate citizenship projects, and the university policymakers. This allows for a better understanding of the processes involved in carrying out citizenship projects from the students’ perspectives and the backend measures policymakers within the university and faculty members put in place to derive the expected outcomes from the projects.

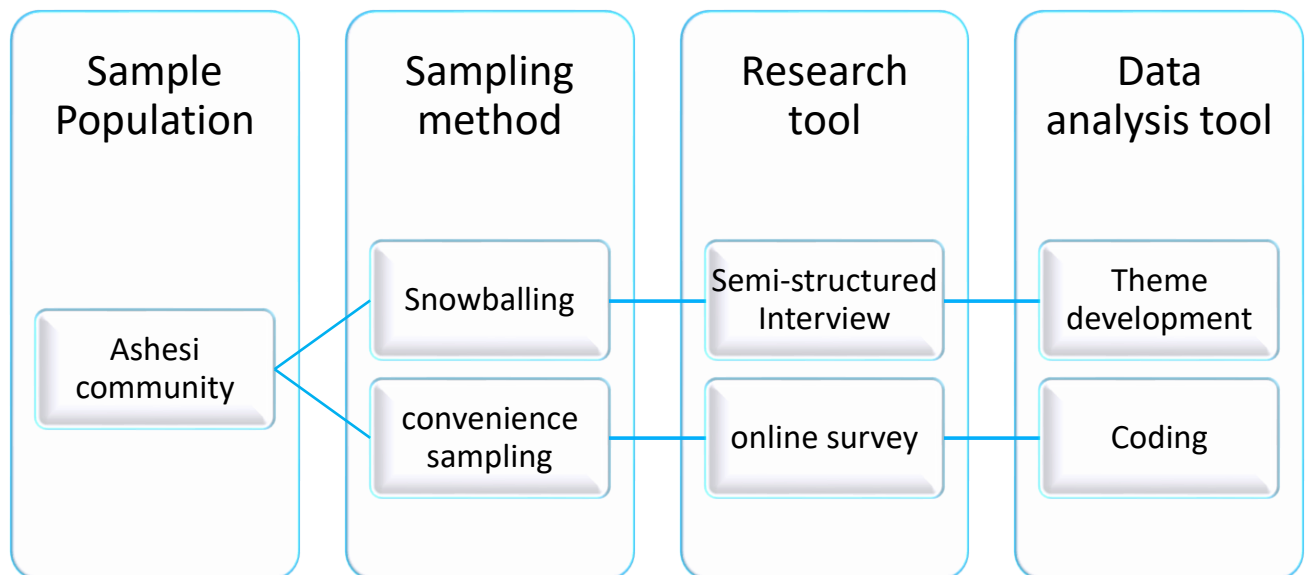


Figure 1: Showing needs assessment methodology

2.3.1. Snowball Sampling

Snowball sampling is a non-probability sampling technique where an initial group of first-generation participants enlisted for a study identify others who might be eligible as participants of the study; the identified persons become the second generation of participants and are then contacted to be recruited for the study (Bhat, 2019). The sample grows as these batches of people also identify other participants thus building and increasing sample size in a chain-referral system (Bhat, 2019). This sampling technique is most suitable for this research because of the unavailability of a central document of all persons within the Ashesi community who undertake or engage in citizenship projects. As a result of the referral nature of this technique, it is useful in sieving out project leads for not only popular and active citizenship projects but those that are no longer active which were previously managed by alums. This technique has been widely proven to be efficient although it is time-consuming for studies centered on large populations thus problematic for such studies with tight time constraints (DataScienceCentral, 2019). Within a month, a sample of 28 participants was enlisted and recruited for semi-structured interviews for this study.

2.3.2. Semi-Structured Interview

Interviews provide a qualitative method of gathering evidence, data, or information. With a semi-structured interview, the interviewer has a list of questions or key points to be covered and works through them in a methodical manner (Gill, Stewart, Treasure, & Chadwick, 2008). This is also suitable for this study since it is a flexible means of collecting qualitative data for each generation gathered from snowball sampling. As the understanding of the problem matter grows, semi-structured interviews for each generation differs because of new information derived as the sample also grows. Data from the interviews were

recorded via audio recording and written accounts with the signed consent of the interviewees. (See appendix to find the guide used for the interviews)

2.3.3. *Convenience Sampling*

Convenience sampling is also another non-probability sampling technique that relies on participants taking part in the study because of their proximity and availability to do so at the time the survey is being administered (Explorable, 2020). Examples include online surveys and polls. Convenience sampling was appropriate for this study because an advantage of this technique is the ability to gather basic knowledge and trends about the subject matter, as citizenship projects are common activities that are ongoing within the Ashesi community. It was also useful in identifying participants who were not identified using snowball sampling.

2.3.4. *Survey*

The survey is a method of data collection that uses instruments such as questionnaires that ask one or more questions to a predefined sample of a population to gain information and insights for a research study (Bhat, 2019). Surveys can be used especially for the gathering of community demography where many people may be involved. Conducting large scale surveys involving many people can reveal useful information, therefore making it appropriate for the entire Ashesi community through convenience sampling and not limited to those who undertake citizenship projects.

Respondents' demography provides knowledge of the external factors that influence or explain why the experience of citizenship projects varies for everyone. Demographics include graduating year group ranges, course, industry, or field, the number of people within a project team working with a certain community, and the status of the project. This study

employed an online survey administered through email and WhatsApp designed as an internet and phone survey since Ashesi is a well-resourced community rather than face to face surveys which would have been appropriate for less-resourced communities. The survey was distributed for three weeks and gathered responses from a hundred and three participants within the Ashesi community of which two were staff members and a hundred and one were students.

2.4. Data Analysis

2.4.1. Coding

Coding a method of analyses applied to qualitative research. It assigns meanings to a set of responses from interviews and questionnaires into a codebook and the codebook is a source of guidance for interpretation of the data gathered (Cessda, 2019). This is designed using numbers to rate the questions and responses such that they can be calculated, and the result used to provide interpretation. The codes for the interview and questionnaire were designed in a spreadsheet.

This study applied a conceptual code and relationship code that identifies links between key elements, domains, and dimensions of the study. This study also applied the participant perspective code which identifies the positive, negative, or indifferent comments of respondents on a subject matter (Vaismoradi, Jones, Turunen, & Snelgrove, 2016). It also applies participant characteristic code and setting code which show the general characteristics of participants and the place in which the phenomenon has happened, respectively which is best in diagnosis the demography of respondents of the questionnaire.

2.4.2. *Theme Development*

The theme is the central idea or meaning derived as a product of data analysis within a field of service (LiteraryDevices, 2019). This can be directly or indirectly deduced from qualitative data. Theme development in data analysis is applied as topics that classify a group of related ideas that come up repeatedly from responses to research questions (Vaismoradi, Jones, Turunen, & Snelgrove, 2016). For this study, theme development was done using concepts that combine related ideas regarding a subject matter and become a common point of reference. Theme development was appropriate for this study since it allowed for easy diagnosis of the gap and identify underlying factors in the form of sub-themes to answer the study question. Each subtheme is a subdivision of the gap to provide a comprehensive view of the data and uncover similar patterns in participants' responses.

2.5. Key Findings

2.5.1. *Problem Statement*

Ashesi University since its inception is presumed to have undertaken over a hundred and fifty citizenship projects. However, there has not been a structure to measure and keep account of the journey and successes of each citizenship project and has led to a lack of a point of reference, continuity, and preservation of these projects. This is a concern to the Community Engagement Office, Service-Learning department, students, and the organization in general since it does not have a point of an exhibition of its corporate social responsibility and community engagement activities.

This also presents a lack of accountability on the part of the internal community and improper communication of project scope between both internal and external parties. The

problem further extends to situations where external communities are now careful not to trust or welcome partnerships with the Ashesi community after repeated cases of disappointments as a result of incomplete projects. This spurts from students meeting the course requirements of the minimum hours of volunteer or students just moving once they lose interest in the project or when the semester ends. Therefore, they leave the external parties unhappy due to the quality of the work done versus they expected or promised value since the projects are now abandoned halfway. This, in the long run, will result in a bad reputation for Ashesi University. This is crucial to the university because citizenship is one of their three pillars of value.

2.5.2. *Interview finding*

Theme: Operational Gap

The university's operations have not created or included a system for documentation of citizenship projects which means that there is indeed a lack of a database for previous and current citizenship projects. The number of projects is unknown, the number and names of communities that students get to engage within the name of Ashesi are also unknown. The impact stories from these projects are not known to Ashesi university but live in the minds and hearts of the students and external organizations. However, one form of documentation of the names of some organizations and impact stories that has been accumulated over about seven years is the Service-Learning report document.

Theme: Course Requirement; Reports and Documentation

Aforementioned in the preceding chapter, students are required to submit a document called a Service-Learning report after their service-learning experience as a Leadership-IV course requirement. This document contains information on the organizations, stories of how

both the students and communities were impacted by the projects. The document also includes an assessment form that was graded by the lead contact persons of the external communities about how satisfied they are with the collaboration.

Over the past five years, Ashesi university has had about 764 graduates (using 2015 as a base year, with a graduating class of 116 students in 2015 and 171 in 2019) who have each engaged in a service-learning project and have submitted a Service-Learning report. This can be a source of reference to student experiences, for contact information of about 500 external organizations and much more information since these documents have been stored carefully by the lead instructor of the service-learning project.

Theme: Implementation Gap

In 2015, a committee comprising of some heads of department and students was formed to address the issue of documentation of citizenship projects. In April 2016, an email was sent out to the Ashesi community with the matter of “Developing a Visual Civic Engagement Canvas” which a purpose to “provide a conceptual framework for understanding Ashesi’s Civic Engagement with Berekuso. This canvas will visually represent the problem space of Ashesi – Berekuso Engagement, and thus will serve as a vital navigation tool for stakeholders as they get civically engaged”.

The outcome of this meeting was a detailed implementation plan which analyzed Data entry, management, and visualization tools and included resources such as Project Application Templates, Project Budget Templated, and FORD monitoring, and Evaluation templates. It also included a draft of a management plan for these projects. Nevertheless, apart from the Ford Monitoring & Evaluation Templates, the rest of the solutions developed did not get to the implantation stage.

In September 2019, a team of five students from the Project Management class carried out a project related to the Service-Learning Database titled “Designing an Effective Service-Learning Database Project Report”. Their findings were that since there is no existing system that contains organizations students have worked with in the past on service-learning projects students find the process of looking for organizations to volunteer with difficult. Their project progressed to organize scattered data using Service-Learning reports as a point to reference to contact organizations students have worked with in previous years and confirm which of these organizations would want to keep working with Ashesi students in the future. The deliverable from this project was an organized excel sheet containing this information.

During the interviews, a common concern that was shared was implementation. The problem seems to have a vicious cycle of lack of implementation. It has been a problem the University has sort to address for at least six years now which never crosses over from the initiation stage to implementation. Some staff was not interested in being interviewed because they felt “they have been having the same conversation for a long time with no results”.

However, most were eager to assist as they raised points that this projects will be a good resource for students to explore projects based on their interests beyond course requirements, an avenue for external organizations who want to recruit Ashesi students, for students to have a form of accountability with the Community Civic Engagement Office and also as a resource of some lecturers or other persons in academia for the purpose of research on youthful community engagement interests and trends. Some suggestions that evolved from the interviews included using canvas; a learning management platform that the university is currently using or the school website or developing a project management infrastructure for all student projects.

2.5.3. *Survey finding*

Theme: Social Media and Publication

The majority of the participants of the survey were students with different citizenship projects hosted by various groups. From the categories of projects mentioned, 67.0% of projects were hosted by Service-Learning, 9.0% by Ashesi D-lab, 8.0% by Students clubs, 6.0% by Office of Diversity, and International Programmes (ODIP), 3.0% by Ashesi Outreach committee and 7.0% being personal projects. The top five media for displaying information about their projects include Presentations, WhatsApp Status, LinkedIn, Facebook, and Emails. However, 35% of respondents do not make information on their projects accessible to others. In inquiring about the preferred means of displaying project details, 50% of the respondent will rather share via social media rather than a blog post or Ashesi Website. This also revealed that students are not as interested as appearing on the Ashesi Website as they would on personal blogs.

Theme: Collaboration and Continuousness

While 43% of respondents acknowledged that they have difficulty finding existing projects to work on. 40% did not have that problem since they refer to staff and Faculty, friends through emails, social media, and blog posts to find already existing projects. 16.7% of respondents have no interest in already existing projects. When asked if they will ever refer to a database of citizenship projects 66.6% of the respondents said they are likely to use the database while 33.4% said they are not likely to do so. Some respondents gave the following reasons for their interest in a database; An initial point of research for project ideas, to prevent repetition, to find a team of people with similar interests and encourage collaboration, to save hosting costs, and a basis of accountability for students to complete their projects.

Theme: Value Proposition to Students

Some respondents also shared that they did not think a database will be relevant to them since there will always be staff or faculty to talk to when they need project ideas. Others said that going through a database might be time-consuming and complicated as compared to talking to a friend or going through social media. Some also pointed out that they are currently satisfied with current platforms and will only use a database platform if there is a value proposition that makes it stand out from the currently available means.

3. CHAPTER THREE- MASTERY of SUBJECT MATTER

3.1. Chapter Overview

This chapter aims at providing an understanding of citizenship, the role of education, civic engagement, youthfulness, and technology plays in citizenship. Looking at these factors through the lenses of academia, and other examples of models similar to citizenship projects within the global educational industry will guide facilitators of citizenship projects at Ashesi University in making informed decisions concerning the preservation of the citizenship projects undertaken by the Ashesi community.

3.2. Citizenship Education

Citizenship Education is also known as the “Active Citizenship Course” in Denmark, Canada, and other parts of the world (Mohawk, 2010), was introduced into the English curriculum in the year 2001, as a subject taught to children from ages between 10 and 17. This course was introduced to raise responsible individuals who make a positive impact on society (Qualifications and Curriculum Authority, 2009). McGuire, a teacher of secondary and adult education, with over 20 years of experience defines Citizenship Education as “education that provides the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society” (McGuire, 2018).

Key concepts that serve as bases for the Citizenship Education include democracy, justice, rights and responsibility, identity, and diversity to make students informed in issues of politics, governance, and legal systems. England’s Qualifications and Curriculum Authority explained why this form of education is important by giving the following example; after students learn about diversity, injustice, and inequality, “students might set up

a project to address issues of racism in their local government” (Qualifications and Curriculum Authority, 2009). Hence, projects as a result of citizenship education are citizenship projects or civic engagement activities. For the sake of the future of society, the older generations (i.e. teachers, lecturers, and facilitators) must foster the youth towards participation in projects such as these as well as civic engagement (McGuire, 2018).

A study by Boadu Kankam (2015) of the University of Cape Coast Ghana undertook a study on the views of tutors in educational colleges in Ghana with regards to the teaching methods and their contribution to citizenship. Key findings from this study show that once tutors have demonstrated a greater understanding of the definition of a good Ghanaian citizen, they are likely to show commitment by translating it into their teaching both outside and inside the colleges (Kankam, 2015).

This then results in people both inside and outside the colleges to know their civic responsibilities which can create a platform for national development. Therefore, citizenship studies are not meant for only the classroom but can be properly exhibited by people who are knowledgeable to provide people who are outside the classroom an avenue to also learn the art of good citizenship. Institutions need to model democracy, as they prepare students for citizenship. Educational institutions can become sites for political debate over patriotism grounded issues as citizenship education cannot be delineated from the social realities of the world in which teachers operate (Kankam, 2015).

3.3. Alternative Breakaway Community

An alternative break is voluntary engagement services of a team of students from higher educational institutions such as colleges, with prior extensive study in a leadership program, who embark on trips to serve other communities, with each trip aimed at addressing a specific social issue which is usually undertaken during the spring, fall or summer break

(Rhoads & Neururer, 1998). Alternative breaks draw on traditional service-learning frameworks, providing students with direct exposure to the problems in underserved communities, immersion, and the opportunity to address social issues while broadening their view on where learning can take place.

A differentiating factor of alternate breaks from volunteering is the prior education on social issues and training participants of alternative breakaway undergo before the projects while volunteering does not have these requirements or involve teams from the same educational institution. The absence of a means of assessment of the transformative impact of participation of students from these experiences is also common with most alternative breakaway (Mann & Linda, 2016). Students then return to their campuses to create and run campus organizations related to the social issue, execute a fundraiser for the non-profit organization they worked with, volunteer in their local community, or commit to an internship or career within the non-profit sector.

3.3.1. Active Citizenship Continuum Model

While Active Citizens are individuals for whom the community has become a priority in their values and life choices, the Active Citizen Continuum gives a language to the transition from apathy to action. The diagram below shows the continuum of how a member of society is being transformed into an active citizen through alternative breakaway programs.

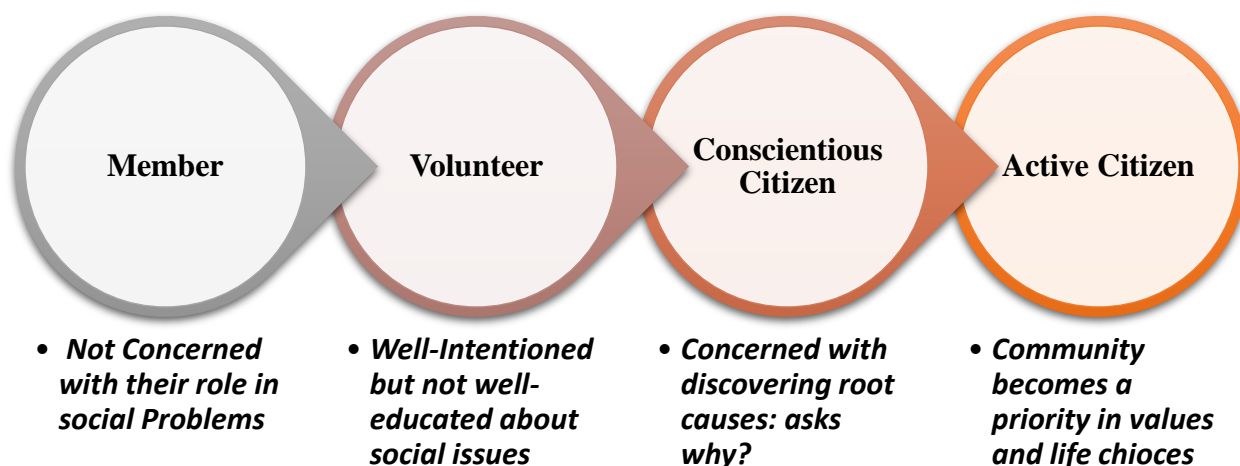


Figure 2; Pictorial View of the Active Citizen Continuum Model by alternativebreaks.org

Pre-Break Transformation

According to BreakAway.org, the transformation begins when students are prepared for on-site experiences and provided initial education about site-specific social issues. Which is achieved through education, orientation, and training. During the Pre-Break transformation activities, icebreakers and group building takes place as teams discuss goal and expectations.

On-Break Transformation

While on-site, participants are encouraged to critically examine circumstances encountered to arrive at root cause issues and provide solutions to address the root causes of the social issue. While on-site, education is on-going as well as community involvement and daily reflections.

Post-Break Transformation

This transformation occurs when participants find a means to be continually involved in social causes even to the point of their localities. Some suggestions include encouraging

students to organize or join small groups of committed individuals to talk about social issues. Continuous education and making life choices that benefit the community are ways post-break transformations occur.

3.3.2. Eight Components of Alternative Break Away

There are eight components of a Quality Alternative Break as designed by the Break Away Organization. They include Strong Direct Service, Full Engagement, Diversity and Social Justice, Orientation, Education, Training, Reflection, and Reorientation.

Strong Direct Service	achieved through direct engagement with community members
Full Engagement	achieved through community immersion
Diversity & Social Justice	achieved through participants representation of the range of students present in the campus community
Orientation	takes place before, during, and after the alternative break experience, participants learn about the as communities as they work
Education	provides a framework for interesting perspective development
Training	through structured activities
Reflection	achieved through time set aside and undertaken Individually or in groups
Reorientation	Continued education and joining or organizing small groups to take action

Figure 3; Showing Eight Components of a Quality Alternative Break

3.4. Youth Civic Web Sphere

Schudson (1998) is of the view that citizenship is not static, citizens of democracies act out their roles in public life differently based on political culture and opportunities at a particular time and place (Wells, 2010). Younger citizens adopt citizenship styles differ from those of their parents due to the evolution of the internet which resulted in a social shift.

Some research has shown that younger citizens tend to exhibit low levels of conventional civic engagement. “At the same time, young people are growing up familiar with digital media and the internet. This combination of new civic orientations and new communication opportunities” (Wells, 2010).

Wells (2010) is of the view that since young people use unique technologically enhanced abilities to achieve political, social, or legal goals it proves that young people can also successfully engage as citizens without the orthodoxy of formal engagement (Jenkins 2006). Besides, the combination of the younger generation and digital media presents one of the unprecedented opportunities for new forms of engagement and action (Rheingold 2002; Jenkins 2006).

Wells (2010) points out that the internet is indeed an attractive platform for building civic skills among the younger generation and additionally, online civic engagement projects have become a preferred platform for scholars, practitioners, and funders (Montgomery et al. 2004; Livingstone 2007b; Bachen et al. 2008; Coleman 2008).

From Wells study, he has determined that sites that have a more “Managed model of citizenship tend to view youth as ‘apprentice citizens’ in need of training as they move ‘from the immaturity of childhood to the self-possession of adulthood’ ” (Coleman 2008, p. 191). Meanwhile, he explains that sites with a more ‘Autonomous’ vision of citizenship see “youth as capable of defining and projecting their own voices” thus offer their users much flexibility on how to use the site (Coleman 2008).

Sites using a managed model of citizenship see the web as a risky and dangerous space, “while those creating Autonomous experiences instead see ‘a relatively free space in which untrammelled creativity and acephalous networks can flourish’ (Coleman 2008, p. 192) and these impressions lead the Managed sites to tightly control the freedom of their users and

Autonomous sites to encourage their users to explore the potential of the Internet” (Wells, 2010).

Examples of sites Wells (2010) uses in his study include HeadsUp and FutureMajority. While HeadsUp is run by the Hansard Society and the most Managed site in the sample, “it is visually rich, with a colorful, somewhat edgy design that includes a top banner montage of black and white photos of important people and places in UK government, FutureMajority.com is a blog developed and maintained by the youth advocate Michael Connery” (Wells, 2010). While “HeadsUp’s content is oriented around a series of debates and offers information and forums on periodically changing topics, with the stated goal of allowing young people to communicate with peers and elected officials, FutureMajority.com is used as a platform and clearinghouse for information relating to youth and progressive politics: typical posts contain links to news coverage of youth political participation, and stories about emerging programs to mobilize young progressives”.

Future research can help to define exactly what attracts young citizens. Based on research and speculation, Wells (2010) study assumes that “young citizens are more attracted to Autonomous and possibly Actualizing opportunities than Managed and Dutiful ones”.

3.5. Problems Identified

A study by Bowen (2011) on civic commitment through alternative breaks revealed that though it contributes to community betterment and student development, they are short-term community service trips with limitations. Students spend time, over a very short period interacting with communities that need assistance. Since the impact of alternative break experience is usually measured through the reflective process, these reflections are probably emotional reactions rather than rational responses (Bowen, 2011).

Bowen (2011) hypothesizes that alternative break participants' claims of life-changing experiences are perhaps, often exaggerated. Therefore, program facilitators of alternative break projects should be mindful of the limitations posed by the short-term nature of such projects (Bowen, 2011). "Lengthier periods of service are likely to have a stronger, more lasting impact in terms of civic engagement" (Bowen, 2011).

3.6. Proposed Solutions and Recommendations

Bowen (2011) and others provide these three recommendations to manage this limitation given student civic commitment and they encompass; follow-up trips, purposeful reflections, and additional research (Bowen, 2011).

According to Bowen (2011), organizing follow-up trips in response to concerns that short-term projects sometimes leave students emotional and also because of the community being only temporarily relieved the particular problem is an appropriate solution. Students should be encouraged to return to communities as many times as they can for the sake of longevity. Options include extending community service project over several semester breaks to foster long-term civic commitment among students (Bowen, 2011).

Supervisors and project leaders should make meaningful reflection an integral component of these trips. Reflections facilitated to go beyond superficial reactions such as "feel-good", "counting your blessings" statements and progress to deeper analyses and difficult discussions. Routine, iterative ruminations during the service period can help students appreciate their experiences. This can set the stage for long-term memory capturing and involvement in community causes (Bowen, 2011).

Conduction of additional research using the eight components of the BreakAway Model is essential. "Future studies could focus on how each of the eight components

contributes to developing commitment to civic engagement during a series of alternative break trips” (Bowen, 2011). Additional research can also shed light on the effect of repeated participation in alternative break projects on improving student and community outcomes.

4. CHAPTER FOUR: SOLUTION AND IMPLEMENTATION PLAN

4.1. Chapter Overview

This chapter outlines the optimum approach to solving the problem of preserving citizenship projects and experiences with details on the solution developed. It initially introduces the proposed solution, then justifies it and includes information on the tools necessary to operate the solution.

4.2. Solution: A Blog

A Blog Post is simply a piece of written and other contents including visuals like pictures and videos published on a blog. A blog is a regularly updated website or web page used typically by small groups that serve as a flexible medium for presenting information interactively and informally. A blog is also a form of online journal or database or informational website which displays information in the reverse chronological order where the latest post-most recent posts appear first (Grosvenor, 2020). Blogs consist of a series of posts made by one or more bloggers and all posts are archived and are usually sorted into categories. Readers can browse these categories to read all entries. As the internet revolutionized, blog posts have grown to become a valued resource for personal and business uses.

The particular blog post that will contain information on Ashesi citizenship projects will be called the *CCCe Blog* short for the “Citizenship Community and Civic Engagement Blog” managed by the community and Civic Engagement Office of Ashesi University accessible to internal members of the community as well as external persons or organizations.

4.2.1. Justification

From the problem statement in chapter 2, it was determined that the fundamental problem was a lack of preservation of citizenship projects undertaken in Ashesi university.

One core benefit of a blog post is journaling over the internet for easy reference and preservation. A blogpost also provides an interactive interface to engage the younger generation of citizens. Since this generation is past journaling on paper or using written media as a source of communication and preservation of memorable events, using a media that is more in tune with the current times of visualization and the internet seems the most appropriate option.

Issues that were raised by participants of the survey were probable complexities and time consumption of using a database. It also revealed a lack of incentives for students to voluntarily opt to include information about their projects on a database. To mitigate these issues, a blog post takes from seconds to a few minutes to find information since every post is archived and has features like filters to make the process less time-consuming.

Another important thing to note is that students will be able to attach the link of the blog post of their projects to their social media outlets such as WhatsApp to share with friends and to their LinkedIn and Facebook profiles to share with potential employers. Since the information available on the blogpost depends highly on students' participation, the solution must equivalently be highly student-friendly. It is also profitable for the university since posts on the blog exhibit Ashesi's citizenship value through a media accessible by an external organization.

In summary, the benefits the university may gain from this solution include a database on the portfolio of citizenship projects, project management framework or system easily accessible to community members, appropriate use or selection of methodologies based on project management policies, increasing project success rates and validation the citizenship value through publicity of the citizenship projects to the rest of the world.

4.2.2. Software: WordPress

In 2003, WordPress released its first version as a blogging platform. Today, WordPress is the world's most popular blogging platform (WordPress, 2020). WordPress is the most popular online publishing platform, currently powering more than a third of the web. It is a hosted version of the open-source software that allows building a blog or build a website in seconds without any technical knowledge (WordPress, 2020). Overall, the WordPress.com network welcomes more than 409 million people viewing more than 15.5 billion pages each month. Its users publish about 41.7 million new posts and leave 60.5 million new comments each month (WordPress, 2020).

WordPress is cost-friendly. Most of the services offered by WordPress.com are free, websites are kept free by offering upgrades for things like Plans and custom domains, as well as VIP hosting partnerships with major media outlets. It allows users to keep tabs on their site with real-time notifications and analytics (WordPress, 2020). It also allows users to publish a post, reply to comments, update the homepage conveniently from a phone, tablet, or browser. WordPress is said to be secure. WordPress.com site runs on the best WordPress hosting environment on earth (WordPress, 2020).

4.2.3. Feature and Filters

The attributes of this blog include a reverse-chronological order where posts are displayed from the most recent post at the top of the page to the least recent at the bottom. On the sidebar of the blog are the filters which are a list of categories that allows the user to view specific rows with specific information. Below is a blueprint for the proposed features for the blog.

4.2.4. Features

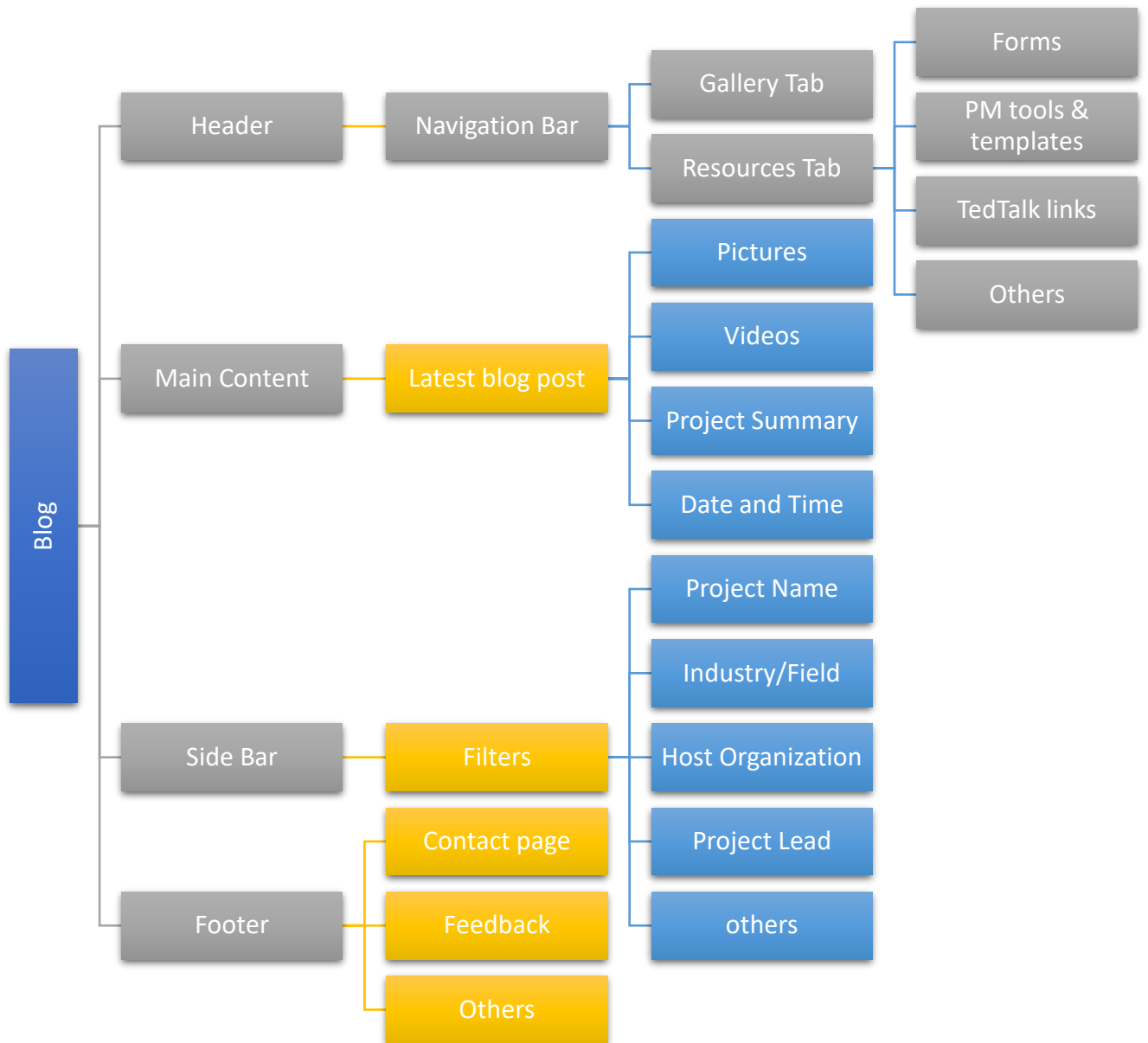


Figure 4; Blueprint of the blog showing the parts and features

4.2.5. Filters

Filter	Description
Project Name	Name/title of the project with a link to the project blog post. E.g. Anigye Project
Industry/Field	The field or in which the project affected. The larger community that houses the project. E.g. Education and streetism
Host Organization	Internal host organization within Ashesi. E.g. club, Service-learning
Project Lead	The student responsible for the project and/ or manages a team.
External Organization	Organization or community that partners with Ashesi and/or benefits from the projects.
Location	Site of the project
Contact person	External persons responsible for the project
Project Stage	Planning, Initiation, Execution, Monitoring, and Controlling and Closure.
Project Duration	Timeline of the project. (Days, weeks, months and years)
Project capacity	The desired number for the project team and vacancy for more volunteers
Project Funding	Money required to undertake a project
Project Status	Active, Completed, Ongoing, Inactive

Table 2; Showing the filters and their descriptions

4.3. Implementation Plan

This is a breakdown of steps to carry out after the software WordPress has been used to create a suitable interface for the blogpost such that the needs of the university are met per insights from the finds of this study.



Figure 5; Showing implementation plan with steps

Step 1: Gather Project Report from Coordinators from the Last Five Years.

This entails having to go through Service-Learning reports as described in Chapter 2 from Leadership IV coordinators to find information on projects undertaken by students over the last five years as a start. Also, obtain information on projects managed or coordinated by the Civic Community Engagement Office. The deliverables from the 2019 Project Management Class which contains an excel sheet on external partners for service-learning is also a good reference point for this first stage of gathering project information.

Step 2: Contact Organizations and Projects Leads.

After obtaining information about project leads and contact persons of the external organizations. Proceed to contact these persons to inquire about the status of the project,

consent to be posted on the blogpost, project team vacancy, volunteer vacancy, timeline of the project, and other relevant information necessary for the filters on the blog. This may be done using the telephone in the Civic Community Engagement Office or emails to reach the project leads and external organizations. At this stage, project summaries, as well as visuals which include videos, pictures, logos, are gathered to be stored or displayed on the blog.

Step 3: Create a form for the Ashesi Community.

Design a form using Microsoft Office365 for subsequent updates from students which will be available on the blog post as well as sent via email to the Ashesi community. This will be beneficial at the initiation stage as well as the maintenance of the blog with regular updates. The form may inquire information from the applicant on all aspects of the filters i.e. the form feeds the database for the blogpost. Therefore, every segment to be displayed on the blog post should be present in the form.

Step 4: Create a SharePoint

For all project information gathered whether posted on a blog post or not, a SharePoint using Microsoft Office365 should be created for the backend purposes of an internal database. It will contain folders for project summary, visuals, responses from the form created, and among others for all projects including those that may not be active hence not posted on the blog.

Step 5: Upload to Blog and Share

Once the preceding steps are executed, the information may be uploaded to the blog per the required entries. Students and organizations whose projects get displayed should receive notifications via email with a link connecting them to their project blogpost. This will allow students to display these links on their social media accounts including professional

accounts such as LinkedIn and Facebook for prospective employers as per the findings of this study.

Step 6: Create a Directory from the University Website.

The Ashesi university website may also house a link to the blog post. Before this is done, a meeting with the External Engagement Office of the university is to be had to discuss the requirements per the Ashesi brand that the blogpost requires to enable the creation of this directory on the Ashesi website. Findings from needs assessment revealed that a requirement is the sustainability of the blogpost i.e., a plan to maintain the active status of the blog.

4.4. Maintenance and Update Plan

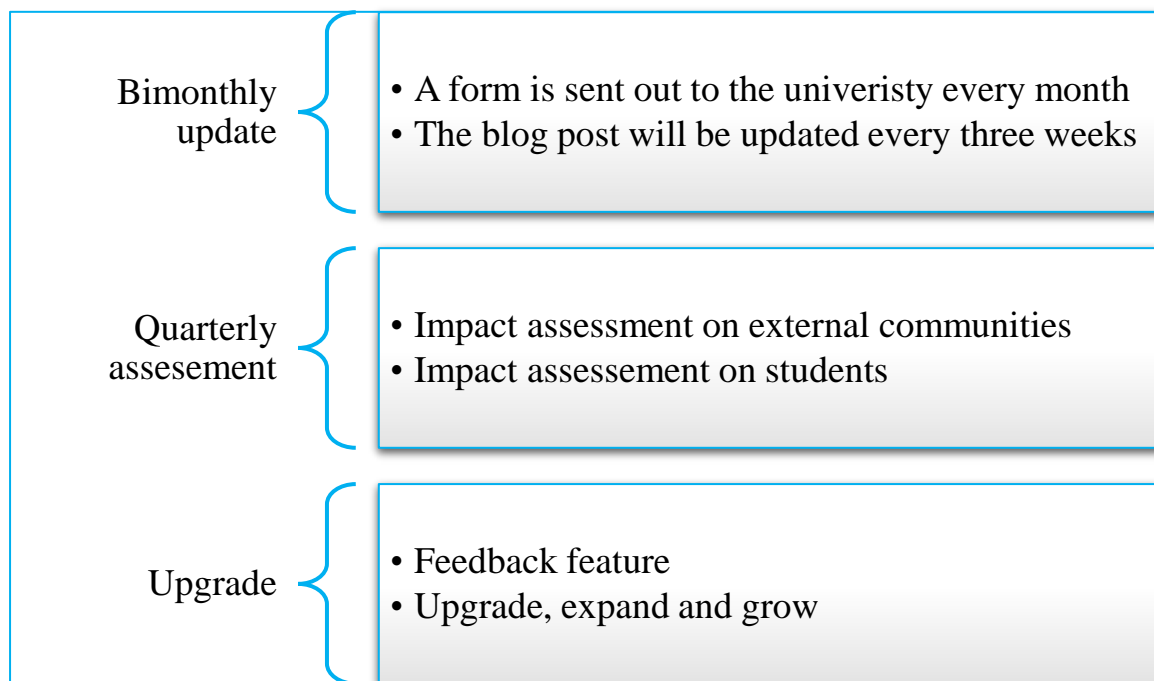


Figure 6: showing the summary of maintenance and update plan

4.4.1. Bimonthly Updates

While the form remains on the blog and accessible to the Ashesi community, an email with the form may be sent out every month as a reminder to projects leads to provide updates

on the status of the projects. For example, it may be sent out every last Thursday of the month for updates.

However, the blog will be updated during the next month based on the updates provided in the previous month. For example, if the forms were shared for updates on the last Thursday of April, in May, the form is updated with the information provided from April and then at the end of May, the form is sent out and will be downloaded and processed on the blog in June. Essentially, applicants and project leads should expect to see their updates on projects displayed on the blog after a time frame of three weeks.

4.4.2. Quarterly Assessments

After every quarter, projects that have reached the closing stage of their projects will be assessed by a determined standard. The project team and the external organization will be involved in this process. An example of this assessment process can be through meaningful reflections with the Civic and Community Engagement Office as a facilitator of this process using tools such as focus group, Zoom, telephone calls, forms, additional research, return trips, and among others to assess the impact of the project on the community as well as the students as suggested by the literature review on Breakaway service-learning projects.

4.4.3. Feedback and Upgrades

As this blog post will be a new product being used by the Ashesi community, it is important to receive information on the community's reaction to the blog for improvement, update, and growth. Feedback and upgrade should be an ongoing process to fix some problems that may be encountered by the users of the blog. An email should be attached to the front page of the blog to communicate issues with the blog.

5. CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1. Chapter Overview

This is a concluding chapter that provides a summary based on deductions from previous chapters and the entirety of the project beyond this paper. It discusses the limitations and challenges faced while undertaking the project as well as some recommendations for the organization. It also includes lessons learned statement.

5.2. Limitations and Challenges

The unmatched interest of student participants versus the expected level of interest. For instance, the actual number for survey respondents was 43% less than the expected number. Even though this posed a challenge since the number of respondents is not representative of the Ashesi Community, it led to questioning why and then discovering a lack of incentive for them to take time out to participate since the study does not seem to benefit them directly as it would management of the university.

This project was interrupted by the coronavirus pandemic which resulted in a short halt of academic work due to the unique circumstances of study-from-home the pandemic created for students. For a short period, it affected communication dynamics between stakeholders of the project, lack of access to some technological resources, and interrupted the flow of information.

5.3. Recommendations

As Ashesi has been globally recognized as the top institution in Ghana with great contribution to the SDGs as mentioned in chapter 1, other institutions may look to Ashesi for leadership or a model in this regard. Implementing the suggested solution can be the first point of contact or a sneak peek into how Ashesi operates in the sphere of citizenship to acquire such global recognition.

Since implementation has been a problem in tackling this issue, it will be best to act with this project. It may be executed through forming a team managed by the Office of Civic Engagement and consisting of highly incentivized students across majors over the summer break to execute the proposed solution.

Creation of awareness of the civic engagement office to students since this project revealed that students have little idea of the office and its significance to the operation of Ashesi University.

5.4. Lessons Learnt

A major takeaway from this project is a renewed regard for the citizenship value and volunteering organizations with programs designed to ensure that participants are left with longer-lasting desires to continuously look forward to opportunities to make contributions to the bigger society. This may be done through creative service to one and another and in turn, make positive contributions to bigger societal issues.

Also, as a business administration student, this has led me to appreciate some blurred lines between industries as a result of technology and to be thankful to Ashesi for the liberal art system that allowed me to build this skill.

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7. APPENDIX

LIST OF ABBREVIATIONS

AIDS – Acquired Immune Deficiency Syndrome

HIV- Human Immuno Deficiency Virus

NGOs – Non-Governmental Organisations

PMBOK - Project Management Body of Knowledge

SDGs - Sustainable Development Goals

SLE – Student Life Engagement

RESEARCH QUESTION: DRAFT

1. Whether or not Ashesi university has a database for all previous and current citizenship projects?
2. Whether or not there is a relationship between the amount of technical resources available to students for citizenship projects and the longevity of the project?
3. Whether or not the available structure for citizen projects in Ashesi allows for continuity of projects after Service learning or semester is over?

Questions for students/Ashesi community (questionnaire)

1. Which one of the below best describes you? (Staff, faculty, Faculty intern, Alumni, student)
2. If student, what year group? 2020, 2021, 2022, 2023, other
3. Have you ever undertaken a citizenship project? Yes, No
4. 4. If yes, how many citizen projects have you undertaken?
5. 5. Are you currently involved with one or more right now?
6. 6. What body of supervision normally oversees your project? Leadership IV service learning, Student Club, Community Engagement office, other?

7. 7. Were you provided with a requirements document/outline before permitted to undertaking the project?
8. 8. Were you provided with tools/templates on project management to apply to your projects?
9. 9. If yes, what were they?
10. 10. Was this helpful? Why?
11. 11. Did you research for information on citizenship projects in Ashesi?
12. 12. How did you find information on the community you decided to serve in?
13. 13. How easy was it for you to find information on citizenship projects in Ashesi?
14. 14. What would have made it easier?
15. 15. What tools/templates/techniques aided you as you planned for your projects?
16. 16. What tools/templates/techniques aided you as you executed for your projects?
17. 17. Did you free style the project? (without structure)
18. 18. What difficulties did you encounter as you engaged with the community/ies? Identify at least three key areas.
19. 19. Did you give or submit a written feedback to the supervisory body?
20. 20. Were you aware there was such a thing as citizenship projects before this form?

Questions for focus group discussion

22. 1. Are you aware of requirements for citizenship project?
23. 2. Do you know who to talk to for information on citizenship project requirements?
24. 3. Do you know any examples of citizenship project in Ashesi or elsewhere?
25. 4. Are you familiar with the concept of project management?
26. 5. Do you know who is responsible for citizenship projects and how to contact them?
27. 6. Do you know what the Community Engagement office is?
28. 7. Do you have regular communication with your Community Engagement office?
29. 8. Does Ashesi have policies to protect students from harm as they engage on such projects?
30. 9. Is there a system for monitoring citizenship project?
31. 10. Do you know what to do if you found something unusual while involved with a community?
32. 11. Do you know who you could turn to for advice on dealing with the problem?

Questions for policy makers (handbook- Dean of students)/Community Engagement office/service-learning facilitators

33. 1. Are there provisions in the handbook for citizenship projects?
34. 2. Is there a written procedure for citizenship project management?
35. 3. Do you have records of who (students or faculty) are carrying out citizenship projects in the name of Ashesi?
36. 4. Is there a clear structure for reporting new projects found in communities that students are encouraged to partake on? Whether identified by students (individuals or clubs) or Community Engagement 's office or other departments or facilitators for service learning.
37. 5. Is there a contingency plan to deal with new opportunities citizenship projects?
38. 6. Are there conditions or regulations for undertaking citizenship projects in Ashesi?
39. 7. Are there cost structures or budgets for these projects?

40. 8. What are the different classes of a citizenship project? e.g.; service learning, student clubs, Outreach committee...
41. 9. Does the Community Engagement Office have the capacity to track/monitor all citizenship projects?
42. 10. Do you have tools/coaching services to guide students through the execution of these projects?
43. 11. Who researches into the risk, health and safety issues associated with these projects?
44. 12. Have there been any issues in the past concerning the health and safety of the students?
45. 13. Are project risk analysis conducted?
46. 14. Does Ashesi have the necessary tools/technical expertise to conduct the necessary risk analysis for such projects?
47. 15. Based on the answers above, in what areas do you need more support in?

General questions

48. a. What knowledge and skills might be preventing students from
49. performing as they should? Examples: Clear expectations, regular feedback against those
50. expectations, tools, systems, project design, interactions with stakeholders etc.
51. b. How important are each of the knowledge and skills that you have mentioned?
52. Root Causes
53. 1. Expectations – Work requirements, procedures, clear understanding of what is expected
54. 2. Feedback against those expectations – Do they know how they are doing?
55. 3. Measurement – How do you know if they are doing well? Need this for feedback.
56. 4. Consequences – Are consequences aligned with expected performance, are there positive
57. and negative consequences
58. 5. Tools and Systems
59. a. Does course/ leadership seminar structure support good work?
60. b. Does the technology support good work?
61. c. Is the needed information readily available?
62. d. Does the available structure support good teamwork for projects teams?