

GENERATION UNLIMITED GHANA:

GHANA COUNTRY ASSESSMENT
OF THE YOUTH ECOSYSTEM

August, 2022

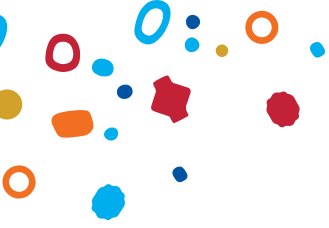


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Appreciation

We would like to thank all stakeholders who contributed to this assessment through interviews and review of this document.

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TABLE OF CONTENTS

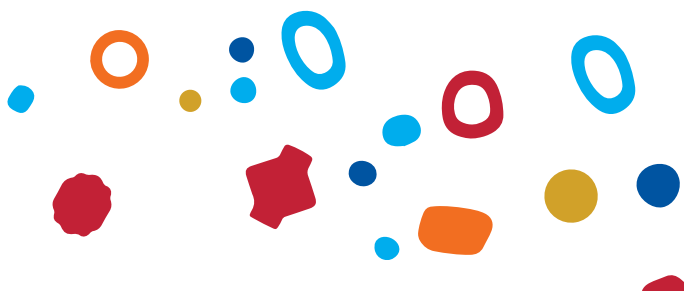
1. Introduction	9
1.1. Overview of Generation Unlimited	10
1.2. Scope	11
1.3. Report Structure.....	10
2. Approach and Methodology	13
2.1. Approach.....	14
2.2. Data Collection	14
2.3. Ethical Clearance.....	17
2.4. Limitations	18
3. Context	19
3.1. Introduction.....	20
3.2. Setting	20
3.3. Demographics	21
3.4. Economy	22
3.5. Equity.....	23
3.6. Adolescent Rights.....	24

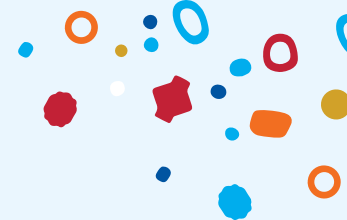


TABLE OF CONTENTS

UNICEF/ACQUAH/2021

4. Findings	27
4.1. Education: Junior High School and Senior High School	28
4.2. Training: Technical and Vocational Education	52
4.3. Employment	67
4.4. Entrepreneurship	92
4.5. Engagement	120
5. Cross-Cutting Implications for GenU	145
6. Annex 1: Analytical Framework	149
7. Annex 2: Reference List	153





List of figures

Figure 1: Youth context at a glance	20
Figure 2: Education at a glance	31
Figure 3: TVET at a glance	54
Figure 4: Ghanaian Youth Employment at a glance	71
Figure 5: Entrepreneurship at a glance	95
Figure 6: Engagement at a glance	123

List of tables

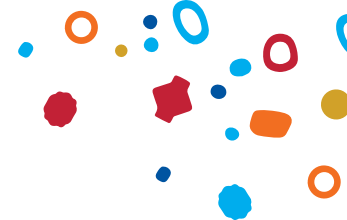
Table 1: Approach.....	14
Table 2: Interviews conducted by strategic priority area.....	15
Table 3: Interviews conducted by stakeholder type.....	15
Table 4: Focus Group Discussions	16
Table 5: Community Interviews	17
Table 6: Limitations	18
Table 7: Description of government policies relevant to JHS and SHS.....	38
Table 8: JHS and SHS Programmes.....	41
Table 9: Opportunities for GenU in JHS and SHS.	50
Table 10: Description of policies relevant to TVET.....	58
Table 11: TVET Programmes	60
Table 12: Opportunities for GenU in the TVET sector.....	66
Table 13: Description of government policies relevant to employment.....	78
Table 14: Employment Programmes.....	82
Table 15: Opportunities for GenU in the ‘Employment’ thematic area	89
Table 16: Description of government policies relevant to entrepreneurship.....	101
Table 17: Entrepreneurship Programmes.....	104
Table 18: Opportunities for GenU in the ‘Entrepreneurship’ thematic area	118
Table 19: Description of government policies relevant to engagement.....	128
Table 20: Engagement Programmes.....	131
Table 21: Opportunities for GenU in the ‘Engagement’ thematic area	142

List of boxes

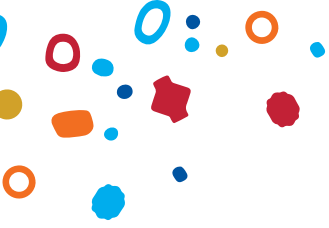
Box 1: What works’ for improving education outcomes?.....	30
Box 2: Definitions and Concepts	30
Box 3: Definitions and Concepts	53
Box 4: ‘What works’ for improving youth employment outcomes?	69
Box 5: Definitions and Concepts	70
Box 6: ‘What works’ for improving youth entrepreneurship outcomes?.....	93
Box 7: Definitions and Concepts	94
Box 8: What works’ for improving engagement outcomes?	121
Box 9: Definitions and Concepts	122

List of Abbreviations

Abbreviation	Definition
4IR	Fourth Industrial Revolution
ACHPR	African Charter on Human and Peoples' Rights
BLG	Better Life for Girls
BMZ	German Federal Ministry for Economic Cooperation and Development
CAMFED	Campaign for Female Education
CAPBuSS	Coronavirus Alleviation Programme Business Support Scheme
CDD	Centre for Democratic Development
CECOTAPS	Centre for Conflict Transformation and Peace Studies
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
CERD	Convention on the Elimination of All Forms of Racial Discrimination
CODEO	Coalition of Domestic Election Observers
COTVET	Centre of Technical and Vocational Education and Training
CRC	Convention on the Rights of the Child
DFID	Department for International Development
DIP	District Industrialisation Programme
E4L	Empowerment for Life
EBN	ENGINE Business Network
EE	Entrepreneurial Education
EU	European Union
EUTF	European Union Emergency Trust Fund for Africa
FANT	Football for A New Tomorrow
FASDEP	Food and Agriculture Sector Development Policy
FCDO	Foreign Commonwealth and Development Office
FDI	Foreign Direct Investment
FES	Friedrich Ebert Stiftung
FFR	Financing Facility for Remittances
FGD	Focus Group Discussion
FOSDA	Foundation for Security and Development in Africa
GDP	Gross Domestic Product
GEA	Ghana Enterprises Agency
GEM	Global Entrepreneurship Monitor
GHS	Ghanaian Cedi
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GLMIS	Ghana Labour Market Information System
GSDI	Ghana Skills Development Initiative
GSDP	Ghana Statistics Development Project
GSOP	Ghana Social Opportunity Project
GSS	Ghana Statistical Service
GYDEP	Ghana Youth Development Enhancement Program



HDI	Human Development Index
HDMF	Henry Djaba Memorial Foundation
ICT	Information Communication Technology
IFAD	International Fund for Agricultural Development
ILO	International Labour Organization
JHS	Junior High School
JICA	Japan International Cooperation Agency
KOICA	Korean International Cooperation Agency
LGBTIQ	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer
LIPW	Labour-Intensive Public Works
MELR	Ministry of Employment and Labour Relations
MFI	Microfinance Institutions
MMDA	Metropolitan, Municipal and District assembly
MOGCSP	Ministry of Gender, Children and Social Protection
MSME	Micro-Small- and Medium-Sized Enterprise
MWC	Migrant Workers and Members of their Families
NABCO	Nation Builders Corps
NAP	National Apprenticeship Programme
NCCE	National Centre for Civic Education
NDC	National Democratic Congress
NDP	National Development Plan
NDPC	National Development Planning Commission
NEET	Not in Employment, Education or Training
NEIP	National Entrepreneurship and Innovation Programme
NEP	National Employment Policy
NGO	Non-Governmental Organization
NMTDPF	Medium Term Expenditure Framework for Ministry of Business Development
NPP	New Patriotic Party
NSS	National Service Scheme
NVTI	National Vocational Training Institute
NYA	National Youth Authority
NYP	National Youth Policy
NYS	National Youth Service
NYVP	National Youth Volunteer Programme
PFJ	Planting for Food and Jobs Programme
PPP	Public-Private Partnership
PRIME	Platform for Remittances, Investments and Migrants' Entrepreneurship in Africa
PWD	Person with Disabilities
REP	Rural Enterprise Programme
SDG	Sustainable Development Goal
SHS	Senior High School
SMS	Short Messaging Service



SNV	Netherlands Development Organisation
SRC	Student Representative Councils
SYND	Strategic Youth Network for Development
TA	Teacher’s Assistant
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UN	United Nations
UNCDF	United Nations Capital Development Fund
UNCTAD	United Nations Conference on Trade and Development
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
USA	United States of America
USD	United States Dollar
Y-VEP	Youth Vigilant for Peaceful Elections and Development
WAR	West African Region
WBL	Work-Based Learning
YAG	Youth Advocates Ghana
YDI	Youth Development Index
YEA	Youth Employment Agency
YEFL	Youth Empowerment for Learning
YES	Youth Empowerment Synergy
YIEDIE	Youth Inclusive Entrepreneurial Development initiative for Employment
YLP	Cohort of the Young Leaders Programme
YLSTI	Youth Leadership and Skills Training Institutes
YPWD	Young People with Disabilities

1.

Introduction

1.1. Overview of Generation Unlimited

Globally, it is estimated that, by 2030, there will be 2 billion young men and women seeking opportunities for a brighter future.¹

In 2018, world leaders came together to form a global partnership, Generation Unlimited (GenU), to support young people as they transition from education and training into high-quality and decent work. As a platform, GenU aims to transform education, employment, entrepreneurial and engagement outcomes for young people around the world. It also seeks to provide opportunities for young people to participate meaningfully in decision-making processes, identify and co-create solutions to problems facing their own communities. **Recognizing that the barriers to achieving this are multi-dimensional and intersectional, GenU’s four strategic priorities are** 1) Education and Training, 2) Employment, 3) Entrepreneurship, and 4) Equity and Engagement.

GenU is particularly pertinent in Ghana which has a rapidly growing population of 31 million with approximately 56% of the population under the age of 25.² The annual population growth of an estimated 700,000 people (2.5%), **has led to the emergence of a ‘youth bulge.’** With a large young population and a declining fertility rate, Ghana’s young dependent population will shrink in size relative to its potential labour pool. This changing population structure has the potential to accelerate economic growth and create a demographic dividend.³ Capturing this dividend, through sufficient social and economic investment, is critical to improving development outcomes and the nation’s standard of living.⁴

The COVID-19 pandemic posed an additional multi-dimensional challenge for young people in Ghana. Experts predict a “lockdown generation” facing disruption to education, training, and on-the-job learning leading to reduced employment prospects and an extended, more arduous transition into decent work.⁵ Young women face the additional burden of managing both paid work and unpaid care work due to school closures, and other vulnerable and marginalised youth, such as young people with disabilities, face additional hardships in accessing learning and decent work opportunities.

Overall, COVID-19 deepened the vulnerabilities and inequalities faced by young people. It also highlighted the digital divide, placing universal connectivity and digital learning higher on the agenda. Therefore, the goals of GenU in Ghana are expanded to include:

- Connecting every school and learner to the internet
- Scaling-up online/remote learning, skilling, and livelihood platforms
- Encouraging entrepreneurship skills and opportunities
- Supporting young people as changemakers

To improve education, employment, entrepreneurship, and engagement outcomes for young people, Generation Unlimited will build on ongoing investments and partnerships with government and non-government stakeholders. It will identify areas of proven potential to scale up and drive new solutions to address acute youth challenges across the country. By coordinating a shared vision and uniting initiatives between stakeholders, service providers, funders and beneficiaries, GenU Ghana aims to maximise impact across the youth ecosystem and unlock youth potential in Ghana.

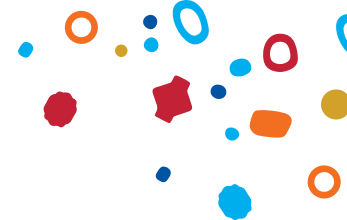
1 Generation Unlimited *Solutions and Promising Ideas Book*. 2019. <https://www.generationunlimited.org/media/906/file>

2 PopulationPyramid.net, <<https://www.populationpyramid.net/ghana/2019/>> Made available under a Creative Commons license CC BY 3.0 IGO, accessed 23 October, 2022.

3 Williamson, Jeffrey, G. Demographic Dividends Revisited. *Asian Development Review*. 30. 2013. pp 1-25. 10.1162/ADEV_a_00013.

4 Ibid.

5 World Bank. ‘Skills Development’<<https://www.worldbank.org/en/topic/skillsdevelopment>> accessed 23 October 2022.



It is within this context that the UN Country Team is developing and operationalising GenU in Ghana through the development and delivery of the following.

- The development of a **Country Assessment** that will provide an overview of the local ecosystem for young people, including an analysis of the existing partnerships and initiatives, key progress and gaps, and opportunities for GenU to strengthen and scale activities.
- The development of a **Country Investment Agenda** that will articulate the key gaps related to young people's needs. The Agenda will include a Country Investment Roadmap, Investment Portfolio, an Operational Plan, and a package of additional documents. The Country Investment Agenda will be based on the findings of the Country Assessment and further engagements.

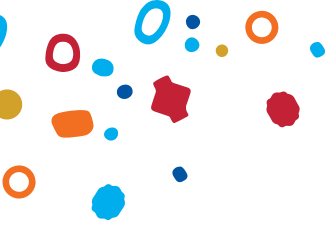
1.2 Scope

The Country Assessment involved an in-depth study of the youth landscape in Ghana. It mapped the initiatives, gaps, and key stakeholders in the country as they pertain to GenU, and it comprised of the identification, description, analysis, and assessment of:

- Policy and regulatory environment related to secondary-age education, skills training (including traditional skills training), entrepreneurship, employment, and civic engagement
- Demand-side analysis on the perspectives of adolescents and young people, their concerns, challenges, and aspirations in priority areas including the context of the pandemic
- Supply-side analysis of the macroeconomic landscape, particularly in education and employment sectors as well as key programmatic gaps and opportunities

- An analysis of the digital skills and access divide in Ghana's youth and its socio-economic impact including shortage of digital skills in the economy
- A review of literature on inequities (by gender, geography, disability, and education) in young people's access to education, skills development, and employment opportunities
- Entrepreneurship and start-ups ecosystem analysis, also including corporate, non-for-profit and governmental actors
- Organisations contributing to youth development in Ghana including a social network map that highlights relationships and flows between people, groups, and organisations
- Government of Ghana's vision on GenU's four strategic priority areas
- Inefficiencies in areas where changes/improvements in investment might lead to greater return
- New emerging initiatives from private sector actors providing skills trainings, and existing initiatives bringing private sector actors to the Sector Skills bodies under CTVET
- Opportunities for GenU to promote coordination across the four strategic priority areas
- Opportunities for GenU in promoting partnerships and funding, white spaces and gaps for further public/private partnership, shared value opportunities for private sector involvement
- Existing funding and financing opportunities, including budgetary prioritisation by government, for initiatives focused on working with young people.

This will culminate in the identification of promising initiatives with the potential to scale at a national level as well as the identification of possible investment partners. Given the impact of the Fourth Industrial Revolution (4IR) and



the extent to which COVID-19 has escalated the need for digital transformation, priority will be given to initiatives that position the youth to take advantages of the economic and social opportunities of the digital economy.

1.3. Report Structure

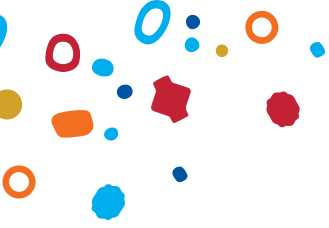
The rest of the report is structured as follows:

- Section 2 outlines the approach and methodology used to develop the Country Assessment
- Section 3 provides an overview of the Ghanaian context
- Section 4 presents the findings of the Country Assessment organised according to the four strategic priority areas
- Section 5 describes the implications of the Country Assessment for GenU Ghana
- Section 6 concludes and proposes the next steps on how to move from the Country Assessment to the Country Investment Agenda.





2. Approach and Methodology

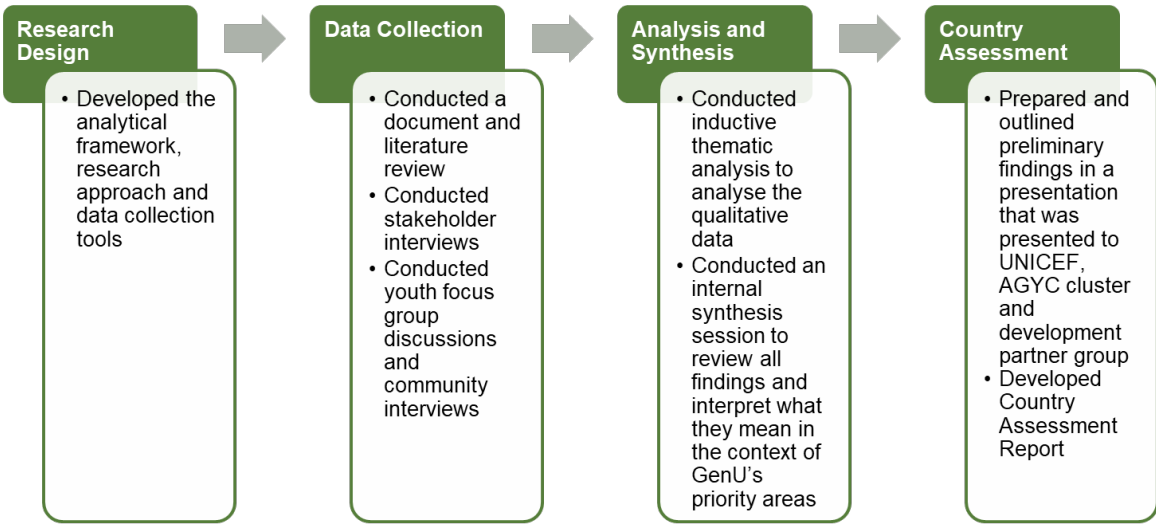


2.1 Approach

The development of the Country Assessment followed the thematic framework outlined in the global GenU literature and was based on the overarching analytical framework that was developed during the inception phase of the assignment (Annex 1). The analytical framework guided the development of the research approach and data collection tools, as well as the interpretation and analysis of all qualitative and quantitative data.

Our approach was a mixed-methods, iterative approach that drew on multiple sources and employed different data collection methods to enable the triangulation of findings. The process of triangulation was completed through cross verification from more than two sources. The diagram below outlines the approach we followed in the development of the Country Assessment.

Table 1: Approach

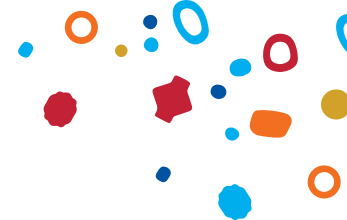


2.2 Data Collection

We employed a combination of data collection methods to develop the Country Assessment, including a document and literature review, key informant interviews (KIIs), focus group discussions (FGDs) with youth, and community interviews with parents and teachers.

2.2.1 Document and Literature Review

Building on the research undertaken in the inception phase, we reviewed policy and programmatic documents, secondary data, published literature and grey literature to develop a comprehensive understanding of the emerging challenges, gaps and opportunities for intervention in the Ghanaian youth ecosystem. This review was strengthened upon completion of the first round of data collection to develop a more specific and nuanced understanding of the youth ecosystem. The complete list of documents reviewed is provided in Annex 2.



2.2.2 Key Informant Interviews

The development of the Country Assessment was informed by a set of KIs, the purpose of which was to build on the information derived from the document and literature review. This approach helped ground our understanding of the initiatives that are currently underway in Ghana across the various strategic priority areas.

We developed a comprehensive list of approximately 62 stakeholders across the strategic priority areas that was submitted to UNICEF. However, due to the timing of data collection, half of the stakeholders were unavailable, and, in total, 31 stakeholders were interviewed. Despite the challenges faced, the interviews conducted were sufficiently representative of the strategic priority areas and stakeholder types. The tables below provide a summary of the stakeholders consulted, organised according to strategic priority area and stakeholder type. The full list of stakeholders consulted is provided in Annex 3.

Table 2: Interviews conducted by strategic priority area

Strategic Priority Area	Number of Interviews
Education and Training	10
Employment	8
Entrepreneurship	8
Equity and Engagement	5
Total	31

Table 3: Interviews conducted by stakeholder type

Stakeholder Type	Number of Interviews
Academia	3
Civil Society Organization	9
Government	7
International Development Partner	8
Private Sector (Formal)	4
Total	31

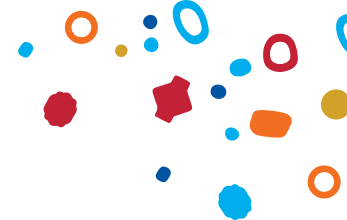
2.2.3 Focus Group Discussions

Focus Group Discussions (FGDs) were held with adolescents and young people in three regions across Ghana. These engagements were designed to yield invaluable insights pertaining to youth’s experience, perspectives, needs and hopes. The FGDs were guided by Participatory Action Research principles; where engagement is a “bottom-up” process of building knowledge with participants and working from the perspective that beneficiaries know best about their own context, strengths, challenges, and opportunities. The FGDs further helped us understand youth aspirations, the barriers they face in achieving these aspirations, and their views on what they need to overcome these barriers. Details of the FGDs are outlined in the table below.

Table 4: Focus Group Discussions

Region	District	Community	Profile	Age Group	Number of FGDs conducted	Total Number of Participants	Female	Male
Northern Region	Tamale Metropolitan	Kukuo	NEET youth	19 - 24	1	12	3	9
			Tertiary and TVET youth	19 - 24	1	13	4	9
		Zuo	In-school adolescents	10 - 18	1	10	5	5
			Young people with disabilities	19 - 24	1	6	3	3
	Karaga District	Karaga	NEET youth	19 - 24	1	11	1	10
		Bagurugu	In-school adolescents	10 - 18	1	11	6	5
			Vulnerable girls ⁶	19 - 24	1	11	11	0
Greater Accra Region	Ga East Municipal	Dome	NEET youth	19 - 25	1	9	4	5
			Young people with disabilities	10 - 18	1	11	4	7
			Young people with disabilities	19 - 24	1	10	4	6
		Abokobi	In-school adolescents	10 - 18	1	12	3	9
			NEET youth	19 - 24	1	10	6	4
			Dodowa	NEET youth	19 - 24	1	8	5
	Shai Osudoku District	Luom	NEET youth	19 - 24	1	10	4	6
			In-school adolescents	10 - 18	1	10	6	4
		Agormeda	Young people with disabilities	10 - 18	1	10	4	6
		Asutsaure	Young people with disabilities	19 - 24	1	12	9	3
Bono East Region	Techiman Municipality	Techiman	NEET youth	19 - 24	1	11	8	3
			Tertiary and TVET youth	19 - 24	1	8	4	4
		Asantanso	In-school adolescents	10 - 18	1	9	5	4
	Young people with disabilities		10 - 18	1	2	1	1	
	Pru West District		Prang	NEET youth	19 - 24	1	6	2
		Tertiary and TVET youth		19 - 24	1	8	5	3
		Daman Nkwanta	In-school adolescents	10 - 18	1	9	2	7
			Vulnerable girls		1	10	10	0
Total					25	239	119	120

⁶ Vulnerable girls refers to girls who experienced teenage pregnancy, did not complete SHS or JHS, are orphans or were married as teenagers.



Over a period of two weeks, 25 FGDs were conducted, with a total of 239 participants. The FGDs were conducted in 14 communities in six districts in three regions. The regions and districts were chosen due to their demographic, economic, and programming differences, which allowed us to capture diverse perspectives and experiences. For example, Karaga district and Ga East Municipal represent two regions which differ widely in terms of the youth population, economic development, as well as the level and nature of youth programming within the districts.

To organise the FGDs, the local team engaged the district assemblies, who connected them to assembly men responsible for the selected communities. Thereafter, the assembly men facilitated introductions with traditional leaders who gave consent for the FGDs to take place. The assembly men then mobilised FGDs based on the profile of youth that consented to and were available for the FGDs in each community.

2.2.4 Community Interviews

Community interviews were conducted with parents and teachers in each community. The purpose of the interviews with teachers was to gain insight into the translation of education policy to the classroom. Further, to elicit their views and experiences on the challenges faced in the schooling system, the extent to which the education system prepares young people for the labour market, and opportunities for improvement. The purpose of the interviews with parents was to gain insight in their views of the challenges faced by their children, and their role in helping their children navigate these challenges.

Parents and teachers are at the frontline of adolescent and youth issues. These interviews complemented the other primary research

methods and they provided nuanced and differing perspectives, as well as pragmatic recommendations for improvement. Details of the community interviews are provided in the table below.

Table 5: Community Interviews

Profile	Number of Interviews
Parents	10
Teachers	10
Total	20

2.3 Ethical Clearance

Ethical clearance was required to conduct primary research with vulnerable groups of youth, and it was required for the following reasons:

- Ensure the research is conducted in a responsible and ethically accountable way
- Minimise the risk of harm, distress, anxiety, and pain to participants
- Preserve the humanity and dignity of participants

The application for ethical clearance was conducted with the Ethics Committee for the Humanities at the University of Ghana. The process involved submitting a proposal, CVs of all researchers, a cover letter, letter of introduction, informed consent form, and all research instruments.

The process took approximately three months from September to December and final ethics clearance was granted on 7 December 2021.

2.4 Limitations

There were a number of limitations that affected the development of the Country Assessment. The table below outlines the limitations of the Country Assessment, the associated risks as well as the risk mitigation strategies employed by the Genesis team.

Table 6: Limitations

	Limitation	Risk	Risk Mitigation
1	Relatively lower response rate from stakeholders from academia and the private sector.	Potential to limit the breadth and diversity of the insights and views of the Country Assessment.	Comprehensive review of education sector analyses and relevant private sector reports. Targeted consultations with the most prominent academic institutions and private sector companies
2	Relatively low regional diversity for FGDs and community interviews.	Potential to limit the generalisability of the insights provided by youth and community members.	Comprehensive review of data and statistics from other regions. Review of reports where youth from other regions were consulted.
3	Lack of FGDs with youth entrepreneurs.	Potential to limit the breadth and diversity of the entrepreneurship chapter	Consultations with entrepreneurship organisations that work directly with youth. Comprehensive review of reports where youth entrepreneurs were consulted.
4	Ghana categorizes young people as those under the age of 35, whereas GenU's focus is adolescents and young people between the ages of 10 – 24.	Limited availability of disaggregated data and insights for 10 – 24 cohort in national statistics, documents, and reports.	FGDs were conducted with young people between the ages of 10 – 24 to ensure that the insights of the GenU cohort were captured.

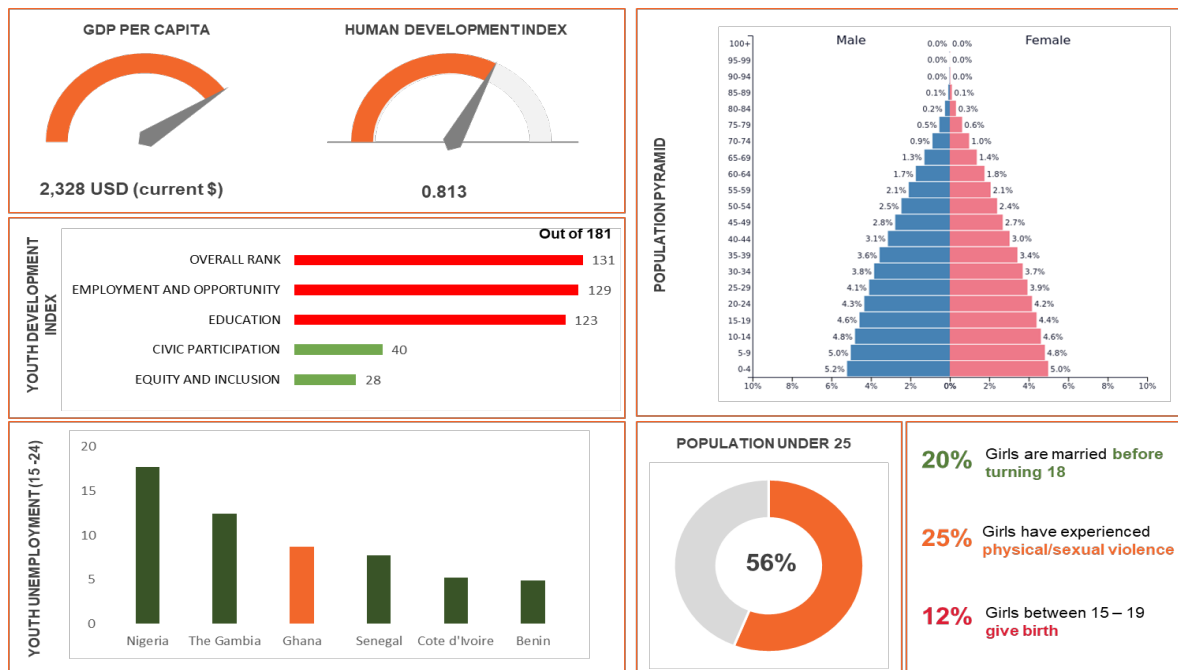
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3.

Context

Figure 1: Youth context at a glance⁷



3.1 Introduction

This section provides an overview of the context of the youth landscape in Ghana. It outlines the ‘what’ of the ecosystem and unpacks the complex system that youth must navigate to become engaged and productive members of society. It covers the Ghanaian setting, demographics, economy, equity, and adolescent rights.

3.2 Setting

Ghana is a country in West Africa, bordering Togo, Cote d’Ivoire, Burkina Faso, and the Gulf of Guinea. Often referred to as the ‘Island of Peace’, Ghana, has been regarded as one of the most stable and thriving democracies in West Africa.⁸

With one of the most stable African government systems, Ghana has seen improvements in human development, health care and economic growth. Ghana is a unitary presidential constitutional democracy, led by two dominant parties, the National Democratic Congress (NDC) and the New Patriotic Party (NPP), in a parliamentary multi-party system.⁹ Nana Akufo-Addo has been the President of Ghana since 2016 and he was re-elected in 2020.¹⁰ Ghana maintains particular political importance and influence both amongst West African countries and globally, being an influential member of the African Union, the Economic Community of West African States, the Intergovernmental Group of Twenty-Four, and the Non-Aligned Movement.¹¹

⁷ Ghana Statistical Service. *Ghana 2021 Population and Housing Census. General Report Volume 3A.* 2021.
United Nations Children’s Fund. (UNICEF) *The situation of adolescents in Ghana.* UNICEF. 2018.
United Nations Development Programme (UNDP). *The Next Frontier: Human Development and the Anthropocene Briefing note for countries on the 2020 Human Development Report.* UNDP. 2020.

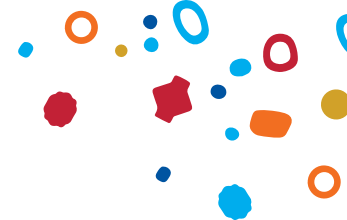
⁸ The Permanent Mission of Ghana to the United Nations. ‘About the Republic of Ghana’.<

<https://www.ghanamissionun.org/about-ghana/>> accessed 23 October 2022.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ateku, Abdul-Jalilu. ‘Ghana is 60: An African success story with tough challenges ahead’. *The Conversation.* <<https://theconversation.com/ghana-is-60-an-african-ahead>>.



Human Development in Ghana has improved over the past decades, reflected in improvements in the Human Development Index (HDI). Ghana's HDI increased from 0.465 in 1990, to 0.632 in 2021.¹² This puts the country in the medium human development category, positioning it at 138 out of 189 countries.¹³ Ghana's 2019 HDI of 0.611 is below the average of 0.631 for countries in the medium human development group, but above the average of 0.547 for countries in Sub-Saharan Africa (SSA).¹⁴ In addition, Ghana's Human Development outranks Kenya which was placed 143 out of 189 countries and Cameroon which was ranked 153.¹⁵ Additionally, other countries in the West Africa Region (WAR) have a comparatively lower HDI than Ghana with the highest being Benin, with an HDI of 0.545, followed by Nigeria with an HDI of 0.539.¹⁶

3.3 Demographics

Over the past few decades, Ghana has experienced steady population growth. The 2021 official Housing and Population Census recorded a total population of over 31 million in 2021, five times the population of 1960.¹⁷ With more than 31 million inhabitants, Ghana is the second most populous West African country after Nigeria.¹⁸ High fertility rates, together with

improvements that reduced infant mortality, have been the cause of the steady increase in the population over the last few decades. Population growth is declining, however, and its growth has reduced from a rate of 2.7% in 1984 to 2.1% in 2021.¹⁹

Like many countries in SSA, population growth has resulted in a 'youth bulge' in Ghana, with 56% of the population being under 25.²⁰ Ghana's young population represents a historic window of opportunity for Ghana.²¹ In terms of gender, Ghana does not have any significant gender disparities in its demographics with an approximately equal male to female ratio.²² PWD are estimated to account for 3.7% of the population.²³ However, the World Health Organisation (WHO) estimates PWD account for 12.8% of the population,²⁴ suggesting the data on PWD is unreliable as other statistics indicate higher numbers comparable to WHO²⁵. Lastly, compared to other African countries, Ghana has a small refugee population. The United Nations High Commissioner for Refugees (UNHCR) estimates that, at the time of writing, there are approximately 6,100 refugees in Ghana and 800 asylum seekers.²⁶

[success-story-with-tough-challenges-ahead-74049](#)> Retrieved 27 June 2021. Botchway, Thomas, P., & Amoako-Gyampah, Akwasi. K. "The Non-Aligned Movement, Ghana and the Early Days of African Diplomacy: Reflections on a Developing Country's Foreign Policy", in *The 60th Anniversary of the Non-Aligned Movement*, Dusko Dimitrijevic and Jovan, Cavoski (Eds.), Belgrade Institute for International Politics: Belgrade, 2021. pp.289-303.

12 United Nations Development Programme. *The Next Frontier: Human Development and the Anthropocene Briefing note for countries on the 2020 Human Development Report* <http://hdr.undp.org/sites/default/files/Country-Profiles/GHA.pdf> 2020. Accessed 23 October 2022.

13 Ibid.

14 Ibid.

15 Ibid.

16 Ibid.

17 Ghana Statistical Service. Ghana 2021 Population and Housing Census. General Report Volume 3A. Populations of Regions and Districts. https://census2021.statsghana.gov.gh/gssmain/fileUpload/reportthelist/2021%20PHC%20General%20Report%20Vol%203A_Population%20of%20Regions%20and%20Districts_181121.pdf 2021.

18 Mullan, Cathy and Davies, Naomi. "An investors guide to West Africa" *Investment Monitor*. 22 September 2021. <<https://www.investmentmonitor.ai/analysis/an-investors-guide-to-west-africa>> accessed 23 October 2022.

19 Ghana Statistical Service. Ghana 2021 Population and Housing Census. <https://census2021.statsghana.gov.gh/dissemination_details.php?disseminatereport=MjYzOTE0MjAuMzc2NO==&Publications> 2021. accessed 23 October, 2022

20 Population Pyramid Ghana PopulationPyramid.net, made available under a Creative Commons license CC BY 3.0 IGO: <https://www.populationpyramid.net/ghana/2050/>, 2019. Accessed 23 October 2022

21 United Nations Population Fund (UNFPA). Ghana Demographic Dividend. <<https://www.unfpa.org/data/demographic-dividend/GH>>

22 Ghana Statistical Service 2021.

23 Seidu, Abdul-Aziz, Bunmi. S. Malau-Aduli, Kristin McBainn Rigg et al. "Level of Inclusiveness of People with Disabilities in Ghanaian Health Policies and Reports: A Scoping Review." *Disabilities*, 1 no.3, pp. 257–277. <https://doi.org/10.3390/disabilities1030019> accessed 23 October 2022.

24 World Health Organisation and World Bank. *World Disability Report*. Data for this estimate was collected between 2002 and 2004. Technical Appendix A. p.273. 2012. Human Rights Watch. Press Release. 22 August 2012. 'Ghana: Disability Rights Convention Ratified People With Mental Disabilities Need Protection, Community-based Programs.' Available at: <<https://www.hrw.org/news/2012/08/22/ghana-disability-rights-convention-ratified>>.

25 Faces of Inequality, Ghana Federation of Disability Organisations and Call to Action Against Global Poverty. *Leave No Woman Behind National Report on the Situation of Women with Disabilities*, 2020. <https://gcap.global/wp-content/uploads/2021/02/LNWB-Ghana-Country-Report-1.pdf> accessed 23 October 2022.

26 United Nations High Commissioner for Refugees (UNHCR). Operational Data Portal Refugee Situations. Ghana. Data as at 23 October 2022. <https://data2.unhcr.org/en/country/gha> Accessed 23 October 2022.

With a large youth population and declining fertility rate, Ghana's young dependent population will shrink in size relative to its potential labour pool. This is a period in which the supply of the working-age population is higher than the dependent population, and if sufficient investments in human capital are made, a demographic dividend can be reaped, resulting in accelerated economic growth.²⁷ This changing population structure has the potential to spur economic growth, and create a demographic dividend.²⁸ Capturing this dividend, through sufficient social and economic investment, is critical to improving development outcomes and the nation's standard of living.

3.4 Economy

Ghana has been a lower middle-income nation since 2010, with strong economic growth. Prior to the COVID-19 pandemic, Ghana was one of the fastest growing economies in the world, with growth rates between 14.05% in 2011, and 6.51% in 2019.²⁹ As the economy has expanded and diversified, services have become increasingly important sources of employment, and, in 2019, 49.21% of individuals employed were working in the services industry.³⁰ This was followed by manufacturing at 21.05% and agriculture at 20.75%.³¹ The services sector is forecasted to contribute 48.7% of GDP in 2022, while manufacturing and agriculture will contribute 30.7% and 20.6%, respectively.³²

Despite several barriers, the services sector has benefitted from favourable government initiatives and relative political and economic stability which has led to its strong contribution to Ghana's economy. For example, Ghana's e-Transform programme, supported by the World Bank, which aims to provide inclusive access to digital technologies, improve institutional capacity, and scale up the use of digital services has been a major booster for the ICT subsector.³³ In addition, the government's clean-up of the financial services division has also played a key role in strengthening the services sector by weeding out weak institutions which were likely to cause more harm in the long-term.³⁴ In other niche areas such as the platform economy, it is estimated that between 60,000 and 100,000 youths in Ghana rely on online platforms such as ride-hailing and food delivery platforms for their livelihood.³⁵ However, since platform workers in Ghana are formally recognised as independent contractors and not employees, they are not covered by Ghanaian labour regulations regarding minimum wages, hours, working conditions, and the right to collective bargaining.³⁶ This essentially puts them at risk of poor-quality job outcomes.

However, Ghana's economic growth continues to create fewer new jobs. Ghana's sustained GDP growth is largely attributable to rising prices in its key exports, such as gold, cocoa, oil, and natural gas.³⁷ The capital-intensive nature of these extractive industries has created a disconnect between economic growth and employment. These trends are compounded by the concurrent stagnation of the manufacturing sector and declining public sector employment.³⁸

27 National Centre for Statistics & Information (2020) Statistical Yearbook, 2021.

28 Williamson, Jeffrey. 'Demographic Dividends Revisited'. *Asian Development Review*. 30. 10.1162/ADEV_a_00013. 2013.

29 Grauenkaer, Lise and Tufte, Thomas. 'Youth-led communication for social change: empowerment, citizen media, and cultures of governance in Northern Ghana'. *Development in Practice*, 28:3, pp. 400-413, 2018. DOI: 10.1080/09614524.2018.1436696

30 World Bank. National Accounts Data. World Bank and OECD. <<https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?locations=GH>> accessed 23 October 2022. 2021.

31 Nxumalo, Mpumelelo. and Raju, Dhushyanth. *Structural Transformation and Labour Market Performance in Ghana*. World Bank, Washington, DC. 2020. License: Creative Commons Attribution CC BY 3.0 IGO

32 Price Waterhouse Coopers. Budget Digest. 'Building a Sustainable Entrepreneurial Nation: Fiscal Consolidation and Job Creation'. 2022. <<https://www.pwc.com/gh/en/publications/budget-highlights.html>> accessed 23 October 2022.

33 Oxford Business Group. *Strong economic growth rates in services and industry channel investment as Ghana government aims for fiscal discipline*. 2020. <https://oxfordbusinessgroup.com/overview/building-stability-strong-growth-rates-services-and-industry-channel-investment-government-aims> accessed 23 October 2022.

34 Ibid.

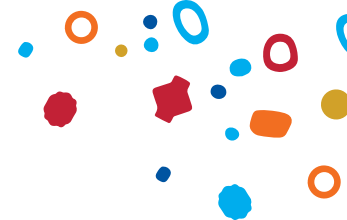
35 Fairwork 2021. *Fairwork Ghana Ratings 2021: Labour standards in the Platform Economy*. <<https://fair.work/en/tw/publications/fairwork-ghana-ratings-2021-labour-standards-in-the-platform-economy/>> accessed 23 October 2022.

36 Ibid.

37 Ibid.

38 Ibid.

The World Bank in Ghana 2021. The World Bank Group. <<https://www.worldbank.org/en/country/ghana/overview>> accessed 23 October 2023.



Consequently, despite year-on-year GDP growth between 2005 and 2019, annual job creation was only 4% and has continued to be outpaced.³⁹

COVID-19 has had a significant negative impact on Ghana's short- and medium-term economic outlook. Due to the onset of the COVID-19 pandemic, Ghana entered its first recession in 38 years, with the economy contracting in the second and third quarter of 2020 by 3.2% and 1.1%, respectively.⁴⁰ However, strong first quarter growth allowed Ghana to maintain positive growth of 1.1% across the year.⁴¹ The Ghanaian economy was expected to continue to be negatively impacted by reduced tourism and a contraction of export demand and FDI. However, the increase in oil prices and government's implementation of the CARES programme has resulted in the upward revision of medium-term growth forecasts. Consequently, the Ministry of Finance announced a growth rate of 5.4% which surpassed a target on 4.4% in 2021⁴² and the World Bank is projecting 4.5% average growth from 2021 to 2023.⁴³

3.5 Equity

Ghana is known as a highly unequal country, reporting a Gini coefficient of 43.5.⁴⁴ Inequality manifests itself through a skewed income distribution, unequal access to opportunities, and disproportionate access to quality services and resources.⁴⁵ In addition, there are regional disparities that adversely affect youth outcomes. Young people living in rural areas are far from economic nodes and opportunities, and there

are fewer services that facilitate job search and job retention.⁴⁶ Similarly, young people living near urban hubs struggle to find employment and learning opportunities leading to informal work and urban poverty.

Despite significant progress made, gender continues to be a determinant of inequality in Ghana. For example, young women have higher senior high school (SHS) dropout rates, lower TVET participation rates, lower labour market participation rates, and higher not in education, employment or training (NEET) rates than their male counterparts.⁴⁷ Child marriage and teenage pregnancy remain a major challenge for adolescent girls and young women in Ghana. UNICEF reports that one out of five girls is married before turning 18, while 12% of adolescent girls between the ages of 15 and 19 fall pregnant and give birth.⁴⁸ Child marriage and teenage pregnancy disproportionately affect poorer families living in rural areas.⁴⁹ Despite a recent government directive supporting the right of pregnant girls to continue their education, teenage pregnancy continues to contribute to high dropout rates among adolescent girls and young women. Adolescent girls and young women are more prone to violence than their male counterparts. In the domestic environment, girls experience physical violence nearly twice as often as boys.⁵⁰ In addition, one in four girls experience physical or sexual violence including rape and sexual coercion.⁵¹

Gender inequality is further witnessed in the digital divide, participation in STEM subjects and careers, and time poverty. The digital divide is defined as the gap separating those who have access to, and use information and

39 Ibid

40 The World Bank in Ghana 2021. The World Bank Group. <<https://www.worldbank.org/en/country/ghana/overview>> accessed 23 October 2023.

41 Ibid

42 Ministry of Finance 2022. Ghana's Overall 2022 Real GDP Growth Rate. [https://mofep.gov.gh/press-release/2022-04-26/ghanas-overall-2021-real-gdp-growth-of-5.4-percent-outperforms-the-4.4-percent-growth-target#:text=Percent%20Growth%20Target%20Overall%202021%20Real%20GDP%20Growth%20Of%205.4%204.4%20Percent%20Growth%20Target&text=Accra%2C%20Tuesday%2026th%20April%20Ghana%20Statistical%20Service%20\(GSS\)](https://mofep.gov.gh/press-release/2022-04-26/ghanas-overall-2021-real-gdp-growth-of-5.4-percent-outperforms-the-4.4-percent-growth-target#:text=Percent%20Growth%20Target%20Overall%202021%20Real%20GDP%20Growth%20Of%205.4%204.4%20Percent%20Growth%20Target&text=Accra%2C%20Tuesday%2026th%20April%20Ghana%20Statistical%20Service%20(GSS)) accessed 23 October 2022.

43 The World Bank in Ghana 2021. The World Bank Group. <<https://www.worldbank.org/en/country/ghana/overview>>

44 World Bank. <<https://data.worldbank.org/indicator/SI.POV.GINI?locations=GH>>

45 Ibid.

46 Ibid.

47 United Nations Children's Fund. (UNICEF). Ghana Education Fact Sheets <<https://www.unicef.org/ghana/education>> 2020. Accessed 23 October 2022.

48 United Nations Children's Fund Ghana. Gender Equity. <<https://www.unicef.org/ghana/gender-equity>>

49 Ibid.

50 United Nations Children's Fund. *The situation of adolescents in Ghana*. UNICEF and Korean Cooperation Agency. 2018. <https://www.unicef.org/ghana/media/4101/file/Situation%20Analysis%20-%20Adolescent%20Girls%20in%20Ghana.pdf>> Accessed 23 October 2022.

51 Ibid

communications technologies (ICTs) and those who do not.⁵² In 2019, 68.4% of males owned mobile phones compared to 59.6% of females, 11.5% of males owned computer devices compared to 3.3% of females, and 27.8% of males had acquired ICT skills compared to 15% of females.⁵³ The digital divide means that a large number of young women are excluded from educational and employment opportunities, access to social networks, opportunities for personal advancement, and participation in decision-making processes. In addition, girls and young women face obstacles in pursuing coursework and employment in STEM fields. For example, in the 2018/2019 school year, 35% of girls in the country passed SHS examinations in the country compared to 41% of boys.⁵⁴ Several factors contribute to gender disparities in STEM including a false belief among girls and their families that STEM subjects are better suited for boys, and gender insensitive teaching methodologies.⁵⁵ Young women's low participation and underrepresentation in STEM subjects results in their slow integration into STEM occupations, for which there is a high demand. Lastly, young women in Ghana bear the burden of unpaid care work and time poverty. Women devote an average of 25.6 hours per week to unpaid care work compared to men's 7.9 hours.⁵⁶ Inequitable gender-based allocation of unpaid work leaves women with less discretionary time, endangers women's health, limits women's economic opportunities and curtails women's voices and leadership.⁵⁷

Young people with disabilities (YPWD) fare worse than their non-disabled counterparts across most indicators of progress and wellbeing. The country's inclusive education programme has enabled the expansion of facilities for children with disabilities in public schools. However, evidence suggests that young people with disabilities are less likely to attend school than their non-disabled peers.⁵⁸ Furthermore, among those with disabilities who do get access to schooling, dropout rates are higher than those who are not disabled.⁵⁹ The low educational attainment of youth with disabilities has a significant impact on their ability to find employment. Social attitudes, beliefs, and misconceptions about disability are further barriers for YPWD accessing and retaining employment. Disability limits access to education and employment and leads to economic and social exclusion. Poor YPWD are caught in a vicious cycle of poverty and disability, each being a cause and a consequence of the other.⁶⁰

3.6 Adolescent Rights

Ghanaian lawmakers recognise that children and adolescents are the most vulnerable members of society, and therefore entrench their rights in the Constitution and the Children's Act of 1998. Additionally, Ghana was the first country to ratify the United Nations Convention on the Rights of the Child (CRC) in 1990 and attended the World Summit for Children.⁶¹ Under the name 'The Child Cannot Wait', a ten-year national program to implement the recommendations made in the CRC was initiated with legal reforms starting in 1995, followed by the Children's Act in 1998.⁶²

52 Srinuan, Chalita and Bohlin, Erik. *Understanding the digital divide: A literature survey and ways forward*. 22nd European Regional Conference of the International Telecommunications Society (ITS): "Innovative ICT Applications - Emerging Regulatory, Economic and Policy Issues", Budapest, Hungary, 18th-21st September, 2011, International Telecommunications Society (ITS), Calgary, 2011.

53 Ghana Statistical Service. 2019. *Ghana Living Standards Survey (GLSS) 7* https://www.statsghana.gov.gh/gssmain/fileUpload/pressrelease/GLSS7%20MAIN%20REPORT_FINAL.pdf Accessed 23 October 2022.

54 United Nations Children's Fund Ghana. 2021 *Education Case Study: Sparking adolescent girls' participation and interest in STEM*. <[https://www.unicef.org/media/96571/file/Sparking%20adolescent%20girls'%20participation%20and%20interest%20in%20STEM%20\(Ghana\).pdf](https://www.unicef.org/media/96571/file/Sparking%20adolescent%20girls'%20participation%20and%20interest%20in%20STEM%20(Ghana).pdf)>. 2021. Accessed 23 October 2022.

55 Ibid.

56 Charms, Jacques. *The Unpaid Care Work and the Labour Market. An Analysis of Time use data based on the latest World Compilation of Time-use Surveys*. 2019. International Labour Organization (ILO). Geneva: ILO, 2019.

57 Hyde, Elizabeth, Greene, Margaret and Darmstadt, Gary. 'Time poverty: Obstacle to women's human rights, health and sustainable development.' *Journal of Global Health*. 10

(2). 10.7189/jogh.10.020313. 2020.

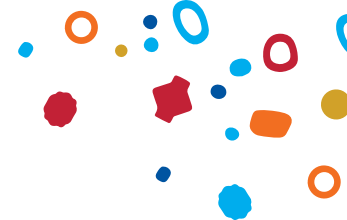
58 United Nations Children's Fund, Ministry of Education, Republic of Ghana et al. *Ghana Education Fact Sheets 2020*. MICS Eagle. Accra. 2020. <<https://docplayer.net/204331432-Ghana-education-fact-sheets-i-2020.html>> accessed 23 October 2022.

59 Ibid.

60 Ibid.

61 United Nations *The Convention on the Rights of the Child*. UN Resolution 1386. 1989.

62 Government of Ghana "The National Plan of Action: The Child Cannot Wait" Accra. 1992.



Since then, Ghana has made strides in the realisation of child and adolescent rights.

A key achievement was the establishment of the Ministry of Gender, Children and Social Protection (MoGCSP) in 2015.⁶³ The Ministry aims to establish an equitable and equal society for all sexes, children, PWD, and vulnerable groups or individuals. It is mandated to ensure women empowerment, child rights, social development and the protection against domestic violence. MoGCSP's Right Protection Initiatives are under the Human Trafficking Secretariat, the National Council for Persons with Disability, the Livelihood Empowerment against Poverty Programme, and the Domestic Violence Secretariat.⁶⁴ In addition, the Government of Ghana has implemented specific policies and strategies targeted specifically to adolescents and youth including the National Youth Policy (NYP), the Reproductive Maternal, New born, and Adolescent Health (RMNCAHN) Strategic Plan, the Strategic Plan to address Adolescent Pregnancies, and the National Strategic Framework on Ending Child Marriage. Other key policies include the Child and Family Welfare Policy and the Justice for Children Policy.

Another key achievement was the inauguration of the National Gender Policy in 2015, mainstreaming gender equality and women's empowerment into Ghana's Development Efforts.⁶⁵

Ghana has also ratified various important international instruments on human rights, gender equality and child rights such as the Universal Declaration of Human Rights, The Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), and The Nairobi Forward Looking Strategies for the Advancement of Women. Additionally, the African Charter on Human and Peoples' Rights (ACHPR), The Convention on the Elimination of All Forms of Racial Discrimination (CERD), The International Convention on the Protection of the

Rights of all Migrant Workers and Members of their Families (MWC) and the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment have also been ratified.

Despite these, there are still significant challenges that prevent the full realisation of child and adolescent rights.

One of the underlying causes of the challenges faced is ongoing structural inequality and socio-cultural biases, which marginalise young people, women, and PWD. For example, HIV stigma and discrimination in the country remains high in the country which affects HIV positive adolescents' access to adequate care, treatment and support.⁶⁶ Similarly, adolescents and young people in Ghana still have significant challenges in accessing Sexual and Reproductive Health (SHR) services in the country, thus limiting empowerment, equity and future opportunities for young people. These factors impact the enjoyment by marginalised children and adolescents of their rights and access to services.

ADOLESCENTS AND YOUNG PEOPLE IN GHANA STILL HAVE SIGNIFICANT CHALLENGES IN ACCESSING SEXUAL AND REPRODUCTIVE HEALTH (SHR) SERVICES IN THE COUNTRY.

63 Ministry of Gender, Children and Social Protection.

64 Ministry of Gender, Children and Social Protection.

65 MOGCSP National Gender Policy. 2015.

66 Agyemang EO, Dapaah JM, Osei FA, et al. 'Self-Esteem Assessment among Adolescents Living with HIV and Seeking Healthcare at Komfo Anokye Teaching Hospital-Kumasi, Ghana'. *Journal of the International Association of Providers of AIDS Care (JIAPAC)*. January 2020. doi:10.1177/2325958220976828.





4.

Findings

This section presents the findings of the Country Assessment organised according to the strategic priority areas, namely Education, Training, Employment, Entrepreneurship and Engagement. For each of the strategic priority areas, the general structure is presented as follows:

- **Introduction:** This outlines key definitions and provides a broad overview of the strategic priority area.
- **Constraints:** This outlines the barriers that hinder young people’s access and participation within the strategic priority areas. It further outlines the nature of the problem that GenU is trying to address within the strategic priority areas and provides global and local evidence for the identified problem.
- **Policy Environment:** This provides an overview of the Policies, Regulations, and Acts relevant to each strategic priority area, and an assessment of the completeness, relevance and effectiveness of the policy and regulatory environment.
- **Programmes and Initiatives:** This provides an overview of the interventions that aim to help youth overcome the challenges they face within the strategic priority areas, and an assessment of the completeness, relevance and effectiveness of the programmatic landscape.
- **Gaps and Opportunities:** This provides a description of the gaps in each strategic priority area and opportunities for GenU to increase the relevance, coverage, effectiveness, and impact of programmes within the strategic priority areas.
- **Conclusion:** This provides a summary of the constraints, policy environment, programmes, gaps and opportunities.

4.1 Education: Junior High School and Senior High School

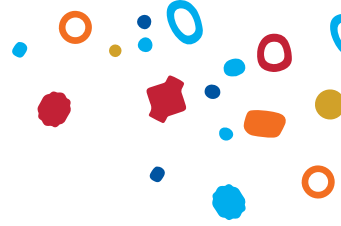
4.1.1 Introduction

Adolescents and youth require access to quality education and learning that develops the skills, knowledge, attitudes and values that will enable them to navigate a complex world, and succeed. In low-income and lower middle-income countries such as Ghana, secondary education has the potential to be a key platform for young people to enter the world of work, start a business, and contribute to their communities, but only if they have the 21st century skills required to navigate the changing nature of work and labour market.

The technological advancements of the 4IR are expected to make it difficult for low-skilled young people to find job opportunities. The future of work mandates that for inclusive growth to be realized by all, foundational, transferable, digital, innovation, entrepreneurial and job-specific skills are required. Secondary education can contribute to economic and social growth by equipping young people with the tools for lifelong learning, so as to fully participate in society and the economy.

The education system in Ghana runs from Basic Education up to Tertiary Education. Basic Education is mandatory and comprises of two years of pre-school, six years of primary school and three years of Junior High School (JHS).⁶⁷ This is followed by Senior Secondary Education consisting of three years of Senior High School (SHS) or technical and vocational education (TVET), as well as other post-basic skills development programmes. Tertiary Education comprises of diploma and degree courses from universities, colleges and technical

67 Aheto-Tsegah, Charles. *Education in Ghana – Status and Challenges*. 2021. <<https://www.cedol.org/wp-content/uploads/2012/02/Charles-Aheto-Tsegah-article.pdf>>. Accessed 23 October 2022.



universities.⁶⁸ The education system in Ghana is a mixed system, comprising of public and private schools.

Ghana has made significant progress in increasing access to Basic and Senior Secondary Education. The gross enrolment rate in primary education increased from 102.9% in 2011 to 104.84% in 2019 while that of SHS increased substantially from 55.6% in 2011 to 74.7% in 2019.⁶⁹ The significant increase in SHS enrolment was caused, in part, by the Free SHS policy which removed tuition fees. Developed in 2017, this landmark policy eliminated the main barrier to educational access in SHS and reduced gaps in educational access across gender. For example, the gender gap in enrolment was 0.1% in 2019 (74.74% for males and 74.63% for females), decreasing from 5.74% in 2011 (58.38% for males and 52.64% for females).⁷⁰

The increase in access to education is complemented by the increase in the mean years of schooling. The average number of completed years in education increased from 6.8 years in 2011 to 7.3 years in 2019.⁷¹ This increase has been experienced by both genders with the mean years of schooling for females increasing from 5.7 years in 2011 to 6.6 years in 2019, and the mean years of schooling for males increasing from 7.1 years in 2011 to 8.1 years in 2019.⁷² It is likely that the overall mean years of schooling will increase as the Free SHS policy continues to be implemented. Additionally, while the gender gap has increased slightly from 1.4 to 1.5, it is expected that this will decrease with the implementation of the Re-entry Policy that allows pregnant schoolgirls to continue with school after childbirth.

In addition, the Ministry of Education (MoE) initiated key education reforms to transform teaching and learning and improve educational outcomes under the Education Strategic Plan (ESP). The main objective of the reforms is to make the educational system relevant to changing national development priorities and renewed goals and aspirations. The reforms further aim to align the curriculum to advancements in technology and the development of a knowledge economy.⁷³ They provide clear performance standards to guide teaching, learning, and assessment of students.⁷⁴ Despite this progress, some challenges remain and there are opportunities to improve teaching and learning in Ghana's education system.

THE REFORMS FURTHER AIM TO ALIGN THE CURRICULUM TO ADVANCEMENTS IN TECHNOLOGY AND THE DEVELOPMENT OF A KNOWLEDGE ECONOMY.

68 Ibid.

69 United Nations Educational, Scientific and Cultural Organization (UNESCO) statistics.

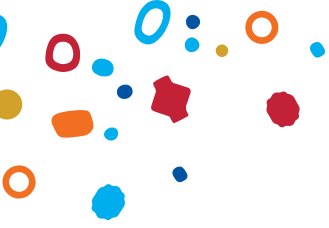
70 UNESCO statistics.

71 UNDP. <<http://hdr.undp.org/en/indicators/>> Accessed 23 October 2022.

72 Ibid.

73 Ministry of Education. <<https://moe.gov.gh/education-reform/>> Accessed 23 October 2022.

74 Ministry of Education. <<https://moe.gov.gh/education-reform/>> Accessed 23 October 2022.



Box 1: What works' for improving education outcomes?⁷⁵

According to the literature review undertaken by Generation Unlimited at the global level, the following activities can be considered 'best practice' in improving education outcomes.

Invest in the implementation of multiple learning pathways for secondary-age adolescents:

Multiple learning pathways are needed to maintain or provide adolescents with a bridge back to the formal education system and/or provide other accredited learning opportunities that will enable them to access decent jobs. The design and delivery approach of these pathways will differ based on the specific needs of adolescents. Key actions to achieve this strategy are: alternative learning pathways in Education Sector Plans, ensuring that alternate learning models lead to certifiable quality learning, and harnessing innovations such as e-learning.

Improve learning outcomes: This includes developing relevant curricula that engage learners with local and global topics as well as developing skills relevant to their everyday lives which can prepare them for education, work, and engagement with their communities. This also includes adopting a lifelong learning approach, creating bi/multilingual learning environments, improving quality of teaching, integrating information and communications technologies (ICT) into education training, promoting safe, non-violent and inclusive physical and digital learning environments, and ensuring community participation in education.

Box 2: Definitions and Concepts

Gross Enrolment Ratio: The number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.⁷⁶

Net Enrolment Ratio: The total number of students of the official age group for a given level of education who are enrolled in any level of education, expressed as a percentage of the corresponding population.⁷⁷

Transferable Skills: Skills that are considered as not specifically related to a particular job, task, academic discipline or area of knowledge that can be used in a wide variety of work settings. Transferable skills include the ability to solve problems, be creative, show leadership and demonstrate entrepreneurial capabilities.⁷⁸

21st Century Skills: Capabilities that empower learners and enable them to cope with the demands of the 21st century. The Hewlett Foundation's 21st century competencies framework includes analytical skills, interpersonal skills, ability to execute, information processing and capacity for change.⁷⁹

Enabling Inputs: Enabling inputs are a dimension of UNESCO's framework for quality education and they comprise of teaching and learning materials, physical infrastructure and facilities, and human resources.⁸⁰

⁷⁵ Generation Unlimited Creating decent jobs for youth. Available at: <<https://www.generationunlimited.org/media/3006/file/Action%20Guide%204-%20Creating%20decent%20jobs%20for%20youth.pdf>> 2020.

⁷⁶ United Nations Educational Scientific and Cultural Organization. <<http://uis.unesco.org/en/glossary-term/gross-enrolment-ratio>> Accessed 23 October 2022.

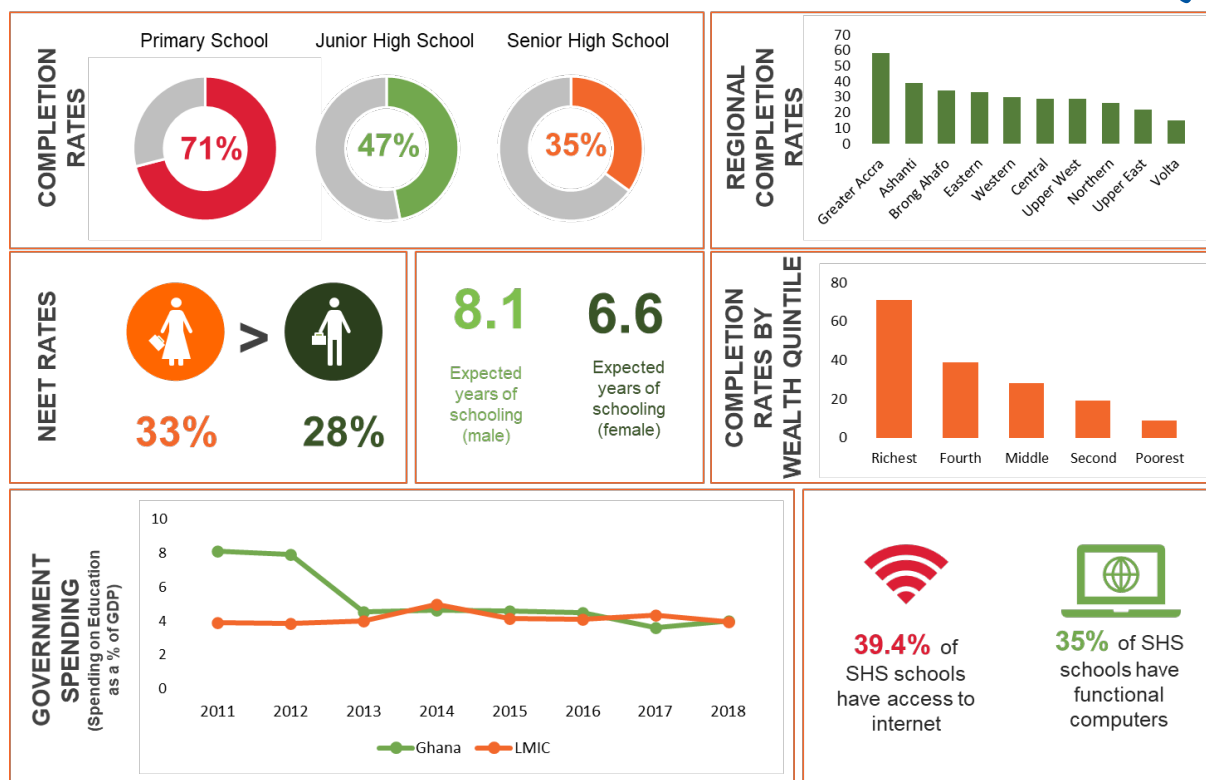
⁷⁷ United Nations Educational Scientific and Cultural Organization. <<http://uis.unesco.org/en/glossary-term/total-net-enrolment-rate>> UNESCO. Accessed 23 October 2022.

⁷⁸ United Nations Educational Scientific and Cultural Organization. <<https://learningportal.iiep.unesco.org/en/glossary/transferable-skills>> UNESCO. Accessed 23 October 2022.

⁷⁹ Salas-Pilco Sedenco, Z. 'Evolution of the framework for 21st century competencies'. *Knowledge Management and E-Learning: An International Journal*, Vol.5, No.1. pp. 10-24. 2013.

⁸⁰ UNESCO International Institute for Educational Planning. *Quality and Learning Indicators* <<https://learningportal.iiep.unesco.org/en/issue-briefs/monitor-learning/quality-and-learning-indicators>> UNESCO, 2021.

Figure 2: Education at a glance⁸¹



4.1.2 Constraints

Poor Educational Outcomes

Increases in educational access haven't translated to increases in educational completion, and low completion rates disproportionately affect adolescent girls, poor and rural youth. A 2019 study indicates that only 47% of young people complete JHS, and only 35% complete SHS.⁸² Moreover, in SHS, adolescent girls comprise 52% of those who do not complete school.⁸³ In addition, young people in the poorest wealth quintiles and those living in rural areas have comparatively lower completion rates.⁸⁴ In particular, young people from the poorest wealth quintile have a senior secondary completion rate of only 9% compared to a 71% completion rate of young people from the richest wealth quintile.⁸⁵

Additionally, the Volta, Upper East and Northern regions have completion rates of 19%, 22% and 26%, respectively compared to Greater Accra's completion rate of 58%.⁸⁶ At all levels of education, rural and poorer youth have completion rates below the national average, while urban and richer youth have completion rates above the national average.⁸⁷

In addition, the quality of education remains a key concern for Ghana's education system, with literacy and numeracy rates below international and regional averages. Ghana's Harmonised Learning Outcome (HLO) score, which is an integration of international and regional benchmarks, was 307 in 2019, well below the mean of 500 across the 157-country sample.⁸⁸ Similarly, MICS-EAGLE data indicates

⁸¹ United Nations Children's Fund. Ghana Education Fact Sheets 2020.

⁸² UNICEF. Ghana Education Fact Sheets 2020.

⁸³ Ibid.

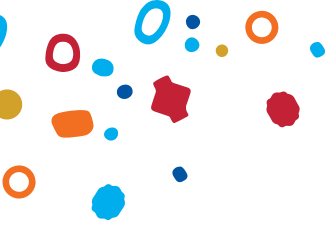
⁸⁴ UNICEF. Ghana Education Fact Sheets 2020.

⁸⁵ Ibid.

⁸⁶ Ibid.

⁸⁷ Ibid.

⁸⁸ World Bank. *World Development Report 2019: The Changing Nature of Work*. Washington, DC: World Bank. 2019. doi:10.1596/978-1-4648-1328-3. License: Creative Commons Attribution CC BY 3.0 IGO.



that 66% of Grade 9 learners have foundational reading skills, while only 43% have foundational numeracy skills.⁸⁹

The data further indicates that there are significant wealth and regional disparities in reading and numeracy skills, but in contrast, only minor gender disparities.

Despite having a disability-inclusive education system, young people with disabilities (YPWD) face significant challenges in accessing and completing JHS and SHS. Population census data indicates that although the prevalence of YPWD of school-going age is reported to be 1.6%, enrolment of YPWD is much lower at 0.4%.⁹⁰ Higher shares of young people with disabilities drop out or repeat JHS and SHS and they are over-represented among young people who are out of school or not learning.⁹¹ When they are in school, YPWD have lower attendance rates and consistently poorer learning outcomes in reading, writing and mathematics than those without disabilities.⁹²

“We now have volumes of people in school. The biggest challenge is the infrastructure to contain the volumes we are experiencing” – Civil Society Organisation

Insufficient Enabling Inputs

Enabling inputs are a critical determinant of quality education, however, Ghana’s education system suffers from a shortage of teaching and learning materials, physical infrastructure and facilities, and human

resources. In 2018, the national pupil – classroom ratio was 48:1 for SHS and 35:1 for JHS, with substantial regional differences.⁹³ In particular, the Northern and Upper East regions had pupil – classroom ratios of over 50:1 for SHS.⁹⁴ In total, the shortfall in the number of SHS classrooms in 2018 was 2,894, representing 16% of the total classroom stock.⁹⁵ This shortage of classrooms is caused, in part, by the Free SHS Policy, which increased enrolment in SHS without a corresponding increase in infrastructure. Teachers and stakeholders in rural areas also indicated that the shortage of infrastructure extended to student accommodation and, in some cases, students erected temporary structures or slept on balconies and verandas, both of which are detrimental to learning and overall wellbeing.

In response to the infrastructure deficit, the government introduced a double track system in 400 schools to absorb the increasing number of SHS students in the country.⁹⁶ The double track system allows for students to attend school in batches, thus, while one batch is on holiday, the other is engaged in learning at school.⁹⁷ The double track system further aims to increase contact hours between teachers and students, and reduce congestion in schools while reducing the cost of infrastructure provision. However, literature indicates that the double track system has had a negative impact on educational outcomes.⁹⁸ Challenges include high administrative costs as a result of employing more teachers, and poor academic performance of students as a result of fatigue and boredom caused with increased contact hours.⁹⁹

89 Ibid.

90 Ministry of Education, Education Strategic Plan 2018-2030.

91 UNICEF. Ghana Education Fact Sheets. 2020.

92 Ibid.

93 Education Strategic Plan 2018 -2030

94 Education Strategic Plan 2018 -2030

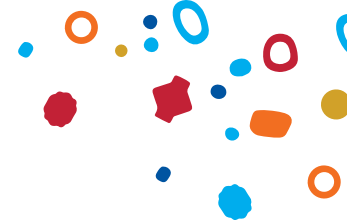
95 Education Strategic Plan 2018 -2030

96 Takyi, Stephen, Azerigyik, Richard and Amponsah, Owusu. ‘The effects of multi-track year-round education on the delivery of senior high school education in Ghana. Lessons from Global MT-YRE systems’. *International Journal of Educational Development*. 71. 10.1016/j.ijedudev.2019.102120. 2019.

97 Matey, J. 2020. The Effect of Free Senior High School Policy on the Lives of Parents and Wards in Ghana *International Research Journal of Multidisciplinary Scope (IRJMS)*, 2020; 1(SI-2): 27-36, Available at SSRN: <https://ssrn.com/abstract=3748832>

98 Takyi, S, Azerigyik, R and Amponsah, O.. The effects of multi-track year-round education on the delivery of senior high school education in Ghana. Lessons from global MT-YRE systems. *International Journal of Educational Development*. 71 (10). 2019.1016/j.ijedudev.2019.102120.

99 Ibid



Additionally, because the double track system is only implemented in 400 schools, it creates inequity and different outcomes between single track and double track schools.¹⁰⁰ It must be noted that the double track system was introduced as a temporary measure to the infrastructure deficit and will be phased out in the next three to four years, as infrastructure in schools is expanded.¹⁰¹

The lack of infrastructure and facilities in secondary schools disproportionately affects YPWD, with almost no regular basic schools equipped with hand-rails, and only 8% equipped with ramps.¹⁰²

It is also concerning that only 32% of special schools have ramps and 23% have hand rails.¹⁰³ Additionally, stakeholders indicated that many schools and teachers are ill-equipped to teach YPWD. This is caused, in part, by underfunding. In 2015, only 0.6% of total recurrent expenditure was spent on inclusive and special education, which is concerning, given the extra needs of learners and that the recurrent costs of inclusive education in special schools are much higher than those in regular schools.¹⁰⁴

In addition to infrastructure, there is a shortage of teaching and learning materials.

For example, the SHS textbook – student ratios have declined substantially since 2011/2012, and they are much lower for Science than they are for English and Mathematics. Textbook – student ratios in 2011/12 were 0.74 for English, 0.75 for Mathematics, and 0.68 for Science.¹⁰⁵ In 2016/17, these values reached 0.51, 0.50, and 0.44, respectively. This is significantly below the Ghana Education Service (GES) recommendation of 3.¹⁰⁶

¹⁰⁰ Ibid

¹⁰¹ Matey, J, The Effect of Free Senior High School Policy on the Lives of Parents and Wards in Ghana, *International Research Journal of Multidisciplinary Scope (IRJMS)*, 1 (SI-2). pp. 27-36. 2020. Available at SSRN: <https://ssrn.com/abstract=3748832>

¹⁰² Education Strategic Plan 2018–2030.

¹⁰³ Ibid.

¹⁰⁴ Ibid.

¹⁰⁵ Ministry of Education Ghana. Education Sector Analysis. 2018.

¹⁰⁶ Ibid.

This means that there are 0.51, 0.50 and 0.44 textbooks per student per year which significantly impacts the quality of teaching and learning. Furthermore, the delay in textbook production, and distribution for all levels when a new curriculum is approved due to fiscal constraints adversely affects learning. Shortages of visual aids, teacher guides, exercise books, and multimedia resources, affect student performance, but the quality of learning could be enhanced if these materials were available. This was corroborated by teachers in the Greater Accra region who attributed poor educational outcomes in Ghana's education system to insufficient textbooks and the lack of equipment for practical lessons. Lastly, the Ghana Library Authority has indicated that there is a lack of trained school librarians and adequate resources in school libraries. Libraries play an important role in schools as they promote learners' personal and social development, research and exploration, however, the majority of schools in Ghana do not have libraries and those that do have libraries are poorly resourced and they lack trained staff. An assessment done by Ghana Library Authority in 2019 found out that only 3 SHS in the country had professional qualified librarians.

There is a shortage of safe sanitation facilities in schools which further discourages girls' attendance to school.

In 2018, a joint UNICEF and World Health Organisation (WHO) study revealed that 35% of schools do not have drinking water, 46% of schools do not have handwashing facilities, and 31% of schools in the country had no basic sanitation services.¹⁰⁷ In addition, when schools have sanitation facilities, they are often unhygienic, unsafe and shared between boys and girls. This is particularly detrimental to girls and young women because it puts them at risk of abuse, affects their dignity and prevents them from effective menstrual hygiene management.¹⁰⁸ To avoid this, girls are more likely to miss classes or drop out of school.

¹⁰⁷ To meet the criteria for a basic sanitation service, schools must have at least one usable improved toilet for girls and one for boys.

¹⁰⁸ WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation, and Hygiene. Drinking Water, Sanitation and Hygiene in Schools. Global baseline report 2018.

Lack of relevant career counselling services

Career guidance within school is an important method by which young people gain information about job markets. When schools don't have effective programmes that promote career development, those schools are also associated with higher levels of dropout.¹⁰⁹ In Ghana, career counselling is provided in SHS, through guidance units and guidance coordinators. While this is a notable achievement, career counselling services are not institutionalised in JHS, which is where students select courses for SHS. The lack of career guidance at this level of education, where young people make course choices that affect their future education and training opportunities, may indicate that young people are not aware of the educational and career options available and are therefore making ill-informed decisions. The SEIP program partially addressed the lack of counselling services by providing all JHSs with a list of SHSs including key metrics to improve students' school selection. However, the program is no longer in operation as it ended in 2021.

Guidance and counselling units in SHS have been criticised for being inadequately resourced and lacking contextual, relevant information. In a recent study conducted in the Greater Accra region, it was found that 80% of guidance coordinators had no offices, and

computers with internet facilities.¹¹⁰ In these cases, books served as the primary source of information that guidance coordinators relied on to counsel students which is concerning, because, this information is likely to be outdated and lack relevant information about the future of work.¹¹¹ In addition to inadequate resources, the study found that guidance counsellors in SHS are inadequately trained and have low subject knowledge. Counsellors' knowledge of programmes (30%), subject selection (30%) and related career options (40%) were below average, suggesting that the services provided by guidance counsellors are inadequate.¹¹² This may be, in part, due to the heavy work schedules guidance counsellors have. For example, in many schools, there is only one guidance coordinator in a Senior High School who is tasked with delivering career guidance to all students.¹¹³ Anecdotal evidence also suggests that guidance and counselling units do not exist in all schools. During FGDs in Bono East and Greater Accra, young people indicated that there were no guidance units in their schools. This is concerning because the provision of career counselling services is mandated in the MoEs Guidance and Counselling Policy and Implementation guidelines. Anecdotal evidence also suggests that career counselling needs to address gender norms about careers and the world work and encourage young women to pursue traditionally male-dominated fields. Lastly, stakeholders indicated that young people are not aware of the career counselling services offered at their schools and as a result, they often sought these services from CSOs, community leaders and faith-based organisations (FBOs).

¹⁰⁹ Gatsby Charitable Foundation. *Assessing Benchmarks of good practice in school career guidance*. 2014. <<https://cica.org.au/wp-content/uploads/PwC-Gatsby-Assessing-benchmarks-of-good-practice-in-school-career-guidance.pdf>> Accessed 23 October 2022.

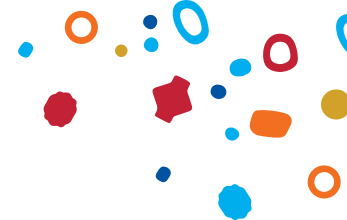
“Orientation on courses to pursue to in Senior High School and the lack of career guidance are huge challenges facing the youth” – Parent, Greater Accra Region

¹¹⁰ Agbodeka, Esther, Aweso, Davis, et al. 'Assessment of Career Guidance in the Ghanaian Senior High Schools' in *International Journal of Research and Innovation in Social Science (IJRISS)* Volume III, Issue IV. 2019.

¹¹¹ Ibid.

¹¹² Agbodeka, Esther and Aweso, Davis. 'Assessment of Career Guidance in the Ghanaian Senior High Schools' *International Journal of Research and Innovation in Social Science (IJRISS)* Volume III, Issue IV, pp. 143-145. 2020.

¹¹³ Upoalkpajor, Joshua-Luther, N. 'Career Guidance and Its Implications for Students' Career Choices: The Case of Public Senior High Schools in Ghana' in *Journal of Education Society and Behavioural Science*, Volume 33 (8), pp. 62-69. 2020.



Barriers to tech-assisted education and online learning

The COVID-19 pandemic has demonstrated that tech-assisted and online learning are critical features of a successful and resilient education system. Prior to the pandemic, internet connectivity was low and unevenly distributed across the education system. In 2018, only 39.4% of Senior High Schools in Ghana accessed internet for pedagogical use.¹¹⁴ This figure was 18.8% in Junior High School and only 8.4% in Primary.¹¹⁵ Ownership of functional computers was even lower at 34.9%, 12.9% and 3.5% for SHS, JHS and primary school, respectively.¹¹⁶ Evidence also suggests that Ghana's educational curriculum lacks a focus on digital literacy, and the absence of skills and infrastructure indicates that even where schools have internet connectivity, they may not capture its full educational benefit.¹¹⁷

During the COVID-19 pandemic, attempts were made to increase coverage and connectivity, particularly in rural areas.

The Connected Society Innovation Fund for Rural Connectivity, funded by the Foreign, Commonwealth and Development Office (FCDO) allocated £330,000 to partner organisations in order to increase connectivity in rural areas in Ghana.¹¹⁸ The GIGA initiative, co-led by UNICEF and ITU, seeks to connect all schools in the world to the internet by facilitating the best set of financial, business and technological solutions for any given region. GIGA is currently undertaking

a process of mapping all schools' geolocations as well as their internet connectivity levels, in order to obtain a complete picture of how the many national and international fragmented initiatives of providing school connectivity have fared so far. There were proposed interventions under COVID-19 GPE grant to the Government of Ghana, focussed on building resilience through the use of technology in the education sector. However, the progress reports need to be examined and updated by government's efforts in this endeavour.

Efforts to increase internet connectivity in schools are hampered by the multi-layered nature of connectivity challenges.¹¹⁹

Poor telecommunication infrastructure, high cost of internet data, and low internet bandwidth are the main barriers to universal quality school connectivity.¹²⁰ Similarly, barriers to online learning include issues such as electricity access, ownership of mobile phones and devices, digital skills and intrinsic motivation.¹²¹ For example, in 2018, only 49% of those aged 18-36 reported owning a smartphone and occasionally using the internet.¹²² Additionally, in 2020, as many as 50% of students in Ghana did not have mobile or computer-based internet access.¹²³ This is exacerbated by gender, regional and wealth inequities. In 2019, 68.4% of males owned mobile phones compared to 59.6% of females, 11.5% of males owned computer devices compared to 3.3% of females, and 27.8% of males had acquired ICT skills compared to 15% of females.¹²⁴ The digital divide means that a large number of young women are excluded from educational and employment opportunities,

114 Roser, Max and Ortiz-Ospina, Esteban. (2017) 'Educational Mobility and Inequality'. Published online at OurWorldInData.org. Retrieved from: 'https://ourworldindata.org/educational-mobility-inequality'. 2017. Accessed 23 October 2022.

115 Ibid.

116 Roser, Max and Ortiz-Ospina, Esteban. 'Educational Mobility and Inequality' OurWorldInData.org. <https://ourworldindata.org/educational-mobility-inequality> Accessed 23 October 2022.

117 Roser, Max and Esteban Ortiz-Ospina (2017) 'Educational Mobility and Inequality'. Published online at OurWorldInData.org. Retrieved from: 'https://ourworldindata.org/educational-mobility-inequality' [Online Resource].

118 Kiboi, Phoebe. Up to 50,000 people gain access through newly deployed network sites in Ghana and Uganda. <https://www.gsma.com/mobilefordevelopment/blog/up-to-50000-people-from-rural-communities-gain-access-to-mobile-coverage-through-newly-deployed-network-sites-in-ghana-and-uganda/> 2021. Accessed 23 October 2022.

119 Edmodo Ghana. <https://edmodo.com.gh/index.php> Accessed 23 October 2022.

120 Bielby, Jared, Aledhari, Mohammed and Mantri, Prasad. Options and Challenges in Providing Universal Access. IEEE. 2017. <https://internetinitiative.ieee.org/images/files/resources/white_papers/universal_access_feb2017.pdf> Accessed 23 October 2022.

121 International Labour Organization. Skills development in the time of COVID-19: Taking stock of the initial responses in technical and vocational education and training. International Labour Office Geneva: ILO. 2021.

122 International Labour Organization. Global Employment Trends for Youth 2020: Technology and the future of jobs. International Labour Office. Geneva: ILO. 2020.

123 African Union Commission, African Union Development Agency, and Skills Initiative for Africa (SIFA) COVID-19 and its Implications for Skills Development. <https://au.int/sites/default/files/documents/38988-doc-sifa_special_newsletter_english.pdf>

124 Ghana Statistical Service. Ghana Living Standards Survey (GLSS) 7. 2019.

access to social networks, opportunities for personal advancement, and participation in decision-making processes.¹²⁵ There are also significant regional disparities in access to internet and devices, with rural youth experiencing lower rates of internet connectivity.¹²⁶ Consequently, online learning is nascent and inequitably utilised in Ghana, as it is accessed predominantly by wealthier, urban youth.

To address inequities in access to internet and online learning facilities, the Government of Ghana introduced remote learning solutions.

In particular, GES launched a 3-month plan to scale a multiplatform remote learning programme which did not rely on internet connectivity.¹²⁷ This included launching a 24-hour free-to-air TV channel named Ghana Learning Television (GLTV) as well as Ghana Learning Radio and Reading Programme (GLRRP).¹²⁸ However, stakeholders indicated that these attempts were not without challenges. GLTV, for example, struggled to identify the appropriate time for airing the programmes in order to ensure students could access the content. Further to that, a large portion of poor and rural households remained unreachable. MICS-EAGLE data indicates that, in 2019, 25% of students did not have access to radio or television.¹²⁹ Whilst GLTV was adapted to include sign language, no provisions were made for students with impaired eyesight or other learning challenges. This suggests that a large number of young people could not benefit from GLTV.

Inadequate provision of 21st century skills

21st century skills are known among all education stakeholders as relevant skills for success in the modern, global and technological age. 21st century education systems focus on enhancing teaching and learning that build digital, transferable, and job-specific skills. In Ghana, digital skills are provided through the Information and Communications Technology (ICT) curriculum. ICT is compulsory in SHS but the education system faces severe challenges to resource and teach ICT in practice.¹³⁰ In addition to the infrastructural barriers highlighted above, stakeholders indicated that the ICT syllabus is outdated and requires improvement. A recent study indicated that the syllabus seems to only create the awareness in pupils and equip them with basic Microsoft Office skills.¹³¹ Critically, the syllabus lacks lessons that promote fluency with the web, text, audio, animation, video, remixing, design, downloading and uploading.¹³² Furthermore, the curricula at JHS, SHS and TVET needs to be reformed to reflect the new developments in evolving areas such as the green economy, agriculture and agri-processing. In some areas, Ghana is slowly adjusting in this regard since the launch of the National Climate Change and Green Economy Learning Strategy 2016. With the support of the UN Climate Change, Ghana Environmental Protection Agency (EPA) and the Ministry of Environment, Science, Technology and Innovation (MESTI), GES trained 600 primary school teachers on climate change and the green economy in 2019.¹³³ Equipping students with such relevant 21st century skills prepares them to meet the growing demand for jobs across different sectors in the country.

125 Bungane, Babalwa. Ghana Making Strides in Closing the Digital Gender Divide. *ESI Africa*. Available at <<https://www.esi-africa.com/industry-sectors/smart-technologies/ghana-making-strides-in-closing-the-digital-gender-divide/>> Accessed 23 October 2022.

126 Ibid.

127 UNESCO National learning platform and tools. 2021 <https://en.unesco.org/covid19/educationresponse/nationalresponses#AFRICA>.

128 Agbe, Edem and Sefa-Nyarko, Clement. *Ghana's education response during the COVID-19 crisis: EdTech to the rescue?* Case study. EdTech Hub. 2020. <<https://edtechhub.org/>> Accessed 23 October 2022.

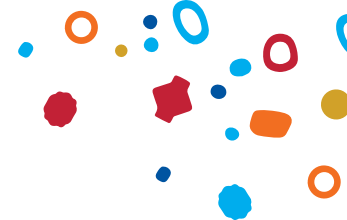
129 UNICEF. 2020. Education Fact Sheet Ghana

130 Essel, Harry, B. Ahlaklo-Kuz, Noble and Tachie-Manson, Akosua. 21st Century Skill Set Deficiency in Ghanaian Basic Education: A Review of Basic Design and Technology, and ICT Syllabi, *Indian Journal of Applied Research* 8 (3) pp. 248-250. 2017.

131 Ibid.

132 Ibid.

133 One UN Climate Change Learning Partnership. Ghana trains over 600 primary school teachers on climate change and the green economy, 2020. <<https://www.unclearn.org/news/ghana-trains-over-600-primary-school-teachers-on-climate-change-and-green-economy/>> Accessed 23 October 2022.



One of the largest barriers to improving digital skills in Ghana is the lack of qualified teachers. Inadequate teacher training has been cited as one of the primary factors that hinders integration of ICT into the school curriculum across Ghana.¹³⁴ It is therefore unsurprising that schools which do have computer labs struggle to provide beneficial ICT lessons for their learners. Large numbers of teachers are computer illiterates, and this challenge was echoed by students and parents during the FGDs. A potential contributing factor to the lack of computer skills among many teachers is the negative attitude that many teachers still have towards ICT and digital skills.¹³⁵ A lack of buy-in from teachers on the importance of ICT would make it difficult to incentivise the prioritisation of the teaching of these skills, despite directives by the government to do so. Thus, not only do potential solutions to the digital divide in Ghana lie within teaching training programmes to enhance teachers' digital skills, but also requires teachers to be educated in the importance of digital skills and imparting knowledge about ICT onto their students, regardless of the specific field that any given teacher is focused on.

Recent curriculum reforms have outlined the inclusion of transferable skills in the curriculum framework, but the pedagogy remains limiting. Key skills outlined in the curriculum include the 4C skills; critical thinking, collaboration, communication and creativity, as well as problem solving skills, innovation and entrepreneurial skills, social skills and commitment to lifelong learning.¹³⁶ While this is a positive development for adequate skills transfer to take place, teachers need to adopt learner-centred, interactive teaching methods to make transferable skills an essential part of lesson planning, and anecdotal evidence from teachers suggests that the pedagogy used is outdated and ineffective.

“The basic education system doesn't equip learners with transferable skills because as teachers, we are not allowed to employ innovative ways of teaching. We can only teach using conventional ways” – Teacher, Northern Region

134 Ibid.

135 Ibid.

136 Ministry of Education Ghana, UK Aid, Transforming Teacher Education and Learning. National Teacher Education Curriculum Framework. 2017. <<https://uew.edu.gh/sites/default/files/Announcement%20Files/National%20Teacher%20Education%20Curriculum%20Framework%20.pdf>> Accessed 23 October 2022.

4.1.3 Policy Environment

The table below outlines and evaluates the policy environment related to JHS and SHS.

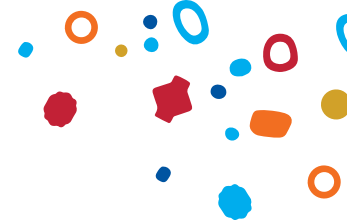
Table 7: Description of government policies relevant to JHS and SHS

Policy	Year	Objectives
Free Compulsory Universal Basic Education (FCUBE)	1995	The Free and Compulsory Universal Basic Education (FCUBE) programme introduced in 1995 promised universal education by 2005.
National Policy on ICT	2003	As a part of the mission to “transform the educational system to provide the requisite educational, and training services and environment capable of producing the right types of skills and human resources required for developing and driving Ghana’s information and knowledge-based economy and society” the Government is committed to a comprehensive programme of rapid deployment, utilization and exploitation of ICTs within the educational system from primary school upwards. Policy efforts will be directed at using ICTs to facilitate education and learning within the educational system and promote e-learning and e-education as well as lifelong learning within the population at large.
ICT in Education Policy	2008	The policy aims to ensure the following: <ul style="list-style-type: none"> • The availability of appropriate infrastructure is key to facilitating the deployment of ICT at each level. • ICT equipment should be deployed according to internationally acceptable standards. • Students’ user access to up-to-date computer-based tools can enhance their potential to make significant contributions to the knowledge economy. • Equity of access must be an overriding consideration in any ICT programme being implemented.
Inclusive Education Policy	2015	The Inclusive Education Policy defines the strategic path of the government for the education of all children with special educational needs. This policy builds upon sections in the 1992 Constitution, the National Development Agenda, the Education Strategic Plan and International Commitments to achieve national as well as international goals for creating an environment for addressing the diverse educational needs of Ghanaians. ¹³⁷
Free SHS Policy	2017	A government policy instituted in September 2017, and designed to ensure every child in Ghana who qualifies for, and is placed in a public Senior High School for his secondary education will have his/her fees paid by the government. ¹³⁸
Re-Entry Policy	2018	The Policy aims to prevent pregnancy among schoolgirls and facilitate re-entry into school after childbirth.
Guidance and Counselling Policy	2018 – 2022	Provide a comprehensive, developmental and preventative Guidance and Counselling Programme which is vital in the achievement of excellence for all learners. The policy and implementation guidelines aim to provide all learners with the opportunity to develop their academic, social, personal and career competencies needed to prepare them for pre-tertiary and higher education, work and life as productive citizens and life-long workers.
Education Strategic Plan	2018 – 2030	Building on Ghana’s achievements in expanding education, the Education Strategic Plan sets out the vision and policies for realizing the ambition of transforming Ghana into a ‘learning nation’. It puts Ghana on the road towards meeting the Sustainable Development Goals and represents a deliberate reorientation towards this aim, as it replaces the previous ESP for 2010-2020. ¹³⁹

¹³⁷ Ministry of Education. Inclusive Education Policy. 2015.

¹³⁸ Free SHS Policy. <<http://freeshs.gov.gh/index.php/free-shs-policy/>> Accessed 23 October 2022.

¹³⁹ Global Partnership for Education. *Education Strategic Plan 2018–2030 Ghana* <<https://www.globalpartnership.org/content/education-strategic-plan-2018-2030-ghana>> Accessed 23 October 2022.



The planning and coordination of formal education is driven primarily by the MoE.

The GES, an agency of MoE, is responsible for the implementation of MoE's policies and programmes at the pre-tertiary level. The MoE is responsible for the formulation, coordination and monitoring of education policies, while GES is responsible for the implementation of pre-tertiary policies and programmes.¹⁴⁰ The MoE's current strategy, the Education Strategic Plan 2018 – 2030, aims to improve equitable access to and participation in quality education, strengthen competency-based skills development, improve access for YPWD and vulnerable youth, and improve access to world-class tertiary education.¹⁴¹ Other key policies include the Free SHS Policy which aims to remove cost barriers through the absorption of fees, and the Inclusive Education Policy which aims to increase equity in educational attainment.

There are a wide variety of agencies under the MoE and ministries that work in partnership with the MoE that comprise the education system.

These agencies include Ghana Education Service (GES), the National Teaching Council (NTC), National Schools Inspectorate Authority, Ghana Library Authority, NaCCA, GBDC etc CBA, and the Centre for National Distance Learning and Open Schooling (CENDLOS). Additionally, other government ministries including the Ministry of Employment and Labour Relations (MELR), the Ministry of Gender, Children and Social Protection (MoGCSP), Ministry of Environment, Science, Technology and Innovation (MESTI) and the Ministry of Food and Agriculture (MoFA), are responsible for elements of education and skills provision. The many actors responsible for the education system have overlapping mandates, but sometimes work in silos, thus impacting the overall effectiveness of education policies.¹⁴²

Ghana's educational policies focus on making education equitably distributed across regions, sex, income, and religion.

The MoE further aims to provide relevant education to all Ghanaians, at all levels, to enable them acquire skills that will assist them to develop their potential, facilitate poverty reduction and promote socio-economic growth and national development.¹⁴³ Stakeholders in the education sector, including parents and teachers in the FGDs, indicated that Ghana's education policies are well-formulated, collaboratively developed and aim to adequately address the challenges faced in the education system. In addition, in many ways, the policies have resulted in improved outcomes for the youth. Despite this, stakeholders indicated that the main policy challenges are inconsistent policy implementation, lack of financing and lack of monitoring and evaluation of policies. In addition, there are concerns that political transitions have hindered policy continuity in the past.

The Free SHS policy introduced in 2017, led to a 33% increase in enrolment in the 2017/2018 academic year.

¹⁴⁴ This positive development, however, was offset by an infrastructural deficit and logistical challenges which affected the implementation of the policy. Government's allocation to capital expenditure in SHS in 2018 was insufficient to address the situation, raising concerns about government's commitment and ability to deal with the infrastructural and logistical constraints that contribute directly to educational outcomes.¹⁴⁵ Given the demands on the fiscus, even within other aspects of the education system, this raises the need for alternative innovative financing mechanisms.

¹⁴⁰ Ministry of Education. <https://moe.gov.gh/about-us/>.

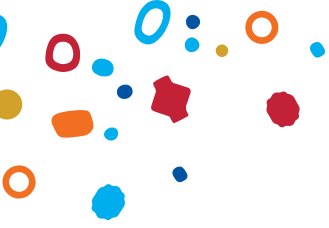
¹⁴¹ Ibid.

¹⁴² Ministry of Education, Education Sector Analysis 2018.

¹⁴³ Addo, Paul. 'Review of Educational Policies and its Implication for Educational Leadership in Developing Countries', *International Journal of Psychology and Education*. Volume 2, pp. 66-73. 2019.

¹⁴⁴ Ibid.

¹⁴⁵ Ibid.



In addition to innovative financing mechanisms, there is a need for the MoE to build and implement accountability strategies into the policy implementation plans before implementation commences. This will enable the Ministry to monitor and detect implementing institutions and agencies who are deviating from objectives. Accountability strategies, if well incorporated into policy implementation programmes, will increase the commitment levels of policy implementers, increasing the likelihood of successful implementation. Whilst Ghana’s education system has a number of accountability strategies, stakeholders indicated that they are often an after-thought. For example, GES only started setting up a Measurement and Evaluation unit to monitor implementation of the Free SHS Policy one year after the policy was implemented, and it is unclear whether this unit is currently functional.

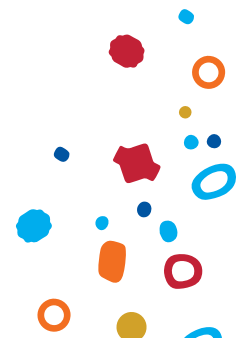
4.1.4 Programmes and Initiatives

This section provides an overview of the interventions that aim to help youth overcome the challenges they face within the JHS and SHS strategic priority area.



Table 8: JHS and SHS Programmes

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Poor Educational Outcomes	Secondary Education Improvement Project (SEIP)	GES	World Bank	SHS learners	National	180 000 (total)	The Ghana Secondary Education Improvement Project, aims to enroll 30,000 new secondary students, improve learning outcomes for 150,000 students in low-performing schools, and 2,000 SHS teachers, head teachers and other education officials. The project will also support equitable access through expansion and scholarships in under-served districts, and help achieve better quality of education, especially in science and mathematics, by strengthening school management and teaching, and expanding information communication and technology to schools
	Ghana Accountability for Learning Outcomes Project (GALOP)	GES	World Bank	Pre-primary – JHS learners	National	10,000 low performing basic education schools	The purpose of the Ghana Accountability for Learning Outcomes Project is to improve the quality of education in low performing basic education schools and strengthen education sector equity and accountability in Ghana.
	Better Life for Girls	GES, Savana Signatures, DOVVSU, GHS, Muslim Relief Association and Community Water and Sanitation Agency	KOICA and UNICEF	Adolescent girls aged 10 -19	Northern, Savannah, North-East, Oti and Volta regions	1 million (total)	The Better Life for Girls project aimed to equip adolescent girls in Ghana with knowledge, skills, and an enabling environment to make informed decisions. The project increased access to learning and skills development opportunities for adolescent girls. It further ensured the availability of platforms from communities and institutions to engage on pressing issues related to adolescent girls, including child marriage, teenage pregnancy, and gender-based violence.



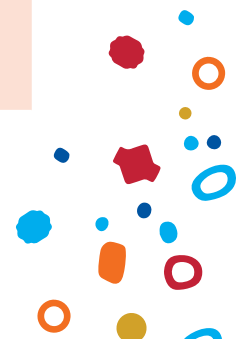
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Poor Educational Outcomes	FHI 360	GES	USAID	Primary School learners	National	2.8 million (total)	Support the early grade reading and literacy improvement activities implemented by the Ministry of Education and the Ghana Education Service. The projects activities will help improve, expand, and sustain learning outcomes
	Girls Remedial Schools Project	Youth Harvest Foundation	UNICEF, Christian Aid, Baden-Wurttemberg Stiftung	Adolescent girls	Bolgatanga, Upper – East Region	TBC	In the Girls Remedial Schools project, girls who have failed some subjects in their final year senior high school examinations are given the opportunity to re-write the exams and progress on their career prospects. The project has provided a local housing accommodation facility at the new youth center in Yikene in Bolgatanga. The girls are housed in the local house during the remedial school to keep them away from their families and far from the pressure to get married. At the youth center, they have access to electricity and facilities for night studies as well. They also receive remedial support from volunteer teachers who prepare them both mentally and psychologically to ensure that they pass their examinations.
	Gender-Responsive Education and Transformation Programme	Right to Play	Global Affairs Canada	Primary school learners	TBC	TBC	The Gender Responsive Education and Transformation (GREAT) project uses a play-based pedagogical approach that aims to provide quality education for girls and boys at the primary school level. This will be achieved by i) integrating gender-responsive play-based learning (GRPBL) into teaching practice; ii) engaging parents and caregivers in addressing gender-specific learning needs of girls and boys, including at-risk children; and iii) increasing integration of gender-responsive play-based learning in in-service and pre-service teacher training
	Promotion of girls' competency in math and science with gender-responsive pedagogy	MoE	KOICA	JHS and SHS Learners	Eastern and Central regions	TBC	The promotion of girls' competency in Math and Science with gender-responsive pedagogy has an overall objective of increasing women's participation in STEM courses through enhanced opportunities for girls in math and science education.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Poor Educational Outcomes	Teachers Portal	National Teaching Council	GoG	JHS and SHS teachers	National	TBC	The Teachers Portal is a tech initiative that supports teachers through online training supported by the National Teaching Council. The portal allows teachers to receive continuous professional development and is designed to serve all teachers in Ghana.
	Partners in Play	Right to Play and MoE	LEGO Foundation	Learners aged 12 and under	National	689,920 (total)	Implemented by Right To Play, the Partners in Play Project (P3) is a 4-year, \$11.5 million program that aims to improve the quality education for Ghanaian girls and boys aged 4-12 through a scalable and replicable LtP model. With the support of RTP, the project will reach 689,920 children.
	Star Schools/Bequip	Savanah Signatures	Edukans International	TBC	Northern and Volta regions	TBC	The project is aimed at improving quality education delivery in schools. STAR Schools hinges on the understanding that transparent and accountable management of education; engaging School Management Committees (SMC)/Parent Teacher Associations (PTA) and parents in dialogue with the Ghana Education Service (GES) is key for improved education resource allocation to schools. Additionally, improving teaching and learning through effective and regular supervision will improve learning outcomes in schools. Adolescent Reproductive Health (ARH) education programs are also implemented to meet the SRHR needs of young people in the beneficiary schools.
Insufficient Enabling Inputs	SHS Infrastructure Projects	GES	MoE	SHS Learners	National	TBC	With the increased pressure on second cycle institutions, further investment into infrastructure was needed. A total of 1,011 projects were initiated, with 492 of them completed so far. With boarding facilities targeted to improve the learning environment, 329 single-story, 2-storey and 3-storey dormitory blocks are underway, with 101 of them completed. Seven new model school projects have been started from scratch: the first creative arts school at Kwadaso in the Ashanti Region, one model technical school and five model science schools in eight regions with up to 70% completion. Twenty-eight community day senior high schools were also completed and added on to the existing structures, opening opportunity further for students in these communities to have access to education.



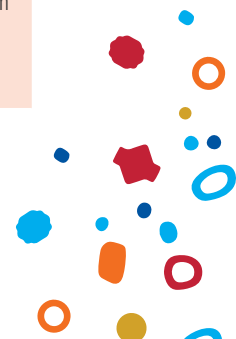
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Lack of Relevant Career Counseling Services	National Guidance and Career Programme	GES	MoE	SHS Learners	National	Annual SHS intake	Provide career counselling services to all students in senior high schools in the country.
	Career Guide	Act for Life	TBC	Final Year JHS Learners	National	TBC	Career Guide is an informative seminar that helps final year JHS pupils to develop self-awareness, receive counselling on educational options and career paths, and plan their final year.
	Career Plan	Future Careers	TBC	Adolescents aged 10 - 18	National	TBC	The complete career education programme for young people between the ages of 10 and 18, aims to help adolescents make an informed decision about what subjects to study and career options.
	Career Guidance Programme	Foundation for Generational Thinkers	TBC	Final Year JHS Learners	Volta Region	TBC	The Foundation for Generational Thinkers (FOGET) has an annual one-day career guidance programme for final-year junior high school (JHS) students at Avenme Danyigba in the North Dayi District in the Volta Region. The event formed part of the organization's corporate social responsibility to help prepare the students for this year's Basic Education Certificate Examination (BECE).
Barriers to Tech-Assisted and Online Education	Computer 4 Change	Africa ICT Right	EDUCAGHA-NA	SHS Learners	Greater Accra Region	TBC	The Computer 4 Change program seeks to solicit and distribute low-cost refurbished computers with relevant open-source educational software to schools in underserved communities where the digital divide is at its greatest.
	I-Teach ICT	Africa ICT Right	SankofaTech	SHS Teachers	Ashanti Region	50 teachers	The iTeach ICT program intends to equip Science, Technology, English and Mathematics (STEM) teachers with the relevant skills and content to help them integrate ICT into their teaching and learning.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Barriers to Tech-Assisted and Online Education	One Teacher One Laptop	GES	MoE	Kindergarten – SHS teachers	National	All teachers (total)	The programme is aimed at bridging the ICT gap between teachers in urban areas and their colleagues in rural areas. Under the programme, teachers at every level of education, from kindergarten to Senior High School will receive a laptop. The government will pay 70% of the cost of each laptop, while the teacher pays the remaining 30%. The machine then becomes the personal property of the teacher. It is hoped that this tool will be useful in developing the teacher's professional capacity.
	The Connected Society Innovation Fund for Rural Connectivity	Fairwaves Inc, iSAT Africa and NuRAN Wireless	FCDO	Rural Schools	Rural Areas	TBC	The Connected Society Innovation Fund for Rural Connectivity, funded by the Foreign Commonwealth and Development Office (FCDO) allocated £330,000 to partner organisations to increase connectivity in rural areas in Ghana.
	Edmodo Ghana	GES and Ghana Library Authority	MOE	Kindergarten – SHS learners	National	TBC	Edmodo Ghana is a digital learning initiative designed by the Ministry of Education to connect Ghanaian learners to their teachers. It provides students with a digital classroom environment and interaction with teachers allows pupils to stay up to date with current assignments.
	Secondary Education Improvement Project	GES	World Bank	SHS Learners	National	180 000 (total)	The project has an ICT component that builds on the school mapping to roll out an ICT platform to monitor all secondary schools using mobile smartphone technology. This dynamic tool aims to provide real-time information to closely track progress of key project activities and to allow for social accountability. The tool will be provided to those tasked with supervision and monitoring. It will also be used by CSOs and other stakeholders to allow for random verification of reported progress on-the ground.
	Ghana Library Authority App	Ghana Library Authority	GOG	Pre-School, Primary School, and Secondary School Learners	National	TBC	The app aims to increase accessibility to reading materials through technology and provide an alternative to traditional library services.

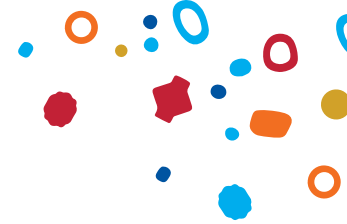


Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Barriers to Tech-Assisted and Online Education	Read2Skill	Ghana Library Authority	Commonwealth of Learning, ABSA	Secondary School, Tertiary School and Post-Tertiary Learners	National	TBC	The programme aims to provide platforms which enhance self-paced learning and increase entrepreneurial and digital skills among youth.
	Mobile ICT classes	Ghana Library Authority	Global Giving through EIFL	JHS Learners	National	TBC	These classes aim to improve knowledge in basic ICT among JHS learners and the performance rates in BECE ICT exams. The classes also aim to increase learners' accessibility to and experiences with technology.
	SHS Library Transformation Project	Ghana Library Authority	MoE	SHS Learners	National	TBC	The programme aims to build the capacity of school librarians to ensure quality education leading to improved learning outcomes. The programme also seeks to equip all public-school libraries in the country with necessary resources and supplementary reading materials.
	iBox	Centre for Digital Learning and Open Schooling	MOE	SHS Learners	National	1.2 million (total)	The iBox system is Ghana's offline technology, designed and deployed for under-privileged students to access quality educational content, without internet connectivity and its associated cost. The iBox system has browsing capabilities, compatible software and eContent in four formats for offline classroom without internet data costs.
	iCampus	Centre for Digital Learning and Open Schooling	MOE	SHS Learners	National	1.2 million (total)	The iCampus is the online version of the iBox., it is designed to engage students while they are away from school during holidays.
	Giga	UNICEF	UNICEF	All Schools	National	TBC	Aims to provide the upfront funding needed to accelerate critical infrastructure investments and mobilize public and private capital to connect every school in the world to the internet. In Ghana, the first phase involves working with partners in mapping internet connectivity in schools.
	Eneza Education	Eneza Education	MTN, Miller Centre, Next Billion	Primary -Secondary School Learners	National	1 million (total)	Eneza Education is an ed-tech company that provides curriculum aligned revision material in all subjects for primary and secondary learners on any device. The virtual tutor provides access to curriculum aligned content in all subjects for learners in primary and secondary levels through SMS and on the Web.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Barriers to Tech-Assisted and Online Education	KFIT	UNESCO	Government of Korea	Primary-Secondary School	National	TBC	This UNESCO-Korea Funds-in-Trust (KFIT) project seeks to test scalable and effective models of using ICT to enable systemic transformations of the education sector. Key activities include supporting the review of the ICT policy, ICT Essentials Skills for Teachers, as well as the establishment of Open Educational Resources for learners and teachers, and the ICT Competency Framework for Teachers.
	TeOSS	UNESCO	Huawei	Primary and JHS teachers and learners	Ten basic schools selected from ten regions	TBC	The UNESCO-Huawei TeOSS Project is designed to pilot, test, and scale up Technology-enabled Open School Systems (TeOSS) that can connect school-based and home-based learning to ensure the continuity and quality of learning, regardless of whether it is a stable period or a crisis.
	UNESCO-GPE Covid Education Response	UNESCO	Global Partnership for Education (GPE)	Teachers (basic school level)	National	TBC	UNESCO has supported the establishment of an online learning platform for five Anglophone countries in West Africa (Ghana, Nigeria, Liberia, Sierra Leone, and The Gambia). Each of the countries has a dedicated platform where relevant teacher capacity building modules have been developed and are being uploaded by the UNESCO International Institute for Capacity Building in Africa (IICBA). Ghana's portal can be accessed via https://ghana.imaginelearning.africa .
	Wikidata for Education	UNESCO	Wikimedia Foundation	National Council for Curriculum and Assessment (NaCCA)	National	TBC	The project seeks to support NaCCA to digitize school curricula to make curriculum data readily available and machine-readable so that developers can create, disseminate, and validate innovative solutions to education challenges. Secondly, the project seeks to create an education portal with curated content from Wikimedia projects and other open education resources that are aligned with school curricula design and development processes.
	Instant Schools	Vodafone	Vodafone	Primary-Secondary School Learners	National	TBC	Instant Schools provides access to essential educational resources, including subjects such as Math and Science from primary to the secondary level. The fact that the content is accessible via mobile phones for free will also help to reach children who do not benefit from traditional schooling.



Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Inadequate Provision of 21st Century and Future Skills	Python Lessons for Kids	Soronko Academy	TBC	Adolescents aged 11 +	Accra	TBC	6 weeks course where adolescents and young people learn the fundamentals of the python programming language. It also helps to develop the creative thinking and problem-solving skills of participants.
	Kids Makers	Kumasi Hive	TBC	JHS Learners	Kumasi	TBC	Kids makers is a Kumasi Hive initiative that focuses on training basic schools' kids in digital skills and impacting soft skills to them outside their regular school curriculum. The curriculum includes scratch coding, web development, drone assembling and flying, and electronics.
	iTeach	DreamOval Foundation	MTN, SAP, TUCEE, PYXERA	SHS Teachers	Greater Accra, Central, Ashanti, Eastern, Northern and Western regions	850 teachers (total)	iTeach was developed as a way of bringing digital literacy to deprived communities by training teachers within these communities, encouraging and equipping them to transfer the knowledge to other colleagues and their students. The concept is to reach teachers from deprived areas with basic computer skills so they transfer this knowledge.
	DreamOval Junior Academy	DreamOval Foundation	MTN, SAP, TUCEE, PYXERA	Adolescents aged 8 -17	Greater Accra, Central, Ashanti, Eastern, Northern and Western regions	TBC	Equip each child with the ability to identify problems, think logically to craft solutions by harnessing the latest technologies in the world.
	Discovery Project	Discovery Learning Alliance	DFID	JHS girls	National	TBC	The Discovery Project aimed to improve girls' education through use of technology in the classroom, teacher training, community engagement and outreach.
	Improving Basic Education	United Way Ghana	IBM Ghana	JHS Learners	Ayawaso	400 (total)	Equipping adolescents and youth with digital literacy skills through a three-month intensive digital literacy programme.
	Code on Wheels	Ghana Code Club	TBC	Children and Youth aged 4 - 17	Upper East, Eastern, Central, and Greater Accra Regions	50 000 (total)	This initiative was launched to bring hands-on interactive tech education to the less privileged in Ghana. The programme provides hands-on, practical lessons to educators, volunteers, youth, and women across Ghana, training them to become trainers by teaching computer programming fundamentals in basic schools.
	Youth Engagement Centers	Ghana Library Authority	UNICEF	Adolescents and youth aged 14 - 24	Eight regions	10 000	The centers aim to improve young people's sustained access to quality learning, employability, and empowerment opportunities.



There are a number of large-scale national programmes implemented by GES, in partnership with development partners that aim to improve educational outcomes. Most of these programmes target low performing schools or vulnerable groups of adolescents and youth and aim to increase equity in the education system in Ghana. It must be noted, however, that the causes of poor educational outcomes are broad and systemic in nature, and therefore, require holistic, long-term interventions that uproot the systemic, multi-dimensional challenges faced in the education system. The SEIP and GALOP programmes have the potential to do this, but they are both only five-year projects. The SEIP project ended in 2021, and it will be critical to evaluate the impact of this programme before implementing subsequent, follow-on or extension programmes. Critically, there is a gap in programmes that aim to improve educational outcomes for YPWD. In addition, young women from Bono East region indicated that they require educational support in the form of scholarships and programmes that educate their parents on the importance of educating girls.

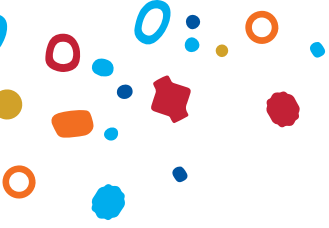
There are an insufficient number of programmes that aim to improve the quality and availability of enabling inputs. Given the severity of the challenges in this area, the impact of infrastructure, accommodation and teaching and learning materials on educational outcomes, and the programmatic gaps, this area is potentially an investment area for GenU. This gap also extends to the provision of enabling inputs for special schools and regular schools that provide services to YPWD.

Additionally, there are a limited number of programmes providing career counselling services to adolescents and youth. The National Guidance and Career Programme provides career counselling services to SHS learners but there are concerns about the quality of the services provided and gaps in the provision of career counselling services to JHS learners. Other programmes are either one-day

“Public school kids say they are only in school because they have to be. They don't know what they'll do after school. They don't have any career aspirations because there aren't enough role models in their communities or interesting and accessible career guidance programmes” - Academia

interventions that are likely to lack the required depth and individual focus, or paid programmes that are inaccessible to poorer youth. A number of private sector firms, including PwC, Total Ghana and RayCom Technologies also host career sessions at schools as part of their corporate social responsibility (CSR) activities, but these initiatives are fragmented and unregulated and often based on the firm's location, and the availability of volunteers.

Whilst there are a wide variety of programmes aimed at addressing the barriers to tech-assisted and online education, there is limited coordination in the ecosystem and demand from young people is low. The COVID-19 pandemic accelerated the urgency for online learning, internet connectivity, and digital devices in schools, and as a result, many programmes with this aim have proliferated in the country. However, many of these programmes are limited to specific districts or regions, and do not have the capacity or resources to scale. In addition, there isn't a coordinating agency that standardizes the content of the training or manages and evaluates the quality of these programmes. As a result, there is wide variation in these programmes. Factors such as barriers to internet connectivity, lack of awareness or knowledge, and a reliance on face-to-face learning have impacted youth demand for these national programmes and platforms. Throughout the FGDs, uptake of online learning platforms was low because adolescents



and young people were either not aware of the relevant platforms or limited in their ability to use them.

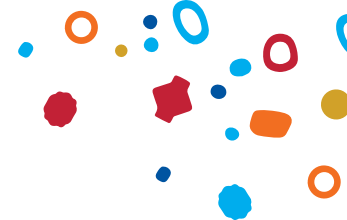
Similar challenges exist for programmes that aim to provide 21st century skills to adolescents and youth. The lack of coordination and standardization in the ecosystem increases the variability of programmes, thus compromises the quality of the skills provided. There is a need to coordinate the ecosystem, evaluate programmes and scale up successful approaches for 21st century and future skills training.

4.1.5 Opportunities for Generation Unlimited

This section considers the opportunities for GenU in responding to the gaps in the policy and programmatic environment to ensure better JHS and SHS outcomes for youth in Ghana. Table 9 maps the existing challenges to the gaps and opportunities for the Education thematic area. Each opportunity is then explained in depth.

Table 9: Opportunities for GenU in JHS and SHS.

Challenge	Opportunity	Description
Poor Educational Outcomes	Ecosystem coordination and policy implementation support	<ul style="list-style-type: none"> • Consolidate a coordination mechanism that will apply a systems lens to identify, mobilize and strengthen relationships between the partners in the ecosystem. • Support strengthened policy coordination and implementation through technical assistance and crowding in funding for policy implementation. • Advocate for a gender-transformative education system and support the development of approaches, strategies, and guidelines for gender transformative education. (Transformative policies, pedagogy, school environment, community leadership and stakeholder engagement). • Advocate for the development of gender-responsive STEAM education and support the development of a communications campaign with illustrated success stories of girls in STEAM and motivational webinars featuring girls and women in scientific and technological areas. • Advocate for review of inclusive education curriculum and train teachers to adequately teach YPWD.
Insufficient Enabling Inputs	Policy development and resource mobilisation	<ul style="list-style-type: none"> • Support the formulation and implementation of a policy on minimum resources and materials that schools need for teaching and learning • Resource mobilisation to provide resources including infrastructure, internet connectivity, as well as teaching and learning materials for poorer, underfunded, and special schools.



Challenge	Opportunity	Description
Lack of Relevant Career Counselling Services	Reform career counselling services	<ul style="list-style-type: none"> • Reform (regularly) career guidance curriculum in collaboration with private sector and provide ongoing training to teachers and coordinators. • Support the development of career counselling programmes that are specifically targeted at YPWD. • Resource mobilisation for facilities and infrastructure. • Support scale of career counselling programmes. • Provide career counselling services in community centers supported by GES. • Support the establishment or expansion of digital career counselling services.
Barriers to Tech-Assisted and Online Education	Public Private Partnerships for connectivity and digital skills training	<ul style="list-style-type: none"> • Resource Mobilisation and Public-Private partnerships for expansion of internet connectivity and the provision of devices in schools, with a focus on schools in the poorest wealth quintiles. • Support digital training of teachers at scale through the National Teaching Council. • Support the development of quality standards for digital skills training. • Implement the GIGA initiative in all schools, including special schools. • Deployment of the learning passport initiative by UNICEF to supplement existing efforts to reach children and youth in areas with limited or no access to devices to support learning.
Inadequate Provision of 21st Century and Future Skills	Support reform of curriculum and expansion of future skills programmes	<ul style="list-style-type: none"> • Reform ICT and transferable skills curriculum, with an emphasis on updating and strengthening teaching pedagogy. • Introduce soft skills such as communication, problem-solving, critical thinking, and entrepreneurial skills into the JHS curriculum. • Support teacher training at large scale. • Support scaling up of non-government digital skills programmes • Support improvement and scale up of non-governmental transferable skills programmes. • GES and UNICEF Education could partner on all teacher training and scale-up activities.

4.1.6 Conclusion

Despite significant strides made in education, the Ghana education system faces several constraints including poor educational outcomes, insufficient enabling inputs, lack of relevant career counselling services, barriers to tech-assisted and online education and inadequate provision of 21st century skills. Some of the challenges in the education system are attributable to systemic weaknesses such as a deficit in trained teachers and low utilisation of teaching time. However, reforming education also requires addressing broader social challenges such as child marriage, high levels of violence, common incidence of teenage pregnancy, as well as unequal and harmful gender norms that disproportionately burden young women with unpaid care work.

The education system in Ghana is governed by the MoE and it boasts of many policies and laws geared towards ensuring quality education and skills delivery. There are a wide variety of agencies under the MoE and ministries that work in partnership with the MoE that comprise the education system. The large number of agencies and ministries responsible for the education system are fragmented and have overlapping mandates, thus impacting the overall effectiveness of the education system. There are also several wide-ranging programmes implemented through civil society organisations, government, and international development partners. However, there are gaps in the implementation and evaluation of policies, policy coherence, the provision of sustainable and efficient management systems, financing, and accountability of education service delivery.

There are various opportunities to address the challenges faced by the education system. They include ecosystem coordination and policy implementation support to improve educational outcomes; policy development and resource mobilisation to provide sufficient infrastructure resources to schools, reforming

career counselling services, facilitating partnerships for digital learning and universal internet connectivity, and supporting the reform of curriculum and expansion of 21st century skills programmes as well as teacher training.

4.2 Training: Technical and Vocational Education

4.2.1 Introduction

Globally, Technical and Vocational Education and Training (TVET) is viewed as a tool for productivity enhancement and poverty reduction.¹⁴⁶ Evidence suggests that there is a strong correlation between the proportion of TVET students at the post-secondary level and per capita income, and in response to this, many countries have taken steps to strengthen policy guidance and regulatory frameworks for TVET and to improve partnerships with the private sector and employers.¹⁴⁷

TVET is the most practical avenue for acquiring readily employable skills for the world of work. Ghana needs skilled workers. In particular, competent artisans and technicians are needed to fill skills gaps in various sectors of the economy, including the building and construction industry, power and energy plants, water distribution and sanitation systems, and large public works.¹⁴⁸ Well-functioning TVET systems are best placed to train the skilled workforce which Ghana needs to address its socio-economic developmental challenges.

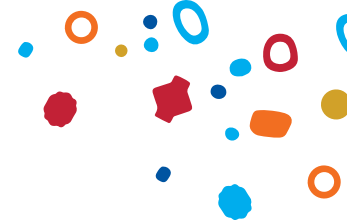
TVET in Ghana comprises the formal system and informal system. The formal system includes time-bound, institution-based, graded, and certified training¹⁴⁹ while the informal system

¹⁴⁶ Aryono, Paryono. The importance of TVET and its contribution to sustainable development. AIP Conference Proceedings. 2017. 1887. 020076. 10.1063/1.5003559.

¹⁴⁷ Ibid.

¹⁴⁸ Ibid.

¹⁴⁹ Amedorme, Sherry, K. and Fiagbe, Yeseunyeagbe, A. K. Challenges facing technical and vocational education in Ghana, International Journal of Scientific and Technology Research Volume 2 (6). 2013.



includes a wide range of flexible programmes by which students acquire skills and knowledge. Traditional apprenticeships make up the majority of the informal sector and the number of apprentices in the informal TVET sector is estimated at 400,000.¹⁵⁰ The informal sector is dominated by out of school adolescents, especially junior high and high school dropouts being equipped with training aimed at self-employment.¹⁵¹ However, there has been growing interest in TVET from university graduates who want to improve their employability outcomes¹⁵² and thus, the need to shift the public mindset that TVET is the preserve of school drop outs.

Ghana implemented TVET reforms in 2018 which aimed to improve the overall functioning of the TVET system. TVET reforms include a wide range of measures to improve the coordination, delivery, and assessment of training.¹⁵³ In response to the historical fragmentation of the TVET system, reforms aimed to strengthen the role of the Council for Technical and Vocational Education and Training (CTVET) and the MoE as coordinating bodies in the ecosystem. In addition, the curricula are being revised based on a competency-based training approach with a focus on occupational skills.¹⁵⁴ Teacher training is also to be improved through the Akenten Appiah-Menka University of Skills and Entrepreneurial Development (AAMUSTED), which is currently the central TVET teacher and trainer centre for the country.¹⁵⁵ These reforms aim to respond to the local demands of the labour market, support the development of local industry sectors and contribute to sustainable growth.

Box 3: Definitions and Concepts

Public TVET: Institutions that are funded by the Ghanaian government.¹⁵⁶

Private TVET: Institutions that are funded by tuition fees or employers.¹⁵⁷

Formal TVET: Time-bound, institution-based, graded, and certified training.¹⁵⁸ Formal TVET is provided in several different types of institutions, following completion of basic education (primary and JHS). TVET institutions under the responsibility of the GES and MERL are the largest providers of formal training. Assessment is conducted by the National Board for Professional and Technician Examinations and the Technical Education Unit of the GES. After three years, students are given a National Certificate II. Formal TVET combines theoretical courses with practical workshop training. Graduates have the option of moving up to technical universities for further education and training at post-secondary level.¹⁵⁹

Informal TVET: The informal system includes a wide range of flexible programmes through which students acquire skills and knowledge. Apprenticeships constitute most informal sector trainings¹⁶⁰ and the MoE currently gives formal recognition of skills developed through informal apprenticeships. The MoE organizes trade tests at different proficiency levels in a wide range of occupations.¹⁶¹

150 Ibid.

151 Baffour-Awuah, Dan. and Thompson, Samuel. A holistic approach to technical and vocational skills development (TVSD) policy and governance reform: *The Case of Ghana. Working Document for ADEA Triennale*. 2012.

152 Dadzie, Christabel, E., Fumey, Mawuko, and Namara, Suleiman., *Youth employment programs in Ghana: Options for effective policy making and implementation*. World Bank Group. 2020.

153 ILO. *State of Skills: Ghana*. ILO: Geneva. 2019.

154 Ibid.

155 Ibid.

156 Ibid

157 Ibid

158 Ibid

159 ILO. *State of Skills: Ghana*. 2019.

160 Ibid

161 Ibid

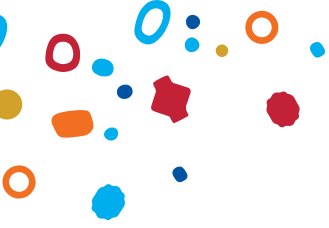
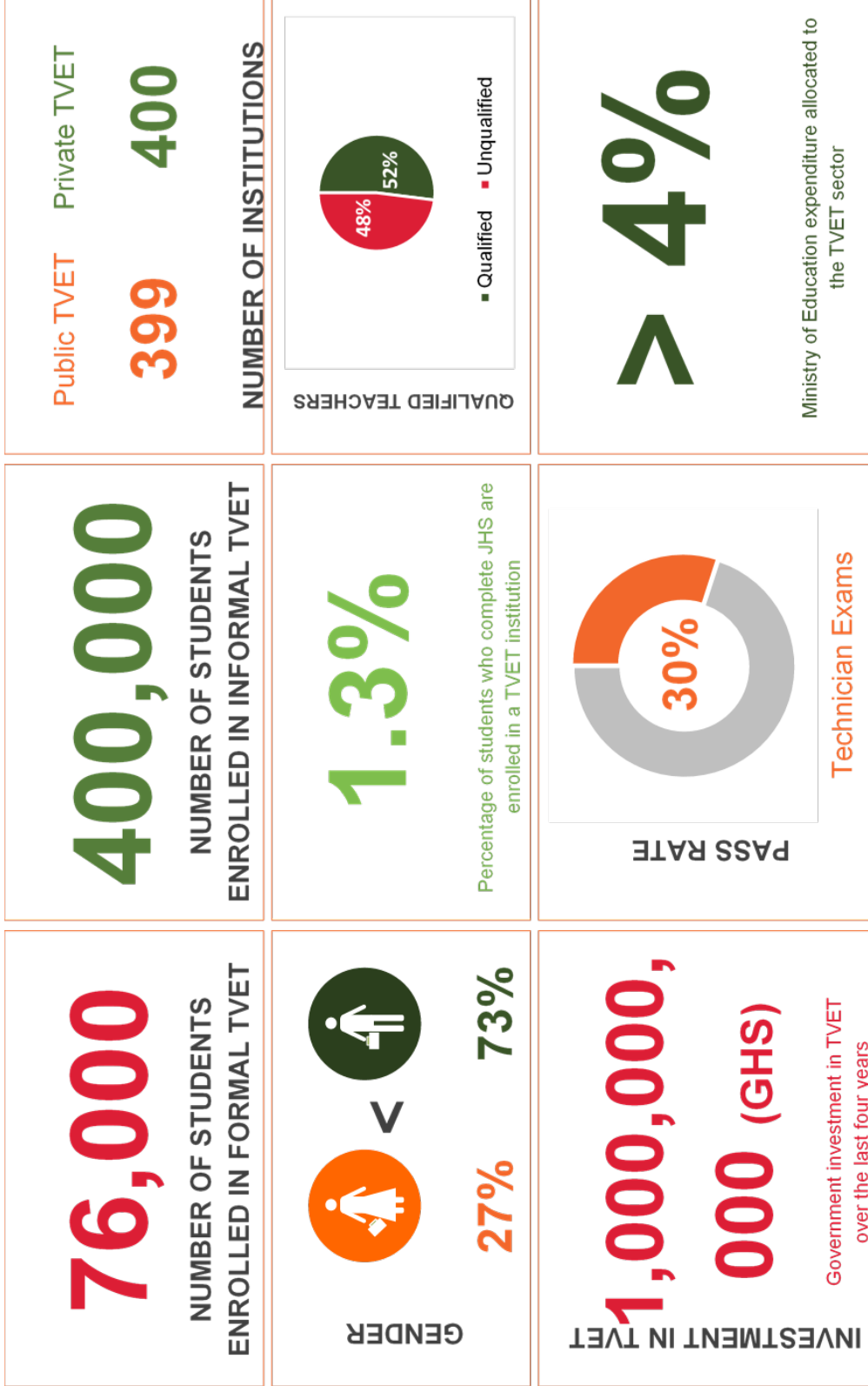
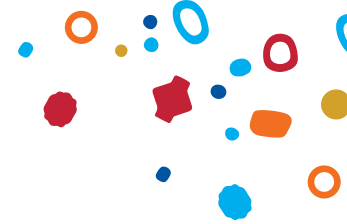


Figure 3: TVET at a glance¹⁶²



162. ILO. State of Skills: Ghana, Education Strategic Plan 2018-2030. 2019.



4.2.2 Constraints

Poor Public Perceptions

Despite recent reforms, efforts to improve access to TVET are constrained by low public perception. Often TVET is considered as an option for under-performing students, and in some cases, students who are placed in these institutions do not end up attending.¹⁶³ This is further compounded by the poor state of training facilities and equipment, and low absorption capacity. Existing TVET institutions can admit 5 -7% of JHS graduates, but in 2019, only 1.3% of students aged 15 – 24 attended a TVET institution.¹⁶⁴ Additionally, the participation of YPWD and young women (26.7%) is particularly low, especially in traditionally male-dominated areas such as engineering and construction.¹⁶⁵ This was corroborated by stakeholders and youth alike who indicated that gender significantly influenced the TVET programme selected by students.

“There is less inclination for young women to study towards areas in the technical sphere that are deemed for men. Hairdressing and beadwork are for women and electronics and construction are for men” – Youth, Northern Region

Poor perceptions of TVET are held by students, parents, and employers alike. A recent study found that parents were of the view that TVET is for the less fortunate, less clever, and school dropouts.¹⁶⁶ In addition, parents were of the opinion that TVET didn't

¹⁶³ Education Strategic Plan 2018-2030.

¹⁶⁴ <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=GHA>

¹⁶⁵ *ibid.*

¹⁶⁶ Stanislaus, Nsoh and Amedorme, Sherry. Perceptions of Technical and Vocational Education and Training Distance Learning students of the University of Education, Winneba, Ghana about their courses of study and face-to-face sessions in *International Journal of Education and Research*. 3 (5). pp. 65-78. 2015.

offer credible employment opportunities or equip learners with valuable skills.¹⁶⁷ In the same study, employers indicated that TVET graduates were not resourceful or self-reliant. They were found to lack the soft skills required in the workplace, including communication skills, problem-solving skills, entrepreneurial skills, and critical thinking skills.¹⁶⁸ This suggests that like JHS and SHS, TVET doesn't adequately build transferable skills. Furthermore, poor public perception is caused by the poor quality of skills provision in Ghana's TVET system and the lack of capacity to meet the skill demands of the current labour market. If these factors are addressed, it is likely that public perceptions will improve, and TVET in Ghana will be viewed in a more positive light similar to other institutions around the globe.

Low Labour Market Relevance

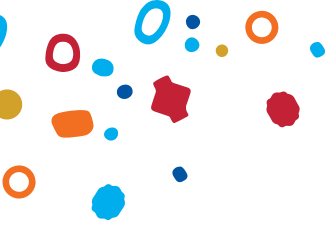
Ghana does not have a well-performing skills anticipation system which means that training programmes are often outdated and do not adequately reflect the competences required in the labour market. Sector skills councils are industry-led advisory bodies which are expected to contribute to improving the analysis and forecasting of skills needs at sectoral level, but these councils have poor organizational structures and they lack the human capabilities required to centralize information and provide evidence for making TVET more responsive to current and future skills needs.¹⁶⁹ In addition, the

“TVET has a seriously outdated curricula, not at all matched with the current demands of the labor market. You create a lot of graduates each year, but they are not employable.” – Development Partner

¹⁶⁷ *Ibid.*

¹⁶⁸ *Ibid.*

¹⁶⁹ ILO. State of Skills: Ghana. 2019.



labour market information in Ghana is currently fragmented, with data being collected by a number of institutions including Ghana Statistical Service (GSS), the Ghana Immigration Service (GIS), the Ministry of Interior (MINTER), MERL and MoE. Challengingly, the data collected and the reports produced do not disaggregate TVET graduates from other types of graduates.¹⁷⁰ This means that TVET institutions do not have reliable information about the programmes and skills that will lead to jobs and sustainable self-employment, and this reinforces the perception of TVET as having little labour market relevance. The low private sector involvement in TVET to identify market relevant skills further underscores the perceived irrelevance of TVET. The 2021 Africa Centre for Economic Transformation Report notes that TVET institutions are better off when they partner with the private sector for program design and financing.¹⁷¹ As long as training programs do not reflect the needs of private sector employers, TVET institutions will continue to churn out graduates who are not fit for existing roles in industry.

Lack of Sustainable Financing Mechanisms

TVET in Ghana is chronically under-funded which severely impacts the quality and scale of skills provision. Historically, TVET has relied on three main sources of funding: budgetary allocation, contributions from development partners and tuition fees.¹⁷² Whilst budgetary allocations and contributions from development partners represented 20% of MoE's expenditure in 2017, less than 4% was allocated to the TVET sector, and the majority of the allocation was used to pay the wages of TVET staff.¹⁷³ In 2020, the third source of funding, tuition, was removed as the Free SHS policy was extended to TVET.¹⁷⁴ As enrolment continues to increase in response to the Free SHS policy, the financing pressures will rise, highlighting the urgent need for a sustainable financing mechanism. The absence of a sustainable financial mechanism impacts the quality of skills provision, the extent to which sector skills councils can be capacitated to improve the labour market relevance of TVET, and ultimately, public perceptions of the value of TVET. Technical and vocational institutions have the potential to play a key role in the development of the country, and this needs to be reflected in a financing system that will fulfil the human resource needs of the country.



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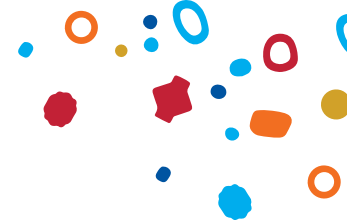
170 Ibid.

171 African Centre for Economic Transformation. *Africa Transformation Report*. 2021. <<https://acefforafrica.org/atr/>> Accessed 23 October 2023.

172 ILO. *State of Skills: Ghana*. 2019.

173 Ibid.

174 Ibid.



Poor Quality of Skills Provision

Due to the lack of funding and a shortage of adequately skilled teaching and training personnel, skills provision does not always meet basic quality requirements. TVET has been criticised for poorly equipped workshops, lack of modern equipment, outdated and inadequate curricula and teaching pedagogies, and a lack of practical training.

The lack of skilled teaching and training personnel at vocational institutes is a serious concern for the sector. Similar to other lower-middle income countries, TVET institutions in Ghana cannot compete with industry wages, making it difficult to attract and retain qualified and experienced teaching staff.¹⁷⁵ For example, only 52% of teaching staff at TVET institutions in Ghana possess technical qualifications.¹⁷⁶ Staffing norms and standards vary substantially throughout the country and there are problems with the management of TVET institutions, resulting in high rates of teacher absenteeism and low morale.¹⁷⁷ As a result, learning outcomes in the sector are poor, particularly for students at the Technician level, with only 30% of students passing the Technician I examinations.¹⁷⁸

THE LACK OF SKILLED TEACHING AND TRAINING PERSONNEL AT VOCATIONAL INSTITUTES IS A SERIOUS CONCERN FOR THE SECTOR.

¹⁷⁵ Global Affairs Canada. *Needs assessment of the TVET system in Ghana as it relates to the skills gaps that exist the extractive sector*. Global Affairs Canada: Ottawa. 2016.

¹⁷⁶ Education Strategic Plan 2018-2030. 2016.

¹⁷⁷ Ibid.

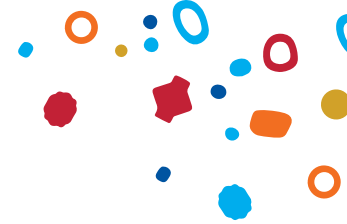
¹⁷⁸ Ibid.

4.2.3 Policy Environment

The table below outlines and evaluates the policy environment related to TVET.

Table 10: Description of policies relevant to TVET

Policy	Year	Objectives
Corporate Strategic Plan	2017 - 2021	Sets objectives and indicators for COTVET's contribution to the transformation of the TVET system.
Medium-Term National Development Policy Framework	2018 - 2021	The ESP aims to effectively promote the competency-based training policy and strengthen the capacity of the qualifications and awarding bodies for assessment and certification.
Strategic Plan for TVET Transformation	2018 - 2022	<p>The Strategic Plan for TVET Transformation was developed by the Council for Technical and Vocational Education and Training (COTVET) with the main goal of strengthening the link between TVET and the labour market. There are five key strategic areas in the plan including:</p> <ul style="list-style-type: none"> • Governance and management of TVET: To continue the realignment of TVET institutions under the MOE, establish new sector skills councils, establish an apex training institution for TVET staff and further strengthen the capacities of COTVET. • Increased access: To conduct a skills gaps analysis, implement needs assessments of existing TVET institutions, establish 20 new TVET institutions, implement the recognition of prior learning and improve the image of TVET. • Improving quality: Effectively promote the competency-based training policy and strengthen the capacity of the qualifications and awarding bodies for assessment and certification. • TVET financing: To complete the establishment of the Ghana Skills Development Fund • Environmental sustainability: To conduct a piloting phase for the integration of greening philosophies into TVET curricula, workplace practices and communities.
Education Strategic Plan	2018 - 2030	The ESP aims to improve coordination of TVET institutions under the MoE, improve access in under-served communities, and improve quality by enhancing the relevance of the curriculum and TVET offer, along with the training of TVET teachers. The overall improvement of the TVET sector will enhance public perceptions of TVET.
National Apprenticeship Policy Draft	TBC	The primary aim of the draft National Apprenticeship Policy is to bring harmony in the way apprenticeship is practiced in the country.



There are several government ministries that provide TVET to adolescents and youth.

The ministries follow structured strategies and plans, guided by the ESP and the Strategic Plan for TVET Transformation, to deliver services to their targeted beneficiaries. Ministries involved in the provision of TVET include MoE, MELR, MoGCSP, Ministry of Trade and Industry (MOTI), Ministry of Youth and Sport (MOYS), MOFA, Ministry of Road and Highways (MRH), Ministry of Local Government, Decentralization and Rural Development (MLGDRD) and Ministry of Transport (MoT).¹⁷⁹

The MoE is now the largest provider of public formal TVET after cabinet agreed to realign all Technical and Vocational Institutions (TVI) under the Ministry.¹⁸⁰

The Ministry manages three categories of institutions; 34 Vocational Training Institutes (VTIs) of the National Vocational Training Institutes (NVTI), 63 Integrated Community Centres for Employable Skills (ICCES), and 3 Opportunity Industrialisation Centres (OICs). NVTI is both a provider of TVET and a testing and certification body. In particular, it tests and certifies Proficiency, Trade Tests and National Craft Certificate (NCC).¹⁸¹ Conversely, formal private TVET is accredited by the NVTI and provided by private institutions, non-governmental organisations (NGOs), faith-based organisations (FBOs) and private individuals.¹⁸²

In the new TVET governance system, CTVET, an agency under the MoE, plays a central coordination and leadership role.

CTVET is responsible for policy development, ecosystem coordination, registration, accreditation, and assessment. Under the leadership of CTVET, the policy and institutional framework for TVET has been strengthened. For example, a national qualifications framework, that standardises learning achievements in the sector, has been successfully developed and implemented.¹⁸³ Critically, CTVET also promotes co-operation with international agencies and development partners to facilitate collaboration between providers and industry.

Similar to JHS and SHS, policies in the TVET sector are well-formulated, and aim to adequately address the challenges faced in sector.

The main gaps are in the involvement of adolescents and youth in policy-making, inconsistent policy implementation, lack of financing and lack of monitoring and evaluation of policies. These challenges undermine policy intention and policy sustainability.

*“Honestly, I don’t think the youth have been engaged enough in the design of policies because even for us, all the engagements have been at the Ministry level. This practice is exclusionary.” –
Development Partner*

179 UNICEF. Mapping of Skills Development Programmes in Ghana. 2020.

180 Ministry of Education. Technical and Vocational Education and Training. 2021. <<https://moe.gov.gh/the-technical-vocational-and-skill-training/>>

181 ILO. State of Skills: Ghana. 2019.

182 Ibid.

183 Ibid.

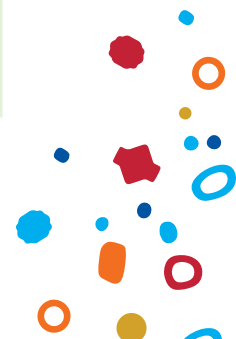
4.2.4 Programmes and Initiatives

This section provides an overview of the interventions that aim to help youth overcome the challenges they face within the TVET strategic priority area.

Table 11: TVET Programmes

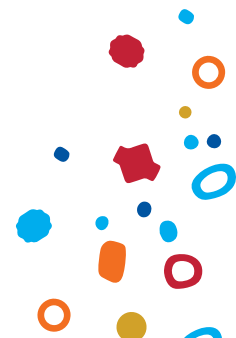
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Poor Public Perceptions	Ghana Skills Development Initiative	GIZ and CTVET	European Union (EU) and Swiss State Secretariat for Economic Affairs (SECO)	NEET youth and TVET students	National	TBC	<p>The previous phase of the Project (GSDI III) pursued the objectives of providing demand-driven training that targeted groups such as job-seeking youth, apprentices, workers and owners of micro, small and medium-sized enterprises (MSMEs) especially in the informal and agricultural sector. One of the objectives of this programme was to improve the overall functioning of the TVET system, thus enhancing public perceptions. One of the seven indicators of the programme is as follows:</p> <ul style="list-style-type: none"> The image of TVET in Ghana is heightened through communication and PR activities.
	Innovation in Non-traditional Vocational Education and Skills Training (INVEST)	World University Service of Canada (WUSC) and CTVET	Global Affairs Canada	Female TVET students	Kumasi, Sekondi-Takoradi, and Accra	5000 (total)	<p>The project uses an inclusive market systems approach to address key socio-cultural barriers to women's participation in more lucrative, non-traditional, and high-growth sectors. INVEST focuses on training and building capacity of young urban poor women in three main urban areas of Ghana and seek to improve societal attitudes toward women in trade and technology.</p>
	Empowering Women in Non-Traditional Trades for the Northern Economy of Ghana	Alinea International	Global Affairs Canada	Female TVET students	Northern Ghana	TBC	<p>The project trains and empowers young women to participate in non-traditional technical trades in essential economic growth sectors (such as welding, electrical and electronics, mechanical maintenance, agricultural mechanization, agro-processing, and auto mechanics).</p>
	Young Africa Works	CAMFED and CTVET	Mastercard Foundation	NEET youth and TVET students	National	TBC	<p>CAMFED Ghana is supporting a national campaign launched by CTVET. The campaign is being rolled out to challenge negative perceptions of TVET, to increase enrolment in TVET institutions, and thus support young people to gain the skills they need to secure their livelihoods, while contributing to Ghana's development.</p>

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Low Labour Market Relevance	Ghana Skills Development Initiative	GIZ and CTJET	European Union (EU) and Swiss State Secretariat for Economic Affairs (SECO)	TVET students	National	TBC	This Project aims to produce high-quality, standardized TVET to improve professional skills that meet the needs of the labor market, which is expected to promote the greater employability of young people in Ghana.
	Development of Skills for Industry Project	CTJET	AfDB	TVET students and TVET trainers	National	4500 (total)	The project will contribute to the achievement of the following key outcomes: improved teaching and learning environment in the 13-beneficiary public TVET institutions; increased participation levels in TVET; increased female participation in science related TVET courses; efficient and effective policy, planning quality control systems for TVET established at the coordination level. It will also help achieve key outputs of the TVET reform, including (i) preparation of a costed strategic plan to guide the development of skills in Ghana; (ii) increasing the supply of high caliber middle level technicians and TVET instructors; (iii) reviewing the instructor training curriculum; (iv) strengthening the capacity of the Council for Technical and Vocational Education and Training (COTVET); and (vi) operationalizing the prior learning mechanism and the accreditation system for TVET.
	TVET Future Lab	GIZ	German Federal Ministry for Economic Cooperation and Development (BMZ)	TVET students	National	TBC	The project prepares future-oriented approaches to vocational education and training – with a particular focus on modernization and change in the working world.
	Horticulture in Ghana for a Brighter Future	Consortium (SNV, Vodafone, Kwame Nkrumah University of Science and Technology)	European Union (EU)	TVET students	Kumasi	3000 (total)	This programme aims to match the demand for labour and growing opportunities in the horticultural sector of Ghana with a two-year vocational training programme with the involvement of private lead farmers and agricultural firms.

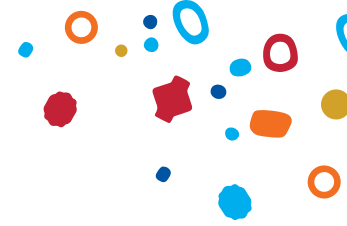


Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Low Labour Market Relevance	Developing a thriving and inclusive Green Economy in Ghana	Consortium (Inclusive Business Sweden, Social Enterprise Ghana, Young Men's Christian Association, Ghana – Sweden Chamber of Commerce)	EU	TVET students	Kumasi, Accra, and Koforidua	25 TVET centres, 400 young women	The project aims to empower young women and in accessing jobs and entrepreneurial opportunities in the organic and plastic waste management and sustainable forestry sectors, contributing to the development of an inclusive Green Economy in Ghana. To reach this objective, the action implements 5 lines of activities including: the development of a comprehensive 6-month Technical Vocational Programme in the target sectors and on entrepreneurship, an updated training curricula and training of trainers' activities addressed to selected TVET centres
	Agricultural Technical Vocational Education and Training for Women	Ministry of Food and Agriculture, CTVET and GIZ	German Federal Ministry for Economic Cooperation and Development (BMZ)	Young female agriprenuers	Ashanti, Central, Volta and Bono East Region	400	The aim of the programme is to develop labour-market oriented and income-enhancing training and qualification opportunities for women and youth in the food and agriculture sector.
	Modernizing Agriculture in Ghana	GoG	Global Affairs Canada	TVET students	National	1478 (total)	The project provides direct funding to the Government of Ghana to improve food security and make the agriculture sector more modern, equitable and sustainable. The project includes updating and reorienting a standardized curriculum for agricultural colleges and farm institutes to be more market-focused, gender-sensitive and climate-smart.
	Global Programme on Skills and Lifelong Learning	ILO and CTVET	Norwegian Agency for Development Cooperation (NORAD)	TVET students	National	500	This program aims to strengthen the capacity of the country's skills development system to become market-driven and more inclusive and to integrate skills policies with national development and sectoral strategies to contribute to export growth, economic diversification, and decent employment creation, including for the green economy. Capacity of national stakeholders on skills governance will be strengthened and skills systems capacity will match current and future labour market needs at sector level. Lastly, skills system inclusiveness informed by sensitized initiatives will be strengthened to meet the needs of women and youth.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Low Labour Market Relevance	Skill-Up Project	ILO	Norwegian Agency for Development Cooperation (NORAD)	TVET students	National	TBC	Skill-Up Ghana aims to transform the TVET system from a supply to a demand-driven system by building on existing structures and strengthening institutional resources to promote a better understanding of the required expertise in different economic sectors. The project is modeled on a three-component approach to; strengthen the skills development system at national level, improve the skills development system to better match current and future labour market needs at sector level and make the skills system more inclusive.
Lack of Sustainable Financing Mechanisms	Ghana Skills Development Fund	CTVET	World Bank and Denmark Development Cooperation Agency (DANIDA)	TVET students	National	8200 (total)	The establishment of the Skills Development Fund (SDF) aims to improve efficiency and effectiveness of the TVET system and ensure sustainable sources of funding for TVET. To achieve this objective the SDF is designed to include responsive policy, governance structures, institutional arrangements, institutional capacities, systems and procedures to support life-long learning in TVET. The SDF is a challenge fund providing a demand-driven response to three critical challenges encountered by the productive sectors of Ghana; (i) an adequately qualified labour force, (ii) the urgency of providing new entrants to the labour market with gainful, employable skills, and (iii) inadequate access to new technologies and innovations.



Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Poor Quality of Skills Provision	National Apprenticeship Programme	CTVET	TBC	NEET youth and TVET students	National	Approximately 3900 (annual)	The National Apprenticeship Programme aims to promote apprenticeship training to harness the knowledge and experience of firms and entrepreneurs to deliver market relevant skills to youth in a scalable and potentially cost-effective manner. In addition, the project incorporates an innovative and unprecedented performance-pay scheme for training providers that ties provider pay to the skill level of apprentices and their outcomes. The program is designed to provide credible evidence on, firstly, the efficacy of an innovative apprenticeship training program in improving employment, earnings, and other labor market outcomes for youth, and secondly, the additional returns associated with well-targeted and benchmarked financial and other incentives for trainer
	Ghana TVET Voucher Project	CTVET	KfW	Master craft persons, their apprentices, and workers.	National	14 045 (total)	GTVP provides demand-driven training vouchers to COTVET-registered master craft persons, their apprentices, and workers. The vouchers are used to fund competency-based training (CBT) courses in CTVET-accredited training institutions and the assessment and certification of National Proficiency Levels II and I under the National TVET Qualification Framework (NTVETQF).
	Grab-A-Skill project	AASU	TBC	Graduates, continuing students, unemployed youths, and marginalized groups	TBC	TBC	AASU is implementing the Grab-A-Skill project with the goal of providing entrepreneurial skills to the youth through skill-building, coaching and mentorship. By collaborating with TVET institutions at national and regional levels, the project will help graduates, continuing students, unemployed youths, and marginalized groups to acquire productive vocational skills. The long-term objective is to equip young people with skills to create their local businesses, causing a ripple effect where these local businesses create jobs. AASU is also facilitating skills training to enable students to acquire the digital skills needed for the world of work to secure jobs that can ensure their financial freedom.



Development partners work in partnership with CTVET to address the challenges faced in the TVET sector. The programmes strengthen the work done by the government and provide skilling opportunities to out-of-school youth. Despite the fact that there are comparatively fewer programmes, most programmes are implemented nationally and predominantly target vulnerable groups. Critically, in many ways, these programmes have improved adolescent and youth outcomes in the TVET sector.

The largest programmatic gaps are in private sector involvement in TVET, particularly as it relates to contributing to a sustainable financing mechanism, and improving labour market relevance of the sector. Stakeholders indicated that private sector involvement in the TVET sector is non-structured and financial contributions into the sector are low. The private sector has a vital role to play in planning national strategies for skills development as well as assisting with the development and implementation of these programmes. Partnerships with the private sector can be a useful

strategy to improve the quality and relevance of TVET institutions and crowd-in resources and funds beyond government budgets. These partnerships need to have real incentives for the private sector. Therefore, it is important that the evidence-base for the effectiveness and value of TVET is used to build partnerships with the private sector.

4.2.5 Opportunities for Generation Unlimited

This section considers the opportunities for GenU in responding to the gaps in the policy and programmatic environment to ensure better TVET outcomes for youth in Ghana. Table 12 maps the existing challenges to the gaps and opportunities for the Training thematic area. Each opportunity is then explained in depth. It is important to note that the opportunities related to digital skills training and connectivity in section 4.1.5 are also relevant for the TVET sector.



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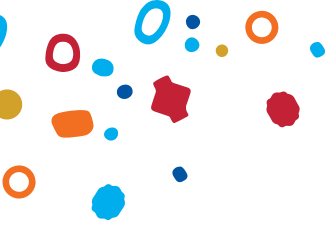
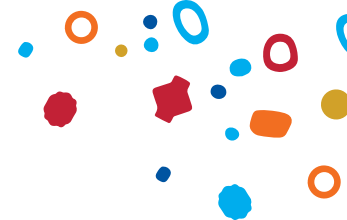


Table 12: Opportunities for GenU in the TVET sector.

Challenge	Opportunity	Description
Poor Public Perceptions	Advocacy and awareness creation for the efficacy and value of TVET	<ul style="list-style-type: none"> • Initiating broad social dialogue on the value of TVET. This dialogue should include government, the private sector, parents, and youth. This will not only help to ensure the relevance of TVET, but it is also key in enhancing the social value of TVET. • Create national TVET awareness campaigns in JHS and communities targeted at parents, youth, and teachers. These campaigns can include role modelling by sharing success stories from youth who attended TVET institutions. • Social targeting, scholarship schemes, and/or loans to support skills development programmes for young women, rural youth and YPWD. • Support the scale of programmes that promote female participation in TVET.
Low Labour Market Relevance	Strengthen skills anticipation and private sector engagement	<ul style="list-style-type: none"> • Strengthen partnerships with the private sector to collaboratively develop curricula and occupational skills standards, provide internships and apprenticeships, and upgrade the skills of lecturers and trainers. • Introduce 'green' training into TVET curricula. • Introduce digital training into TVET curricula. • Promote entrepreneurship in TVET by providing groups of TVET students with self-employment kits (with basic tools) at graduation to encourage them to start their own businesses or cooperatives. • Institute mechanisms for strengthening Labour Market Information and Skills Anticipation systems. • Investigate the formalization of the non-formal TVET sector. • Support CTVET to systematically identify critical skills gaps in partnership with Sector Skills Bodies.
Lack of Sustainable Financing Mechanism	Support the development of sustainable financing mechanisms	<ul style="list-style-type: none"> • Support resource mobilisation activities for Ghana Skills Development Fund. • Advocate for the establishment and implementation of a training levy or skills development levy. • Phased consolidation of TVET provision under the MoE instead of across different line ministries is likely to increase the share of TVET funding. • Support resource mobilization at TVIs through institutional production units.
Poor Quality of Skills Provision	Resource mobilisation and advocacy for improved skills provision	<ul style="list-style-type: none"> • Support innovative pedagogies and work-based learning in formal TVET. • Provide resources and tools to institutions and capacity building to trainers. • Support the development of curricula, standards, and certification in informal TVET. • Partnership between UNICEF Education and ICCES to support out of school youth with skills training which includes foundational literacy and numeracy teaching. • Support for technical and digital infrastructure at TVIs.



4.2.6 Conclusion

Despite significant strides made in the TVET sector, particularly as it relates to ecosystem coordination, the sector is still faced with challenges that impact its overall effectiveness. These challenges include poor public perception, low labour market relevance, lack of sustainable financing mechanisms and poor quality of skills provision. Whilst these challenges are interrelated, the root cause of these challenges is the lack of sustainable financing. The lack of financing impacts the quality of skills provision, the extent to which sector skills councils can be capacitated to improve the labour market relevance of TVET, and ultimately the public perceptions on the value of TVET.

There are several government ministries that provide TVET to adolescents and youth under the leadership of the MoE and CTJET.

Over time, CTJET has improved coordination, strengthened the policy and institutional framework, and increased the number of partnerships in the sector. The main gaps are in the involvement of adolescents and youth in policy-making, inadequate private sector engagement, inconsistent policy implementation, lack of financing and lack of monitoring and evaluation of policies. These challenges undermine policy intention and policy continuity.

There are various opportunities to address the challenges faced by the TVET system.

They include advocacy and awareness creation for the efficacy and value of TVET; strengthening skills anticipation and private sector engagement; supporting the development of sustainable financing mechanisms, and resource mobilisation and advocacy for improved skills provision.

4.3 Employment

4.3.1 Introduction

Successful engagement of young people in the labour market is a critical component of policymaking for youth. This benefits both the economic prospects and well-being of the young person, as well as overall outlook for economic growth and social cohesion of Ghana's youth.¹⁸⁴ Ensuring a smooth school to work transition is dependent on effective job matching services, since the longer a young person takes to find a job, the less likely it becomes that they will find decent work.¹⁸⁵ However, there are many challenges to ensuring gainful employment of young people. Transformative shifts, such as the climate crisis and technological advancements, present both threats and opportunities.¹⁸⁶ The devastating impact of the COVID-19 pandemic, further emphasizes the urgency needed to give all young people the educational support they require to improve their prospects.

While unemployment in Ghana is 13.4%, the 2021 census indicates that unemployment among youth aged between 15 and 35 is much higher at 19.7%.¹⁸⁷ This figure is worrying as there are no unemployment benefits in the country to provide interim welfare for jobless young people. Furthermore, 19.7% is significantly higher than the 7.7% unemployment rate recorded in 2017 by the Household Income Expenditure Survey, indicating a significant increase in the last four years.¹⁸⁸ Whilst COVID-19 likely offers a partial explanation for this rise, the census does not indicate that this is a temporary surge in youth unemployment. In addition,

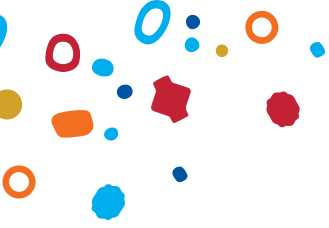
184 Organization for Economic Cooperation and Development. *Investing in Youth*. 2021. Available at: <<https://www.oecd.org/employment/youth/>>

185 International Labour Organization. *Global Employment Trends for Youth*. ILO: Geneva. 2020.

186 World Bank. World Development Report: The Changing Nature of Work. <www.documents.worldbank.org/curated/en/816281518818814423/2019-WDR-Report.pdf> Accessed 23 October 2022.

187 Ghana Statistical Service. Ghana 2021 Population and Housing Census. 2021. <https://statsghana.gov.gh/gssmain/fileUpload/pressrelease/2021%20PHC%20General%20Report%20Vol%203E_Economic%20Activity.pdf>

188 ILO. Household Income Expenditure Survey. Living Standards Survey. <<https://www.ilo.org/surveyLib/index.php/catalog/2402/related-materials>>. 2017. Accessed 23 October 2022.



evidence suggests that youth unemployment appears to be increasing and the percentage of youth who are neither in training, education nor employment (NEET) has risen from 23.61% in 2006 to 30.46% in 2017.¹⁸⁹ Young people who are formally employed are predominantly employed in the services sector (53.3%), followed by the agriculture (33%) and manufacturing (13.7%) sectors.¹⁹⁰ Research shows that the sub-sectors of the services sector; financial institutions, health and education are the key drivers of the impressive performance of the services sector in Ghana.¹⁹¹ As mentioned under the economy section of the report, the services sector has benefitted from favourable government initiatives and relative political and economic stability which has led to its strong contribution to Ghana's economy. In sub-sectors such as the ICT and financial and professional services, employment growth made a greater contribution to productivity growth between 1990 and 2018.¹⁹² However, the challenge is that these sub-sectors have provided relatively fewer employment opportunities for lower-skilled workers and so their growth alone has not been sufficient to drive structural transformation in the country.¹⁹³ Other sub-sector services such as wholesale and retail trade have shown potential to be large recruiters of workers with only a primary education or below. Based on GLSS 7 data, the wholesale and retail trade sector employed more than twice as many workers with only a primary school education as the manufacturing sector.¹⁹⁴

Services, manufacturing, and agriculture all play important roles in economic growth and provision of employment. Over the past 30 years, the fastest growing sectors in Ghana have primarily been services. The sectors with the highest growth rates between 1990 and 2018 were: financial services (~600%), followed by government services (~350%) and business services (~300%). This is far more than sectors such as agriculture, mining, and utilities, which all grew by less than 100%.¹⁹⁵ However, over the last ten years, manufacturing has undergone significant growth; the manufacturing employment share grew from around 10 percent in 2010 to 16 percent in 2018, with particularly fast growth after 2014, implying the country has been 'reindustrializing' in terms of employment shares. Finally, agriculture remains a significant employer, with 30% of all workers in this sector.¹⁹⁶

Barriers to youth employment exist on both the demand and supply-side of the market, as well as the intermediation between the two. A combination of these factors leads to high and variable rates of unemployment among young people in Ghana.

189 International Labour Organization, ILOSTAT database. Accessed on June 15, 2021.

190 Ibid.

191 Enu, P., Addey, A. A. and Okonkwo, C. B., 'The Driving Forces of the Service Sector of the Ghanaian Economy'. *Global Journal of Management Studies and Researches*, Volume 2 (2), pp.83-93. 2015.

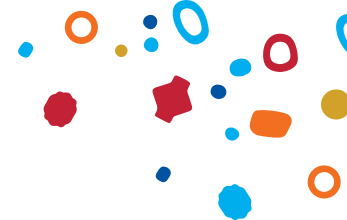
192 World Bank, *Ghana Rising: Accelerating Economic Transformation and Creating Jobs*. World Bank. 2021.

193 Ibid.

194 Ibid.

195 World Bank (2021) Ghana Rising: Accelerating Economic Transformation and Creating Jobs. <<https://openknowledge.worldbank.org/bitstream/handle/10986/36580/Ghana-Rising-Accelerating-Economic-Transformation-and-Creating-Jobs.pdf?sequence=1&isAllowed=y>> Accessed 23 October 2022.

196 World Bank. World Bank Open Data. 2022. Accessed 20 October 2022.



Box 4: 'What works' for improving youth employment outcomes?¹⁹⁷

According to the literature review undertaken by Generation Unlimited at the global level, the following activities can be considered 'best practice' in improving youth entrepreneurship outcomes.

Labour market interventions in support of improved employment outcomes for youth.

This includes value chain and market systems development that create decent jobs for youth, enabling dynamic SME development to improve outcomes of youth-owned businesses and public employment programmes that rapidly integrate youth in the labour market.

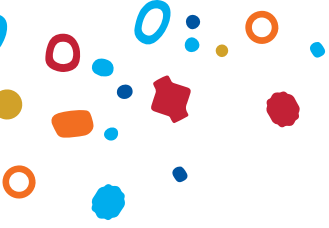
Youth-centred interventions for better labour market outcomes. This includes wage subsidies that create incentives for the hiring of young jobseekers, jobs funds to create share value and decent work for youth, employment services and labour market information systems to bring youth labour supply and demand together, hiring, and on-the-job practices by employers to proactively support youth-friendly workplace environments and support for existing youth-owned businesses that boosts the quality of jobs.

Common features and lessons: Youth employment programmes work best when offered as part of a comprehensive package, appropriate policies are context-specific, properly targeting young workers is key, results are not necessarily immediate, and effects tend to increase with time. All relevant stakeholders should be involved, and strengthening the evidence base for better policies is essential for better outcomes.



UNICEF/ROGER/2022

¹⁹⁷ Generation Unlimited. Creating decent jobs for youth. 2020. Available at: <https://www.generationunlimited.org/media/3006/file/Action%20Guide%204:%20Creating%20decent%20jobs%20for%20youth.pdf>



Box 5: Definitions and Concepts

Unemployment: The unemployed are people of working age who are without work, are available for work, and have taken specific steps to find work.¹⁹⁸

Underemployment: Underemployment is a measure of employment and labor utilization in the economy that looks at how well the labor force is being used in terms of skills, experience, and availability to work. People who are classified as underemployed include workers who are highly skilled but working in low-paying or low-skill jobs and part-time workers who would prefer to be full-time.¹⁹⁹

Discouraged worker: A person who is of legal age to work and is available for work but who is not actively looking for work and who report that no work is available. Discouraged workers are excluded from the unemployment rate.²⁰⁰

Informal and formal employment: This report follows the definition of informal employment adopted by the International Conference of Labour Statisticians that, informal workers belong to any of the following categories: 1. unpaid family workers in registered or unregistered businesses with more than five employees; 2. employees in registered firms (or firms with more than five employees) without access to at least one of the three key benefits; 3. own-account workers with unregistered activities; 4. employers in unregistered businesses with less than five workers; 5. unpaid family workers in unregistered businesses with less than five employees; 6. employees in unregistered firms with less than five workers and without access to at least one of the three key benefits; 7. employees in unregistered firms with less than five workers with access to all three key benefits; 8. members of unregistered producers' cooperatives with less than five workers; 9. workers not classifiable by status in other unregistered businesses with less than five workers. Formal employment refers to persons who are employed and are not in informal employment according to the above criteria.²⁰¹

A decent job: This report follows the International Labour Organization (ILO) definition of decent jobs as opportunities that are productive, provide what is perceived as a fair income, provide security in the workplace and social protection for families, provide better prospects for personal development, and provide social integration, among other characteristics.²⁰²

198 OECD Unemployment rate. 2021. Available at: <https://data.oecd.org/unemp/unemployment-rate.htm>

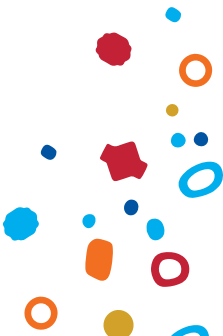
199 Chen, James. 'Underemployment: Definition Causes and Examples'. Investopedia. 2021. <<https://www.investopedia.com/terms/u/underemployment.asp>> Accessed 23 October 2022.

200 Investopedia. 'Discouraged Worker'. Investopedia. 2021. <https://www.investopedia.com/terms/d/discouraged_worker.asp> Accessed 23 October 2022.

201 UNESCO TVETipedia Glossary: Informal Employment. 2021. <<https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=555>> Accessed 23 October 2022.

202 International Labour Organization *Decent Work*. <<https://www.ilo.org/global/topics/decent-work/lang--en/index.htm>> Accessed 23 October 2022.

Figure 4: Ghanaian Youth Employment at a glance²⁰³



4.3.2 Constraints

Lack of pre-employment services

To alleviate the school-to-work transition and ensure young people find meaningful work in a relatively short space of time, pre-employment services are critical. Pre-employment services include resources that provide labour market information to young people, such as career guidance services or sector-specific literature and material, and intermediation between job seekers and job providers via job matching platforms and services.²⁰⁴ Career guidance services are found within the school system in Ghana, but face significant challenges, as explored in the previous section.

“Online job matching platforms are not available to young people, especially in [rural areas like]” – Parent, Bono East Region

The use of job matching platforms by employers and job seekers is nascent in Ghana. There are several online job matching platforms available, although existing initiatives appear either not widely accessible for youth or limited in their capability to attract companies to post jobs with them.²⁰⁵ For example, Jobberman offers some jobs across districts in Ghana, but the role of intermediation between job seekers and prospective employers and young people remains absent and leaves youth without the requisite knowledge to successfully apply to such jobs.

There are disparities in access to job matching platforms depending on whether the young person has knowledge about, access to, and the capability to utilise a digital device. This is particularly problematic in rural areas. Another challenge of using job matching platforms is that jobs advertised are mostly based in Accra or Tema and this limits the options of job seekers who prefer to work in locations outside the capital. In response to digital poverty of rural areas, the Youth Employment Agency (YEA) Job Centre offers a public sector alternative which offers a physical location, as well as job fairs for youth in different locations. Whilst this overcomes the barrier that the digital divide creates for many, the Job Centre mostly offers public sector or international roles and needs to expand to cater for roles available to rural youth. Further job matching services should also ensure they take account of such barriers.

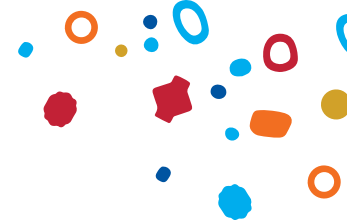
“We have the walk-ins and we also have the online. Online is for those who are very technologically savvy. You know how our country develops in the rural places, they only have telephones for messaging and talking. The service and connectivity are largely for metropolitan and city kind of lifestyles.” - Government

Mentorship is also a valuable contributor to aid young people’s decision-making around finding a job. For tertiary and SHS students, mentorship programmes can connect students and recent graduates with mentors who are within the industries that they aspire to be in. However, mentorship programmes that specifically aim to pair young people with mentors are relatively uncommon, and when they do exist, they are typically with university students who have been proactive in reaching out to mentors.²⁰⁶ This leaves NEET youth without reliable access to mentors within industries to which they aspire.

²⁰⁴ International Labour Organisation. Using Labour Market Information. <https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_534314.pdf> Accessed 23 October 2022.

²⁰⁵ Ibid.

²⁰⁶ Ashesi University. Ashesi Mentorship Programme. Available at <<https://educationcollab.ashesi.edu.gh/olddiscard/ashesi-mentorship-program/>>



Low quality of internships and work-based learning opportunities

An alternative method to increase job matching is via internships and apprenticeships, although these are typically poorly structured and coordinated in Ghana. Indeed, skills development and understanding of a role is often best “learned while doing.”²⁰⁷ Furthermore, a quality internship can have significant returns on investment since it increases the likelihood that the young person will successfully obtain a job, either with the company they are interning with or in an entirely separate company.

Indeed, Ghana lacks a structured policy guiding internships and work-based learning (WBL) that protects the rights of young people undertaking such opportunities. There

*“Internships go on all the time but they are not managed effectively. Some people even finish internships and they don’t know what they have grasped unlike in other countries where it is purposeful and structured.”-
Government*

is generally a greater degree of opportunities available in the informal sector than in the formal sector. In Ghana, informal apprenticeship training is responsible for approximately 80%-90% of all basic skills training, compared to 5-10% from public training institutions and 10-15% from for-profit and non-profit providers.²⁰⁸ This means that it is difficult to implement a systematic approach to work-based learning in the country. In addition, limited opportunities mean quality experiences

of WBL are uneven.²⁰⁹ Indeed, informal apprenticeships face challenges, including a limited number of vocational or technical institutes, limited use of modern equipment and technology, and lack of standardization across providers.²¹⁰

There are several WBL opportunities which provide employment for youth, but most face challenges with quality and throughput.

For example, the National Service Scheme is mandated to deploy a pool of skilled manpower drawn primarily from tertiary institutions to support development efforts of both the public and private sectors in Ghana and approximately 70,000 youth benefit from the scheme each year.²¹¹ However, postings only last 12 months and may not align with the direct interests of the graduate.²¹² Furthermore, anecdotal evidence suggests that private sector companies often face challenges with management capacity and face pressure to keep costs low, which impacts the quality and length of opportunities for young people. Finally, while national service programmes are usually targeted at the ‘youth’, there is quite a bit of variation across countries as to what exactly this means. For example, Kenya’s National Youth Service targets high school graduates and disadvantaged youth, whereas Ghana’s only targets university and tertiary education graduates.²¹³

*“Government should place the national service personnel in their course related firms to equip them with the right knowledge and skills to the job market.”-
Youth, Northern Region*

207 Dadzie, Christabel E., Mawuko Fumey, and Suleiman Namara. *Youth Employment Programs in Ghana: Options for Effective Policy Making and Implementation*. International Development in Focus. Washington, DC: World Bank. doi:10.1596/978-1-4648-1579-9

208 ETF Work-based learning: Benefits and Obstacles. 2012. https://www.etf.europa.eu/sites/default/files/m/576199725ED683BBC1257BE8005DCF99_Work-based%20learning_Literature%20review.pdf Accessed 23 October 2022.

209 Dadzie, Christabel E., Mawuko Fumey, and Suleiman Namara. *Youth Employment Programs in Ghana: Options for Effective Policy Making and Implementation*. International Development in Focus. Washington, DC: World Bank. doi:10.1596/978-1-4648-1579-9.

210 Ibid.

211 Ageyi-Ampomah, Samuel, Pascall, Dupas and Boxell, Levi. *An Evaluation of Ghana’s National Service Scheme*. Center for Effective Global Action. 2020. Available at: <<https://cega.berkeley.edu/research/an-evaluation-of-ghanas-national-service-scheme/>>.

212 Ibid.

213 Langer, Arnim and Oshodi, Tobi. ‘In search of a (new) purpose? An analysis of Ghana’s National Service Scheme.’ Working Paper. 2017. Available at: <<https://nomadit.co.uk/>>

Inadequate demand-side programming

High rates of youth unemployment are structurally driven by low creation of quality jobs for low skilled Ghanaians. Dependence on natural resource extraction limits job growth potential and rising interest rates, degradation of physical capital and increasing production costs have stagnated manufacturing employment.²¹⁴ Growth in manufacturing declined for a range of reasons, including rising interest rates, higher production and distribution costs, aging or obsolete equipment, inefficient infrastructure services, and low productivity. So far, neither the oil nor the manufacturing sector has produced as many jobs as expected. As a result, the Ghanaian economy has been unable to create the estimated 300 000 new jobs needed per year (between 2016 and 2020) to counteract rising youth unemployment.²¹⁵ Furthermore, the new jobs that have been created have been in low-earning, low-productivity trade services, with 25 percent of the population working in this sector.²¹⁶ They have also been in high productivity, export-oriented services which provide relatively few jobs for lower-skilled workers. This leaves a significant missing segment of mid-productivity job creation for low-skilled youth.

As a remedy, job creation can be in the form of public works programmes. However, they are nascent in Ghana and anecdotal evidence suggests that young people are not deliberately targeted. Public works programmes, such as One Village One Dam and One District One Factory Programmes, are designed to provide livelihood strategies for unemployed or underemployed youth, while providing critical infrastructure for local communities. However, they do not specifically target youth, there is little throughput to ensure that youth receive full time work upon completion of the programme, and these programmes are not being implemented as planned. For example, out of the 216 districts, factories have been built in only 58.²¹⁷ Whilst the One Village One Dam programme initially provided work, budget allocations have not been made for further work to be done on the dams, most of which dried up during the dry season.²¹⁸ This means the jobs created were temporary, as were many of the dams that were created as a result.

“One of the [biggest opportunities for youth employment] is surely the agriculture sector. I know it’s not very popular with many young people, but I think the issue with that is that, farming in this country is still mostly subsistence farming. It’s not a business in the minds of many people.” – Civil Society

Demand-side activities take place in the agricultural sector, although this lacks appeal for young people. Nearly a third of Ghanaian employment is found in the agricultural sector.²¹⁹

conference/ecas7/paper/37565/paper-download.pdf>

214 Ibid.

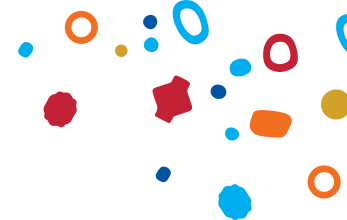
215 Ibid.

216 Honorati, Maddalena, and Johansson, de Silva, Sara. *Expanding Job Opportunities in Ghana*. 2016. Washington, DC: World Bank.

217 Ghana Web (2020) ‘Evidence of Akufo-Addo’s 1D1F projects hard to get with 4 months to December polls’. Available at: <https://www.ghanaweb.com/GhanaHomePage/NewsArchive/Evidence-of-Akufo-Addo-s-1D1F-projects-hard-to-get-with-4-months-to-December-polls-1037833>

218 Sore, A. ‘One Village, One Dam’: Government yet to improve on poorly constructed dams’. *My Joy Online*. 2021. Available at: <<https://www.myjoyonline.com/one-village-one-dam-government-yet-to-improve-on-poorly-constructed-dams/>>

219 *World Bank Ghana: Agriculture Sector Policy Note Transforming Agriculture for Economic Growth, Job Creation and Food Security (English)*. 2017.< <https://openknowledge.worldbank.org/bitstream/handle/10986/28394/119753-PN-P133833-PUBLIC-Ghana-Policy-Note-Ag-Sector-Review.pdf?sequence=1&isAllowed=>> Accessed 23 October 2022.



As this the key primary sector, agriculture and related areas are the employer of last resort for the majority of the population, therefore the agro-industry has the highest potential to employ youth. However, the agricultural sector's falling growth rate raises development policy concerns that will have a far-reaching impact beyond the immediate macroeconomic effects.²²⁰ Better strategies are needed to promote youth employment in agriculture/agribusiness value-chains to achieve sustainable growth and enable the country to reap the dividend from the demographic transition. One such strategy is the Planting for Food and Jobs programme, which aims to support over 200,000 farmers in 216 districts with improved seed, fertilizer, extension services, marketing, and e-agriculture facilities. However, although there is the potential for growth in the agricultural sector, particularly agribusiness and agro-processing, young people are not excited at the prospect of farming as a livelihood. This is due to young people's perceptions of agriculture and farming as an occupation for aged, illiterate, and rural people, rather than a venture that could provide job security and a stable income.²²¹

Demand-side programmes also fail to communicate adequately with skills providers at a systems level. To illustrate this, skills-matching surveys conducted in urban Ghana showed that 40 percent of employed people reported that their skills were not being used on the job.²²² This was particularly the case in the informal sector. For the jobs that are being created, whether through demand-side programming or through market-based growth, the skills that are demanded are not those which are being taught, indicating a lack of communication between the skills development ecosystem and the labour market.

220 Ibid.

221 Goris, Yannicke. *Youth inclusiveness in agricultural transformation: The case of Ghana*. Food and Business Knowledge Platform. 2016. <https://knowledge4food.net/wp-content/uploads/2016/12/161130_youth-inclusiveness-agri_ghana.pdf>

222 Handel, Michael J., Valerio, Alexander, and Sanchez Puerta, Maria, L. *Accounting for Mismatch in Low and Middle-income Countries: Measurement, Magnitudes, and Explanations (English)*. Directions in Development. 2016. Washington DC: World Bank Group.

Under-employment and poor labour conditions

The informality of the labour market in Ghana leads to challenges in employment conditions for young people.

In an environment, such as Ghana's, where supply of social protection measures—i.e., unemployment benefits—is non-existent, most jobless jobseekers, particularly, those with low educational attainment and marketable skills, find informal employment as a preferred livelihood option to being unemployed. Indeed, it is estimated that 85% of jobs exist in the informal sector with no employment benefits or long-term stability.²²³ Informality also undermines the tax base and reduces the ability of the government to invest in services that could benefit youth. The informality rate is higher amongst the youth than any other group, and younger age groups fare worse than older youth; for example, the rate of informality among those aged 15-24, is 15% higher than those who are 25-35.²²⁴

In addition to informal employment, underemployment is a particularly acute problem for youth.

Underemployment is already a significant problem in Ghana, with over 50% of Ghanaians facing underemployment.²²⁵ This implies lower job satisfaction, less pay, and less income stability compared to fully employed counterparts. Given that unemployment is rarely an option for Ghanaians, given the lack of a social safety net, it is equally important to focus on underemployment. Young people are found to be more underemployed in Ghana even when compared with adults. Across employment

223 Akuoko, Philippa, Aggrey, Vincent and Amoaka-Arhen, Anastasia. Ghana's informal economic sector in the face of a pandemic. *Social Sciences and Humanities*. Volume 3 (1). 2021. Available at: <https://reader.elsevier.com/reader/sd/pii/S2590291120300838?token=9D36450A77B4F13A8B590EE294B5FD093D9E281CF97F0B97B29CF27B45D2F8B30CA0638900477F69AD8D17C0D3B1A486&originRegion=eu-west-1&originCreation=20211206140901>

224 Africa Insights Desk (2020) Africa Youth Employment Insights: Ghana Brief. Available at: <https://includeplatform.net/wp-content/uploads/2020/09/Youth-Employment-Insights-Ghana-1.pdf>

225 The World Bank. (2020). Addressing Youth Unemployment in Ghana Needs Urgent Action, calls New World Bank Report. Retrieved from <https://www.worldbank.org/en/news/press-release/2020/09/29/addressing-youth-unemployment-in-ghana-needs-urgent-action> on December 13, 2022.

types, youth work on average 4–6 hours less than the non-youth group.²²⁶ Furthermore, consistent with previous studies, a study from the University of Ghana finds underemployment to be a rural phenomenon, that women face a higher probability of being in income-related underemployment in all employment types, and finally that all levels of education are observed to increase the likelihood of time-related underemployment.²²⁷

Inequities

All the above challenges have dimensions that impact different groups of young people to differing extents. Notably, there are significant gender inequities in employment outcomes in Ghana. For example, labour force participation for young men is 75.1% and employment is 62.8% compared to 69.2% and 57.2% respectively, for young women.²²⁸ This also has a significant rural-urban divide, in rural areas, men take part five times more in wage-employment than women.²²⁹ To the contrary, rural women are more likely to be engaged in unpaid family work and in non-agricultural self-employment activities than rural men.²³⁰

There are also disparities between women and men whilst at work, indicated by the difference in average earnings: average earnings for women are 63% those of men.²³¹

This disparity is significantly greater than the global average women’s earnings as 77% of men’s earnings.²³² Women also face challenges that are specific to sectors; an evaluation of the role of young women in Ghana’s construction sector interviewed several women and reported several barriers to their participation, including health and safety, self-perception and confidence, sexual harassment, teasing and mockery, a perceived loss of fertility and attractive physical appearance, and the cost of education.²³³ Furthermore, female migrant workers confront a double disadvantage as unemployment rates are higher for women than men, and the female migrant worker unemployment rate (8.2%) is higher than for Ghanaian women (5.8%).²³⁴ As a result, most migrant women become “kayayei” or female head porters who generally live in very poor conditions and lack social protection, are exposed to forms of sexual and physical exploitation, and because their job involves lifting and carrying heavy goods for long distances, most of them suffer physical ailments.²³⁵

“With COVID, you realize that a lot of young people have had opportunity to go on social media platforms like Instagram, Facebook, YouTube, [and] tease out businesses that they’re doing. In the rural settings [where youth] don’t have a lot of examples, models to look at, to push them, they are confined and more relaxed into vocational [work].” – Private sector

226 Africa Insights Desk (2020) Africa Youth Employment Insights: Ghana Brief. Available at: <https://includeplatform.net/wp-content/uploads/2020/09/Youth-Employment-Insights-Ghana-1.pdf>

227 Baffour, P. ‘A Gendered Perspective of Underemployment in Ghana’. *Social Sciences Humanities Open*. Volume 3 (1). 2016. Available at: <http://ugspace.ug.edu.gh/handle/123456789/35077>.

228 Dadzie, Christabel E., Mawuko Fumey, and Suleiman Namara. *Youth Employment Programs in Ghana: Options for Effective Policy Making and Implementation. International Development in Focus*. Washington, DC: World Bank. doi:10.1596/978-1-4648-1579-9. License: Creative Commons Attribution CC BY 3.0 IGO.

229 Ibid.

230 Food and Agriculture Organisation. *Gender Inequalities in Rural Employment in Ghana: An Overview*. 2012. Available at: <https://www.fao.org/3/ap090e/ap090e00.pdf>.

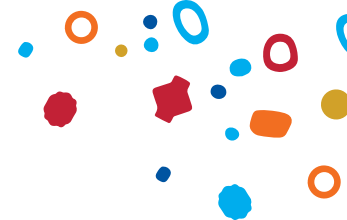
231 Nxumalo, Mpumelelo and Raju, Dhushyanth Raju. *Structural Transformation and Labour Market Performance in Ghana*. World Bank. 2020. Washington, DC. License: Creative Commons Attribution CC BY 3.0 IGO.

232 UN Women. Equal pay for work of equal value. 2021. Available at: <https://www.unwomen.org/en/news/in-focus/csw61/equal-pay>

233 Lowe, Alexandra. *Creating opportunities for young women in Ghana’s construction sector: What works?*. <https://cdn.odi.org/media/documents/12665.pdf> Accessed 23 October 2022.

234 International Labour Organisation. Women migrant workers’ labour market situation in West Africa. International Labour Office. Geneva. 2020. https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---migrant/documents/publication/wcms_751538.pdf Accessed 23 October 2022.

235 Madueke, Eucharia. Advocating for porters in Ghana. Global Sisters Report. 2017. Available at: <https://www.globalsistersreport.org/column/justice-matters/migration/advocating-young-women-porters-ghana-50886>.



The challenge of unemployment and underemployment is also exacerbated by regional and rural-urban inequities. Whilst the urban unemployment rate is higher across 15–35-year-olds (20.4% as opposed to 18.7% in rural areas),²³⁶ this masks the fact that the majority of jobs outside of agriculture are concentrated in urban areas, and mass migration among the young occurs from rural to urban areas.²³⁷ The lack of appeal of agricultural work often drives this migration and exacerbates the inequalities found between urban and rural locations. As noted by the key informant, the urban-rural divide is also linked to the digital divide, since social media provides business role models and can lead to greater economic opportunity for young people that are connected to the internet.

Finally, disabilities impact labour market outcomes. Problems cited by stakeholders include buildings that are not yet catered to meet the needs of disabled people, a lack of awareness of mental disabilities, and poorer educational outcomes among disabled people. According to focus group discussions undertaken in 2016, an employer’s stereotypical behaviour towards people with disabilities is identified as a cause for their higher rates of unemployment.²³⁸ Participants indicated that employers equate disability with inability and do not look for the competence of the individual. The participants also identified inadequate education as a major cause of unemployment as well as being unable to start their own business due to lack of start-up capital.

*“Disability is a huge challenge in this country and sincerely I won’t mince words about it. Whatever form of disability we have, we haven’t got into the level where we can fully integrate them.” –
Development partner*

THE LACK OF APPEAL OF AGRICULTURAL WORK OFTEN DRIVES THIS MIGRATION AND EXACERBATES THE INEQUALITIES FOUND BETWEEN URBAN AND RURAL LOCATIONS.

²³⁶ Ghana Statistical Service, Ghana 2021 Population and Housing Census. Economic Activity, 2021. Available at: <https://statsghana.gov.gh/gssmain/fileUpload/pressrelease/2021%20PHC%20General%20Report%20Vol%203E_Economic%20Activity.pdf>

²³⁷ Grauenkaer, Lise and Tufte, Thomas Youth-led communication for social change: empowerment, citizen media, and cultures of governance in Northern Ghana, *Development in Practice*, 28:3, 2018. pp. 400-413, DOI: 10.1080/09614524.2018.1436696.

²³⁸ Afoakwa, Clifford. and Dauda, Fatima. Employment status and educational attainment among disabled Ghanaians. *WIDER Working Paper 2016/56*. 2016. Available at: <<https://www.wider.unu.edu/sites/default/files/wp2016-56.pdf>>

4.3.3 Policy Environment

This section outlines and evaluates the government policies relevant to youth employment in Ghana.

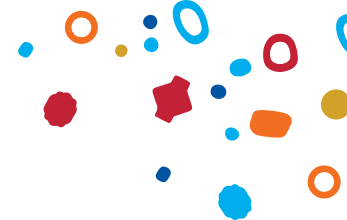
Table 13: Description of government policies relevant to employment

Policy	Year	Objectives
Ghana Trade Policy	2005	The policy provides clear and transparent guidelines for the implementation of government's domestic and international trade agenda. It is also designed to ensure a consistent and stable policy environment within which the private sector and consumers can operate effectively and with certainty.
Food and Agriculture Sector Development Policy	2007	The Food and Agriculture Sector Development Policy (FASDEP II) is developed as a policy of the Government of Ghana to guide development and interventions in the agriculture sector. The national vision for the food and agriculture sector is a modernized agriculture culminating in a structurally transformed economy and evident in food security, employment opportunities and reduced poverty. The specific objectives for agriculture are as follows: 1) Food security and emergency preparedness; 2) Improved growth in incomes 3) Increased competitiveness and enhanced integration into domestic and international markets; 4) Sustainable management of land and environment; 5) Science and technology applied in food and agriculture development; 6) Improved institutional coordination.
ICT in Education Policy	2008	The policy seeks to inform sector stakeholders as to why Information and Communication Technologies (ICTs) are an important part of our modern society and the role it plays in the education sector. The policy also seeks to underpin the vision and mission of the Ministry of Education with a view of identifying how the sector will use ICTs to develop the requisite human resources for the country which will meet the demand of the labour market, locally as well as internationally.
Ghana Industrial Policy	2010	Ghana's Industrial Policy is designed to promote increased competitiveness and enhanced industrial production, with increased employment and prosperity for all Ghanaians. It will also provide a broader range of fair-priced, better-quality products for the domestic and international markets.
National Youth Policy	2010	One of the core priority areas of the policy focuses on building the capacity of the youth to discover wealth-creating opportunities in their backyards and environment, including; enabling the youth to have access to reliable and adequate labour market information, creating opportunities for young people to take advantage of available jobs and training, and preparing the youth for the global market.
National Energy Policy	2010	Encompasses cross-cutting plans to manage the major challenge of fast-growing energy needs for the national development agenda. The policy contains three chapters (4, 5, 6) dealing with renewable energy deployment, waste-to-energy management, and energy efficiency.

Public Private Partnership Policy	2011	Provides a clear and consistent process for all aspects of PPP project development and implementation from project identification, appraisal, selection, to procurement, operation and maintenance and performance monitoring and evaluation.
National Climate Change Policy	2013	The National Climate Change Policy affirms the country's resolve to lessen the potential hardships that climate change impacts may pose to the sustainable development of the country. The policy, therefore, seeks to provide strategic directions and coordinate issues of climate change in Ghana, bearing in mind its linkages with the country's development.
National Employment Policy	2014	The overall objective of the NEP is to adopt an inter-sectoral and integrated approach towards achieving full, decent, productive, and freely chosen employment for all Ghanaians who are able and willing to work, thereby improving the living conditions within the framework of equity, security, and dignity. The policy focuses on employment components such as entrepreneurial development, private sector competitiveness, linking agriculture to the other sector of the economy, research and innovation, vocational and technical skills development, productivity improvement, harnessing opportunities in labour migration and the green economy, among others.
National Social Protection Policy	2015	The National Social Protection Policy provides a framework for delivering social protection coherently, effectively, and efficiently in a way that is holistic and properly targeted. It defines social protection for Ghana as "a range of actions carried out by the state and other parties in response to vulnerability and poverty, which seek to guarantee relief for those sections of the population who for any reason are not able to provide for themselves".
Youth Employment Agency Bill (Youth Employment Agency Act 2015, Act 887)	2015	The object of the Agency is to develop, coordinate, supervise and facilitate the creation of jobs for the country's youth.
Ghana Infrastructure Plan	2015	Encapsulates Ghana's long-term vision and strategic direction for infrastructure development and it aims to ensure the physical manifestation of social and economic ideals of the country has been formulated.
National Labour-Intensive Public Works Policy	2016	The Labour-Intensive Public Work (LIPW) programme under the Ghana Social Opportunity Project (GSOP), is a social protection programme initiated by the Government of Ghana, to offer jobs and income earning opportunities to some targeted rural residents, especially the youth, through the application of labor-intensive technology in the construction of community infrastructure that has the potential of generating secondary employment.
Education Sector Strategic Plan	2018 - 2023	A core component of the plan is to improve the relevance of the TVET curriculum to labour market demands and emerging economic sectors.



1 Million Jobs Initiative	2021	This initiative will promote growth of small and medium enterprises (SMEs), stimulation of innovation and startups in Ghana and support new ventures with the intention of creating one million jobs within the next 3 years. The Ministries of Employment and Labour Relations (MELR), Lands and Natural Resources (MLNR) as well as Youth and Sports (MOYS) have been charged to implement an Inter-Ministerial Strategy for Jobs to achieve the desired one million jobs.
National Green Jobs Strategy	2021-2025	Developed with the intention to create platforms, develop capacities, and institute measures that would organize and harmonize on-going green interventions through effective coordination. The strategy adopts a multi-sectoral approach to ensure effective delivery of goods and services by specialized state and non-state actors through the implementation of measures that support the growth and expansion of the green economy in Ghana.
Ten Point Industrialization Agenda	2021	The Ten Point Industrialization Agenda is the flagship policy of the Ministry of Trade and Industry (MOTI) in Ghana. It involves: National Industrial Revitalization Programme (Stimulus Package), One District One Factory (decentralizing industrial development), Development of Strategic Anchor Industries (towards diversifying the economy), Establishment of Industrial Parks in all regions, Development of Small and Medium-scale Enterprises (SMEs), Export Development Programme, Enhancing Domestic Retail Infrastructure, Improving the Business Environment through regulatory reforms, Industrial sub-contracting exchange; Improving Public-Private Sector Dialogue
Ghana CARES	2020	The GH¢100 billion Ghana COVID-19 Alleviation and Revitalization of Enterprises Support (CARES) “Obaatan pa” programme is a three- and half-year comprehensive programme to mitigate the impact of the COVID-19 pandemic, return the country to a sustained path of robust growth and to create a more resilient and transformed economy. Ghana CARES is not the totality of Government’s economic development programme but rather, it represents the strategic and catalytic interventions that will foster a quicker recovery and boost Ghana’s post-COVID economic transformation.



The employment ecosystem is highly populated with ministries, coordinating agencies and programmes all seeking to address youth employment issues. This has been a government priority for some time, however, the ecosystem is very fragmented and key players do not have clear mandates. The efficacy of the policy and programmatic youth employment landscape is undermined by poor coordination, capacity constraints and ecosystem fragmentation which leads to overlapping mandates of ministries and agencies.

“Coordination is immediately needed to be able to streamline the operations of these agencies to ensure that we are not unnecessarily duplicating functions and programs and that we are making the needed impact.” - Government

The extent to which government prioritises employment is best encapsulated in the recently announced ‘1 million jobs’ initiative. This has come directly from the Ministry of Finance, and agencies working in the ecosystem see this as a positive development since there is a recognition that the ministry is seeking buy-in from a range of stakeholders and the programme is very well resourced.

“When a government institution announces jobs, I get shivers because it’s not the job of the government to create jobs. It’s the job of the government to create the environment for the private sector to be able to create jobs... if it means they will create another 1 million positions in already a totally bloated public sector, not so great.” - Development partner

However, whilst job creation initiatives such as ‘1 million jobs’ are celebrated, there is still work to be done regarding the formulation and implementation of policies to support the initiative.²³⁹ Although some progress has been made on YouStart, the entrepreneurship component is limited, activity in other areas in terms of programmatic formulation and implementation is also inadequate. Furthermore, such initiatives are not popular with all stakeholders in the ecosystem, particularly because they are seen to distort the labour market.

Implementation of policies is a key challenge to reaching better employment outcomes for youth, including public-private partnerships. Stakeholders indicated that under funding and unpredictable funding streams are key challenges to implementation. Private-public partnerships in youth employment initiatives remain limited and current policies do not clearly define the role of the private sector.²⁴⁰

There is a concern that employment policies are relatively sectoral, rather outdated, and fail to incorporate the youth voice in their process. This is particularly the case for policies which were last updated over ten years ago. Given the rate of technological change in the past decade, policies are not up to date with the current state of the labour market. As noted by the key informant, one of the ways to overcome this is to involve youth in the policymaking process.

“I know that there is a lot of stakeholder consultation on many things, but what I understand, it’s very often, going in very sort of limited circles, and in a very formal way. Sometimes, I have the feeling it’s more of a tick the box exercise than actually seeking input.” - Development partner

239 Deloitte. Review of the Midyear Budget Statement. 2021. Available at: <<https://www2.deloitte.com/za/en/ghana/pages/financial-services/articles/ghana-2021-mid-year-budget-review-statement.html>>

240 Ibid.

4.3.4 Programmes and Initiatives

This section provides an overview of the interventions that aim to help youth overcome the challenges they face within the strategic employment priority areas.

Table 14: Employment Programmes

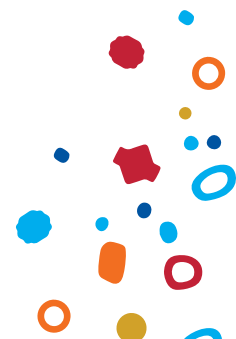
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Lack of pre-employment services	Jobberman	Jobberman	Private	All	Online	72,620 (visits per month)	Cofounded by Opeyemi Awoyemi, Olalekan Olude and Ayodeji Adewunmi in 2009, Jobberman is a Nigerian generalist job board, which has extended its reach to Ghana. There are 22 job industries advertised on the site. Education, healthcare, and banking are the sectors with the most employment offers.
	Career Services	Ashesi University	Private	Ashesi University Students	Accra	2,863 (students)	Since inception, Ashesi has focused on training students to move Africa forward. Driven by the ethos that opportunities do exist despite the continent's challenges, Ashesi students are seen as more likely to make an impact in the different organisations they work. The Career Center was established to help provide students with the necessary skills needed to survive the working world, through one-on-one coaching, workshops or seminars, and skillset realization and training. Through an intentional career development curriculum, Ashesi works with staff and faculty try to prepare students for the world of work. Their community nurtures students to thrive and lead at any level in industry.
	Ghana Skills Development Initiative	GIZ	EU	All	Nationwide	TBC	This program supports the improvement of conditions for the attainment of productive and decent work in Ghana through an inclusive, higher-quality TVET system. The initiative tries to meet the needs of the labour market by improving the professional skills of young people through work-based learning in the informal and agricultural sectors as well as other areas.
	YEA Job Centre	Youth Employment Agency	Ministry of Youth and Sports	15 – 35	Online and in several locations in Ghana	TBC	The Youth Employment Agency (YEA) has introduced Job Centre Ghana to play a crucial role in co-ordinating and facilitating job placement opportunities for the youth of Ghana. The Centre which is a government initiative was created to complement with the array of HR Consultancies and private on-line job recruitment agencies in the country.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Lack of pre-employment services	Labour Market Information System	Ministry of Employment and Labour Relations	World Bank / Ghana Statistical Service	All	Online	TBC	<p>With funding support from the World Bank, the Ministry of Employment and Labour Relations and its frontline partners, has established the Ghana Labour Market Information System (GLMIS) to enhance the coordination and management of labour market information for use by stakeholders.</p> <p>The GLMIS is an active job market policy instrument that collects, evaluates, and provides market information to both the labour supply and the labour demand side.</p>
	Artisan Directory	Youth Employment Agency	Ministry of Youth and Sports	15 – 35	Online	5,000	The directory is a platform and virtual store for trained craftsmen and women, (sculptors, carpenters, masons, tilers, hairdressers, shoemakers, fashion designers, plumbers, metal workers, mechanics etc.) to market their trade. It is an innovative platform that will provide sustainable livelihoods to youth with vocational and technical skills.
	Ghanaian-German Centre for Jobs, Migration and Reintegration (GGC)	Startfinder	BMZ	All	Accra (and online)	TBC	The Ghanaian-German Centre for Jobs, Migration and Reintegration (GGC) advises people on those looking for jobs or workplace training in Ghana – especially those who have just returned to Ghana from Germany. Their services include job advice, apprenticeships and training opportunities in Ghana, tips on training and skills development, support for business start-ups in Ghana and advice on the options for regular migration.
	Public Employment Centers	Ministry of Employment and Labour Relations	BMZ	All	Accra, Tema, Cape Coast, Takoradi, Tarkwa, Sunyani, Tamale	8 centers	Eight Public Employment Centers were renovated and revamped at strategic locations to provide active labour market services, job matching and career guidance to job seekers.
	West Africa Vehicle Academy	Rana Motors	BMZ	All	Accra	TBC	The West African Vehicle Academy (WAVA) started in summer 2020 offering technical training for automotive technicians across different vehicle manufacturers to develop in-depth system knowledge and the skills required to successfully master the challenges of modern automotive technology. WAVA is a partnership between Rana Motors, Robert Bosch Ghana, and GIZ.



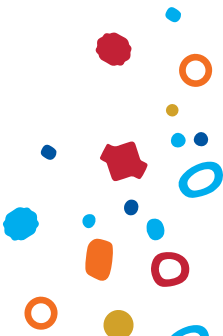
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Low quality of internships and apprenticeships	Young Africa Works	Mastercard Foundation	Mastercard	All, particularly females	Ghana (wider programme is Africa-wide)	3 million	Young Africa Works outlines how over the next decade, the Mastercard Foundation will focus on finding solutions to youth unemployment and reducing poverty in Africa. When young people can secure formal work and a steady wage their lives improve. Employment, particularly formal employment, is a leading pathway out of poverty for families. The Young Africa Works program in Ghana is designed to ensure young people, particularly young women, secure dignified and fulfilling work.
	National Apprenticeship Programme	COTVET	Ministry of Education	15 – 24	Nationwide	TBC	The National Apprenticeship Programme in Ghana promotes traineeship programmes to harness the knowledge and experience of firms and entrepreneurs to deliver market relevant skills to youth in a scalable and potentially cost-effective manner. In addition, the project incorporates an innovative and unprecedented performance-pay scheme for training providers (i.e., firms) that ties provider pay to the skill level of apprentices and their outcomes.
	National Service Scheme	National Service Secretariat	Ministry of Education	Graduates of tertiary institutions	Nationwide	81,081	Established in 1973, the National Service Scheme (NSS) is a Government of Ghana program under the Ministry of Education of Ghana with a National Secretariat in Accra and offices in all administrative regions and districts across the country. The one-year scheme is mandated to deploy a pool of skilled manpower drawn primarily from tertiary institutions to support development efforts of both the public and private sectors in Ghana. Although it is a requirement for all Ghanaians who are 18 years and above, it is currently limited to, and mandatory for all Ghanaians graduating from tertiary educational institutions who are not less than eighteen years old.
	Jobs and Skills Project	COTVET	World Bank	Job seekers	Nationwide	TBC	The objective of the Jobs and Skills Project for Ghana is to support skills development and job creation. There are several components to the project; provision of apprenticeship training for jobs, provision of entrepreneurship and micro and small enterprise support for jobs and operationalization of the Ghana labor market information system.

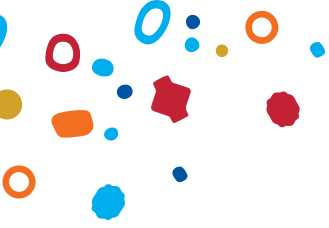
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Inadequate demand-side programming	GrEEn	Ministry of Local Government and Rural Development	UNCDF, SNV, European Union Emergency Trust Fund for Africa (EUTF)	TBC	Ashanti and Western Region	TBC	GrEEn addresses the root causes of irregular migration by supporting sustainable and climate resilient local economies, green jobs, and development in regions of departure, transit, and return. support the transition of local economies to green and climate resilient development, improve the employability and entrepreneurship capabilities of selected people by matching them with market opportunities and mentoring into (self-)employment and enterprise development (with a focus on green and climate resilient local economies), create and strengthen local ecosystems that support youth (self-)employment and the development of MSMEs.
	Nation Builders Corps	Range of Government Ministries	Range of Government Ministries	Graduates	Nationwide	TBC	Nation Builders Corps (NABCO) programme is a government initiative to address graduate unemployment to solve social problems. The focus of the initiative will be solving public service delivery in health, education, agriculture, technology, governance and drive revenue mobilization and collection.
	ACET-YES	African Center for Economic Transformation	African Center for Economic Transformation	All youth	Africa-wide	TBC	Headquartered in Accra, the African Center for Economic Transformation (ACET) is an economic policy institute supporting Africa's long-term growth through transformation. The organization provides research, policy advice, and institutional strengthening for African countries to develop their economies, reduce poverty, and improve livelihoods. One of the core areas of the Youth Employment and Skills (YES) programme they run is to support the identification of subsectors with the potential for rapid creation, particularly looking at subsectors with low labour substitution effects in light of rapid technological advancement.



Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Inequities	Step Up	Youth Harvest Foundation	One District One Factory	Rural youth	Rural areas	104	The “One District One Factory” Initiative is a key component of the Industrial Transformation Agenda of the NPP Government. The concept was first introduced by the Ministry of Trade, Industry and Presidential Special Initiatives during the past New Patriotic Party (NPP) Administration, as part of an integrated programme for Accelerated Growth and Industrial Development. Originally designated as the Rural Enterprises Development Programme, and later rebranded as the District Industrialization Programme (DIP). It was designed as a comprehensive programme for rural industrialization, involving the setting up of at least one medium to large scale factory in each of the administrative districts of Ghana.
	One Village One Dam	Infrastructure for Poverty Eradication Programme	Ministry for Special Development Initiative	Rural youth	Northern Ghana	TBC	The project seeks to increase access to reliable source of water for livestock watering, domestic activities and dry season farming as a means of contributing to poverty eradication and addressing the various forms of inequalities with particular emphasis on rural and deprived communities.
	Planting for Food and Jobs Programme	Ministry of Food and Agriculture	Ministry of Food and Agriculture	Rural youth	Rural areas	TBC	Planting for Food and Jobs is a flagship agricultural Campaign of the Government, with five (5) implementation modules. The first module PFJ (Crops) aims to promote food security and immediate availability of selected food crops on the market and also provide jobs. This module was officially launched by H. E. President Nana Addo Dankwa Akufo Addo at Goaso on April 19, 2017, in the then Brong Ahafo Region.
	Rural Enterprise Programme	Ministry of Trade and Industry	IFAD	Rural youth	Rural areas	TBC	The goal of REP is to improve the livelihoods and incomes of rural poor micro and small entrepreneurs. The Development objective is to increase the number of rural MSEs that generate profit, growth, and employment opportunities.
	Resilience Against Climate Change - REACH	IT trainers	European Union	Rural youth	Rural areas in Northern Ghana	TBC	Rural livelihoods in northern Ghana are facing increasing consequences of climate change and environmental degradation. Indicators point to serious negative changes in agricultural productivity and land use in the northern savannah ecosystem of Ghana, intensified by increasing climate variability that generates new risks on livelihoods. The European Union funded Resilience Against Climate Change (REACH) project is training municipal and district planning teams to coordinate their planning efforts by developing their Information Technology (IT) capabilities.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Inequities	Programme for Sustainable Economic Development – component Migration and Employment Promotion (MEP)	Ministry of Employment and Labour Relations and GIZ	BMZ	All	Bono, Bono East, Volta, Ahafo, Ashanti, Greater Accra, Western, Eastern, Central	2.000+ (total)	The aim of the Migration and Employment Promotion component is to promote (self)-employment for disadvantaged population groups, including returning and potential migrants. Within this scope, measures were implemented such as entrepreneurship training focusing on the agriculture sector, entrepreneurship and financial literacy training conducted by entrepreneurship champions in their various associations and training with focus on promoting self-employment and business start-ups.
	STEP project	National Youth Authority	TBC	Unskilled and semi-skilled vulnerable youth	16 regions of Ghana	10,000	The STEP Project (Skills Toward Employment and Productivity) is an initiative being implemented by the National Youth Authority to provide employable skills to 10,000 unskilled and semi-skilled vulnerable youth in the informal sector in all the 16 regions of Ghana. The approach also infuses some theoretical lessons on mentoring, entrepreneurship, and leadership training as well as requisite soft skills like digital marketing, bookkeeping, branding, customer relations, and financial management as way to improve the conventional apprenticeship to provide real work experience to beneficiaries.





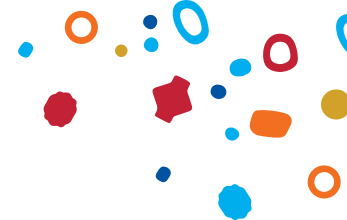
Most of the focus on employment derives from the government, which has public works programmes in rural areas, labour market information programmes, and the flagship 1 million jobs initiative. Whilst there is less engagement from development partners and the private sector, they still play a crucial role in the ecosystem through capacity support, research and diagnostics, and job creation.

Government programmes have a mixed record of success in the employment space. The National Apprenticeship Programme has led to only modest increases in the probability of starting an internship or apprenticeship and has mixed effects on employment outcomes, particularly given that a large proportion end up in the private sector, according to one key informant. There are several government programmes focused on improving labour market information, including the Labour Market Information System, the Artisan Directory, and the YEA job centre. The extent to which youth access these systems remains a question mark.

There is a focus on rural communities and more deprived areas in public works programmes and matching platforms. Landmark public programmes include One District, One Factory (1D1F), One Village, One Dam, and Planting for Food and Jobs all focus on rural areas in Ghana. The Youth Employment Agency's Job Centre also has physical locations for those that cannot access the internet. Several government employment programmes demonstrate a commitment to inclusivity. For example, the YEA job centre has a walk-in service.

Development partners and the private sector also contribute to the ecosystem, although the extent to which the private sector engages in systemic issues is limited. The work of development partners is largely involved in research and diagnostics, although programmes such as GrEEn actively play a role in the ecosystem. Furthermore, Mastercard Foundation's flagship programme Young Africa Works plays a leading role in the employment ecosystem. The private sector is clearly a large employer of young people, in both the formal and informal sectors. However, whilst the private sector is the largest provider of jobs, internships, and pre-employment services such as job matching platforms, there is little engagement from private sector players in systemic issues, particularly on the demand-side, which limit employment outcomes for youth.

THE PRIVATE SECTOR IS CLEARLY A LARGE EMPLOYER OF YOUNG PEOPLE, IN BOTH THE FORMAL AND INFORMAL SECTORS.

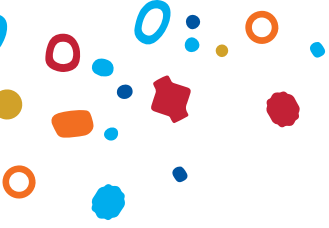


4.3.5 Opportunities for Generation Unlimited

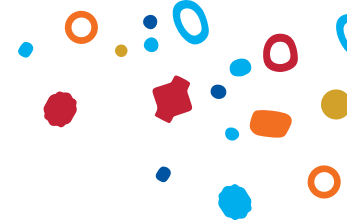
This section considers the opportunities for GenU in responding to the gaps in the policy and programmatic environment to ensure better employment outcomes for youth in Ghana. maps the existing challenges to the gaps and opportunities for the employment thematic area. Each opportunity is then described in depth.

Table 15: Opportunities for GenU in the ‘Employment’ thematic area

Challenge	Opportunity	Description
Lack of pre-employment services	Expanding pre-employment services	<ul style="list-style-type: none"> • There are several government pre-employment services available, but there is a need to support the effectiveness of such services. Job matching platforms should provide intermediation between the job seeker and the job provider, rather than just information services. Furthermore, investments should be made to ensure uptake of platforms. This relates both to job seekers, particularly young women, but also the providers of jobs. • YEA services which can be accessed online should be made more visible at JHS/SHS level for students across the country. All pre-employment services could be brought under one roof, which could include social protection services such as job seeker allowance and other benefits being integrated into one system. • Additionally, public employment centres and career services should be further developed and invested in to ensure they keep pace with changes in the labour market and are able to reach in-school and out-of-school young people. • All communication touchpoints should be gender-sensitive to encourage the participation of young women and use simple language to include out of school youth.
Low quality of internships and apprenticeships	Support the improvement of internships and apprenticeships including the National Service Scheme	<ul style="list-style-type: none"> • Whilst there are many internships and apprenticeships currently on offer in Ghana, there is no guarantee of their quality or meaningfulness to employee and employer. • There is a need to quality assure, closely monitor, and develop standardized guidelines for internships and apprenticeships to ensure all providers abide by particular protocol to ensure the young person has a positive and meaningful experience. This could include requirements for out of school youth to access such opportunities. Development of such guidelines should be done in collaboration with relevant private sector entities and UNICEF can assist. • This opportunity also includes creating pathways for national service personnel to ensure their experience is meaningful, high quality, and leads to young people improving their employability and accessing decent jobs. There is an opportunity to address the inefficiency of the National Service Scheme by adopting approaches used by other countries. In Kenya, for example, the scheme has been expanded to include senior high school graduates to ensure those who do not continue schooling from that point still benefit from gaining work experience.



<p>Inadequate demand-side programming</p>	<p>Formulation and implementation support for policies and initiatives surrounding the 1 million jobs initiative</p>	<ul style="list-style-type: none"> • The 1 million jobs initiative has been seeking buy-in from a range of stakeholders and the programme is well resourced. However, there is work to be done regarding the implementation of policies and the implementation of specific initiatives that make up the overall initiative. • UNICEF could support the Ministry of Finance and other government stakeholders through the formulation and implementation of initiatives. UNICEF can leverage its cross-sectoral expertise and rights-based approach to advise on considerations for the initiative. Advice could include: 1) the adoption of an inclusion lens to ensure that all vulnerable groups are considered in policymaking and interventions, including ex-convicts and internal and international migrants; 2) support labour market research to, firstly, map opportunities and identify subsectors with potential for rapid job creation, and secondly, to analyse external factors such as the influence of the African Continental Free Trade Area; 3) enable a focus on mid-productivity jobs which provide quality formal employment to low- and mid-skilled workers; 4) adapt negative perceptions around agriculture by supporting modern, future-oriented and climate-smart agriculture; 5) other findings of this report and the opportunities that it generates. • Furthermore, UNICEF could provide implementation support in matching policy goals with initiatives that would respond to these goals. This would concretize the goals into meaningful and implementable activities, with implementing partners suggested and engaged as part of the process.
<p>Under-employment and poor labour conditions</p>	<p>Policy development and implementation support</p>	<ul style="list-style-type: none"> • There is a significant gap, as well as limited implementation and enforcement capacity, in policies that ensure labour conditions for young people. • One solution to this is supporting the enforcement of the Labour Act which upholds labour rights, including minimum hours for employment, and is subscribed to by all workers in Ghana, including informal workers. In addition, there is an opportunity to regulate and advocate for the rights of interns and those on external contracts. Minimum wage legislation could also be revisited given the challenges faced by high inflation and rising costs.



Inequities	<p>Workplace learning opportunities for vulnerable groups</p> <ul style="list-style-type: none"> • Whilst there are opportunities for rural youth to access work through public works programmes, opportunities to access different types of work for vulnerable groups are typically lacking. • Workplace learning opportunities in a wide variety of sectors for women, rural youth, youth with disabilities and out-of-school youth would increase access to secure and decent employment for vulnerable groups and reduce the existing inequities in the labour market. One particular group in need of workplace learning opportunities and related skills development training are kayayei, female porters who have often migrated from a rural community to Ghana’s cities in search of work. • An important mechanism to consider when encouraging the private sector to increase workplace learning opportunities performance-based financing, and regulations can be put in place to ensure the experience of the vulnerable young people is meaningful. Regulations can also be put in place to avoid the practice of ‘creaming’, that is, taking the best and excluding youths and adults who are difficult to train or have challenges in transitioning into jobs.
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4.3.6 Conclusion

This chapter has assessed the challenges and policies and programmes that relate to youth employment in Ghana. It has found that young people face a myriad of challenges in finding and retaining gainful employment, including a lack of pre-employment services, low quality of internships and apprenticeships, lack of coordination and youth focus in demand-side activities, under-employment and poor labour conditions, and inequities. Whilst the employment ecosystem is highly populated with ministries, coordinating agencies and programmes, the ecosystem is very fragmented and key players do not have clear mandates. Whilst the government plays the largest role out of the stakeholders in the employment ecosystem, the private sector and development partners also play key roles.

From this analysis of the ecosystem, five key opportunities for GenU have emerged. To have the most impact in improving employment outcomes for youth, opportunities for GenU include expanding pre-employment services, supporting the improvement of internships and apprenticeships, Formulation and implementation support for policies and initiatives surrounding the one million jobs initiative, policy development and implementation support to tackle poor labour conditions, and workplace learning opportunities for vulnerable groups.

4.4 Entrepreneurship

4.4.1 Introduction

Entrepreneurship and self-employment are important routes to the achievement of economic, social, and environmental goals.²⁴¹ Entrepreneurship creates jobs, promotes decent work, and fosters innovation, thus achieving economic goals. Social goals are achieved by promoting social cohesion, reducing inequalities, and expanding opportunities for all, including women, young people, persons with disabilities and the most vulnerable people. Finally, environmental goals are achieved by the introduction of new climate change mitigation and adaptation technologies and resilience measures, as well as by promoting environmentally sustainable practices and consumption patterns.²⁴²

Youth entrepreneurs are typically less common than adult entrepreneurs, yet they are also more likely to prefer self-employment.²⁴³ They are also more likely to bring innovative approaches; by tackling old problems with new ideas and new technology, young entrepreneurs are able to catalyse economic growth and help societies adapt to a fast-changing world.²⁴⁴ Entrepreneurship is an especially important opportunity for young people when opportunities in wage employment are scarce, as is the case in Ghana.²⁴⁵²⁴⁶²⁴⁷²⁴⁸

There are very high rates of early-stage youth entrepreneurship in Ghana, primarily concentrated in the informal sector. Indeed, 26% of youth are involved in early-stage entrepreneurial activity.²⁴⁹ However, most of the youth engage in informal entrepreneurship, and do not hire employees.²⁵⁰ Rural informal youth entrepreneurial ventures are predominantly in the agriculture, fishing, and forestry sectors.²⁵¹ Conversely, there is a wider variety of urban informal entrepreneurial ventures that range from traders to graphic designers. In Ghana, gender is not a significant determinant of youth entrepreneurship, and anecdotal evidence suggests that participation of young women in entrepreneurship is higher than that of young men.²⁵² However, little formal research exists, and the anecdotal evidence does not mean that opportunities are equitable between young men and young women. Lastly, while overall formal youth entrepreneurship is low, stakeholders indicated that most formal entrepreneurs engaged in innovative entrepreneurial ventures are young men.

241 Filser, Mathias, Kraus, Sascha, et al. 'Entrepreneurship as Catalyst for Sustainable Development: Opening the Black Box', *Sustainability*, Vol. 11, Issue 16. 2019.

242 Ibid.

243 Organization for Economic Cooperation and Development (OECD). Supporting youth in Entrepreneurship. 2014. Available at: <<https://www.oecd.org/cfe/leed/SummaryReportSeminarYouthEntrepreneurshipRev.pdf>>

244 World Economic Forum. Why young entrepreneurs are so important. 2015. Available at: <<https://www.weforum.org/agenda/2015/10/why-young-entrepreneurs-are-so-important/>>

245 Oxford Learner Dictionaries Entrepreneurship. 2021. Available at: <<https://www.oxfordlearnersdictionaries.com/definition/english/entrepreneurship>>

246 OECD SMEs, Entrepreneurship and Innovation. 2010. Available at: <<https://www.oecd.org/berlin/45493007.pdf>>

247 Burchell, Brendan et al. Self-employment and entrepreneurship in *Rising to the youth employment challenge: New evidence on key policy issues*. Project: Youth Employment Policy in Global Perspective. pp. 87-112. ILO: Geneva. 2017. Available at: <https://www.researchgate.net/publication/348936704_Self-employment_and_entrepreneurship>

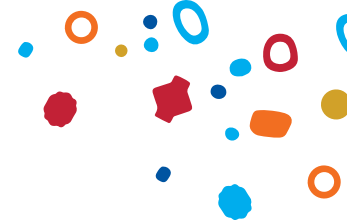
248 Williams, Collin. *Informal Sector Entrepreneurship*. OECD. 2015. Available at: <<https://www.oecd.org/employment/leed/Background-Paper-PB-Informal-Entrepreneurship-final.pdf>>

249 Global Entrepreneurship Monitor. 2014. Latest Available Data. <https://www.gemconsortium.org/report/gem-2014-global-report>

250 Ibid.

251 Ibid.

252 Ghana Chamber of Young entrepreneurs. *Ghana Youth Business Performance and Sustainability and Index Report*. 2021. <<https://pdaghana.com/download/ghana-youth-business-performance-and-sustainability-index-report-2021/>> Accessed 23 October 2022.



Box 6: 'What works' for improving youth entrepreneurship outcomes?²⁵³

According to the literature review undertaken by Generation Unlimited at the global level, the following activities can be considered 'best practice' in improving youth entrepreneurship outcomes.

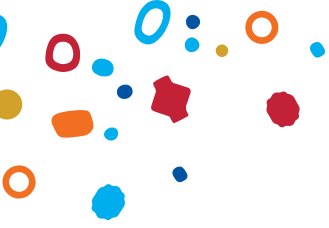
Matching skills development and entrepreneurship training with economic growth areas is a central element of fostering entrepreneurship and entrepreneurial mind-set. Entrepreneurship skills and training programmes need to be responsive to strategic growth areas. Skills development can be achieved through integrating entrepreneurship in national education curricula at all levels, the provision of toolkits for skills development in formal and informal skills training programmes and initiatives in partnership with the private sector as well as train-the-trainers programmes.

Bringing young entrepreneurs and youth-led enterprises into local, regional, and global value chains increases their access to markets, generates new business opportunities and encourages positive spill over effects in technology and information. Strengthening cooperation and collaboration between actors within the value chain promotes the transfer of knowledge and technology, stimulates innovation, and leads to the value chain being upgraded in various ways. Leaders in the chain have a key role to play in transferring knowledge to their suppliers. Evidence shows that foreign firms typically make their technologies widely available to their local suppliers to avoid delays in the delivery process.

Access to finance: Programmes that address financial capital constraints experienced by young entrepreneurs are more likely to work, especially when combined with training and advisory support. Absence or lack of financial capital at appropriate levels and at the right time is a constraint youth cite in every region, most often due to the micro size of most youth-led businesses and their lack of a reputation, credit history, exposure to cultural biases that financial institutions have towards youth entrepreneurs, institutional barriers etc. Mechanisms that can reduce the financial constraint for young entrepreneurs include alternative credit scoring for young people who lack credit history, peer-to-peer lending, business plan competitions and start-up grants. Building and enhancing the capacities of financial service providers is a prerequisite for better access to finance in combination with improved technical support.

Support social entrepreneurship: Social entrepreneurship is any entrepreneurial activity undertaken with the explicit objective of addressing societal problems. It seeks to generate profit for a purpose, employing sustainable economic logic to achieve social imperatives, and can complement other public and private efforts — in particular those aimed at responding to the needs of marginalized segments of society. Youth are increasingly demanding greater inclusion and meaningful engagement and are taking action to address development challenges themselves, including through social entrepreneurship. As such, a supportive environment is essential for young social entrepreneurs. An enabling ecosystem for youth social entrepreneurship fosters innovation, promotes social inclusion, provides a solid foundation for tackling youth unemployment and underemployment, and advances sustainable development. It is crucial that social entrepreneurship support ecosystems be developed using an evidence-based approach that mobilizes multiple stakeholders, including young people, and generates synergies between all elements of the ecosystem.

253 Generation Unlimited. Action Guide 3: Youth Entrepreneurship and Self-Employment. 2020. Available at: <<https://www.generationunlimited.org/media/2986/file/Action%20Guide%203:%20>



Box 7: Definitions and Concepts

Formal entrepreneurship: Our working definition of formal entrepreneurship is the activity of setting up a business or businesses, taking on financial risks in the hope of profit.²⁵⁴ This is conceptually separate from self-employment or informal entrepreneurship since it implies a degree of innovation, the desire to scale operations, and the employment of others.

Informal entrepreneurship: Informal entrepreneurs are those starting a business or are the owner/manager of a business who engage in monetary transactions not declared to the state for tax, benefit and/or labour law purposes when they should be declared but which are legal in all other respects.²⁵⁵

Self-employment: Self-employment is present where remuneration is directly dependent upon the profits (or the potential for profits) derived from the goods and services produced from a single individual.²⁵⁶ Self-employment is typically associated with trades or professions where innovation is not a significant contribution to the success of the individual.

Social entrepreneurship: Social entrepreneurship is defined by its paramount logic of providing entrepreneurial business solutions to social challenges.²⁵⁷ Social entrepreneurs are concerned with achieving societal goals and have traditionally been associated with non-profit movements and securing funding from external sources rather than earning profit from market activities. Social entrepreneurship makes a positive contribution to “promoting social cohesion, reducing inequalities and expanding opportunities for all, including women, young people, persons with disabilities and the most vulnerable people”.

Sustainable entrepreneurship: Sustainable entrepreneurship is defined as an innovative, market-oriented and personality driven form of creating economic and societal value by means of break-through environmentally or socially beneficial market or institutional innovations. Sustainable entrepreneurs aim at achieving multiple objectives and therefore integrate economic, social, and environmental goals in their organizations.²⁵⁸ Sustainable entrepreneurs can also be social entrepreneurs and vice-versa.

Entrepreneurship%20and%20Self-Employment%20(Preview).pdf>

254 Oxford Learner Dictionaries. Entrepreneurship. 2021. Available at: <<https://www.oxfordlearnersdictionaries.com/definition/english/entrepreneurship>>

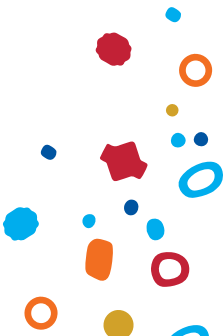
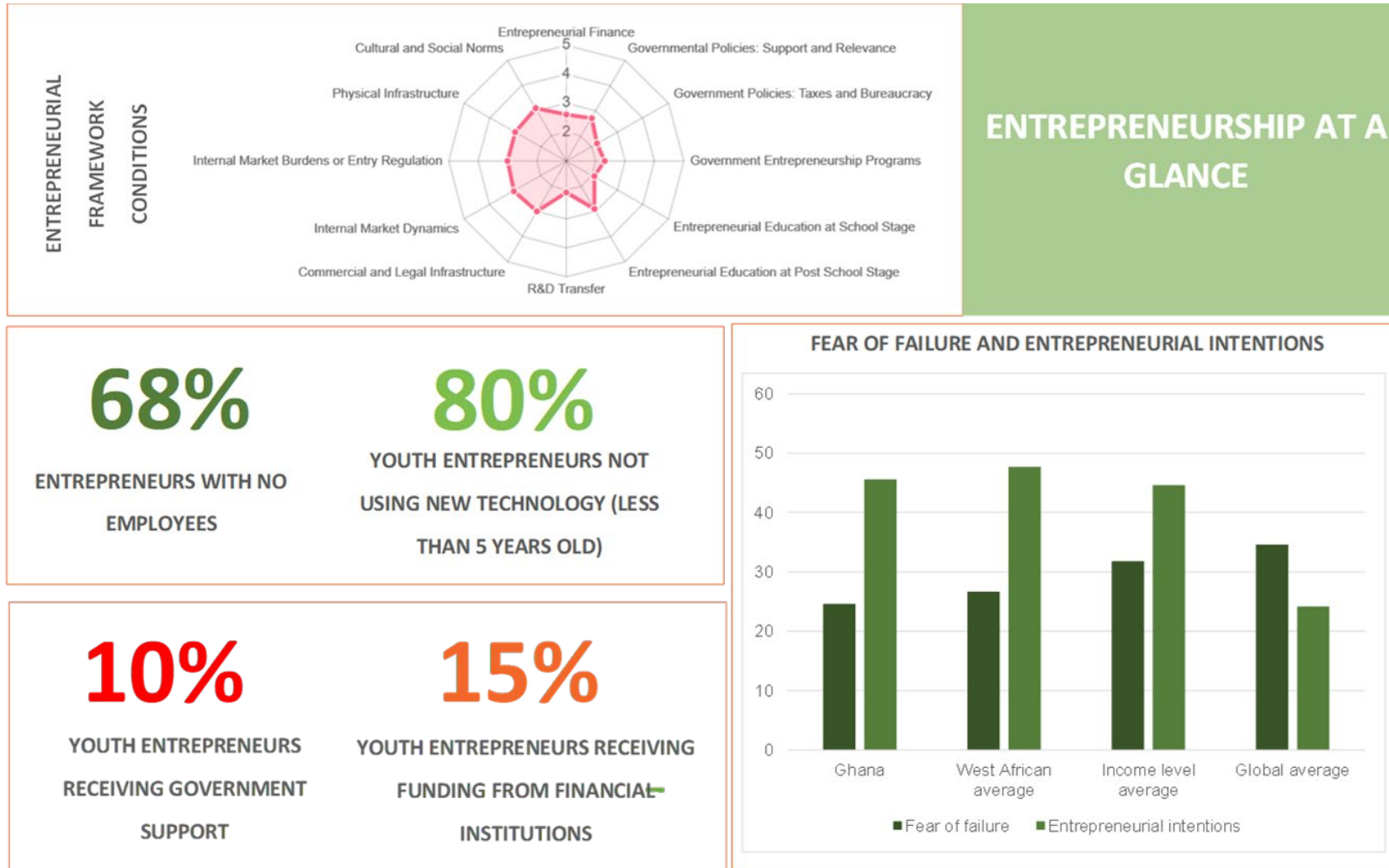
255 Williams, Collins. *Informal Sector Entrepreneurship*. OECD. 2015. Available at: <https://www.oecd.org/employment/leed/Background-Paper-PB-Informal-Entrepreneurship-final.pdf>.

256 Burchell et al. (2017) Self-employment and entrepreneurship. Available at: <https://www.researchgate.net/publication/348936704_Self-employment_and_entrepreneurship>

257 Huybrechts, Benjamin and Nicholls, Alex. *Social Entrepreneurship: Definitions, Drivers and Challenges*. Social Entrepreneurship and Social Business. Volkmann, Christine. Tokarski, Kim O. and Ernst, Kati (Eds.) pp. 31-48. Springer Gabler: Germany. 2012.10.1007/978-3-8349-7093-0_2.

258 Filser, M. et al. Entrepreneurship as Catalyst for Sustainable Development: Opening the Black Box, Sustainability, Vol. 11, Issue 16. 2019.

Figure 5: Entrepreneurship at a glance ²⁵⁹



4.4.2 Constraints

The business environment

The first major constraint that young entrepreneurs face relates to the business environment. The business environment is broadly defined as the regulations that govern businesses in Ghana and how amenable they are to the success and growth of companies.²⁶⁰ In economies with a friendly business environment, young entrepreneurs are more likely to thrive and contribute to the development of the country. The business environment also includes the resources available to young entrepreneurs that facilitate them in business development, such as incubator hubs, peer networks, business development services, and access to technology. The fact that 68% of entrepreneurs do not hire anybody in Ghana suggests there are significant impediments to growth in Ghana.²⁶¹

“Bureaucracy in the business environment deters many young people from starting their own business” – Parent, Greater Accra Region

The business environment is hampered by factors including the low adoption of new technologies and the lack of networking among Ghanaian entrepreneurs.²⁶² For example, over 80% of Ghanaian youth businesses indicated that they were using technologies or procedures that were available more than five years ago.²⁶³ The fact that newer technologies, defined as those that are less

than 5 years old by the Global Entrepreneurship Monitor (GEM), are not currently in use among youth entrepreneurs indicates a lack of innovation and may hamper their growth in the long-term, since Ghanaian entrepreneurs may struggle to compete with those who have adopted newer technologies in their business practices.²⁶⁴ Furthermore, young entrepreneurs lack guidance from fellow entrepreneurs and successful business people. Indeed, the most common sources of guidance, in terms of business management, cited by Ghanaian youth are family members. Females are significantly more likely than males to seek advice from family members, and significantly less likely to receive guidance from private organisations.²⁶⁵

Whilst incubator hubs, peer networks, and access to technology all facilitate business development, these services fail to respond to youth-specific needs, particularly the vulnerable youth. Whilst there are many private sector and publicly funded incubators across a range of regions, the incubators are not often targeted towards a specific type of entrepreneur, which means that young people do not get support specific to their needs. As indicated in the youth focus groups, this could include fundamentals for business such as financial and digital literacy, market scoping, standard literacy and numeracy, psychosocial support, finding market space, and social security provisions. Furthermore, peer networks and access to technology are typically available only for a small subset of youth, leaving out support services for more vulnerable groups including rural youth, young females, and young people with disabilities.

²⁶⁰ PriceWaterhouseCoopers. *Doing Business and Investing in Ghana*. 2018. Available at: <<https://www.pwc.com/gh/en/pdf/doing-business-and-investing-gh.pdf>>

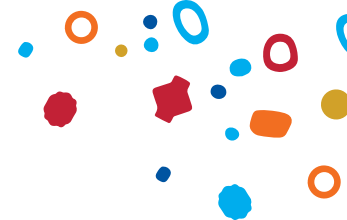
²⁶¹ Kew, J. et al (2015) Africa's Young Entrepreneurs. Global Entrepreneurship Monitor. <https://www.idrc.ca/sites/default/files/sp/Documents%20EN/idrc-africas-young-entrepreneurs-unlocking-the-potential-for-a-brighter-future.pdf>

²⁶² Ibid.

²⁶³ Ibid.

²⁶⁴ Ibid.

²⁶⁵ Ibid.



Access to capital

According to several key informants, lack of appropriate financial products is the most fundamental factor that directly constrains Ghanaian youth in establishing their businesses. In 2015, less than 15% of youth entrepreneurs received financing via banks or other financial institutions.²⁶⁶ This is particularly problematic since such funding is critical for the growth of youth businesses. Indeed, this contributes to some of the reasons why over two-thirds of Ghanaian young entrepreneurs don't have any employees.

Breaking down lending by institutions uncovers further nuance in the low bankability of young entrepreneurs. Whilst banks hold the largest pools of formal capital, youth entrepreneurs are not prioritised due to their lack of technical capabilities to assess the performance of small- and medium-sized enterprises (SMEs), high levels of SME informality that increase costs of servicing, and recent regulations that make it more expensive to provide capital to SMEs.²⁶⁷ Indeed, over 80% of youth businesses operate from home, the street, or a market, suggesting a high rate of informality amongst youth MSMEs.²⁶⁸ While Ghana's microfinance institutions (MFIs) prioritize lending to youth entrepreneurs more than banks, they have structural issues that limit their ability to invest in SMEs.²⁶⁹ Ghana's equity markets provide an alternative, but the early-stage ecosystem is weak, with only a handful of angel investing networks available and low visibility for most businesses.²⁷⁰

There are disparities between access to finance according to gender. Young men generally have greater access to banks and financial

institutions than young women. In 2015, 18% of male youth entrepreneurs in Ghana received financing via banks or financial institutions, compared to only 8% of females.²⁷¹ This disparity is more significant in Ghana in comparison to other African countries such as South Africa and Namibia. On the other hand, females are more likely to use government support than males, although this is not common for either gender.²⁷² The reasons for these disparities are unclear, although preferences of funding sources are likely to be shaped by cultural expectations and attitudes, fear of failure and risk appetite, and disparities in access to information.

"The government can improve the lives of girls by providing start-up capital to business, functional counselling and guidance support in community schools, and Girls Clubs in schools to mentor young ladies for higher learning" – Youth, Northern Region

Attitudes to entrepreneurship and entrepreneurial education

Despite a generally positive attitude towards entrepreneurship among Ghanaian youth, there is a disparity between the attitudes of youth and the skills needed to become an entrepreneur. Several informants, particularly programme implementers, noted that young people aren't equipped with required skills for making the most out of entrepreneurship programmes. Specific skills noted by key informants as pre-requisites to entrepreneurship include a high level of literacy, numerical competency, logical and critical thinking, and basic digital literacy.

²⁶⁶ Ibid.

²⁶⁷ Yong Sunru, Kwenin, Charles and Ingabo, Cliff. Financial Constraints to Entrepreneurs in Ghana. Aspen Network of Development Entrepreneurs. (ANDE) <<https://ecosystems.andeglobal.org/ANDE%20Financial%20Constraints%20in%20Ghana%20Report.pdf>> Accessed 23 October 2022.

²⁶⁸ Ibid.

²⁶⁹ Ibid.

²⁷⁰ Ibid.

²⁷¹ Kew, J. et al (2015) Africa's Young Entrepreneurs. Global Entrepreneurship Monitor.

²⁷² Kew, J. et al (2015) Africa's Young Entrepreneurs. Global Entrepreneurship Monitor.

"[Young people] have to redo some fundamentals for you to be able to introduce them to [entrepreneurship curricula]. I think that then tends to be a drawback because then resources that you have that are very tiny, you can't concentrate it on the core thing that you seek to achieve." – Civil Society

Whilst entrepreneurship education (EE) is one solution to addressing these skills gaps and shift attitudes, there are various challenges that reduce its effectiveness. Aside from private universities, where entrepreneurship education has been a component of business school curricula for several decades, EE is a relatively recent addition to other segments of the education system. EE now targets students across a variety of secondary institutions, including general upper secondary schools, technical schools, and vocational schools.²⁷³ Programs in Ghana are typically delivered using a lecture-based format, with curricula focused on building awareness of entrepreneurship. Various criticisms which are levelled at EE, apply to both TVET and SHS. For example, the content is limited in scope, teachers have limited or no technical and pedagogical skills for teaching EE, and there are some assessment challenges.²⁷⁴ EE is further criticised for being ad-hoc, poorly integrated with the educational system and overly focused on business administration.²⁷⁵

The majority [of young people] are interested in the formal jobs but since they are not available, young people are motivated to start their own businesses – Parent, Greater Accra Region

Many of the challenges for EE are associated with the education system in general, whereas others are specific to EE. In terms of systemwide constraints, inadequate infrastructure and poor academic preparation make it difficult for EE to introduce more experiential components which are required to improve its quality. In addition, key components of EE such as entrepreneurship clubs, business plan competitions, and business simulations are inconsistently implemented across the school system, further entrenching inequities between rural and urban youth, and poorer and richer youth.²⁷⁶ Lastly, since it has been recently introduced into the secondary school curriculum, current youth who have already completed this level of education will not have completed EE.

Insufficient support for social entrepreneurs

Youth entrepreneurs are found in a range of sectors in the Ghanaian economy. Ghanaian youth have the highest rate of business ownership in the manufacturing sector, with this sector accounting for 10.8% of the youth-based businesses.²⁷⁷ Furthermore, the youth in Ghana (14.3%) are significantly more likely than elsewhere in the region to be engaged in the agricultural sector.²⁷⁸ Whilst several of these businesses will be addressing social challenges, there is less evidence of entrepreneurship in areas focused specifically on social outcomes, such as climate change and human development.

Social entrepreneurship is in its formative stages in Ghana and encouraging social innovation among youth is a key challenge. There are currently a small number of social

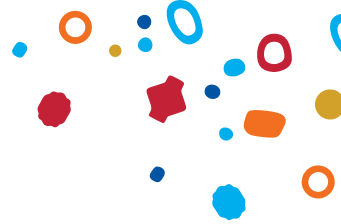
273 Rob, Alicia., Alexander, Valerio., Parton, Brent. (eds.) *Entrepreneurship Education and Training: Insights from Ghana, Kenya, and Mozambique*. World Bank. The World Bank, Washington DC. 2014. <https://documents1.worldbank.org/curated/en/845181468030266720/pdf/Entrepreneurship-education-and-training-insights-from-Ghana-Kenya-and-Mozambique.pdf>

274 Biney, Isaac, K. (2019) Unearthing entrepreneurial opportunities among youth vendors and hawkers: challenges and strategies. *Journal of Innovation and Entrepreneurship* Volume 8 (2). 2019.

275 Ibid.

276 Mordedzi, Benjamin. *Teach us to Fish and Farm: A model for rural entrepreneurship in Ghana*. 2017. <https://www.academia.edu/27742194/TEACH_US_TO_FISH_AND_FARM_MODEL_FOR_ENTREPRENEURSHIP_EDUCATION_IN_GHANA>. Accessed 24 October 2022.

277 Kew, Jacqui. et al (2015) Africa's Young Entrepreneurs. *Global Entrepreneurship Monitor*. 278 Ibid.



enterprises operating in Ghana.²⁷⁹ Anecdotal evidence suggests that young people struggle to understand why social entrepreneurs are prepared to compromise their personal wealth to support people outside their extended family, and social entrepreneurs agree that social entrepreneurship needs to achieve a degree of success to gain status and to be recognised more widely.²⁸⁰

There are limited support services or programmes and policies designed to promote social entrepreneurship. As several key informants noted, whilst there are many incubator hubs that are focused on supporting entrepreneurs to grow their business, there are limited resources targeted at specific social goals, such as a climate change incubator hub focusing on businesses that positively impact the climate. Furthermore, there is also an issue that funding is not targeted at specific social goals.

“Once [a social issue has become] a targeting area and a challenge that people are addressing, I think eventually special funds may be set aside to meet the youth who are in that area.” – Development partner

Insufficient support for informal entrepreneurs

Ghana has very high rates of early-stage youth entrepreneurship, but it is concentrated in the informal sector. Both existing data and stakeholders support this claim. For example, according to the most recent GEM survey, 26% of youth are involved in early-stage entrepreneurial

“You have so many young people that are coming up and they are going into this informal sector because it’s easy to go in. It’s easy to come out. There are less complexities with running side businesses. It doesn’t really need so much skills to get in by the nature of the sectors that they find themselves.” – Development partner

activity.²⁸¹ This is further demonstrated in the location in which entrepreneurs operate. Nearly 80% of young people were reported to be operating from home, the street, or a market.²⁸²

The reasons for such high levels of informality are manifold. As key informants and young people in stakeholder engagements have alluded to, the risks associated with starting an informal business are lower given the lower barriers to entry and exit. It was also observed that a lower level of skill is typically needed given the reduced complexities of running an informal business when compared with a formal business. Finally, given the lack of a social safety net in Ghana for unemployed youth, a common strategy is to run multiple businesses at once. If one were to fail or business were to dry up, the entrepreneur could rely on income from the other. The administrative

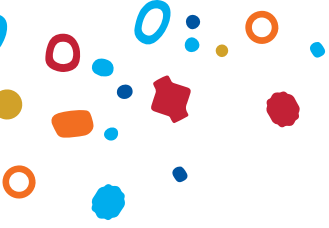
“I believe that more young people would prefer unregistered enterprise to registered entrepreneurship. This is due to a lack of understanding of the procedure and what may be required. This, I believe, will deter young people from getting funding from investors.” – Youth, Accra.

279 Darko, Emily and Kwaku Koranteng. Social Enterprises Landscape in Ghana. British Council. <https://www.britishcouncil.org/sites/default/files/social_enterprise_landscape_in_ghana_report_final.pdf> Accessed 24 October 2022.

280 Ibid.

281 Global Entrepreneurship Monitor. 2014. Latest Available Data

282 Ibid.



complexities of running more than one formal business in this way are likely to put off youth from formalisation.

There is also a gender dimension to informality, with young women more likely to reside in the informal sector than young men. For example, when disaggregating place of work by gender, 72% of male entrepreneurs operate from home, street, or market, whereas the corresponding figure for women is 87%.²⁸³ Stakeholders also indicated that, while overall formal entrepreneurship is low, many formal entrepreneurs engaged in innovative entrepreneurial ventures are young men. Taken together, these two findings indicate the barriers to formality are greater for young female entrepreneurs than young males.

Despite the fact that most youth entrepreneurs in Ghana are informal, support systems are focused on the formal sector. For example, support systems including youth entrepreneurship funds and incubators are focused on formal entrepreneurs. Whilst the Government of Ghana encourages informal businesses to formalize, many prefer to stay informal to avoid taxation and other regulatory commitments expected of formal businesses. Therefore, it is unsurprising that over 90% of young Ghanaian entrepreneurs that responded to the GEM survey indicated that they have not received any support from programmes designed by government and private institutions specifically to help them.²⁸⁴ Even if they did get government support, it may not have been the type of support required for informal entrepreneurs. For example, evidence suggests that informal entrepreneurs benefit more mentorship, a physical space to do business and ICT infrastructure, however the majority of programmes only provide generic skills training.²⁸⁵

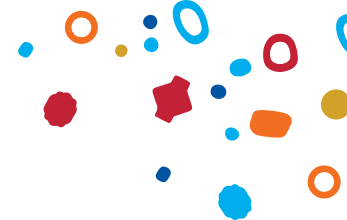


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283 Kew, J. et al Africa's Young Entrepreneurs. Global Entrepreneurship Monitor. 2015.

284 Yankson, Paul and Owusu, George. *Supporting Africa's Young Entrepreneurs: an investment in job creation and future prosperity for all*. 2016. Available at: <<http://library.oapen.org/bitstream/20.500.12657/31363/1/630230.pdf>>

285 Kew, J. et al (2015) *Africa's Young Entrepreneurs*. Global Entrepreneurship Monitor.

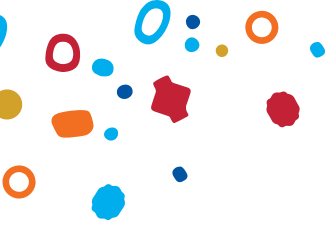


4.4.3 Policy Environment

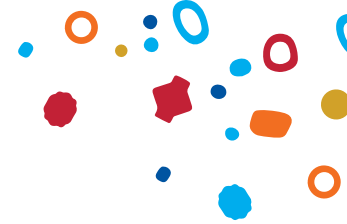
This section outlines and evaluates the government policies relevant to youth entrepreneurship in Ghana.

Table 16: Description of government policies relevant to entrepreneurship

Policy	Year	Objectives
National Youth Policy	2010	Entrepreneurial development is one of the policy priorities of the National Youth Policy. It aims for: integration of entrepreneurial skills into youth development activities; facilitation of access to credit for the youth; creation of corps of young entrepreneurs to serve as role models; celebration of successful young entrepreneurs.
Ghana Enterprises Agency Act	2020	Act to establish the Ghana Enterprises Agency to promote and develop MSMEs in the country and provide for related matters.
Ghana Shared Growth Development Agenda	2010 – 2013	Devotes some level of attention to youth employment and entrepreneurship. This operates through three windows that directly and indirectly support youth entrepreneurship and employment issues: education; medium, small, and micro-enterprise development; and budget support.
Private Sector Development Strategy (Phase II)	2010 – 2015	Based on the principle that the Government of Ghana provides the enabling environment for the private sector to effectively perform its role as the engine of growth in a dynamic and competitive economy, the Industrial Policy specifically seeks to address an array of challenges faced by the manufacturing sector that affect production capacity, productivity, and product quality.
National Social Protection Policy	2015	This policy sets a target to increase by 75% the number of youth and adults with relevant skills for employment, decent jobs, and entrepreneurship, including technical and vocational skills by 2030.
Youth Employment Act 2015 (Act 887)	2015	Its objective is to support the youth between the ages of 15 to 35 years through skills training and internship modules to transit from a situation of unemployment to that of employment.
The National Youth Authority Act, 2016 (Act 939)	2016	This statute aims to a) develop the creative potential of the youth; b) develop a dynamic and disciplined youth imbued with a spirit of nationalism, patriotism and a sense of propriety and civic responsibility; and c) ensure the effective participation of the youth in the development of the country.
Coordinated Programmes of Economic and Social Development Policies	2017 – 2024	The overall objectives of the Coordinated Programme of Economic and Social Development Policies are (i) building a prosperous country, (ii) creating opportunities for all Ghanaians, (iii) safeguarding the natural environment and ensuring a resilient built environment, and (iv) maintaining a stable, united, and safe country. The objectives include “supporting the development of entrepreneurship and small medium enterprises”.
Mutual EMPRETEC Guarantee Association	2018	Entrepreneurs with the EMPRETEC programme (“Empretecos”) can form groups in order to jointly save a fixed amount of money. This amount is then matched by a development agency. The funds are deposited in the local bank, which uses the deposit from the guarantee scheme as collateral against loans to Empretecos. The Empretecos meet regularly to discuss progress and who should be approved for a bank loan.



Education Sector Strategic Plan	2018 – 2030	Includes the strategy to ‘strengthen the learning of entrepreneurial skills’, although this only applies to TVET colleges and not more broadly.
Medium Term Expenditure Framework for Ministry of Business Development	2020 - 2023	The NMTDPF contains three Policy Objectives that are relevant to the Ministry of Business Development. They include the following: Improve the entrepreneurial and technical skills of MSMEs particularly the youth; to enhance the performance of MSMEs, focusing on improving their operational efficiency and competitiveness as well as enhancing access to finance of MSMEs.
1 Million Jobs Initiative	2021	This initiative will promote small and medium enterprises (SMEs) growth, stimulation of innovation and startups in Ghana and support new ventures with the intention of creating one million jobs within the next 3 years. The Ministries of Employment and Labour Relations (MELR), Lands and Natural Resources (MLNR) as well as Youth and Sports (MOYS) have been charged to implement an Inter-Ministerial Strategy for Jobs to achieve the desired one million jobs.
National Green Jobs Strategy	2021 – 2025	The National Green Jobs Strategy has been developed with the intention to create platforms, develop capacities, and institute measures that would organize and harmonize on-going green interventions through effective coordination. The strategy adopts a multi-sectoral approach to ensure effective delivery of goods and services by specialized state and non-state actors through the implementation of measures that support the growth and expansion of the green economy in Ghana.
MSME and Entrepreneurship Policy	Forthcoming	The MSME and Entrepreneurship Policy is to anchor a new age of entrepreneurship within the micro small and medium enterprise MSME sector. The policy will also help stimulate the growth of MSMEs to produce world-class products and services capable of competing locally and internationally. It is being implemented by the Ghana Enterprise Agency (GEA) and will provide the administrative, regulatory, institutional, and legal framework for the growth and development of the sector.
Startup and Innovations Act	Forthcoming	The Ghana Startup and Innovations Act is a forthcoming policy which aims to create an enabling environment in the private sector that can make it attractive to young people for them to engage in. The aim is also to encourage young people to enter and maintain formal businesses by reducing their tax burden for the first 8-10 years in business.



There is a significant amount of Government interest in the youth entrepreneurship space. It is clear from policy priorities that key players within Government recognise the youth employment challenge and see entrepreneurship as the main way to overcome such a challenge. As a result of this mindset, there are several core programmes, agencies, and initiatives to promote youth entrepreneurs. This includes an NEIP which provides integrated national support for youth entrepreneurs. Key informants have praised NEIP for its approach to improving entrepreneurship, as noted in the accompanying quote. Another significant player is the Ghana Enterprises Agency, which provides local business support to MSMEs via 190 Business Advisory Centers distributed around the country. Even further involvement from the government will come in the form of the much-discussed Ghana Startup and Innovation Act, which is currently in validation phase. The Startup Act aims to encourage further levels of formality among youth businesses by ensuring no taxes are paid for the first 8–10 years in business.²⁸⁶

"[NEIP] has been a very successful organization considering the number of years that they've been in existence...they approach [policymaking] from a very micro level where they were working directly with entrepreneurs, running trainings, but also giving small seed funds to small businesses." – Development partner

However, whilst there is significant focus on youth entrepreneurship, there is a significant weakness in coordination. This lack of coordination is realised in multiple stakeholders implementing similar programmes and duplicating efforts without filling whitespaces. This reduces the cost-effectiveness of youth entrepreneurship

interventions. When good policies are formulated, the lack of coordination means the quality of implementation is compromised due to unclear mandates, as noted by a key informant. The lack of an enabling environment that has derived from this fragmentation could lead to the failure of youth entrepreneurial initiatives and the discouragement of other youth from exploring entrepreneurship, thus, further fostering distrust between entrepreneurs and policymakers.

Ghana lacks an explicitly defined youth entrepreneurship policy, with few other governing policies of the ecosystem. The absence of a youth entrepreneurship policy means that there is no overarching framework for youth entrepreneurship in the country. This implies that there isn't a national strategic vision for youth entrepreneurship and no accompanying objectives, implementation guidelines or monitoring and evaluation mechanisms.²⁸⁷

This means that the approach to youth entrepreneurship in the country is incoherent and fragmented.

"[NEIP is] a program and not an act that was established by parliament. The main risks about this organization has always been sustainability because a new government can come and scrap it because it's not something that was established by parliament." – Government

Government policies and programmes inadequately target vulnerable groups. Indeed, policies typically do not disaggregate enough by age, gender, disability, or locality. Given the range of outcomes experienced by different groups of young people, this constitutes a systematic gap in government policymaking.

²⁸⁶ Udoh, Charles, R. 'A Long But Certain Road To Ghana's Startup Act' *Afrikan Heroes*. 2020. <<https://afrikanheroes.com/2020/12/04/a-long-but-certain-road-to-ghanas-startup-act/>> Accessed 24 October 2022.

²⁸⁷ United Nations Conference on Trade and Development (UNCTAD). *Entrepreneurship Policy Framework and Implementation guidance*. UNCTAD. 2012. <https://unctad.org/system/files/official-document/diaeed2012d1_en.pdf> Accessed 24 October 2022.

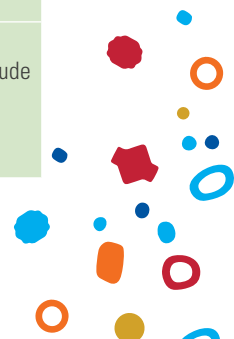
4.4.4 Programmes and Initiatives

This section provides an overview of the interventions that aim to help youth overcome the challenges they face within the youth entrepreneurship strategic priority area.

Table 17: Entrepreneurship Programmes

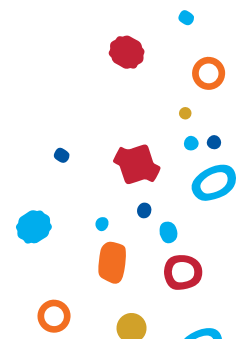
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
The business environment	Business Advisory Centers	Ghana Enterprises Agency	Ghana Enterprises Agency	All	Nationwide	190 offices	The Business Advisory Centers or Business Resource Centers of the Ghana Enterprises Agency can be found in every region in Ghana, with a total of 190 district offices. Objectives of the Centers include; to contribute to the creation of an enabling environment for the Small-scale Enterprise Development, to contribute to the development of an enterprise culture in Ghana by facilitating access to credit, to facilitate MSEs access to substantial and high-quality business development services for their development.
	ENGINE Business Network	Technoserve	DfID / FCDO	Youth entrepreneurs	Across Sub-Saharan Africa including Ghana	500	ENGINE Business Network (EBN) nurtures a network of over 500 Micro Small, Medium-size Enterprises (MSMEs) across Ghana with special interest in youth employment and women economic empowerment. EBN is in the forefront of enhancing the development of African entrepreneurs through capacity building, partnerships, and advocacy.
	Business Accelerator	Kumasi Hive	Private	All	Kumasi	2,250	The Kumasi Hive business accelerator program focuses on the development of a non-hardware startups program, which provides complete startup support services for early-stage startups to help achieve growth. On a larger scale, the Hive aims to contribute to the sustainable socio-economic growth of Africa.
	Business Incubation and Acceleration	HOPin Academy	Private	All	Tamale	7 – 8	For the past six years, HOPin has been actively training young individuals in business development to enable an active entrepreneurship ecosystem in Ghana. The incubation program span eight weeks. The training is a blend of business development and technology tools that were relevant for the growth of startups.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
The business environment	Deep Dive Africa	Impact Hub Accra	BMZ	All	Accra	1,100 globally	Impact Hub is a locally rooted, globally connected, and inclusive home for innovators. Their plug and play spaces are a hive for co-working, private office space, conference room rental, vibrant networking events, incubation, and acceleration programs. The goal of Impact Hub Accra working with Make-IT and several partners, is to create local networks in Africa to help access and manage deal flow for European first-time investors in Africa. The Deep Dive Africa tour is expected to help these investors better navigate Africa, create a soft landing, and try to de-risk their involvement in markets like Ghana and Nigeria as much as possible.
	Enablis Entrepreneurial Network	Enablis Ghana	Global Affairs Canada	All	Across several developing countries	2,414 across Ghana and Senegal	Enablis focuses on the entrepreneur to create sustainable jobs. Once identified and accredited as Enablis members, entrepreneurs are provided with personalized learning, mentoring and coaching programs, as well as networking opportunities to ensure that they develop to their fullest capacity. For the most established members who are looking for working capital, support in their search for funding complements the training offered.
	Believe Begin Become	Technoserve	Google and others	All	Accra	TBC	Business plan competition aims at promoting the development of small and medium-scale enterprises (SMEs) in the country through a challenging and comprehensive entrepreneurship programme that takes into account the skills, tools and networks needed to succeed in the formal private sector.
	ENABLE Youth	TBC	TBC	Youth in agriculture	Rural Sub-Saharan Africa	300,000 over 5 years	Intended to contribute to address this challenge through additional efforts by REP in the establishment and growth of viable agribusinesses. Such businesses will have the potential to create employment by offering a comprehensive and integrated package of training in agribusiness, financing, and ongoing coaching/mentoring, building partnership with the private sector, business and professional associations and training institutions.
	Green Enterprise Development and Access to Markets for Green Products	Ministry of Employment and Labour Relations	ILO	All	Nationwide	N/A	Aims at strengthening the support systems for green enterprises to develop and grow. The supports systems include business development services such as training, start-ups, incubation and market facilitation.



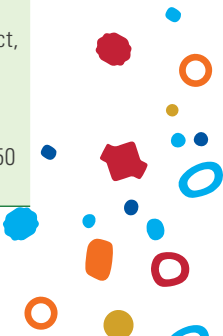
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
The business environment	KAIZEN	Ghana Enterprises Agency	JICA	All	Nationwide	N/A	KAIZEN is a Japanese word for change for the better which embodies the business philosophy and methodology that has supported the development of manufacturing in Japan. It has been introduced to GEA under the support of the Japan International Cooperation Agency (JICA) to enhance their productivity and quality. KAIZEN is a philosophy on the culture of the enterprise and its management style towards quality and productivity improvement based on little changes on a regular basis with minimum investment.
	Sustaining Competitive and Responsible Enterprises (SCORE)	Management and Productivity Development Institute, Secondi Takoradi Chamber of Commerce and Industry, Score Training Solutions-Ghana, Hospitality Coaching Consults and Federation of Professional Trade Associations in Ghana	ILO, SECO and NORAD	All	Greater Accra, Central, Western and Ahafo regions	500	SCORE is an ILO global programme that seeks to improve productivity and working conditions in Small and Medium Enterprises (SMEs). The key intervention of the global programme is a training intervention which combines practical classroom sessions with in-factory consulting. SCORE training demonstrates the best international practices in the manufacturing and service sectors and helps SMEs to participate in global supply chains. This ultimately leads to the growth of enterprises, job creation and economic development.
	MakeIT	Ministry of Communication and Digitalisation and GIZ	BMZ	Young Tech Start-ups	Nationwide	2.200 (total)	Make-IT in Africa promotes digital innovation for sustainable and inclusive development in sub-Saharan Africa on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). The main focus of the project is to support national and Pan-African entrepreneurial ecosystem to become resilient and sustainable. This is achieved by competency development in market-oriented corporate management, support to intermediaries and harmonizing the support of innovation ecosystems.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
The business environment	Sustainable Employment through Agribusiness – measure: Ignite programme	Guzakuza in cooperation with GIZ	BMZ	Young female entrepreneurs	Nationwide	30+	Ignite is an agri-business accelerator model for African young women in agribusiness. The programme is in response to the challenges faced by young female agripreneurs which affect their ability to scale up their businesses. Ignite is designed to support aspiring female entrepreneurs in the agri-processing and agricultural services sector as an avenue for participants to build their capacities, and receive toolkits and relevant resources, while becoming part of a network of like-minded peers. Participants are trained, coached, and mentored by seasoned agribusiness experts.
	Ghana Startup Network	Ghana Startup Network	Various	Entrepreneurs	Nationwide and online	10,000+	Association of entrepreneurs in Ghana with a mission to build globally competitive startups, increasing their chances of survival and enhancing their growth. Their key objective is to create a common platform for startup entrepreneurs and MSME businesses to interact and share ideas, challenges, and solutions to set up a pool of business support service providers to readily assist startup businesses in Ghana.
	FINEDEV	Sinapi Aba Savings and Loans	International Opportunity Canada	Female entrepreneur	TBC	TBC	Conduct mentorship programs with women entrepreneurs with micro, small and medium enterprises (MSMEs) and women who are starting out.
	Sinapi Aba Financial Education Training Support	Sinapi Aba Savings and Loans	International Opportunity Canada	All	Online	TBC	“Sinapi Aba Financial Education Training Support” is a free app that was launched in the spring of 2020 on Google Play for android phones. This app was later developed further for greater connection with SME clients, increasing service safety and efficiency, and aiming to narrow the digital divide for women.



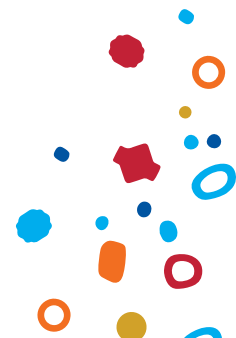
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Access to capital	CAMFED Scholars Entrepreneurship Fund	CAMFED	Mastercard Foundation	Female youth	Nationwide	300	The entrepreneurship fund will give current and former tertiary Scholars the opportunity to apply for capital, to support their ideas for sustainable and scalable businesses that are also making social impact. This is one of several new and ongoing ventures as part of the Transition Program, which is designed to enable young women to make the successful transition from school to enterprise, employment, or further education.
	WIDU	GIZ	German Federal Ministry for Economic Cooperation and Development	All	Six countries including Ghana	2,195	In collaboration with the African diaspora in Europe, WIDU applies an innovative approach that combines funding and coaching to strengthen new and existing small businesses in Africa, which then leads to the creation of new jobs.
	Business Startup Challenge	Access Bank	Access Bank	18 – 35	Nationwide	1	A business challenge for young entrepreneurs. Those selected will win GHS 30,000 in prize money, as well as business advisory services, coaching, life insurance and other exciting rewards.
	YouStart	1 Million Jobs Initiative	Ministry of Finance	Youth business owners	Nationwide	1 million (job target)	A vehicle for supporting young entrepreneurs to gain access to capital, training, technical skills and mentoring to enable them to launch and operate their own businesses. Entrepreneurs will be able to apply for support through a dedicated online portal.
	Youth Enterprise Fund	Ghana Enterprises Agency	Office of the President	18 – 35	Nationwide	N/A	This initiative has been designed to “...help young entrepreneurs turn their ideas into thriving business enterprise”. The programme targets aspiring young Ghanaian entrepreneurs aged between 18 to 35 years, with good business ideas looking for financial support and/or expert advice to bring their ideas to life.
	CAPBuSS	Ghana Enterprises Agency	Ministry of Finance	All	Nationwide	N/A	The Coronavirus Alleviation Programme Business Support Scheme (CAPBuSS) was launched to provide financial support to the MSMEs in Ghana on how to handle the economic and financial hardship arising from the COVID-19 pandemic

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Access to capital	Youth Enterprise Support Seed Fund	Office of the President	Youth Enterprise Support	18 – 35	Nationwide	N/A	YES, has a seed fund of GH 10 million (about US\$3.3 million) to assist young Ghanaians with creative and innovative business ideas and plans to achieve their full potential. The intervention is expected to operate as a multi-sector initiative under the Office of the President.
	PRIME Africa	African Institute for Remittances	European Union, IFAD, UNCDF,	All	Eight countries in Sub-Saharan African including Ghana	TBC	Started in 2019, the Platform for Remittances, Investments and Migrants' Entrepreneurship in Africa (PRIME Africa), will run for 5 years with a contribution of €15 million. The programme, implemented by the International Fund for Agricultural Development (IFAD) with its Financing Facility for Remittances (FFR), in partnership with the World Bank Group, the United Nations Capital Development Fund (UNCDF), and the African Institute for Remittances, aims at reducing the cost of remittances and maximizing their impact for millions of families in Africa, contributing to foster local economic opportunities in migrants' countries of origin.
	Ghana Economic Transformation Project	Ghana Enterprises Agency	World Bank	All	Nationwide	TBC	The objective is to promote private investment and firm growth in non-resource-based sectors. The Government of Ghana, through the Economic Transformation Project, is providing grant to Small and Medium Enterprises (SMEs) affected by the COVID-19 Pandemic. The Ghana Enterprises Agency is implementing the COVID-19 Response Grant Programme and is inviting eligible High Growth Potential SMEs that have been impacted by the COVID19 Pandemic to apply for the grant. Eligible enterprises include are in the following sectors: Agro-processing; Manufacturing; Textile and Garment; Food and Beverages; Pharmaceuticals. Healthcare and Companies in the production of Personal Protective Equipment (PPE)
	Northern Business Federation	HOPin Academy, North Rhine-Westphalia, GIZ	BMZ	Youth entrepreneur	5 Northern Regions	50	The project is focused on co-financing for startups, social entrepreneurs and enterprises. The Federation comprises of high revenue return companies in the 5 northern regions to always do a 50/50 investment matching through a local pool of investment call at a given period. In the current pilot project, the goal is for the federation to match a 100,000 cedis from the local companies within the federation in northern Ghana to another 100,000 cedis from the state of North Rhine-Westphalia in other to raise an amount of 200,000 cedis for 50 young start-ups and SME's.



Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Attitudes to entrepreneurship and entrepreneurial education	MEST Ghana	MEST Africa	Private	All	30 countries in Sub-Saharan Africa	500+ across all countries	MEST is an Africa-wide technology entrepreneur training program, internal seed fund, and network of hubs offering incubation for technology startups in Africa. For young aspiring and established African entrepreneurs, MEST Africa provides the skills, mindset, and experiences to build a globally successful tech company. Beyond tech and entrepreneurial skills training, MEST Africa provides a real-world advantage to entrepreneurs through funding, business incubation, and access to a global tech network.
	SEED Ghana	HOPin Academy	FANT Denmark	18 – 35	Tamale	TBC	The SEED initiative is a partnership between HOPin Academy and FANT Denmark which aims at promoting sports as a culture of entrepreneurship and innovation among young individuals in Northern Ghana. This will help them sustain their own future which will contribute to poverty alleviation and economic growth.
	Digital Skills for Entrepreneurial Women	COTVET	BMZ	Females	Ghana and Rwanda	100	The programme for sustainable economic development partners with Developers in Vogue to provide trainings for digital skills for women and girls. In cooperation with Ghana's vocational education and training agency, the programme develops and carries out training courses in information and communication technology. Coaching and mentoring programs to help young woman found their own companies are also part of the project.
	ENGINE Business Plan Competition	Technoserve	DFID	All	Nationwide	1,000	The program seeks to increase the revenue of 500 high potential entrepreneurs by an average of 400 percent, create 1,770 new jobs, and provide 300 start-ups with adequate access to finance through business plan competitions and business development services. At the end of its second year the program has given awards to 268 entrepreneurs, who have reported a growth in net revenue of 140 percent and created over 250 new jobs and connected 28 enterprises with access to financial products.
	Personal Entrepreneurial Competencies	EMPRETEC	UNCTAD	All	Nationwide	TBC	Deals with “risk taking and opportunity seeking” and involves start-up modules in human resource management, effective sales strategy, financial management, productivity management, business survival, and growth.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Attitudes to entrepreneurship and entrepreneurial education	Entrepreneurship Education (EE)	Schools and TVET institutions	Ministry of Education	Students	Nationwide	All secondary-school and TVET students, some university students	Prepares people, especially the youth, to become responsible and enterprising individuals with the potential to contribute to economic development and sustainable communities. Entrepreneurship training is meant to sensitize both the literate and illiterate to change the mental orientation of “job-seeking” to “job-giving”.
	Online Digital Marketing & Entrepreneurship Training	TBC	TBC	18 - 35	Accra	3,000	The aim is to introduce young people’s businesses to the digital world. Close to 3,000 youth were trained in the Online Digital Marketing and Entrepreneurship programme across the country and were presented with a tablet each as a start-up tool. The training also provided some with the opportunity to start their own businesses.
	Presidential Business Support Programme	TBC	TBC	All SMEs	Accra	1,350	The presidential business support programme is a special programme of the current government under President Nana Akufo-Addo which aims at supporting businesses.
	Student Entrepreneurship Initiative	TBC	TBC	University students	Kumasi Technical University	10,000	The programme is a deliberate effort by the government of Ghana to create entrepreneurial ecosystem that would help students to enhance their entrepreneurial acumen to improve their livelihood.
	Entrepreneurship Programme	TBC	TBC	15 - 35	Nationwide	N/A	The YEA Job Centre in collaboration with NEIP is implementing an entrepreneurship programme to train and position the youth as entrepreneurs. This programme will provide young Ghanaians with the needed skills and experience to help transform their ideas into viable businesses.
	CAYE – West Africa	Commonwealth Alliance of Young Entrepreneurs	Commonwealth Alliance of Young Entrepreneurs	Young entrepreneur	Nationwide	TBC	Creates opportunities for Ghanaian young entrepreneurs to network easily in promoting their business ideas as well as learning and knowing more about business opportunities elsewhere within the sub-region and beyond.



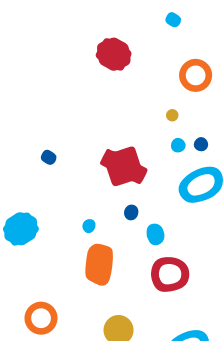
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Attitudes to entrepreneurship and entrepreneurial education	Africa Climate Adaptation Innovation Challenge	GAYO	TBC	18 – 30	Nationwide	N/A	The challenge is coordinated by 3 E's 4 Africa in close cooperation with the local partners GAYO and StartUp Lounge is a project which intends to focus on the innovative minds and projects of young Africans and encourage and empower them to create a local impact in their communities. It is an ideas contest which challenges young Ghanaians to come up with innovative, green ideas and helps them to develop them into real solutions. The first edition of the ACAIC will be held in Ghana in the year 2022.
Insufficient support for social entrepreneurs	Social Enterprise Programme	British Council	British Council	All	24 countries worldwide	TBC	Promotes the development of social enterprise and social investment to help foster a more sustainable, inclusive, and prosperous future for all. The programme draws on British expertise, striving to share best practice and create opportunities between the UK and other countries. Currently operating in 24 countries and working with a host of international and local partners, the programme provides social entrepreneurs with: training, business consulting and mentoring, access to funding and investment opportunities, study tours and international networking.
	Social Entrepreneurs Network	Social Enterprise Ghana Network	Various	All	Nationwide	TBC	The network has four objectives; increase learning and innovation in the sector by connecting SEs to each other and supporting learning and innovation activities, increase funding to SE's, establish growth funds and help SEs become investment read, build awareness and advocate for policies and programs that promote social enterprises, conduct research to broaden understanding of the social enterprise landscape, capture best practice and the impact of social entrepreneurs.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Insufficient support for social entrepreneurs	Young Africa Works Ghana	Mastercard Foundation	Mastercard	All	Ghana (wider programme is Africa-wide)	3 million	An initiative that aims to enable three million young people to access dignified and fulfilling work by 2030. The initiative is aligned with the government's An Agenda for Jobs. The Mastercard program aims to create prosperity and equal opportunity for all and support the government's commitment to positioning the country as a global entrepreneurship and technology hub. Young Africa Works in Ghana was co-designed in partnership with a diverse group of stakeholders that include the government, the private sector, academic institutions, and young people. The Mastercard Foundation has made an initial US\$200 million, five-year commitment to building a network of entrepreneurs and a digitally literate, innovative community of young people.
	Incubator Program	Reach for Change	Modern Times Group	All youth	Accra	TBC	Meant for early-stage social entrepreneurs who receive the tools and support to develop, implement and scale up their ideas. The Incubator Program provides a network and an inspiration, a challenge, and a push to develop, credibility and recognition and security in the form of financing.
	Supporting Digital Changemakers	Reach for Change	Modern Times Group	All youth	Accra	11	Identifies and supports social entrepreneurs with innovative ideas to transform society.
	Young Entrepreneurs Fund	Empretec	Fidelity Bank	Social entrepreneurs	Nationwide	Over 10	The Fidelity Young Entrepreneurs Fund is a project which will provide both financial and non-financial support to enable youth-related businesses to survive and thrive. The focus of this fund is on businesses that are solving a problem in society, employing climate-smart adaptation or mitigation climate change processes in their activities and those that are easily scalable.
	Growth Mosaic	N/A	Private	Social entrepreneurs	Accra	TBC	Helps start-up businesses in Ghana to get their businesses off the ground to then help them to achieve scale. Growth Mosaic's role is very important to start-up social enterprises especially from the initial mentoring stage to leveraging appropriate investment funds for growth.
	Presidential Pitch	NEIP	Ministry of Business Development	18 - 35	Accra	3 – 4	Offers young Ghanaian entrepreneurs the opportunity to pitch their business ideas in the hope of obtaining funding to operationalize and scale their businesses. At the end of the individual pitches, a specified number of finalists are selected to receive varying amounts of funding grants for their businesses.

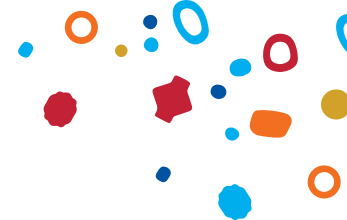


Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Insufficient support for social entrepreneurs	UNICEF Startup Lab	Led by UNICEF, supported by KOICA, and implemented by MEST Africa	UNICEF and KOICA	50% female, youth with disabilities also encouraged to apply	Accra, applicants nationwide	TBC	<p>UNICEF StartUp Lab is an accelerator programme for impactful businesses working to advance the SDGs for children and young people. The programme is led by UNICEF in Ghana, supported by KOICA and implemented by MEST Africa.</p> <p>The StartUp Lab aims to enhance the business, technological, and communication skills of participating entrepreneurs, and advise on the product-problem fit of their social impact, tech-driven solutions. It delivers a six-month curriculum to startups through intensive bootcamps in Accra, known as Work Weeks, as well as incubation hosted at partner hubs, mentorship, and virtual learning sessions.</p>
	Incubator Program	Reach for Change	Reach for Change	Social entrepreneur	Nationwide	TBC	The Incubator Program is meant for early-stage social entrepreneurs who receive the tools and support to develop, implement and scale up their ideas. The Incubator program provides a network and an inspiration, a challenge, and a push to develop, credibility and recognition, and security in the form of financing. The Incubator is not a physical place, but a network and a context aimed at assisting the social entrepreneurs in their quest to reach out to as many children and youths as possible.
	The Social Innovator's Challenge	Reach for Change	UNICEF / EU	Social entrepreneur	Nationwide	TBC	The iMAGINEghana Challenge identifies social innovators from Ghana with the passion and potential to make a strong positive impact on the lives of children. Our goal is to create lasting change for children specifically in the sectors of education; child protection; health and nutrition; water, sanitation, and hygiene; and youth participation.
	Youth Innovation for Sustainable Development (YISD) Challenge	National Youth Authority	UNDP	Young entrepreneur	Nationwide	TBC	An opportunity for young innovative entrepreneurs to present their innovations that are solving development challenges for support. Winners are provided with financial support, business mentorship and support services. This is a joint effort of the National Youth Authority and the UNDP.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Insufficient support for social entrepreneurs	Climate Innovation Centre Ghana	Ashesi University	TBC	Social entrepreneur	Accra	32	The Ghana Climate Innovation Center (GCIC) is a cutting-edge national business incubator located in Ghana. The Centre is an institute of Ashesi University, one of the country's premier tertiary institutions. The Centre was established in 2016 to support Ghanaian entrepreneurs and new ventures involved in developing profitable and locally appropriate solutions to climate change mitigation and adaptation.
Insufficient support for informal entrepreneurs	YIEDIE	Global Communities	Mastercard Foundation	NEET 17–24-year old's	Accra, Kumasi, Sekondi-Takoradi, Ashaiman and Tema	23,700	YIEDIE is a five-year project designed to create economic opportunities in Ghana's construction sector for economically disadvantaged youth, implemented by Global Communities in partnership with Mastercard Foundation. YIEDIE will directly reach at least 23,700 of these youth with training in technical, life and/or entrepreneurship skills leading to employment.
	Teen Mothers Entrepreneurship Support Programme	HOPin Academy	TBC	Teenagers	Tamale	N/A	Hopin Academy are making a deliberate effort to promote gender inclusion in all their programs. Teen mothers are usually left out in most entrepreneurship programs, and we seek to bridge that gap. Hopin is running two cohorts of training teen mothers on basic entrepreneurship skills yearly. They train them on soap making, baking, etc. and some soft skills including basic accounting and marketing etc. They also ensure there is a safe space for their babies as they undergo the training.
	Young Entrepreneurs Africa Business Plan Competition	Association Internationale des Etudiants en Sciences Economiques et Commerciales	TBC	Students	Several African countries including Ghana	TBC	Promotes youth entrepreneurship as an important source of innovation and creativity, a solution to unemployment, and a catalyst for socioeconomic development in Africa.



Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Reach	Objectives
Insufficient support for informal entrepreneurs	Nkosuo	TBC	Mastercard Foundation	All	Nationwide	N/A	The Nkosuo program, with an initial commitment of GHS 90 million from the Mastercard Foundation, will provide financial assistance, in the form of grants and soft loans, via participating institutions, including banks, fintechs, mobile lenders, NGOs, and Business Development Services. The amount and type of financial support that will be provided to eligible, qualified MSMEs, both in the formal and informal sector, will vary depending on the size of the enterprise, their need, and repayment capacity.
	Women in TVET	TBC	TBC	Females	Nationwide	N/A	A novel business competition intended to empower women in Technical and Vocational Education and Training (TVET) trades. The competition, dubbed “Women in TVET Business Competition” will provide financial support to women graduate trainees. Also, it will offer similar support to entrepreneurs of start-up and established businesses. Furthermore, the initiative seeks to help incubate and scale up their enterprises in key male-dominated service.



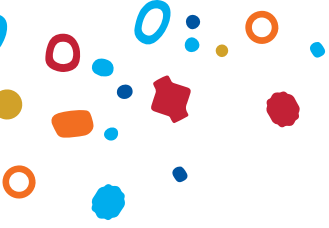
There is significant stakeholder interest in youth entrepreneurship among different types of actors, including Government. These initiatives span the majority of the challenge areas that young entrepreneurs in Ghana face. In particular, the Ghana Enterprises Agency plays a significant role in supporting MSMEs through its 190 Business Advisory Centers distributed around the country. The recently announced YouStart initiative is particularly significant given its ambition to provide 1 million jobs to Ghana's youth; indeed, it proposes to use 1 billion cedis of government budget and 2 billion cedis of donor funding each year. Since the initiative has only recently been announced, its effectiveness cannot be evaluated yet.

The private sector plays a key role in the youth entrepreneurship space by providing business incubation and funding, although these programmes face challenges. Incubators can be found in a range of cities across Ghana, including HOPin Academy in the relatively deprived Northern city of Tamale. Financial institutions such as Access Bank and Fidelity Bank provide funds for youth entrepreneurs across Ghana and across a range of sectors including social entrepreneurship. However, generally, programmes are not properly evaluated and, in many cases, have had limited success due to a number of challenges, including lack of demand for the particular types of skills being taught and the poor quality of training provided.

There are a wider range of development partners and civil society organizations engaged in the youth entrepreneurship ecosystem in Ghana. Development partners engaged in the ecosystem include GIZ, Mastercard Foundation, the British Council, UNCTAD and DFID. They typically work alongside government agencies

who work to implement the programmes. Civil society and donor partners are prevalent across several challenge areas, including the business environment, access to capital, entrepreneurial education, and social entrepreneurship. There are substantial programmes that address youth entrepreneurship from development partners, including the Mastercard Foundation which support programmes including YIEDIE, CAMFED, and others through its Young Africa Works strategy. Furthermore, partnerships between donor partners and Government appear to be frequent in the entrepreneurship space and various agencies have demonstrated the necessary capacity to implement donor programmes.

Whilst there are several entrepreneurship programmes operated and funded by civil society, the private sector, and development partners, there remain gaps, overlaps and duplication of efforts. For example, there are many programmes which aim to upskill and provide seed funding to youth entrepreneurs. In addition, there are an insufficient number of programmes targeted to informal entrepreneurs and entrepreneurs from rural areas. Many private sector incubators exist but remain ineffective. Furthermore, incubators are not often targeted towards a specific type of entrepreneur, meaning young people do not get support specific to their needs.



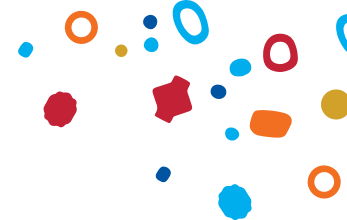
4.4.5 Opportunities for Generation Unlimited

This section considers the opportunities for GenU in responding to the gaps in the policy and programmatic environment to ensure better entrepreneurship outcomes for youth in Ghana. Firstly, it maps the existing challenges to the gaps and opportunities for the entrepreneurship thematic area. Each opportunity is then described in depth.

Table 18: Opportunities for GenU in the ‘Entrepreneurship’ thematic area

Challenge	Opportunity	Description
The business environment	Scaling up support services for all youth entrepreneurs	<ul style="list-style-type: none"> • Non-financial support services include business counselling, mentoring, training programmes, and business development support. Scaling successful examples of incubators that provide this support effectively could reap significant benefit. • This kind of support is found to have more of an impact on female entrepreneurs than male entrepreneurs, according to the global literature.²⁸⁸ Thus, it is suggested that recruitment efforts for the incubation programme be focused on females to a greater extent than males, although all should be supported. • Given the significant number of incubators already, it is important to scale existing efforts in the ecosystem, as well as coordinate between existing incubators to leverage expertise, rather than create new programmes which further crowd the ecosystem. • Recruitment of the private sector, particularly from innovative sectors rather than traditional industry, could help identify training, funding, counselling, and mentoring and other services for entrepreneurs.
Access to capital	Advocacy and implementation support for financial support programmes including YouStart	<ul style="list-style-type: none"> • The government has introduced a flagship policy, YouStart which aims to provide funding for entrepreneurs to ensure the creation of 1 million jobs for youth. 3 million cedis per year is to be invested. The World Bank will be conducting due diligence of YouStart’s proposed design and will advise the government on key aspects of the proposed initiative. • It is imperative to ensure that this funding is spent cost effectively and equitably. For example, there is a gap in funding for entrepreneurs that are young, have not been to university or indeed even JHS or SHS, and are in the early stages of their entrepreneurship process. There are also opportunities for alternative financing mechanisms which could prove effective, such as crowdfunding, debt financing, grants and syndicate to support entrepreneurs which could be considered as part of the initiative. • Advocacy and implementation support for YouStart would ensure that this funding reaches the hands of youth entrepreneurs who need the funding most and also ensure the most cost-effective use of the government programme. • Furthermore, there is a need to support private sector organisations in ensuring entrepreneurs are ready and organised to receive funding from financial support programmes including but not limited to YouStart.

²⁸⁸ Organization for Economic Cooperation and Development (OECD). *Policy Brief on Women’s Entrepreneurship*. OECD. <<https://www.oecd.org/cfe/smes/Policy-Brief-on-Women-s-Entrepreneurship.pdf>> Accessed 24 October 2022.



<p>Attitudes to entrepreneurship and entrepreneurial education</p>	<p>Advocacy for entrepreneurship curricula reform</p>	<ul style="list-style-type: none"> • The attitudes of young people towards entrepreneurship are largely positive, with most seeing it as a good career path and feeling equipped with the adequate skills needed. However, there are fundamental skillsets that young people are missing if they are to become successful entrepreneurs. These skill sets include critical thinking, creativity, communication, collaboration, digital literacy, and ICT skills. • Curricula reform should ensure entrepreneurial education includes experiential elements to overcome such skill deficits. Ensuring that teachers are equipped with the technical and pedagogical skills for delivering entrepreneurship education is critical, as well as ensuring real-life entrepreneurs are involved in the curriculum. Furthermore, the introduction of business plan competitions and business simulations would ensure further experiential learning and the development of problem-solving skills. • The curricula should also ensure it promotes social entrepreneurship, including social responsibility and citizenship and focus experiential elements of the curriculum on solving social issues that local communities face. • Finally, the introduction of entrepreneurship at a younger age has demonstrated effectiveness in fostering an entrepreneurial mindset and the curriculum could begin at the onset of JHS rather than only in SHS. This would also ensure that young people who drop out of school before SHS would receive some degree of entrepreneurship education.
<p>Insufficient support for social entrepreneurs</p>	<p>Support services for social entrepreneurs</p>	<ul style="list-style-type: none"> • Whilst the social enterprise ecosystem is relatively well populated in Ghana, efforts to scale social enterprises have not produced many national-scale Ghanaian based social enterprises. • There is a need to improve services by building off the capacity of existing incubator hubs but building around a community focused on a specific social issue, be it human development, climate change, or financial inclusion. Creating such communities will lead to greater knowledge sharing on the social issues themselves. • This support should also be paired with a greater number of funds for specific causes and further education around the specific issues in the entrepreneurship education curriculum.
<p>Insufficient support for informal entrepreneurs</p>	<p>Support services for informal entrepreneurs</p>	<ul style="list-style-type: none"> • The existing entrepreneurship ecosystem currently focuses on support for formal entrepreneurs including incubator hubs, entrepreneurship funds, and training courses. However, most entrepreneurs are informal and require more fundamental forms of support. There are significant gaps in programming for informal entrepreneurs. • A programme could focus on informal entrepreneurs, discover their needs based on further research, and tailor support accordingly. For example, support could focus on fundamentals for business such as financial and digital literacy, market scoping, standard literacy and numeracy, psychosocial support, finding market space, and social security provisions. • This could be targeted specifically at young people who have less than secondary education, or specifically at rural youth. There is also an opportunity to develop a specific programme for young female entrepreneurs or support the scale of existing programmes targeted to young female entrepreneurs.

4.4.6 Conclusion

This chapter has assessed the challenges, policies and programmes that relate to youth entrepreneurship in Ghana. It has found that young entrepreneurs, and youth with potential to become entrepreneurs, face several challenges in becoming entrepreneurs and becoming successful once they have started their businesses. These challenges include an unfavourable business environment, insufficient access to capital, attitudes to entrepreneurship and entrepreneurial education, insufficient support for social entrepreneurs, and insufficient support for informal entrepreneurs. Whilst there is much interest from the government and other stakeholders in supporting youth entrepreneurship, particularly with flagship government programmes such as YouStart and NEIP, lack of coordination leads to many stakeholders implementing similar programmes and duplicating efforts without filling whitespaces. Furthermore, the sustainability of government initiatives is in question given that bodies and programmes have not been mandated via the policy and parliamentary process.

From this analysis of the ecosystem, five key opportunities for GenU have emerged. To have the most impact in improving entrepreneurship outcomes for youth, opportunities for GenU include scaling up support services for female entrepreneurs, advocacy, and implementation support for YouStart, Advocacy for entrepreneurship curricula reform, support services for social entrepreneurs; and, finally, support services for informal entrepreneurs.

4.5 Engagement

4.5.1 Introduction

Young people have a fundamental right to participate and engage meaningfully in society. According to Article 12 of the United Nations Convention on the Rights of the Child, signed by 196 countries, young people have the right to have their voices listened to and taken into account in decisions that affect their lives.²⁸⁹ This right, alongside other rights outlined in the Convention such as the right to non-discrimination and freedom of expression, puts a duty on governments to create an enabling environment for young people to influence decisions and policies that impact them.

Research has shown that meaningful youth participation results in more relevant and effective programmes and policies, enhanced protection, and non-discrimination, and promotes accountability and good governance.²⁹⁰ Meaningful youth participation is a participatory process in which young people's ideas expertise, experiences, and perspectives are integrated throughout programmatic, policy and institutional decision-making structures, in order to best to inform outcomes.²⁹¹ Critically, meaningful participation builds adolescents' self-confidence and self-efficacy as their views are taken seriously, and contributes towards ensuring young people become productive and engaged citizens.

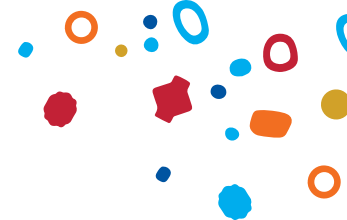
Despite being low, adolescent and youth engagement in Ghana is increasing and higher than other African countries.²⁹² Ghana ranked 40th (out of 181 countries) and scored 0.35 (out of 1)

²⁸⁹ United Nations Children's Fund. 2020. *Engaged and Heard – Guidelines on Adolescent Participation and Civic Engagement* <<https://www.unicef.org/documents/engaged-and-heard-guidelines-adolescent-participation-and-civic-engagement>> Accessed 24 October 2022.

²⁹⁰ Ibid.

²⁹¹ Ibid.

²⁹² Logan, Carolyn. Sanny, Josephine. Han, Kangwook. 'Who gets involved? Insights on civic engagement in Africa and implications for fostering volunteerism in pursuit of development goals'. Afrobarometer. 2021. <<https://www.afrobarometer.org/publication/pp72-who-gets-involved-insights-civic-engagement-africa-and-implications-fostering/>> Accessed 24 October 2022.



for youth political and civic participation on the Youth Development Index (YDI) in 2020.²⁹³ The low score for political and civic engagement is driven by low youth attendance in community meetings and limited contact with local government officials.²⁹⁴ Conversely, Ghana ranked 9th out of 30 countries for citizenship participation on the Youth Wellbeing Index.²⁹⁵ This high ranking is due to the existence of a National Youth Policy (NYP), high rates of volunteering among youth at 25%, and a low average age of 21 years for office.²⁹⁶ In fact, Ghana had 10 members of parliament (MPs) aged 35 or below in 2019.²⁹⁷

Box 8: What works for improving engagement outcomes?²⁹⁸

According to the literature review undertaken by Generation Unlimited at the global level, the following activities can be considered 'best practice' in improving engagement outcomes.

Developing laws, policies and budget allocations supporting youth engagement: The rights of young people to participate in all spheres need to be underpinned by a conducive legislative and policy environment. Establishing legal rights, incorporating considerations specific to young people into policies and providing the necessary budgetary support to ensure there are funded mechanisms to support youth participation can help ensure participation is institutionalized and culturally embedded in broader systems.

Creating and sustaining organized structures for young people's participation in civic engagement: For young people to become engaged members of civil society, it's imperative for sustainable, safe, and well-organized structures for capturing and sharing youth voices to be created across the education, civil society, government, and work spheres.

Instituting Global Citizenship Education (GCE): To equip young people with the necessary life skills for engagement in social change such as critical thinking, empathy, respect for diversity, participation and problem solving, Global Citizenship Education (GCE) should be provided where possible, as a compulsory subject within the education system – for all young people, including those in vocational education.

Investing in young people's capacities, networks, and partnerships: Young people need to have a strong voice within civil society especially in development programs, humanitarian work and peace-building.

293 Commonwealth. Global Youth Development Report 2020. <<https://ocdc.coop/2020-global-youth-development-report/>> 24 October 2022.

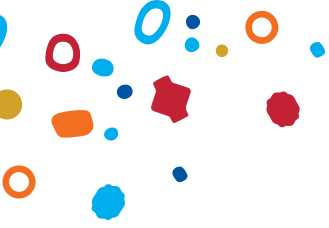
294 Ministry of Youth and Sports. Draft National Youth Policy 2020.

295 International Youth Foundation. Global Youth Wellbeing Report. 2017. <<https://iyfglobal.org/library/2017-global-youth-wellbeing-index>> Accessed 24 October 2022.

296 Ibid.

297 Commonwealth Secretariat. Overview of Youth Development in Ghana 2021.

298 Generation Unlimited *Creating decent jobs for youth*. 2020. Available at: <<https://www.generationunlimited.org/media/3006/file/Action%20Guide%204:%20Creating%20decent%20jobs%20for%20youth.pdf>>



Box 9: Definitions and Concepts

Youth Engagement: Youth engagement means involving youth in planning and decision making that affects themselves and others to create social change. Youth engagement happens in youth-adult partnerships that are structured so that both groups contribute, teach, and learn from each other.²⁹⁹

Civic Education: Civic learning refers to the practical, political, and theoretical education on 'active citizenship' in schools. Mainly referring to developing the capabilities and commitments of individuals to become active members of society.³⁰⁰

Active Citizenship: A citizens' active involvement in the political life and democratic development of his/ her country on national, community and global level under the legislation of the relevant country.³⁰¹

Leadership Skills: A person's ability to organize and motivate a group of people to work towards and reach a common goal. Leadership skills include both personality traits and developed capabilities including but not limited to team building, conflict management and communication.³⁰²

Voting Apathy and Political Alienation: Voting Apathy refers to disinterest amongst voters in electing democratic representatives. This often results in low turnout rates for eligible voters. Political alienation can be a cause of voting apathy; however, the alienated voters do not lack interest but feel marginalized or estranged from the political system and alienated from their government.³⁰³

Participatory Governance: Allowing citizens to actively take part in public policy and decision-making through deliberative democratic practices. Innovative methods to deepen citizens' involvement in governance are leading to improved public accountability and can tackle democratic deficits. An example would be involving citizens in budgeting decisions by involving the public in the allocation of funds.³⁰⁴

299 Act for Youth. *What is youth engagement, really?* 2021. Available at: http://actforyouth.net/youth_development/engagement/

300 Crittenden, Jack., and Levine, Peter. Civic education. *Stanford Encyclopaedia of Philosophy*. 2007. <<https://plato.stanford.edu/entries/civic-education/>>

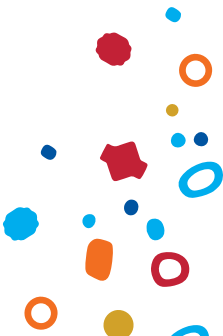
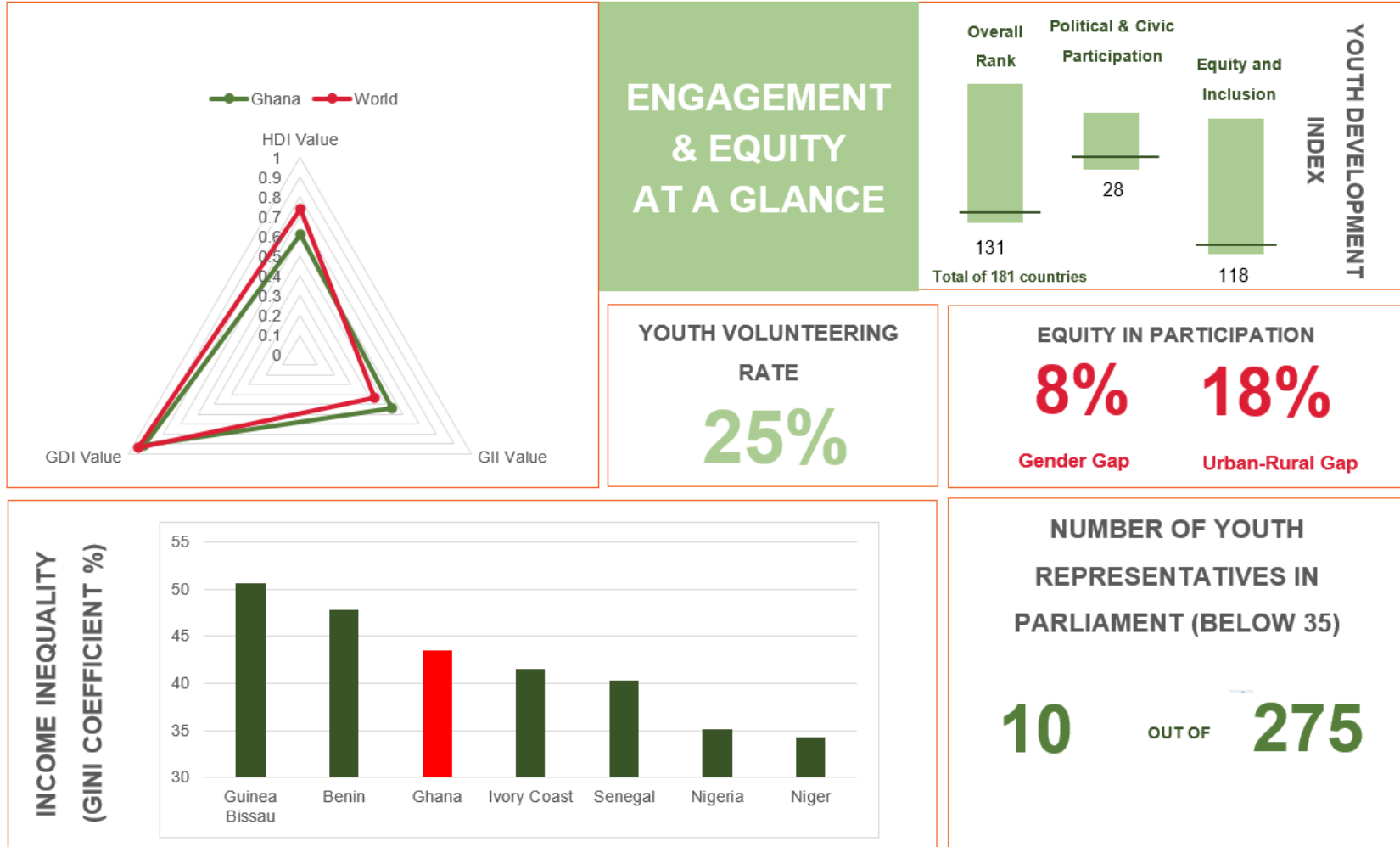
301 Nelson, Julie., and Kerr, David. Active citizenship in INCA countries: Definitions, policies, practices, and outcomes. *London: NFER/QCA*. 2006.

302 Salas-Pilco, Sdenka. Z. Evolution of the framework for 21st century competencies. *Knowledge Management & E-Learning: An International Journal*, 5 (1),. 2013. pp. 10-24.

303 Dean, Dwight. G. Alienation and political apathy. *Social Forces*, Vol. 38 No. 3 1960. pp.185-189.

304 Fischer, F. (2012). Participatory governance: From theory to practice. In *The Oxford handbook of governance*.

Figure 6: Engagement at a glance³⁰⁵



4.5.2 Constraints

Lack of 21st century skills development and leadership roles in education

Equipping Ghanaian youth with the necessary social and theoretical tools and skills to become active and engaged citizens is a key educational goal.³⁰⁶ As a result, citizenship education is taught in social sciences and includes topics such as the constitution, governments and authority and, explorations of civic responsibility and justice.³⁰⁷ The citizenship education curriculum aims to produce competent, reflective, concerned and participative citizens who will contribute to the development of their communities in the spirit of patriotism and democracy.³⁰⁸ However, these aims have been met with criticism from contemporary scholars who argue that the citizenship education curricula still largely follows a traditional social sciences approach, which may be limiting in terms of its potential to foster students' civic competencies.³⁰⁹

Opportunities for engagement and involvement in school governance are available in Ghana but limited in their scope.

While student representative councils (SRCs) are formed at most levels of education, a recent study conducted by Colleges of Education revealed that the decisions taken by members of SRCs were consistently overruled by management.³¹⁰ Similarly, another study on student participation in SHS found that the decision-making ability of SRC executives varied across

schools with some schools providing more opportunities for participation in decision-making than other schools.³¹¹ Furthermore, in some schools, participation in decision making appeared to be episodic, restricted and largely initiated by the school authorities.³¹² Lastly, interactions between student leadership and staff were affected by power relations which also affected the level of students' participation in decision-making.³¹³

In addition, there is a lack of opportunities to build leadership competencies that would allow young people to become relevant decision makers.³¹⁴ Leadership is a crucial capability for young people to be able to tackle injustices in society, participate in decision-making and make their voices heard. Due to a lack of opportunities to practice leadership in and out of school, many young people do not have the ability to organize and motivate a group of people to work towards a common goal.

"If you don't have the required skills, there is no way you can go into the available spaces to make a meaningful contribution in terms of governance" – Civil Society

Negative socio-cultural attitudes and norms

Low rates of meaningful youth participation are caused, in part, by negative social and cultural attitudes. Stakeholders indicated that in many Ghanaian communities, power and respect are earned based on age, resulting in

306 The above statistics define youth as those between 15-25

307 Karsten, Andreas, Pitschmann, Ashley and Reymann, Mathias. 'Where to? Young people in Ghana.' *Youth Policy Labs*. 2020.

308 Adams, Francis. H. Effective teaching of citizenship education in Primary Schools in Ghana, *Journal of Education and Practice*, Vol 4, No.10 2013.

309 Angyagre, S.E. and Quainoo, A.K. 'What are the critical dimensions in Ghana's senior high school social studies curriculum? Under the lens of a critical global citizenship education framework'. *International Journal of Development Education and Global Learning*, Volume 11 (2). 2019. pp. 142-158.

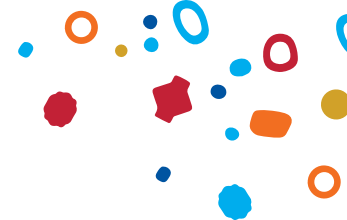
310 Adam-Yawsan, N. Developing student leadership in colleges of education in Ghana, *Journal of Humanities and Social Science*, Vol 25, Issue 11, 2020.

311 Glover, Dorothy, A. *Student participation in decision-making in senior high schools in Ghana*. Thesis submitted to the University of Sussex for the degree of Doctor of Education. Unpublished. 2015.

312 Ibid.

313 Ibid.

314 This constraint became relevant throughout various stakeholder consultations.



“As adults, when we walk into a space and we see a young person, and our immediate assumption is that this person is an assistant, an aid, or an understudy because youth is not synonymous with responsibility, it is not synonymous with ability, it is not synonymous with wisdom. It’s only synonymous, a lot of the time in our society, with energy.” – Civil Society

significant cultural barriers to the inclusion of youth in decision-making structures. This is often because powerholders attach low value to young people’s opinions. Therefore, even though many policies and programmes are in place, youth often have little experience with engagement and remain side-lined and disillusioned.

Negative socio-cultural norms and prevailing cultural values often impede adolescents and youth participation in both private and public settings. In Ghana, many adolescents, girls, and young women especially, are discouraged from questioning adults or exercising their free thought. Norms that reinforce patriarchy and discrimination based on gender, disability, religion, sexual orientation, or family income can further marginalize adolescents and exclude them from relevant decisions.

Inconsistent implementation of youth engagement at the local level

In the ongoing decentralisation of key government functions to local authorities and the creation of metropolitan, municipal and district assemblies (MMDAs), the government of Ghana aims to increase engagement in decision-making.³¹⁵ This

delegation of central government functions to district and community level which has been observed since the passing of the Local Government Act in 1993 and the establishment of MMDAs in 2000, is intended give the population, including youth, the opportunity to engage in governance at the local level.³¹⁶

In 2010, the National Decentralisation Policy was launched to strengthen and elaborate on the aspects of decentralisation.³¹⁷ By advancing participatory governance, the decentralisation policy has created space for youth to become involved. However, the decentralisation policy fails to specify how these goals should be realised. The Local Governance Act of 2016 expands on the Decentralisation Policy and gives governing authority to the MMDAs in youth and sports. Interviews with stakeholders have suggested that the local authorities lack capacity and funding to fully empower the youth and integrate them into decision-making. In addition, some government policies are not youth-friendly and therefore create further barriers to youth involvement in decision-making. In a recent report, a number of young people indicated that they have experienced instances of exclusion during MMDA meetings. Young people that were interviewed felt that their presence in these forums was tokenistic because their views were not considered during decision-making. FGDs with youth corroborated this and revealed that even for young people in official decision-making positions, their voices and views are considered less important than those of adults.

“We are assumed to be too young and not productive enough. They usually say “what the elderly sees when he sits down, the young cannot see even if they climb the tallest tree” – Youth, Greater Accra Region

315 Boamong, Michael. ‘Active Citizenship and Participation in Democratic Governance’ in *Overview of Youth Development in Ghana*. Commonwealth Secretariat, <<https://www.thecommonwealth-ilibrary.org/index.php/comsec/catalog/>

download/5/327/2899?inline=1> Accessed 23 October 2022.

316 Republic of Ghana *Local Governance Act (963)*, Accra: Republic of Ghana. 2016.

317 Ministry of Youth and Sports. *National Youth Policy*. Accra: Republic of Ghana. 2010.

The lack of clarification within the decentralisation policy is a major obstacle to the effective engagement of youth at the local level. The lack of clear instructions on how youth should be engaged in decision-making processes and the lack of detail on the mechanisms that should be put in place, makes it easier for MMDAs to exclude youth. Research shows that neither the Decentralisation Policy or the National Youth Policy clarify how youth strategies and platforms for engagement should be established, and under which rules they should operate.³¹⁸ As a result, the National Youth Authority (NYA) struggles to detail how district youth committees should bring localised youth issues forward to ministries, regional bodies, or local councils.³¹⁹ Stakeholders further revealed that most districts do not want to bear the opportunity cost of enabling youth to participate as they see them as incapable. These issues are compounded by the widespread lack of adequate funding, which limits the MMDA's ability to implement meaningful, participatory governance processes.

“When it comes to financing to make these opportunities real, most districts do not really make it happen because of financing of these processes because it’ll take a lot of money to be able to engage all these people.”

Politicization of youth engagement

Youth consultations revealed that youth participation in organised decision-making bodies has predominantly happened through political formations.

This presents a barrier for youth who do not align themselves with political parties. Additionally, the strong influence of party formation is a pervasive feature of youth participation at the local level. Young people indicated that leaders of youth networks were selected largely due to their political affiliation. Stakeholders further indicated that this results in youth feeling let down by youth representatives in political parties, further contributing to scepticism and distrust of political parties.

The formulation of the NYP has also been criticised for the strong involvement of political party youth wings. To be more inclusive and representative, consultations should have taken place with more youth outside of political structures. It has further been reported that participation and representation of youth in parliament is increasingly tokenistic and co-opts youth into the institutional and exclusionary political processes and decision-making structures of the state.³²⁰ Experts argue that youth representatives in political parties are not seen as representatives of youth, but rather as party soldiers to help push certain political outcomes.³²¹ In a recent study, it was found that that presence of youth in parliament does not further the genuine concerns and issues of youth and that young MPs act primarily in the interests of their political party.³²² It is yet to be seen whether the latest iteration of the NYP will suffer the same criticisms.

This overpoliticization of youth in politics results in low voter registration of young people, voting apathy and cynicism towards politics. This trend is reflected in the low rates of political interest of young people. According to an Afro barometer survey, only 55% of young people expressed any interest in politics and public life, compared to 76.3% of adults, while

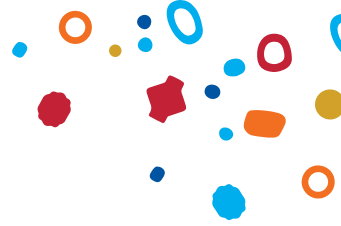
318 Voices of Youth Coalition. *People's National Youth Policy: Our Voices for a Youth- Inclusive Ghanaian Society*. Accra: YES for the Commonwealth Foundation. 2017.

319 Boampong, Michael. *Active Citizenship and Participation in Democratic Governance*. in *Overview of Youth Development in Ghana*. Commonwealth Secretariat. 2021.

320 Voices of Youth Coalition *People's National Youth Policy: Our Voices for a Youth- Inclusive Ghanaian Society*. Accra: YES for the Commonwealth Foundation. 2017.

321 Van Gyampo, Ransford. E. (2012). The youth and political ideology in Ghanaian politics: The case of the fourth republic. *Africa Development*, 37(2), pp. 137-165. 2012.

322 Ibid.



34% of Ghanaian youth indicated that they have never discussed politics.³²³

Exclusionary practices that lead to inequitable engagement

In Ghana, young people are allowed to vote from the age of 18. In addition, anyone aged 21 and above has the constitutional right to candidacy for political leadership, while presidency is only available for people aged 40 or above.³²⁴ However, the FGDs revealed that many young people feel they don't meet the eligibility criteria required to apply for these positions. Eligibility criteria includes educational attainment, work and volunteering experience as well as proficiency in English. Additionally, there is a widespread lack of interest amongst young people when it comes to considering political leadership.

Furthermore, informational deficits are a key driver of the discrepancy between opportunities for youth engagement and actual youth engagement. Youth consultations indicated that there is an increasing number of opportunities, however, they are poorly advertised, and place a significant burden on the youth to seek avenues for engagement. Young people further indicated that there is minimal understanding of the role of the Ministry for Youth and Sports. In addition, the processes of selection are often highly exclusionary. For example, to be selected for participation and engagement opportunities, English proficiency, work and/or volunteering experience and high levels of education are often required. These standards deter potential applicants and minimise the diversity and representation that these platforms and programmes can achieve.

Participation in civic engagement opportunities often requires a registration cost or a participation fee which discriminates against young people from poorer families.

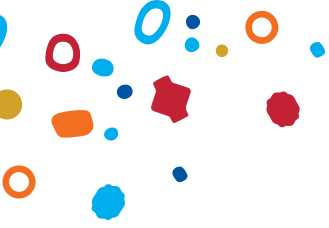
As such, poverty automatically excludes youth from accessing civic engagement opportunities. Given the fact that poor youth are predominantly located in rural areas, these exclusionary practices not only discriminate against poorer youth but also increase the urban-rural participation gap, which was estimated at 18% in 2019.³²⁵ Lack of education, skills, financial means, as well as location are important factors in determining one's ability to participate in engagement opportunities. Requirements such as a high level of education and English proficiency or basing all opportunities in urban centers, reinforces systemic exclusion.

YOUNG PEOPLE FURTHER INDICATED THAT THERE IS MINIMAL UNDERSTANDING OF THE ROLE OF THE MINISTRY FOR YOUTH AND SPORTS.

323 Logan, Carolyn, Sanny, Josephine, Kangwook, Han. *Who gets involved? Insights on civic engagement in Africa and implications for fostering volunteerism in pursuit of development goals* Summary of Results, Round 8. 2021. <<https://www.afrobarometer.org/publication/pp72-who-gets-involved-insights-civic-engagement-africa-and-implications-fostering/>> Accessed 24 October 2022.

324 Boampong, Michael. 'Active Citizenship and Participation in Democratic Governance'. 2021.

325 Afrobarometer 'Support for Democracy Stays Strong in Africa, but 'Dissatisfied Democrats' Who Will Safeguard Its Future Are Few'. Video, 25 February. Active Citizenship and Participation in Democratic Governance. 2019. <<https://afrobarometer.org/fr/videos/democracy-africa-demand-supply-anddissatisfied-democrat>>.

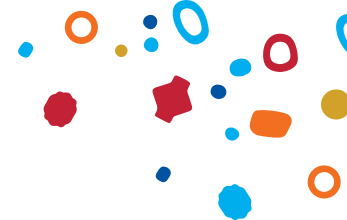


4.5.3 Policy Environment

This section outlines and evaluates the government policies relevant to youth engagement in Ghana.

Table 19: Description of government policies relevant to engagement

Policy	Year	Objectives
Ghana National Service Scheme Act	1980	Mandates one-year of national service to the country upon graduation from an accredited institution.
National Persons with Disability Act	2006	Aims to include and empower persons with disability. It mandates the establishment of the National Council for Persons with Disability.
National Decentralisation Policy	2010	The National Decentralisation Policy, launched in 2010 is another key policy that aims to facilitate increased youth participation and engagement. It highlights the need to conduct youth situational analysis, assess the needs of youth organisations, review youth employment interventions and support the development of district youth strategies and programmes informed by the NYP. The National Decentralisation Policy widened the scope of the Local Government Act from 1993.
National Youth Policy (NYP)	2010; under revision	This policy provides guidelines on youth engagement, and it underscores the importance of youth engagement in working on youth issues. It also ensures that all Ghanaian youth have access to ICT resource centres to provide them with opportunities to participate in digital civic engagement and obtain ICT skills.
National Gender Policy	2015	A framework on how to include women’s rights, gender equality and female empowerment into Ghana’s national development.
Local Governance Act	2016	The Local Governance Act of 2016 expands on the Local Government Act and the Decentralisation Policy and 2016 award governing authority to the MMDAs in youth and sports.



Although fragmented, legal structures and policies around youth engagement exist and Ghana has a strong policy framework around youth engagement.

The MOYS and the NYA are the main institutional actors to drive youth engagement.³²⁶ The NYA is a long-standing institutional actor in Ghana, currently mandated under the 2016 National Youth Authority Act to facilitate empowerment and ensure the development of the Ghanaian youth. One of its main organizational pillars is Youth Policy Governance and Leadership. Under this thematic area, the NYA has established notable initiatives to promote decision-making and leadership skills among the youth.³²⁷ The National Commission for Civic Engagement was established by the National Commission for Civic Education (NCCE) Act to enhance and enable civic education and engagement in schools.³²⁸ The NCCE ensures adequate citizen education in schools and deploys various project to enhance participation amongst young people. While the NCCE is successfully implementing a range of cross-cutting projects that enable young people to become active citizens, the Commission struggles with funding to sustain its efforts.³²⁹

In 2019, the NYA established the Youth Parliament Model in MMDAs to better integrate youth in decision making.

Currently, 110 Youth District Parliaments have been set up, with 150 still waiting for inauguration.³³⁰ The Upper West and Northern Region have so far managed to operationalise their Regional Youth Parliaments. In 2018 and 2019 two nationwide youth volunteer work camps were organised by the NYA giving a total of 1,100 young people the opportunity to contribute to debate around three central modules namely, infrastructure,

education, as well as environment and sanitation. To further institutionalize volunteerism in Ghana, the NYA is developing A National Volunteer Infrastructure and The National Youth Volunteer Programme (NYVP).³³¹

The two most relevant policies are the NYP and the Decentralisation Policy.

Formed in 2010, the NYP governs youth participation and engagement. Further, the NYP aims to ensure that all Ghanaian youth have access to ICT resource centres to provide them with opportunities to participate in digital civic engagement and obtain ICT skills.³³² The 2010 NYP is currently under revision and the NYA has developed a revised draft of the NYP for the period of 2020 - 2030. The draft Youth Policy has addressed gaps of the previous policy and now incorporated two additional documents, a Policy Implementation Plan and Implementation Monitoring Framework to insure effective implementation at every state level.³³³ In 2010, the National Decentralisation Policy was launched to strengthen and elaborate on the aspects of decentralisation.³³⁴ By stressing the importance to locally integrate youth along the NYS by advancing participatory governance, the decentralisation policy has created space for youth to become involved in decision-making.³³⁵

Although both the NYP and the NDP request for young people to be involved in the policy development process, this doesn't consistently take place.

The lack of clarification within the policy together with missing penalties and accountability mechanisms result in the lack of implementation. The lack of implementation takes place predominantly at the local level. This is primarily due to a lack of funding. In addition, local administrators do not have sufficient capacity to effectively deliver programmes. With MMDAs needing to coordinate the disbursement

326 Ministry of Youth and Sports. *National Youth Policy*. 2016.

327 National Youth Authority. *Youth Policy Governance and Leadership*. 2021. <<http://www.nya.gov.gh/index.php/programmes/governance-youth-empowerment>> Accessed 24 October 2022.

328 National Commission for Civic Education Ghana 2021 <<https://www.nccegh.org/>> Accessed 24 October 2022.

329 National Commission for Civic Education Ghana Flagship Programmes. 2021 <<https://www.nccegh.org/>> Accessed 24 October 2022.

330 National Youth Authority. *Youth Policy Governance and Leadership*. 2021.

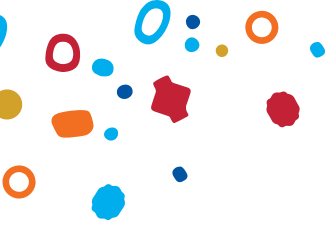
331 Ibid.

332 *National Youth Policy* 2016.

333 National Youth Authority. *Youth Policy Governance and Leadership*. 2021. <<https://www.nya.gov.gh/programmes/governance-youth-empowerment>>

334 Ministry of Local Government and Rural Development. *Decentralization Policy*. 2010.

335 Boamong, Michael. *Active Citizenship and Participation in Democratic Governance*. 2021



of funding across multiple departments, there is an increased risk for delay to reach the district directors needing to approve the budgeting. This delay further impacts the ability to implement policies and programmes. As such, public work and social welfare initiatives at local level which would allow for volunteering opportunities or political engagement for youth are seldom implemented.³³⁶

“We have these channels, but sometimes, the red tape between these channels and the ultimate source of power, which can actually make the difference and the change, has been extended and there’s so many barriers. So yes, there are channels to submit your information and submit your requests, but I feel like there needs to be more work done in streamlining that process and shortening that chain” - Government



UNICEF/ROGER/2023

336 Ibid.

4.5.4 Programmes and Initiatives

This section provides an overview of the interventions that aim to help youth overcome the challenges they face within the engagement strategic priority area.

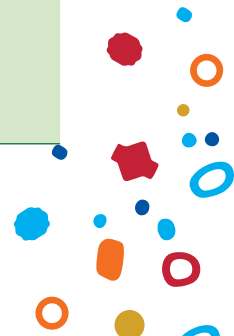
Table 20: Engagement Programmes

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Lack of 21st century skills development & leadership roles in education	Youth Leadership and Skills Training Institutes (YLSTI)	NYA	GoG	All Youth	National	Programmes run for 6 months, 2 years, 4 years	Prepares youth to assume the responsibilities of adult life and to contribute to national development. It provides technical, vocational, and leadership skills training for youth in rural areas. The program targets junior and senior secondary graduates and illiterate youth in the construction, agricultural, catering, and beauty industries and aims at the development of local economies.
	Annual Democracy Lecture	NCCE	GoG	All Youth	National	TBC	It provides a chance for students to reflect on the democratic development of Ghana, to assess current challenges and formulate a way forward. The lecture aims to create a sense of shared ownership.
	Annual Citizenship Week	NCCE	GoG	All Youth	National	As of 2018, two million, in 10,000 school and 10,000 volunteers who serve as resource persons.	Citizenship Week encourages citizens to take up their civic duties and responsibilities. Various civil society and humanitarian advocates run educational programs for students on what being a good citizen means.
	Annual Constitution Week	NCCE	GoG	All Youth	National	28th of April to the 4th of May, nationwide.	Various activities, lectures and other events are taking place to celebrate democratic rule in Ghana, while educating the population on the principles and objectives of the 1992 constitution.
	Civic Education Clubs	NCCE	GoG	All Youth	National	TBC	To educate students on the constitution, their rights and civic duties, civic education clubs have been setup around the country. These are designed to help disseminate knowledge on democracy and nation building. The clubs foster leadership development skills so that young people can become future decision makers.



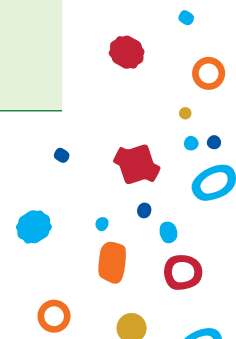
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Lack of 21st century skills development & leadership roles in education	Project Citizen	NCCE	GoG	Students 11-18	National	TBC	Educating students on how to monitor and participate in governance and public policy. The project teaches youth civic knowledge, civic skills and develops democratic capabilities among the youth.
	Dialogue Series	NCCE	GoG	All Youth	National	Six Dialogues have been held so far	A dialogue series to discuss democratic issues and empower citizens to get involved. This quarterly series was introduced by the Commission in 2014 and dubbed “Engage, Educate, Empower”. Thus far, six dialogues have been held which discussed the following topics. Beyond the August 29 Verdict: Balancing the power between the Three Arms of Government- Lessons and the path ahead. Assessing the effectiveness of District Assemblies in Ghana’s Democracy Assessing the effectiveness of Parliament Assessing the effectiveness of the Media Dialogue on Corruption.
	Ghana National Service Scheme	MoE, National Service Secretariat	GoG	All Youth	National	More than 70,000 tertiary graduates are assigned by the NSS to 12-month employment postings	The program legally obliges every person graduating from an accredited educational institution (primarily tertiary institutions) to one-year of national service in various sectors including as agriculture, health, education, local government, rural development, including surveying, physical planning, civil engineering and rural industries.
	Youth Volunteer Work Camps & Development	NYA	GoG	All Youth	National	1,100 (total)	In 2018 and 2019 two nationwide youth volunteer work camps were organised. These camps were structured around three modules: infrastructure, education, and environment and sanitation.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Lack of 21st century skills development & leadership roles in education	National Youth Volunteer Programme	NYA	GoG	All youth	National	2021-2030 to be launched	The NYVP is a flagship programme by the National Youth Authority and other relevant institutions with the aim of promoting national integration, the spirit of patriotism, nationalism, and community service among the youth of Ghana. One of the objectives of this initiative is to serve as a basis of learning for the youth to gain work experience and to jumpstart their careers. It will also involve establishment of a formalised volunteering system to enable youth to engage in volunteering and develop relevant skills.
	Youth Dialogues	NYA	GoG	All youth	National	TBC	The main objective of this initiative is to create enabling platforms for young people to engage youth development stakeholders, including policymakers and civil society advocates to discuss issues affecting their lives. It is hoped this will increase youth participation in programme planning and implementation.
	Ghana Youth Federation	NYA	GoG	All youth groups	National	TBC	The National Youth Authority is working on the formation of the Ghana Youth Federation which is an umbrella body of all registered youth groups in Ghana. This will provide the youth the opportunity to occupy their position in the NYA's governance structure and the platform to champion issues affecting the lives of young people.
	Youth Parliament	YEFL	TBC	TBC	Started the Saboba Youth Centre, later adopted and currently being modelled and implemented by YEFL-Ghana in parts of the Northern Region of Ghana.	TBC	Self-initiated activity, implemented by a youth group to discuss and find solutions to community issues they identify, with relevant follow up mechanisms using the procedures and principles of a democratic parliamentary system.



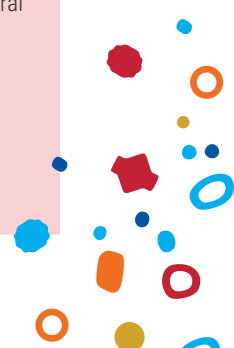
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Lack of 21st century skills development & leadership roles in education	Ghana Skills Development Initiative (GSDI)	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in cooperation with the Commission for Technical and Vocational Education and Training (CTVET)	German Federal Ministry for Economic Cooperation and Development (BMZ) European Union (EU) and Swiss State Secretariat for Economic Affairs (SECO)	TBC	TBC	TBC	GSDI aims to help youth acquire skills relevant to the job market and they are provided competency-based training model within public institutions, the TVET system and the private sector.
	Youth Centre approach	YEFL	TBC	Youth in North	10 youth centres in 10 districts in Northern region of Ghana	TBC	This program provides a platform for youth to discuss and engage politically to develop leadership skills.
	SDG kids	PDA	TBC	TBC	TBC	TBC	This scheme educates children on the SDGs, and it facilitates the formation of SDG action clubs in communities to take action and lead SDG Kids' project activities in schools. Children are engaged through games, arts, crafts, and competitions in addressing developmental challenges in their communities.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Lack of 21st century skills development & leadership roles in education	Young Leaders Programme	Friedrich Ebert Stiftung (FES), Youth Network for Human Rights and Democracy (YouNet)	Government of the Federal Republic of Germany	Participants cut across political parties, civil society organisations, student movements and labour organisations	National	2020 Cohort of the Young Leaders Programme (YLP)	To develop young people's capabilities to become leaders.
	Civic education activities, CODEO 216 Civic Educators	Coalition of Domestic Elections Observers (CODEO)	TBC	All youth targeted by the trained civic educators	In 216 communities	TBC	CODEO is designed to deepen citizens' knowledge and awareness of the electoral process and environment through district level civic and voter education. In 2021, CODEO recruited 216 Civic Educators to teach civic education in different districts.
	Mobilizing Youth for Climate Action	SYND	TBC	TBC	TBC	TBC	This mobilization program aims to build the capacity of young people for the National Adaptation Plan (NAP) and Nationally Determined Contributions (Gh-NDCs) processes in Ghana to participate actively in helping to achieve the state's climate obligations.
	"Seeds for the Future" 2021 edition with Girls in ICT initiative	Huawei with Ghana Ministry of Communications and Digitalization	Huawei	2021: girls	National	110 students have benefitted from Huawei's Seeds for the Future programme in Ghana In 2021 it benefits 60 ladies	This initiative focusses on developing local ICT talent, enhancing knowledge-transfer, promoting greater understanding of the telecommunications sector, and bridging the communication gap between countries.



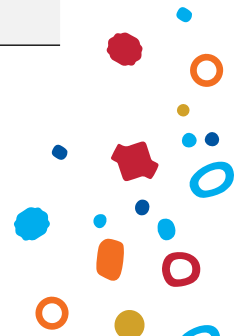
Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Lack of 21st century skills development & leadership roles in education	U Report	UNICEF	UNICEF	All youth, per SMS.	National	212,020 U Reporters in Ghana, Greater Accra Region highest performance	U Report is a poll for youth to express their opinion and raise concerns via SMS. This is a way of giving young people in Ghana a voice through ICT.
	Youth Climate Council	Youth Climate Council	TBC	All youth	National	TBC	Youth Climate Council is a youth-led activist group in Ghana that promotes inclusive youth engagement in climate policy.
	Youth Speak Up!	Ghana Friends in Denmark, YEFL-Ghana, Rural Media Network (RUMNET) and HOPin Academy.	funded by Denmark's Ingathering through Ghana Friends in Denmark.	TBC	National	TBC	Youth Speak Up! is meant to develop competencies of youth reporters to support active citizenship and engagement of young people in community to address injustices through the use of radio and social media tools.
	Youth Development Fund	National Youth Authority	Ministry of Youth and Sport	TBC	TBC	TBC	The latest National Youth Policy (2020 – 2030) aims to establish a Youth Development Fund that harmonizes all youth development funding sources.
Negative socio-cultural attitudes and norms	PYRACE "Promoting Youth Representation and Civic Engagement"	YEFL Ghana	Oxfam Ibis Ghana	TBC	In Communities	TBC	Promote youth participation in community level decision-making and enable youth to become politically engaged. Enable youth in decision-making and to take part in community development.

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Inconsistent implementation of Decentralization Policy	Youth Parliament Model in MMDAs	MMDAs	GoG	All Youth	National on MMDA level	TBC	The youth parliament empowers and builds capacity among youth with the goal of increasing active youth participation in decision-making processes, and to provide young people with safe spaces to express their needs to leaders in local government structures.
	SDG Corps: implement SDG solutions in rural Ghana	Youth Advocates Ghana	TBC	20 young people between 15 and 30, Communities	Community development	20 young people between 15 and 30	The Youth SDG Corps program brings together 20 motivated young people between the ages of 15-30 years from Ghana to research, design and implement simple, but practical actionable SDG solutions in rural Ghana.
	Youth Leaders Fellowship Programme	UNFPA Ghana	TBC	18-26	National	Twenty-one (21) young graduates made up of 14 women and 7 men In 2020	The YoLe Fellowship is a year-long programme designed to integrate young people into the UN system by empowering them in UNFPA's areas of interest, while providing Fellows with opportunities for professional development and training in driving health-innovation.
Politicization of youth engagement	Social Auditing Programmes	NCCE	GoG	All Youth	National	28th of April to the 4th of May, nationwide	Social auditing encourages citizens to demand accountability and transparency from government officials and decision-makers. It provides a platform where the public can review political decisions and the performance of governing bodies and politicians.
	Accountability Advocates & the Big Idea	Restless Development, African Monitor, Plan UK, YES Ghana + National Partners	Erasmus + Programme of the European Union	20 accountability advocates	National	TBC	This project empowers young people with skills and knowledge to effectively engage in policy and decision-making. It also aims to build youth capacity and ensure the right knowledge is provided to young people.
	Youth Vigilant for Peaceful Elections and Development (Y-VPED) project	ISODEC, TAMA Foundation and Centre for Conflict Transformation and Peace Studies (CECOTAPS).	STAR Ghana Foundation	Youth in five northern regions.	five northern regions	TBC	This aims to help citizens to report and capture possible electoral violence and other irregularities.

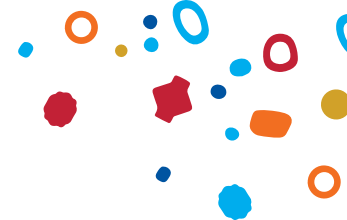


Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Politicization of youth engagement	Empowerment for Life (E4L) programme	YEFL-Ghana	Ghana Friends in Denmark's cooperation	TBC	Northern Region	TBC	This project supports civil society groups and individuals to become politically active and drive social change.
	I am aware	CDD	TBC	TBC	TBC	TBC	This provides Ghanaians with free simple user-friendly data on the state of public service delivery in seven areas: education, health, sanitation, water, security, roads, and agriculture across the all regions in Ghana.
		AASU	TBC	African students	African countries	TBC	Facilitates the development of leadership capacities of the National Students Unions, creates spaces for conversations on issues that affect the youth and connects NSUs with continental and global development initiatives. Through support from OSF, AASU is currently running a campaign on digital inclusion in 11 countries across Southern and Central Africa. Under this campaign, student leaders are being supported to engaged government officials and leaders of telcos to reduce the cost of data for students.
Exclusionary practices that lead to inequitable engagement	Youth Connekt Summit	GoG, UNDP	UNDP	African Youth	Regional in Africa	2019: 10 000 participants from over 91 countries.	<p>A Summit to connect young people from all over Africa to come together and discuss their concerns on socio-economic transformation. Beyond the summit, a national platform exists which has the objective of coordinating and mobilizing partnerships to reduce unemployment through provision of up-to-date skills and training for the youth. It promotes active citizenship, connect youth with leaders and role models, resources, businesses and facilitates peer exchange of ideas. The following are the components of the platform:</p> <ol style="list-style-type: none"> 1. SKILLSCONNECT <ul style="list-style-type: none"> - Skills Towards Employment and Productivity (STEP) - Skills and Job Match 2. YOUTH INTEGRATE <ul style="list-style-type: none"> - Volunteerism (NYVP) - Youth Parliament 3. YOUTH CONVENTION (NATIONAL YOUTH CONFERENCE) 4. YOUTH INNOVATE <ul style="list-style-type: none"> - Youth Innovation and Sustainable Development (YISD) Challenge 5. GO-LEAD <ul style="list-style-type: none"> - Girls in Governance and Leadership Initiative 6. YOUTHCONNECT HANGOUT 7. YOUTH AGRI-ENTERPRISE SUPPORT

Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Exclusionary practices that lead to inequitable engagement	Better Life for Girls (BLG) programme,	GoG, UNICEF and KOICA	KOICA	Female Youth	National	2017-2021, girls in Northern, Savannah, North-East, Oti and Volta Regions	The programme equips adolescent girls in Ghana with knowledge, skills, and an enabling environment.
	Ghana Youth Development Enhancement Program (GYDEP)	FOSDA		All Youth	National	TBC	This is a 5-year youth-centered program that seeks to educate young people on various aspects of national development. Importantly, young people are capacitated to influence national policies, legal frameworks, and budgets and participate in governance.
	Voice Africa's Future	YAG, African Monitor	Recruit volunteers for 24 months	All Youth	10 African Countries	TBC	Voice Africa's Future ensures sustainable SDG implementation process.
	CAMFED Association for Women Leaders	CAMFED	TBC	TBC	TBC	TBC	This project provides peer support and a leadership network to advocate for girls empowerment and education.
	Youth4Change	Youth Harvest Foundation	TBC	TBC	TBC	TBC	Y4C aims to support and increase out-of-school young peoples' access to Sexual and Reproductive Health (SRH) information and services in the Upper East region of Ghana. The Y4C initiative is a youth-led SRH education and campaign for youth-friendly SRH services and ending child marriage. Youth for Change will directly contribute to the attainment of the Sustainable Development Goal 3.7 of ensuring universal access to sexual and reproductive care services as well as Sustainable Development Goal 5.3 of ending child marriage.
	Self Help Empowerment Programmes	Voice Ghana	TBC	YPWD	Volta Region	TBC	Enable and empower PWD to form self-help groups.



Challenge	Programme	Implementing agent	Funder	Target youth group	Geography	Average annual reach	Objectives
Exclusionary practices that lead to inequitable engagement	Ghana Somubi Dwumadie	Options, Basic Needs Ghana, Kings College London, Sightsavers International and Tropical Health	UK Aid, UK Government	YPWD, Young people with mental health challenges	National	TBC	A disability inclusion programme which has been running for four years and it aims to improve infrastructure to allow YPWD to participate in education and decision-making, to reduce stigma in society and inform policy making about disability inclusion. It increases government support for disability and mental health inclusion.
	Azanzi family programme	Basic Needs Ghana, Brown School of Social Work of the Washington University in St. Louis (United States), together with the University of Ghana and BIBIR	National Institute of Mental Health (NIMH) of the United States of America (USA) National Institutes of Health (NIH)	TBC	TBC	TBC	This scheme gives support for girls affected by migration and child labour to succeed in the transition to adulthood and learn to speak up through community support and multi-family building programmes.
	Ghana Speak Your Mind for Mental Health Campaign	Basic Needs Ghana, Mental Health Alliance and Self-Help Groups	Comic Relief Speak Your Mind Campaign Fund	TBC	TBC	TBC	This campaign is an advocacy platform to increase public knowledge and awareness on mental health and increase the prioritization of mental health on national scale.
	Ability Fair	Henry Djaba Memorial Foundation (HDMF), UNFPA	TBC	TBC	TBC	TBC	A two-day fair exhibiting artworks and promoting potential and unique abilities of Persons with Disability.



The programmatic youth engagement landscape is dominated by civil society actors.

Civil society is the main stakeholder initiating and developing engagement and participation initiatives. As such, there are various relevant initiatives and programmes associated with youth engagement. Civil society organisations such as Youth Advocates Ghana (YAG), The Foundation for Security and Development in Africa (FOSDA), Strategic Youth Network for Development (SYND), and Youth Empowerment for Life (YEfL), run successful programmes with the potential to impact youth at scale. The programmes aim to support engagement and participation by allowing youth to voice their needs and make claims to their entitlements.

While there is a diverse programmatic landscape, the responsible government institutions and civil society organisations have not managed to effectively coordinate their programmes, which leads to duplication of efforts. The ecosystem lacks coordination and management, often leading to overlapping mandates between programmes, and competition rather than collaboration between actors. There are no existing platforms designed specifically for youth organizations to coordinate action and for stakeholders to get an overview of the opportunities.³³⁷

Non-governmental programmes are chronically underfunded, which results in limited scope to scale.³³⁸

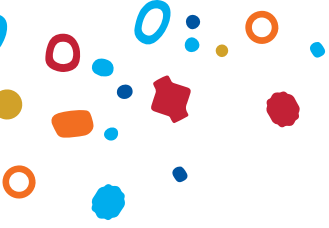
In addition, stakeholders revealed that private sector support is very minimal or completely absent in the engagement sphere. Conversely, international organisations are increasingly viewing young people, not only as beneficiaries, but also as partners through the institutionalisation of youth leadership roles within organisations.³³⁹ For example, UNFPA Ghana has established the Youth Leaders Fellowship Programme to include young people in its internal governance structures and strategies.³⁴⁰ These youth benefit from funding and training and participate in programme planning as well as key advocacy and campaign work. The approach has the potential to improve accountability regarding youth development outcomes and increase youth leadership roles within organisations. In addition, UNICEF Ghana has initiated the U-Report in Ghana, making it a frontrunner in digital engagement in Ghana.

337 Ibid.

338 Ibid.

339 Ibid.

340 Ibid.

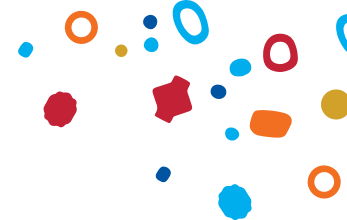


4.5.5 Opportunities for Generation Unlimited

This section considers the opportunities for GenU in responding to the gaps in the policy and programmatic environment to ensure better engagement outcomes for youth in Ghana.

Table 21: Opportunities for GenU in the ‘Engagement’ thematic area

Challenge	Opportunity	Description
Lack of 21st century skills development & leadership roles in education	Build the awareness, skills, and capacities of youth	<ul style="list-style-type: none"> Partner with educational institutions and institutions for out of school youth to build leadership skills and civic capability of youth. Promote reforms to global citizenship education in schools to integrate 21st century skills. This could involve life skills training at Primary 6, JHS and SHS. Increase reach and effectiveness of Student Representative Councils and student platforms and ensure representation of young women and YPWD.
Negative socio-cultural attitudes and norms	Build the capacities of policymakers and promote social dialogue	<ul style="list-style-type: none"> Establish a strategic partnership with NYA to build the capacity of local governments and policymakers to meaningfully engage youth in decision-making. This strategy would also be used to encourage active dialogue between political leaders and young people, thus, fostering participatory governance and budgeting. Support media campaigns that aim to redress social norms, particularly norms around gender. Create trusted inter-generational partnerships and safe spaces in communities.
Inconsistent implementation of Decentralization Policy	Ecosystem coordination and policy implementation	<ul style="list-style-type: none"> Work with NYA to increase coordination within the youth ecosystem by providing technical assistance in stakeholder facilitation processes to help them build linkages with other ministries and agencies that work on the decentralisation policy. Support the establishment of an effective structure for implementing decentralisation policy. Regularly monitor implementation of NYA programmes at the local level. Advocacy for the funding and effective implementation of youth provisions in the local government policy.



<p>Politicization of youth engagement</p>	<p>Promote inclusive youth involvement in policymaking</p>	<ul style="list-style-type: none"> • Ensure the availability of platforms and mechanisms for youth participation, to ensure the inclusive and meaningful involvement of youth in national and local policy-making processes. • Clear structures for youth integration in decision making processes should be established and youth representatives should reflect the diversity of young people in the country. • Youth representatives involved in national and local policy-making processes should be supported to deliver in their role and be held accountable by the people they represent. • Support the development of youth-friendly information and materials.
<p>Exclusionary practices that lead to inequitable engagement</p>	<p>Promote inclusive access to engagement platforms and leadership roles</p>	<ul style="list-style-type: none"> • Support the integration of vulnerable groups in programmes. • Develop free workshops and learning opportunities for vulnerable youth to gain the skills necessary for effective civic engagement.

4.5.6 Conclusion

Civic engagement and participation in Ghana is low, and it disproportionately excludes young women and rural youth.

In addition, while there are a number of both traditional and digital platforms for youth to engage in political, economic, and social decision-making, evidence suggests that participation isn't meaningful and inclusive. As a result, when youth are included, it is often in an ad-hoc and tokenistic manner because the views are not considered during decision-making. Moreover, where opportunities for meaningful engagement exist, they are often hard to identify and require exclusionary levels of education and experience.

In response to an increasing international focus on youth engagement, government and civil society are expanding initiatives to empower youth. Under the Ministry of Youth and Sports, the Ghanaian government has enacted a series of policies and strategies aimed at broadening youth participation and

civic engagement. A wide variety of civil society organisations, youth networks and development partners provide opportunities for youth engagement and decision-making, but these efforts are hampered by inconsistent policy implementation, lack of funding and coordination, and the lack of accountability mechanisms.

Opportunities to address the engagement-related challenges are varied. They include building the awareness, skills, and capacities of youth, building the capacities of national and local policymakers, and promoting social dialogue, ecosystem coordination and policy implementation, promoting inclusive youth involvement in policy making and supporting inclusive access to engagement platforms and leadership roles.





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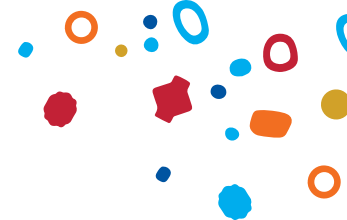
Cross-Cutting Implications for GenU

Whilst the Country Assessment provides a nuanced and context-specific diagnostic of the youth ecosystem in Ghana across the GenU strategic priority areas, this section outlines the ‘so what’ and discusses the implications of the Country Assessment for GenU in Ghana going forward. The ‘Opportunities for GenU’ sections outline the theme-specific implications, whereas this section outlines the cross-cutting opportunities that do not fit into any specific thematic area but are relevant to multiple areas or all of them.

The Country Assessment has demonstrated that the youth ecosystem in Ghana is complex, fragmented, and has a myriad of stakeholders with overlapping mandates. This duplication of efforts dilutes the efficiency of the overall ecosystem and the potential impact of programmes. Whilst the Ghanaian Government is responsible for the coordination of programmes and policies, the GenU Partnership in Ghana can strengthen coordination in the ecosystem by supporting and facilitating Government’s convening role and help to shape the definition of strategic priorities for youth. For example, while the National Youth Policy is a useful vehicle for cross-cutting priorities for youth, and the 1 million jobs initiative of the President’s Office provides executive level authority to convene action on youth unemployment, implementing the priorities will require a strengthening of coordination among stakeholders to implement concrete initiatives. This role is one of UNICEF’s core mandates, and over the years, the organisation has developed effective approaches to facilitating and supporting coordination that can be extended to the GenU partnership. Ecosystem coordination that includes GenU and other active development partners, key government bodies including NYA and the President’s Office, and representatives from civil society and the private sector will avoid duplication of efforts, channel resources effectively, allow programmes to work together, share learnings, and create synergies. This coordination could also ensure the localisation of programmes, with co-creation processes with local actors and

needs based assessments ensuring programmes are tailored towards the specific geographical area. Given the scope of GenU partnership work in Ghana, the Office of the President needs to have oversight of coordination efforts to implement youth priorities in the country. Formal recognition and embedding the GenU work within the priorities of the Office of the President sends a strong message of political will to address the challenges of youth and creates the momentum needed across all stakeholder level to support youth-centred policies.

Alongside its coordination mechanism, GenU could also ensure that standards are set for the measurement, monitoring and evaluation of education, employment, entrepreneurship, and engagement programmes. These monitoring and measurement standards would apply to all future initiatives of the government, including initiatives under the 1 million jobs umbrella, as well as non-governmental programmes run by donors, civil society, and the private sector. Setting such standards will ensure efficiency in resource allocation and the production of learnings that can be applied to future programmes. Also, programme implementers and other stakeholders would become aware of the impact and effectiveness of the various programmes. As it stands now, most programmes do not undergo such processes and there is limited activity in terms of evaluation of programmes, randomised control trials, and other monitoring of project performance. GenU could work with the government, international development partners, and young Ghanaians to implement an independent body which is set up to understand and disseminate information on the best practices for youth programming. For example, evaluations have been undertaken by GIZ, ILO and AfDB in collaboration with the Ministry of Monitoring and Evaluation. Youth would also be engaged in this process to understand the viewpoint of the target beneficiary. This body would then work with a range of funders to ensure resources are channelled accordingly.



In terms of policy formulation, priorities are directionally correct, but there are significant gaps in the policy process.

Firstly, government bodies often have mandates over particular areas but there are no formal policies guiding their activity. This means that their activities have not been approved through the parliamentary process and could be undone when a change of government occurs. Thus, there is an opportunity to encourage the production of policy documents to support the sustainability of government initiatives by giving them a parliamentary mandate. Caution should be taken to ensure that technocratic issues do not become politicised, but instead that key initiatives that are in line with government priorities are selected. Secondly, there are several national-level policies, but frameworks are limited when it comes to localising the policies, which is problematic since it reduces the extent of localisation in the Ghanaian youth ecosystem. Further efforts to decentralise policies to ensure that all regions were catered for would significantly improve the chances that policies were implemented effectively and enhance youth participation at the local level. Finally, for the policies and legal structures that do exist, there is an opportunity to ensure that they are made more efficient and to ensure fewer overlapping mandates.

A significant issue across thematic areas is the lack of funding, which if improved, has the potential to dramatically improve youth outcomes. Whilst private sources of funding are available for schooling, entrepreneurship start-up capital, and job creation, funding remains the main barrier to scaling successful interventions and effectively implementing all planned interventions. There is a critical gap for a wide-reaching lead actor that will guide advocacy and resource mobilisation efforts in the country. The GenU partnership should consider assuming this role and partnering with the private sector, international development partners, relevant government ministries and local sources of funding or co-funding to reduce the funding gaps across strategic priority areas. Innovative

financing mechanisms, such as social impact bonds, should be considered to encourage the private sector to engage in these areas.

In terms of stakeholder engagement, there are significant existing partnerships with government that should be learned from.

For example, the EU, GIZ, FCDO, Mastercard Foundation, AfDB, the UN family, the World Bank and local CSOs all do significant work together with the Ghanaian government. More work is needed to evaluate these existing partnerships to ensure that the work of these actors is aligned and appropriately distinct from one another. Furthermore, lessons learned from these partnerships can be used as evidence to form meaningful partnerships in areas where there is less engagement on thematic issues within the international community.

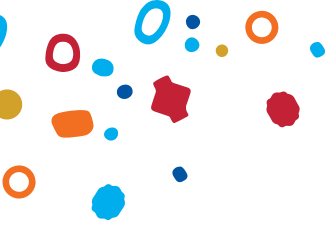
Finally, whilst long-term, systemic change is part of the mandate of GenU, it is equally important to focus on the 'quick wins' where the partnership can have an immediate impact.

The location of these quick wins is not equally distributed across the thematic areas. For example, education is difficult to influence quickly given the strict mandate the Ministry of Education and Ghana Education Services have over the sector. Advocacy and systems-level change is mostly needed to influence the sector. On the other hand, instant impact can be felt in the entrepreneurship sector, where existing structures such as incubator hubs can be rejigged to increase their focus on youth or a particular social cause, or a funding mechanism for young entrepreneurs can be adapted to ensure a focus on an underrepresented group. These 'quick win' areas provide opportunities for GenU to explore new programming areas and pilots at low risk. Overall, whilst all themes are critical to address and will each lead to impact for youth, a breakdown showing when impact will be felt is important to consider when understanding implications for GenU across the thematic areas.



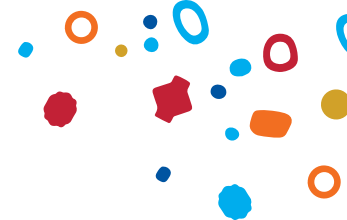


Annex 1: Analytical Framework



Research Questions		Desktop and Literature Review	Key Informant Interviews	FGDs with youth
Education and Training, Employment, Entrepreneurship, Equity and Engagement	Challenges faced by adolescents and youth			
	What are the challenges faced by adolescents and youth in receiving quality secondary and tertiary education?	●	●	●
	What are the challenges faced by youth in receiving quality post-secondary training opportunities?	●	●	●
	What are the challenges young people face when transitioning from school to work and trying to find employment?	●	●	●
	What challenges do employers face in hiring young people?	●	●	
	What challenges do young entrepreneurs face?	●	●	●
	To what extent is business environment enable young entrepreneurs to start and sustain businesses?	●	●	●
	To what extent are young people engaged civically?	●	●	👁️
	What challenges do young people face in social and civic engagement?	●	●	👁️
	How does the digital divide affect youth outcomes in Ghana ³⁴¹ ? What challenges prevent the scale up of digital learning, entrepreneurship, and engagement tools?	●	●	👁️
	What are the root causes of the challenges faced by youth?	●	●	
	What differences exist between genders, location, resident status, ability, income, and other dimensions of equity?	●	●	👁️
	How has COVID-19 affected the challenges faced by youth?	●	●	👁️
	Policy environment			
	What are the policy frameworks for youth in Ghana? How do the policy frameworks translate to implementation?	●	●	
	Who are the key institutional actors?	●	●	
	To what extent have the policies and strategies been successful in addressing the challenges faced by youth?	●	●	👁️
	What are the gaps in the policy frameworks for youth?	●	●	
	What are the mechanisms for policy coordination and accountability?	●	●	
To what extent are young people involved in the development of policies and strategies that are targeted at them?		●	👁️	

³⁴¹ Changes that enable youth to become productive and engaged members of society.



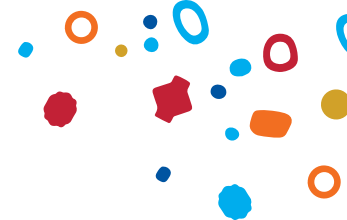
Research Questions		Desktop and Literature Review	Key Informant Interviews	FGDs with youth
Education and Training, Employment, Entrepreneurship, Equity and Engagement	Programmes and Initiatives			
	What are the main public, private and civil society sector programmes for young people in the GenU thematic areas?	●	●	👁️
	What are the online/remote learning and skilling programmes for young people? How has COVID-19 affected impacted the availability, utilization and scale up of online/remote programmes?	●	●	👁️
	To what extent have these programmes been successful?	●	●	👁️
	What new, emerging programmes have been piloted or implemented? What are the results?	●	●	
	What opportunities are there to scale successful or promising programmes?	●	●	●
	What are the programmatic gaps?	●	●	●
	What are the funding gaps?	●	●	
	How can inefficiencies in the ecosystem be removed?		●	
	Opportunities for GenU			
	What opportunities are there for GenU to improve youth outcomes?	●	●	👁️
	What opportunities are there for GenU to promote partnerships and funding?	●	●	
	What opportunities are there for public private partnerships?	●	●	👁️
	What opportunities are there for GenU to strengthen stakeholder coordination and collaboration?		●	👁️
	What role can GenU play in Ghana?		●	👁️
	What factors may affect the implementation of GenU in Ghana?	●	●	
	Setting up the GenU Partnership in Ghana			
	Who is best placed to lead GenU in Ghana?		●	
	Who are the key stakeholders for GenU to engage with, and who should hear about GenU?		●	
	What are the power dynamics and relationships between stakeholders in the ecosystem?		●	





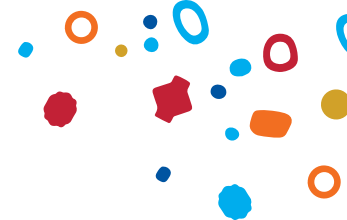
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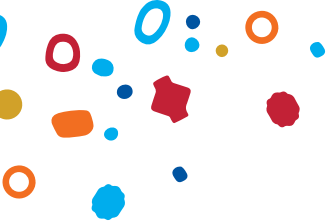


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