

Mapping Study Ghana 2012

Needs and priorities in demand driven vocational
training of youth.

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*“It takes a village to raise a child,
and partnership to develop craftsmanship and professional competencies”*

Commissioned by Learn4Work, this study maps the needs and priority areas for cooperation between Ghanaian and Dutch public and private partners to further develop demand driven vocational education and training of youth in Ghana, especially related to Food and Food Security.

Learn4Work Mapping Study Ghana 2012

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The responsibility for this report rests, however, with the writers.

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List of abbreviations

BECE	Basic Education Certificate Examination
CBT	Competency Based Training
COTVET	Council for Technical and Vocational Education and Training
DANIDA	Danish International Development Agency
DFID	Department for International Development (UK)
EMIS	Education Management and Information Systems
ESP	Education Strategic Plan
GEA	Ghana Employers Association
GEBSS	Graduate Business Support Scheme
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GoG	Government of Ghana
GRATIS	Ghana Regional Appropriate Technology and Industrial Service
GSS	Ghana Statistical Service
HND	Higher National Diploma
ICCES	Integrated Community Centres for Employable Skills
ISSER	Institute of Statistical, Social and Economic Research
JICA	Japan International Cooperation Agency
JSH/JSS	Junior High School (formerly Junior Secondary School, [JSS])
LESDEP	Local Enterprises and Skills Development Programme
MDAs	Ministries, Departments, and Agencies
MDGs	Millennium Development Goals
MOE	Ministry of Education
MESW	Ministry of Employment and Social Welfare
MOFA	Ministry of Food and Agriculture
MOFEP	Ministry of Finance & Economic Planning
MOYS	Ministry of Youth and Sports
MLGRD	Ministry of Local Government and Rural Development
NABPTEX	National Board for Professional and Technician Examinations
NAP	National Apprenticeship Programme
NBSSI	National Board of Small Scale Industries
NDPC	National Development Planning Commission
NGO	Non-Governmental Organizations
NSS	National Service Scheme
NVTI	National Vocational Training Institute
NYEP	National Youth Employment Programme
OIC	Opportunities Industrialization Centre
SHS/SSS	Senior High School/Senior Secondary School
TTI	Technical Training Institute
TVET	Technical and Vocational Education and Training
YESDEP	Youth Enterprises and Skills Development Programme
YIAP	Youth in Agriculture Programme

0.0 Summary

1. This mapping study is undertaken for Learn4Work, to develop a sense of direction in the needs and opportunities to guide the next round of partnership projects. Learn4Work aims at contributing to demand-driven vocational education and training in Africa, to support access of youth to sustainable livelihoods. Special point of focus is the sector of food and food security. In the sector of TVET a mapping study was carried out in 2009 by Henry Akplu and John Amankrah, of which many conclusions still hold.

Demand 1-Quantity.

2. Analysis of recent economic and labour market developments leads firstly to the conclusion that while Ghana reached the status of lower middle income country, 84.1 percent of economically active people work in the informal sector, and 64.8 percent are self-employed. A stronger focus of government on tax legitimization and tax collection will lead to some reduction in the volume of the informal sector. However a demand-driven approach to vocational education and training will need a strong focus on self-employment opportunities and (future) development of consumer or business-to-business demands.
3. Important areas of job growth have been and are expected to be the Transport, Storage and Communications sectors and the sector of Personal Services. Government and Aid Organisations remain important actors in the development of job demand. Sanitation and Waste (Water) Management is a specific focus area for Ghana in the next years, due to the challenges of the millennium goals.
4. The strong focus of public and private partners on Food and Food Security is predominantly directed at better outcomes of every aspect of the value chain of food (inputs-production-storage-preservation/processing-transport-market), at developing agriculture as a business, and at improvement of livelihoods and self-employment perspectives in agriculture. Overall job growth is not expected here, but rather improvement of (self) employment conditions and shift in (self-)employment opportunities.

Demand 2- Quality

5. The quality of available skills and technology is considered a major bottleneck to growth in certain sectors. They are initially marked as ICT, Construction and Housing, Tourism and Hospitality, Livestock and Horticulture and the Oil and Gas sector.¹ For the Oil and Gas sector a specific skills development programme has been put in place. The Council for Technical and Vocational Education and Training (COTVET) is expanding its competencies and data systems under the Skills and Technology Development Programme, to be equipped in the near future for indicating other priority subsectors –where specific demand for skills and technology are not being met and are hampering growth.
6. The development of agriculture as a business will involve an increase in demand of skills to operate and maintain the technical infrastructure that is needed with regards to irrigation, mechanisation, food storage and processing and transport (including motor and tricycles).
7. The development of entrepreneurial skills for self-employment has become a new focus in youth employment programmes since 2011. General skills needed for entrepreneurship have been analysed and are being addressed by short training programmes delivered through Youth Employment Programmes from several

¹ The World Bank, Report No:59529-GH, [Ghana Skills and Technology Development Project](#), p8

ministries. The training is often provided in the districts by the National Board of Small Scale Industries (NBSSI).

8. Business opportunities for self-employment have been assessed most elaborately by the Local Entrepreneurs and Skills Development Programme (LESDEP) at the start of this programme in 2010. Opportunities have presently been defined in 27 areas of which 8 are in local transport, 5 in food processing, 4 in farming, 6 in personal care and fashion/art, 2 in construction, and 2 in ICT. Training and equipment-for-credit for these opportunities have been supplied to an estimated 40,000-60,000 unemployed (young) people in 2011 by the several youth employment interventions. The demand for participation is substantially higher than the programmes can cope with. Data are supplied by the programmes themselves.

Supply 1- Quantity

9. Formally registered youth unemployment has grown from 3.6 percent in 2005/6 to 5.8 percent in 2010. The number of youth registered as unemployed does not take into account the numbers of self-employed with income below minimum wage or even below subsistence standard. Poverty remains substantial at close to 29 percent of the population, of which over 16 percent are in extreme poverty (MESW,2012)
10. Formally acquired skills are in low supply in the workforce 2010; 35.3 percent had no formal education, 28.6 percent had completed basic education, and about 10 percent had secondary or higher education. About 2.4 percent of the working population had technical or vocational education and training. Of all people employed 2.7 % were an apprentice in 2010 (GSS, 2012)
11. The standard of education is rising rapidly among young people; of the school age population 94.9 percent participated in primary education in 2009/2010, while the gross enrolment ratio for junior high school stood at 79.5 percent in 2009/2010.
The participation in Polytechnic education has grown from 24,983 in 2004/5 to 43,682 in 2009/2010. Data on vocational education and training show a shifting enrolment of 65,000-75,000 students in recent years. Agricultural enrolment amounts to 500-600 students, whereas this sector employs 41.6% of the working population.

Supply 2-Quality

12. Supply of Technical and Vocational Education is fragmented and differentiated. Recently (2009) a standard for Competency Based Learning has been developed by COTVET, in which levels of competency have been described as a first step in harmonisation, and in communication with employers and students.
13. The presence of agricultural education and training is very limited in the formal education system. Many short-term training programmes are offered to farmers and farm workers through their organizations. The major youth employment programmes offer short training in entrepreneurship and in specific vocational and farming skills and report substantial success rates.
14. A national apprenticeship programme has started off in 2012 to train masters and support 5,000 apprenticeships by supplying tools, to improve quality and access to apprenticeships.
15. The lack of training in practical and entrepreneurial skills remains a recurrent point of criticism in formal employer feedback. (Ghana Employers Association 2006, recent interviews and secondary data). Despite substantial participation in industrial attachments at Polytechnics, pilots in Competency Based Learning at several schools and practical training in farm institutes by agricultural colleges, practical training has not become a mainstream component as yet. The pilots seem sustainable but are hardly extended into other areas, due to lack of space, lack of equipment, availability of trained staff and other leadership priorities.
16. In the large scale (food) processing industry a substantial skills shortage is reported in (food) processing, electronic and mechanical engineering. An initiative by Vlisco with substantial

funding and support from a large group of industrial firms in the Greater Accra Region has not (yet) been able to fulfil its potential.

17. There is no connection between counselling and courses developed under the youth employment programmes and the TVET or agricultural public and private institutions. The necessity of these programmes will therefore not diminish. At the Polytechnics elective programmes provide paid access to what are considered 'employability skills'.
18. Technical and vocational skills are lacking attractiveness to youth, in comparison with general education². Successful new businesses arise however from highly educated people entering technical service businesses (for example in quality plumbing).
19. Technical employers seem to connect more often to Technical Training Centres to train their employees and/or to support machinery and tools. The success criteria of this process need further evaluation to judge possible expansion.

Priority Areas

20. The needs for development of vocational training, youth employment, TVET and the food sector are still many, despite the fact that Ghana has reached the status of lower middle income country. For Learn4Work projects it seems relevant to look for a connection between the described priorities and policies of the Government of Ghana, of private sector parties, of the Dutch government/embassy, and of Learn4Work itself. Attention may be given as well to the opportunities for added value of cooperation in projects with the Dutch, from a Ghanaian perspective: through specific knowledge, skills or market connections.
21. Five priority areas have been proposed within this range that represent very different ways to add value. Some are more closely connected to supplying youth with skills and self-employment and to add to food security, others are more closely connected to improving the structure of vocational or agricultural education and training and facilitating job growth by taking away skills barriers.
22. The priority areas proposed are:
 - 1) Expand/support existing self-employment training programmes
 - 2) Continue the important and complicated road of connecting TVET to the private sector
 - 3) Improve the availability of Food Processing and Technical Skills/of a connected system of skills
 - 4) Support the availability and development of formal agri-business education
 - 5) Connect employment programmes and TVET/agricultural education
23. The development of functioning partnerships between two or more partners of different cultural and economic backgrounds is a process that requires quite some time and energy. Proven partnerships are potentially swifter in developing understanding and ownership and including other parties.

Host organisation

24. It seems too early to propose a host organisation for a Learn4Work national coordinator. The priority area(s) chosen will influence the best option for hosting. An assessment has been made of the types of organisations that are a potential host, with their strengths and weaknesses for this specific purpose. It will be presented to Learn4Work at a later stage.
25. The following criteria have been proposed to assist in the final selection of a host organisation:

Availability and accessibility of space, access to necessary connections in private (food) sector and TVET, positive image with relevant partners, hands on and transparent organisational climate, proven organisation, experience in transnational cooperation.

² COTVET, From Prejudice to Prestige, 2011

1. Introduction

- In 2012 Learn for work assigned a second mapping study of Ghana. It represents the first phase of launching a new round of cooperative projects in 2013-2016 between Dutch and Ghanaian partners to improve access to vocational training for the labour market.
- In 2009 the first mapping study was delivered by Henry Akplu and John Amankrah. It focussed on the development of Technical and Vocational Education and Training (TVET) in Ghana. This thorough mapping study is added as annex to this report to make optimal use of existing resources, since many observations and data are still valid.
- The present study was undertaken by John Amankrah and Erica Burggraaff. Its aim is to give an overview of the most relevant factors to take into consideration when initiating new projects targeted at demand-driven vocational training of unemployed young people for (self-) employment and at improving food security. Furthermore, it will propose priority areas for projects and evaluate possible partner organisations (to connect to) for the coordination and sustainability of the projects. The authors have tried to develop the requested sense of direction for Learn4Work in this broad focus area, in all modesty considering the constraints of time and period made available for the assignment. A validation process has been undertaken to add to the necessary inter-subjectivity of the proposed conclusions.

1.1. Objectives Learn4Work

The long-term, overall objective of Learn4Work is *“To contribute to substantial and sustainable income for youth/young people and particularly those who are marginalised for one reason or the other”*

The main objective of Learn4Work for the mid-term is *“to realise access to improved quality vocational education in Africa, which ensures its relevance for the labour market”*. To achieve this main objective, the programme has four operational objectives:

1. To improve access to vocational education and training in Africa
2. To enhance the quality and relevance of vocational education to the demands of the labour market
3. To sustainably embed good practices at institutional level of TVET providers
4. To include new actors into development cooperation, the education and private sector in particular and strengthen the Learn4Work network.

The sector of Food Security is the present focus of the Learn4Work activities. Learn4Work defines food security in a broad way, including issues of availability of food, access to food and the utility of food.

Another specific point of the present focus is to involve the private sector and to strengthen the demand driven basis of vocational training.

1.2 Objectives of the mapping study 2012

The present mapping study has the following main objectives:

1. To describe which sectors play an important role in enhancing food security and can contribute to economic development and employment opportunities for the local youth.

The relevant sectors will be prioritised, including identification of problems, strengths, weaknesses, opportunities and threats and lessons learned for these sectors, related to employment opportunities and skills / training demand.

2. To actualise the 2009 mapping study on Ghana in order to describe the policy environment and the current situation regarding TVET, as well as to identify the performances, problems, strengths, weaknesses, opportunities and threats, lessons learned and options for (coordinated) support for the TVET sector in the selected countries. Important lessons learned from the first phase of projects will be included.
3. To analyze key opportunities for the Learn4Work programme in the sector of food security, taking into account the relation between the world of work and the TVET sector.
4. To make an overview and analysis of organizations that are opportune to sustainably host the local coordination of Learn4Work

1.3 Activities and methodology of the mapping study

- a. The local demand for skills in the labour market was analysed with the data available. The study mapped the relevant sectors contributing to food security; the relevant private sector stakeholders in these sectors and the way they are organised; and, the skills gaps identified within these sectors. Few formal data were available on this last matter, so the study had to rely on the judgment of leaders in the sector.
A range of priorities has been identified for potential Learn4Work projects .
- b. The 2009 mapping of existing stakeholders and their interests in TVET, past experiences and good practices, and strong and weak elements of the TVET sector is added as an annex. In the present study it has been actualised and information on the sector of food security has been added. Important developments in the TVET sector in Ghana since 2009, where relevant to the objectives of this study, have been described.
- c. The stakeholders identified under the first two activities were assessed according to their suitability and relevance for hosting the local Learn4Work coordinator. Potential organisations, according to Learn4Work, could be governmental/semi-governmental or non-governmental bodies. Options to be explored were the Local Expertise Centres of Edukans -not present in Ghana-, local private sector umbrella organisations (such as the Chamber of Commerce, Private Sector Federation) or TVET umbrella bodies.

The mapping study started with the analysis of the 2009 Ghana mapping study and of the progress and evaluation reports on the first phase of Learn4work projects. It continued with desk study and secondary analysis of available studies, data and policy documents. Selected interviews were conducted at different stages of the study. Feedback from the validation workshop and the feedback from Edukans have been included in the final report. A list of relevant literature and internet links has been added for further consultation.

1.4 The structure of this report

This report starts in Chapter 2 with a short description of the major developments with regard to socio-economic and vocational education and training since the mapping study of 2009.

Considering the size and structure of the Entrepreneurship and Skills Development Programmes for unemployed youth, across food and other sectors, a special paragraph is dedicated to this recent development.

An overview follows in Chapter 3 of key developments in food security - including major actors, policies and labour market perspectives. Major programmes and partnerships with Dutch cooperation are described in a separate paragraph. Five priority areas are defined and analyzed in Chapter 4 with regard to their potential for future Learn4Work projects. Key actors, strengths and weaknesses are identified.

In Chapter 5 criteria are developed to assist in choosing a hosting organisation for the future coordinator of the Learn4Work projects. In Chapter 6 feedback from the validation workshop held on November 21 2012 is summarised and final conclusions are drawn.

2. Major Developments since 2009

2.1 General facts and figures

Ghana witnessed impressive developments since the end of the first decade in the twenty-first century. The 2010 Population and Housing Census revealed that Ghana's population had grown by 30.4 percent over the 2000 census population of 18,912,079 to 24,658,823 (Table 1)(Ghana Statistical Service, 2012). The annual average growth rate 2000-2010 is 2.5 percent making Ghana's population expected to double in 28 years with its implications on food security. Females continue to outnumber males with a sex ratio (i.e. the number of males to 100 males) of 95.2 percent at 2010 as compared to 97.9 in 2000. Population density rose from 79 persons per square kilometre in 2000 to 103 persons per square kilometre in 2010 implying more pressure on the existing facilities and resources.

Table 1. Changes in Ghana's Population and Labour Force 2000-2010.

Population and Labour Force	2000	2010
1.0 Total Census Population	18,912,079	24,658,823
1.1 Of which % Urban	43.8	50.9
1.2 Of which % Rural	56.2	49.1
2.0 Age Composition		
Population Aged 0-14	40.8	38.3
Population Aged 15-64	53.9	56.9
Population Aged 65 and over	5.3	4.8
3.0 Male to Female Ratio	97.9	95.2
3.0 Labour force participation rates	82.5	71.5
4.0 Population Density (Persons per sq. km)	79.3	103.0
4.0 Percentage increase over 2000		30.4
5.0 Population Growth Rate	1984-2000 2.7%	2000-2010 2.5%

Source: Population Census Records. (Ghana Statistical Service, 2000 & 2012)

Ghana's population continues to remain youthful with a large proportion of children under 15 years, declining from 41.3 percent in 2000 to 38.3 in 2010. The majority of households continue to be headed by males (65.3%) with female-headed households constituting 34.7 percent. The proportion of female-headed households has been on a steady increase over the past two decades (GSS 2012). The level of urbanization increased from 43.8 percent in 2000 to 50.9 percent in 2010 with two out of the ten regions, Greater Accra (90.5%) and Ashanti (60.6%), being the most urbanized regions. The remaining eight regions however, remained predominantly rural with the level of urbanization below the national average (Ghana Statistical Service, 2000 & 2012).

The advent of the first decade of the 21st Century ushered in the majority of the population aged 15 years and older being literate, increasing tremendously from 54.1 percent in 2000 to 71.5 percent in 2010 as part of the efforts in achieving the MDG goals. The change achieved is greater for females (19.6%) than males (15.4%). A large proportion of the population (67.1%) can read and write in

English while 53.7 percent of the population can read and write in at least one Ghanaian language (GSS,2012). In terms of sex males (80.2%) are more likely to be literate than females (68.5%).

In terms of school attendance the data available indicate that the proportion of population in rural areas (33.1%) which has never attended school is more than two times that of the urban areas (14.2%). There are also relatively more females (55.1%) than males (42.9%) with Primary and Junior High School/Junior Secondary School (JHS/JSS) as their highest level of education implying that females are more likely than males to drop out at the primary and JSS/JHS levels (GSS, 2012).

In 2010, 71.5 percent of the population is economically active with 94.2 percent being employed. Majority of the economically active population (64.8%) are still self-employed with employees constituting 18.2 percent while contributing family workers make up 11.6 percent. The private sector still remains the largest employer in the country accounting for 93 percent of the economically active persons (private informal, 86.1% and private formal 7.0%). The public sector, where government is the largest employer, is the second largest employer but accounts for only 6.3 percent of the employed labour force. (Table 3)

The 2010 census included new topics on agricultural activity for the first time. The results revealed that majority (45.8%) of all households still remain as agricultural households with a higher proportion engaged in crop farming (95.1%) compared to those engaged in livestock rearing (40.5%) and tree growing (1.1%)(GSS, 2012). Barely one percent of Ghanaian households that engage in agricultural activities are into fish farming. Majority of agricultural households are still either into mono cropping (51.1%) or mixed cropping (44.0%). Intercropping type of farming is carried out by only 4.9 percent of household members.

Food expenditure accounts for two-fifth of total household expenditure (GSS, 2008), while the imputed value of own-produced food consumed by households represents a further 10.5 percent.

The most important, in terms of cash expenditure is bread and cereals (20%), fish and sea foods (16%) and vegetables (14%). The data (GSS, 2008) further indicate that households in urban localities whose average household size is 3.5 spend 40 percent of their total expenditure on food while their rural counterparts with a household size of 4.4 spend 48 per cent of their total expenditure on food.

2.2 Economic growth and growth expectations

Ghana's economy is undergoing rapid and unprecedented structural transformation following oil find in 2007 containing up to 3 billion barrels. Ghana now has one of the highest Gross Domestic Products (GDP) in Africa, currently estimated at \$81.179 billion and a GDP per capita of \$3,256.8 in 2012. With a GDP growth rate of 14.33% in 2011, Ghana is now the world's fastest growing economy.

The services sector which accounts for 48.5% of the GDP has overtaken agriculture which constitutes 37.3% of GDP while the industrial sector now constitutes 25.9% of GDP (Table 2) (GSS, 2011).

Ghana's main export partners are Netherlands (14.3%) followed by Ukraine (11.7%) with United Kingdom a distant third with 8 percent. China is Ghana's leading importing partner (16%) followed by Nigeria (15%) with India (5.6%) placing a distant third. The exports of tuna and horticulture constitute significant proportions of Ghana's main traditional exports while remittances from Ghanaians residents abroad and tourism constitute significant foreign exchange receipts.

According to World Bank estimates (IMF, 2011) Ghana's real GDP growth rates had steadily improved over the previous three decades -from 1.4 percent in the 1970s to 5.5 percent in the past decade.

Table 2. Sector Contribution to GDP and GDP Growth Rate.

% Contribution	2007	2008	2009	2010	2011
Agriculture	34.7	33.6	34.1	29.9	25.6
Crops & Livestock	22.7	22.3	22.8	23.8	19.3
Cocoa	4.4	3.9	3.9	3.2	3.6
Forestry & logging	4.3	3.2	5.2	3.7	2.8
Fisheries	3.3	4.2	4.2	2.3	1.7
Industry	20.7	20.4	19.0	19.1	25.9
Services	50.2	48.6	49.2	51.1	48.5
GDP Growth Rate					
National	5.7	7.3	4.4	7.7	14.4
Agriculture	4.3	5.1	6.2	5.3	0.8
Crops & Livestock	4.0	5.8	7.0	9.6	8.8
Cocoa	6.5	5.0	5.2	26.0	10.5
Forestry & logging	2.5	3.5	3.7	10.1	-14
Fisheries	5.0	3.0	4.9	1.5	-8.7
Industry	6.1	15.1	4.5	6.9	41.1
Services	7.7	8.0	5.6	9.8	8.3

Source: Ghana Statistical Service, 2011

Ghana' long-term vision as stipulated in the *Vision 2020* document is to transform Ghana from a low income to a middle income country within one generation. This milestone was reached in November 2010, a decade ahead of its intended schedule through *statistical* adjustment.

A GDP rebasing exercise carried out by the Ghana Statistical Service in November 2010 recalculated how to measure the economy and Ghana suddenly found that its official GDP per capita was not under \$800 as previously thought but rather \$1,363 with a GDP value of \$32.5 billion.

Following from this The World Bank on July 1, 2011 reclassified the economic status of Ghana as low-middle income, because its average per capita income ranges from \$1,006 to \$3,975.³

However, in the Ghanaian case this GDP achievement which has been brought about by statistical adjustment has not been matched by an improvement in actual living standards.

On the one hand Ghana compares favourably on many dimensions with lower middle income countries in sub-Saharan Africa, particularly in the areas of socio-economic and governance indicators and attainment of Millennium Development Goals (MDGs) as set by the United Nations.

On the other hand, countries that are classified as middle income normally reflect a sustained increase in per capita real income. Empirically, middle income countries tangibly and substantially move beyond food security, dependence and widespread poverty to create systems that enable the population at large to significantly raise their standard of living.

While Ghana has made progress in some of these aspects of its national development efforts, as seen in the reduction of poverty from 51 percent in 1991 to 28.5 percent in 2005/2006, in others such as creation of decent job opportunities, food security and aid dependency, progress has been slower.

³ Economies are divided according to per capita income: lower income, \$1,005 or less; lower middle income, \$1,006 - \$3,975; upper middle income, \$3,976 - \$12,275; and high income, \$12,276 or more.

The unemployment rate has almost doubled over the decade from 2.8 percent in 2000 to 5.4 percent in 2010. Of the current national population of 24 million, about 7 million live in poverty of which over 4 million are in extreme poverty (MESW, 2012).

About 46 percent of the close to 4 million Ghanaians who still live in extreme poverty are food crop farming households (MoFA, 2012). About 9 million Ghanaians or about 45 percent live on less than \$1 a day while about 15 million Ghanaians or 78.5 percent live on less than \$2 per day.

Unemployment, underemployment and very low incomes of the working poor in low productivity jobs present critical challenges to Ghana's new found middle income status.

2.3 Labour market and youth employment

In 2010, 71.5 percent of the population was economically active. Within that group the population employed numbered 94.2% which implies a decline by 3% compared to 2000. The population employed (those who worked and those who had jobs but did not work) was found to be slightly higher for men (96.4%) than women (95.2%) (Table 3).

Table 3: Population 15 years and Older by Sex and Economic Activity, 2010.

Economic activity	Male	Female	Total
Economically active	73.2	70.0	71.5
Employed	94.6	93.7	94.2
Worked	96.4	95.2	95.8
Did not work but had job to go back to	3.3	4.5	3.9
Did voluntary work without pay	0.3	0.3	0.3
Unemployed	5.4	6.3	5.8
Worked before, seeking work and available	18.1	22.6	20.6
Seeking work for the first time and available	81.9	77.4	79.4
Not Economically active	26.8	30.0	28.5
Did home duties(household duties) full time/homemaker	12.9	29.2	21.9
In full time education/student	62.1	42.0	51.0
Pensioner/retired	4.9	2.0	3.3
Disabled/Too sick to work	4.5	4.9	4.7
Too old/Too young	7.4	14.6	11.4
Other	8.2	7.3	7.7

Source: Ghana Statistical Service, 2010 Population and Housing Census.

Ghana's labour market at the close of the first decade of the 21st century still continues to be highly polarized between a large informal sector accounting for over 86 percent contributing to about 40 percent of gross national income as compared to 18 percent in OECD countries. Formal sector employment is still small and constitutes about 13 percent of the employed labour force (Table 4).

Table 4. Economically Active Population 15 years and Older by Sex and Employment Sector.

Employment sector	Male	Female	Total
Public	8.1	4.5	6.3
Private formal	9.9	4.2	7.0
Private informal	81.0	90.9	86.1
Semi-public/Parastatal	0.2	0.1	0.1

NGO (Local and International)	0.7	0.3	0.5
International Organisation	0.1	0.0	0.0

Source: Ghana Statistical Service, 2010. Population and Housing Census.

The private sector remains the largest employment sector in the country, accounting for 93 percent of the economically active persons, 7percent in the formal and 86percent in the informal subsector. Women work more often in the private informal sector (90.9%) than men (81.0%). Men work more than twice as often in the private and public formal sectors than women.

Table 5. Economically Active Population by Employment Status and Sex, 2000 & 2010 Censuses.

Employment Status	2000			2010		
	Both Sexes	Males	Females	Both Sexes	Males	Females
Self-Employed	65.8	61.2	70.5	64.8	60.0	69.4
Employee	14.2	19.6	8.7	18.2	25.3	11.4
Unpaid Family Workers	6.1	5.1	7.0	11.6	8.7	14.3
Others	3.5	4.0	3.1	5.8	6.1	5.3
All Employed	97.2	96.8	97.5	94.2	94.6	93.7
Unemployed	2.8	3.2	2.5	5.8	5.4	6.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	5,580,104	2,724,481	2,855,633	10,373,678	5,056,848	5,316,830

Source: Population Census Reports, 2000 & 2010.

Table 5 shows that the majority of the economically active population is still self-employed with a marginal decline from 65.8 percent in 2000 to 64.8 percent in 2010; among the sexes more women (69.4%) continue to be self-employed than men (60.0%). The share of employees increased slightly from 14.2 percent in 2000 to 18.2 percent in 2010. The proportion of the employed population who worked as contributing family workers nearly doubled from 6.1 percent in 2000 to 11.6 percent in 2010 which are much more often women (14.3%) than men (8.7%).

Unemployment continues to be a formidable challenge. The unemployment rate increased from 3.6 percent in 2005/2006 to 5.8 percent in 2010 with unemployment being higher among women (6.3%) than men (5.4%).⁴ Among the estimated 5.8 percent of the unemployed population, 79.4 percent were seeking work for the first time and were available to work. This was found to be higher among men (81.9%) than women (77.4%). At the current rate of growth of the labour force in Ghana with an average of 3.1 percent per annum the number of new entrants into the job market is estimated at about 350,000 every year.(MESW, 2012)

The low rate of unemployment disguises the high levels of unemployment and underemployment in the informal sector as the official definition of unemployment excludes the large numbers of jobless people who may be available to work but do not necessarily seek work for various reasons. The 2010 population census counted as employed anybody 15 years or older who had worked for pay or profit or family gain for at least one hour within the seven days preceding census night. This included

⁴ The unemployed comprised all persons who did not work and had no fixed jobs during the seven days preceding the census night, are currently available for work and are actively looking for work.

persons who were in paid employment, self employed or contributing family workers. It also included persons who did not work in the reference period (for various reasons) but had a job to go back to. Underemployment is defined to include all persons who during the reference period worked 40 hours or less and wanted to work more hours.

More than half (51.9%) of the persons who reported that they worked during the reference period worked less than 40 hours and nearly one-fifth (18%) worked less than 20 hours.(GSS, 2008).

In Ghana it is no real option to remain openly unemployed due to absence of social security benefits. Therefore one is often forced to be engaged in all kinds of inadequate employment situations just to survive and in so doing is classified as being economically active.

While unemployment is an urban phenomenon, underemployment is a rural phenomenon and is most pronounced in the agricultural sector estimated at 65 percent (GSS, 2008). A high majority of the economically active rural population is engaged in agricultural activities notably farming. Since farming is predominantly rain-fed farming, activities are not carried out throughout the year. Due to the overwhelmingly small size of farms, farmers are underemployed and it is estimated that over three million Ghanaian households, representing about 46.4 percent, operate non-farm enterprises (GSS 2008) to gainfully use their time and supplement their incomes. Majority of these non-farm enterprises (about 72%) are being operated by women with about 52 percent of them in urban localities. Almost half (49.5%) of all businesses involve trading, and most of the rest are into some kind of manufacturing. The main sources of capital for non-farm enterprises are household savings (60%) and assistance from relatives or friends (20%) (GSS, 2008). Hence, the need to provide skills training interventions to improve productivity, incomes and livelihoods.

There is overwhelming evidence in development literature to indicate that unemployment and poverty are positively correlated and that income poverty results from unemployment, underemployment and very low incomes from very low productivity jobs

Table 6: Changes in Employment by Economic Activity, 2000 & 2010.

Industry	2000	2010
Agriculture, Hunting, Forestry and Fishing	53.1	41.6
Mining and Quarrying	1.4	1.1
Manufacturing	10.7	10.8
Electricity, Water and Gas	0.4	0.4
Construction	3.0	3.1
Wholesale and Retail Trade, Restaurants	17.3	18.9
Transport, Storage & Communication	3.1	9.4
Finance, Insurance and Real Estate	1.5	0.7
Community, Social and Personal Services	9.5	14.0
Total %	100.0	100.0
Number	7,428,372	10,373,674

While the population employed increased by almost 40 percent between 2000 and 2010 the proportion of population employed in the agricultural sector declined by 11.5 percentage points from 53.1 percent in 2000 to 41.6 percent in 2010. The employed population increased in the services sector particularly in ICT and community, social and personal services.

Ghana has a youthful population. Youth in the age of 15-35 years constitute about 26 percent of the total population while those aged 15-24 years constitute about 18.8 percent (GSS, 2012). Notwithstanding Ghana's impressive performance in economic indicators, fuelled largely by oil revenues, the number of youth unemployed still remains a formidable challenge (Amankrah, 2012).

It is estimated that a 4.8percent annual average economic growth between 1984 and 2000 could only translate into 2.0percent annual average employment growth compared with over 2.5percent annual average expansion in the labour force and 3.2percent annual average growth in the adult population (MESW, 2012). Of specific concern is the issue of graduate unemployment.

Past efforts at addressing the youth unemployment problem still tend to focus more on the supply side of the labour market rather than on the labour demand dynamics. A more pragmatic approach in addressing the unemployment challenge in Ghana was adopted by Government through the launching of a National Employment Policy in 2012 (MESW, 2012). The policy recognised employment promotion as a national priority and adopts a comprehensive multi-sectoral approach in tackling the unemployment challenge. The youth related programmes connected to this approach will be described in the second part of the next paragraph.

2.4 Developments in Vocational Education and Training

2.4.1 Data

Of the 11.4 million people who constituted the Ghanaian workforce in 2010, more than a third (35.3%) have never had any formal education, about 28.6 percent had completed basic education, and just about 10 percent have had secondary or higher education; only about 2.4 percent of the working population has had vocational and technical education and training and 2.6 percent works as an apprentice. (GSS, 2012)

These numbers are rapidly changing in the school age population, as a result of Ghana's actions towards the Millennium Development Goals. In 2009/2010 the gross enrolment ratio at primary school level was 94.9percent while the gross enrolment ratio at junior high school was 79.5percent (Ministry of Education, 2012). Of the age group 6-15 years 9.4 percent had not (yet) engaged in formal education (Table 7) (GSS, 2010).

Table 7. School attendance among 6-15 year olds by sex.

Population	Total		Male		Female	
	%	Number	%	Number	%	Number
Population 6-15 years old	100.0	5,391,986	100.0	2,733,538	100.0	2,658,448
Never attended school	9.3	502,225	9.4	256,260	9.3	245,965

Source: GSS, Data through Census 2010

Table 8. Population 6 years and older currently in school by sex and level of education.

Level of Education	All		Male		Female	
	%	Number	%	Number	%	Number
Total	100.0	7,370,462	100.0	3,854,081	100.0	3,516,381
Kindergarten/Nursery	7.1	519,799	7.0	270,707	7.1	249,092
Primary	54.4	4,009,198	53.3	2,054,758	55.6	1,954,440
JSS/JHS	21.8	1,608,398	21.9	843,833	21.7	764,565
SSS/SHS	10.9	805,168	11.3	436,417	10.5	368,751
Voc./Tech./Comm.	0.6	43,338	0.6	23,232	0.6	20,106
Post Middle/Post Sec.Cert. Teacher tr.agric,nursing	0.7	52,776	0.6	22,352	0.9	30,424

Post Sec. Diploma University Dipl/HND, Teacher dipl	2.0	150,233	2.3	89,291	1.7	60,942
Bachelor/Post Graduate (Cert, Dipl, Masters, PHD etc)	2.5	181,552	3.0	113,491	1.9	68,061

Source: GSS, Census 2010

An analysis of the flow of students over the past several years in the country shows, that about 6 in 10 junior high school (JHS) pupils have a chance of proceeding to a senior high or technical/vocational school and only one of them is able to acquire higher education of any kind. Accessibility of vocational and general secondary education is thus an important issue. However the demand is primarily for general secondary education. The image of vocational education among youth and their parents is far from positive (COTVET, 2012), which is reflected in the low percentage of enrolment in vocational and technical education (Table 8).

The enrolment of girls in education lags behind at all levels (Table 8), increasingly so from the JHS level upwards, with a share of 45.4 percent at SHS and of 32.5 percent at the university level.

Data relating to changes in enrolments in TVET Institutions since 2009 is presented as Table 9. It is observed that enrolments in TVET institutions decreased in 2009/2010 by 15.8percent over the 2008/2009 enrolment, despite prominence in policies, and have not quite recovered in 2010/2011 (-3.2%). Due to differences in definition the 2010/2011 data of the Ministry of Education in Table 9 do not match the Census data on Vocational/Technical/Commercial education in Table 8.

Table 9. Enrolments in TVET Institutions since 2009.

Type of Institution	2008/9	2009/10	2010/2011	Growth % 2009-2011
Public	48,348	39,608	42,541	-12,0%
Private	25,929	24,547	29,307	+13,0%
Total	74,277	64,159	71,848	-3,2%

Source: Ministry of Education

Within the TVET sector development since 2009 has been mixed. Overall, the TVET sector as represented by number of institutions increased marginally by 3.0percent in 2010/2011 as compared to the situation in 2008/2009. The number of private institutions increased slightly more and accounts for 55percent in 2010/2011. The distribution of public TVET institutions across the different government ministries since 2009 is summarized in Table 10.

Table 10. Number and Type of TVET Institutions since 2009.

TYPE OF TVET INSTITUTION	2008/2009	2009/2010	2010/2011	% CHANGE
GES Technical Institutes	26	26	34	3.0%
NVTI Centres	28	24	26	-7.1%
Integrated Community Centres for Employable Skills (ICCES)	33	34	31	-6.0%
Social Welfare Centres	13	13	9	3.0%
Leadership Training Institutes	5	7	8	6.0%
Opportunities Industrialisation Centre (OIC)	1	1	1	0%
Community Development Centres	23	20	23	0%
Agriculture Training Institutes	1	1	1	0%
Roads & Transport Training Centre	1	1	1	0%

Gratis Foundation	3	3	3	0%
TOTAL PUBLIC TVET INSTITUTIONS	134	130	137	2.6%
TOTAL PRIVATE TVET INSTITUTIONS	163	154	169	3.6%
TOTAL	297	284	306	3.0%

Source: EMIS, Ministry of Education

Quality of education is an issue in which availability; quality and presence of teachers play important roles. With regard to the situation of teachers in TVET institutions, Table 11 shows that while student enrolments decreased in 2009/2010 over the previous academic year, there has rather been a steady increase of teachers in both public and private institutions since 2009. The teacher-student ratio averaged 1:17.2 in 2010/11 with more staff at hand in public (1:15.6) than in private institutions (1:20.3) (Table 11).

Table 11. Changes in Number of Teachers since 2009.

Type of Institution	2008/2009	2009/10	2010/2011	Growth % 2008-2010	Teacher-student ratio 2010/2011
Public Teachers	2,304	2,604	2,723	18,2%	1:15,6
Private Teachers	1,382	1,282	1,443	4,4%	1:20,3
Total Number	3,686	3,886	4,166	13,0%	1:17,2

Source: Ministry of Education, ratio processed from source info.

Vocational education in agriculture is mainly provided by the three (3) Farm Institutes and the five (5) Agricultural Colleges in Ghana, under the Ministry of Food and Agriculture.

The Farm Institutes are not able to recruit students for their regular programmes. Causes are seen in the high cost for participants (GH¢800 i.e. about US\$400 for tuition and clothes/materials) who are not supported by the government. The farm colleges supply courses in entrepreneurial skills to about 100 participants. The Agricultural Colleges offer a variety in levels of programmes; the main stream is administrative and technical 3 year diploma awarding programmes Higher National Diploma (HND). On a yearly basis the Agricultural Colleges service 600-700 students. As part of poverty reduction measures Polytechnics of Rural Development and Poverty Reduction have been initiated in Tamale, Bolgatanga, Wa and Ho Polytechnics.

2.4.2 Policies

Since 2009 the coordination and development of vocational education and skills has received substantial attention from policy making bodies in Ghana. The Council for Technical and Vocational Education and Training (COTVET) has started executing its mandate.

Major actions of COTVET include a report on the perception of vocational education⁵, a report on harmonisation of concepts on Competency based Learning⁶, studies on demand and supply of vocational skills in some priority sectors (among others in tourism), and a TVET policy review (to be published 2012).

Ghana Skills and Technology Development Project

The World Bank and the Ghana Government have embarked in 2011 on a 70 Million USD 5-year Skills and Technology Development Project which COTVET facilitates.

“The project aims to:

- (i) provide institutional strengthening to key agencies and ministries;

⁵ COTVET, From Prejudice to Prestige, published in June 2011

⁶ Council of Vocational Education and Training, Report of the Technical Committee on the Harmonisation of Competency-Based Training (CBT) in Ghana, 2009

- (ii) target demand-driven skills/technology investments in economic priority areas; and support an innovative mechanism (competitive fund) to enhance the market for relevant training and provide a platform for other donors to support skills and technology development in Ghana”⁷

For the improvement of TVET in the short run the components of special interest include:

- 1) Institutional strengthening of skills development, with special emphasis on:
 - “development of COTVET technical capacity, strategic systems and policies” (GSTDP, p8) technical assistance will be provided for: (a) the development and adoption of a national skills strategy to better align TVET with the Government strategy and linked to specific economic (i.e. productivity) and social (i.e. employment) outcomes; (b) development of sector-specific skills development strategies including assessments of supply and demand for skills, market failures etc.; (c) the development of a TVET management information system, processes and organization to coordinate, monitor and evaluate services across sectors; and (d) the development of guidelines for standards and qualifications/certification.
 - Provision of support to a number of TVET providers to “help improve accountability and effectiveness of formal public and private non-profit TVET providers in priority economic sectors to deliver demand driven training.” (GSTDP, p.8)
- 2) Financing of skills and technology development programmes in prioritized economic sectors through a demand-driven Skills Development Fund (SDF) – at estimated base costs of USD 50 million, which includes funding from the Education Sector Programme (IDA), DANIDA and Ghana Education Trust Fund.

Sectors prioritised for interventions are selected on grounds of demonstrated lack of skills and technology hampering growth. They include ICT, Construction and Housing, Tourism and Hospitality, Livestock and Horticulture.

The Skills Development Fund has four “windows” of funding. Window 1 targets collaboration between industry and training providers in training for the formal labour market, and requires 20percent matching funding from employers or employer’s associations. Window 2 targets training and entrepreneurship development of small and medium enterprises in the informal sector. Matching funds by beneficiaries in this window can be limited to in-kind support, internships and work opportunities to be provided to trainees. Window 3 seeks to develop new innovative models or subjects for training by training providers who respond to economic demand. Window 4 supplies Grants for Technology Development and Technology Development Centres in cooperation between industry, science and technology providers.

National Apprenticeship Programme (NAP)

In 2011 the Government of Ghana started a National Apprenticeship Programme in addition to Window 2 of the Skills Development Fund, aiming at reducing youth unemployment and improving upon livelihoods of early school leavers, with 5000 apprentices from 78 districts. In 2012, 8000 youth are planned to benefit from the programme, to be trained in Cosmetology, Garments, ICT, Welding and Fabrication, Carpentry and Joinery, Block Laying and Concreting, Auto Mechanics and Electronics. GH¢ 10 million worth of training tools and equipment is to be by COTVET to regional ministers for distribution to selected districts under the NAP, as supplied through Window 2 of the Skills Development Fund.

Competency Based Learning and alignment of TVET with industry

Since 2009 the development of competency based learning has received continued support through many different projects in which Polytechnics and TVET-institutions have collaborated with foreign aid mainly through JICA, DANIDA and NUFFIC.

Several Learn4Work projects 2009-2011 contributed to this development.

⁷ Ghana Skills and Technology Development Project (GSTDP), The World Bank Report No:59529-GH; p8

No follow up evaluation data are available. Repeatedly the experience was shared with us

- that the developed programmes have been continued, often after necessary adjustments to connect to Ghanaian day-to-day conditions (size of group, availability of practicals)
- that the extension of CBT beyond the pilots has not taken off on a substantial scale.

The programmes have not regularly been taken over by other institutions, the programmes have not led to CBT development of other programmes within the institution, and examination standards (NABPTEX/NVTI/GES) have not been broadly adapted to CBT.

Most often this is attributed to lack of conditions (space, tools, class size), lack of available teacher skills and skills development and other priorities of the leadership.

The implementation of industrial attachments for Polytechnic students and TTC-participants has however been strengthened, though their availability is still a major challenge. The connections of TVET-institutions and industry have been reported to be more numerous.

Connecting to industry at a policy level seems to only be successful when a major industry takes the lead for its own purposes (RLG, CAT) or if taken up at the national level (Oil and Gas). The initiative for a national strategic intervention in the area of Hotel and Hospitality Skills Development as priority sector has not yet materialised.

Overall the development of practical skills -be it CBT or otherwise- in alignment with industry or representatives of self-employment has not become a main stream component of Technical and Vocational Education as yet at the curriculum (examination) or at the programme delivery level.

The demand for entrepreneurial and practical skills from private enterprise and self-employment is unchanged.

2.5 Youth employment and skills development programmes

Since 2011 a major impulse has been given to demand driven short term vocational training of youth as part of youth or general employment initiatives. The main area of focus of these programmes is self-employment, and the start up of businesses is supported with the necessary tools and inputs on credit.

Considering the numerous efforts that are being undertaken by public and private partners in the area of short term vocational training for youth, only the major initiatives with impact in the sector of food security will be presented in this paragraph.

Most visible and large scale are the youth entrepreneurship and skills development programmes of the different ministries administered by agencies of the ministry or by private organisations on behalf of the ministries.

Recently an initiative by the Ministry of Finance –as part of the Ghana Social Protection Strategy- has put the coming together of these different programmes on the agenda, for the sake of effectiveness and efficiency.

The programmes all target youth that are formally registered as unemployed with the various agencies. They vary in the way they are set up as a business, with Youth in Agriculture working as an office of the Ministry of Agriculture and LESDEP working as a private firm. More extensive information on activities is supplied in Annex 1.

In this paragraph the major programmes will be shortly outlined, after a description of the National Youth Employment Programme, which supplies the entry requirement for most programmes.

National Youth Employment Programme (NYEP)

Since 2006 successive governments of Ghana have established and sustained a National Youth Employment Program (NYEP). The purpose of the Program is to explore, recommend and provide additional employment opportunities for the youth and thereby create conditions that will facilitate their economic empowerment. The programme includes a combination of self-employment opportunities, wage earning jobs and voluntary service activities.

Ten modules are being used for the implementation process: 1 - Agriculture-Business; 2 - Trades & Vocation; 3 - Information and communication Technology; 4 - Community Protection System; 5 - Waste and Sanitation Management Corps; 6 - Rural Education; 7 - Auxiliary Nursing; 8 - Internships and Industrial Attachments; 9 - Vacation jobs; and 10 - Volunteer Services. All Metropolitan, Municipal, Sub-Metro Areas and Districts in the country are implementing some of the modules based on their local comparative advantage. The strategy implied employment task forces at national, regional, and district-level to implement the NYEP.

The district employment task forces are charged with identifying potential employment promotion areas and then implementing one or more of the NYEP modules. The beneficiaries are paid a weekly stipend. Those engaging in self-employment activities are given assistance to purchase inputs.

The Atta- Mills government has extended the 2006-2009 programme--initiated by President Kufuor - to 2010 and 2011. The programme was expected to benefit more than 200,000 youth between 2010 and 2011 and is reported to have benefitted : 457,779 youth cumulatively by June 2012⁸

In the National Employment Policy 2012, the government of Ghana has announced a new policy direction to move the NYEP from “the over-emphasis on payroll modules to business set-up modules to provide assistance for the large number of youth unemployed”.

Originally the set-up was based on employment guarantees for youth by the government. This benefited around 100,000 youth per year at GH¢ 3.4 million in 2011. This type of expenditure is no longer considered sustainable⁹, therefore the emphasis shifted towards supporting youth entrepreneurship and business start ups.

The NYEP-agency has been renamed the Ghana Youth Employment and Entrepreneurial Development Agency (GYEEDA). The Government of Ghana intends GYEEDA to become the focus agency that supplies the needed coordination of the efforts of the numerous public and private sector agencies who offer varied services, with the objective of providing skills and creating jobs for the youth.

1. Youth in Agriculture (YIAP)

Started in 1999, YIAP broadened its scope in 2009 to provide youth with self-employment in modern ways of farming, thereby raising their standard of living and contributing to improved productivity, yield and entrepreneurship . The programme under the Ministry of Food and Agriculture has four components: Crops/ Block farming, Livestock and Poultry, Aquaculture/Fisheries and Agribusiness . The programme supplies youth with all materials needed to start or improve a specific business (for example Chicken Breeding) on a credit basis and with 5-7 day training programmes to provide the specific skills needed for that business.

In 2011 the programme had over 38.000 beneficiaries, of whom 25-30percent were female. Return payment of the received credit has been a major challenge.



Block Farm Rice and Combine Harvester (YiAP)

2. Local Enterprises and Skills Development Programme (LESDEP)

Initiated in April 2011, this programme is directed towards helping people in need to establish businesses through short-term training, supplying the necessary tools and equipment on an 18 months loan basis, and supplying advisory services.

The programme under the Ministry of Local Government and Rural Development is organized through a private initiative with government funding per participant. In 2011, 20,000 people have been trained and set up, in 2012 another 40,000 are expected to have started a business through the programme. In September 2012 a success rate of 85 percent was reported with a payback rate of 75 percent.

At a national level a yearly plan is developed with training targets per region based on local market analysis through the network of regional offices. Training is provided in 27 vocations in cooperation with existing agencies and organizations, like National Board for Small Scale Industries (NBSSI). The demand is estimated to be in the order of 10,000 more that can be supplied.

In the area of Food and Food security, LESDEP offers business set ups in: grass cutter raising, fish farming, agro-processing (including food-processing, packaging and bottling of juices, jams, pickles, chips, agriculture (growing crops, dry season farming) and catering. LESDEP also provides trucks and tricycles for distribution of agriculture produce from production centres to consumers and markets. A new expanded programme aspires to train and set-up 1,000 mechanics in the districts for maintenance of tricycle motor bikes through requested support by the Skills Development Fund. No record of cooperation with industry is present except with ZoomLion a government initiated waste management firm.

3. Youth Enterprise and Skills Development Programme (YESDEP)

This initiative was started in the fall of 2011 by the Ministry of Youth and Sports with cooperation of The World Bank. It has facilitated practical hands-on skills and business set ups in 15 different trades for 10,000 unemployed youth that have taken part in the National Youth Employment modules and are interested in setting up their own business.

The set up is similar to that of LESDEP. The programmes typically last from 10 days to 1 month, depending on prior skills. The Youth Enterprise and Skills Development Centre (YESDEC) is a subsidiary of Zoomlion Ghana Limited that coordinates and delivers the training programmes in exchange for a management fee per trained youth.

4. Graduate Business Support Scheme:

Specifically targeted at Graduate unemployment, GEBSS was launched on 30 November 2011 by the Minister of Employment and Social Welfare in partnership with the newly founded Ghana Enterprise Development Strategy Ltd. It aspires to support 10,000 graduates a year to achieve 500 supported business start-ups and 100 successful businesses. Main aspects of the Support Scheme are: Self-confidence building, developing of business plan, business incubation, executive coaching, industry attachments, and business set-up support.

5. National Service Scheme:

The National Service Scheme (NSS) is not a youth employment programme but a required one year of mandatory but paid service to the country by graduates from universities and polytechnics. The existence of NSS contributes however to a lower youth unemployment rate. Several programmes contribute to skills development of youth, one of which is modern farming.

6. Other notable initiatives.

Much more dispersed are the specific programmes of private organisations (employers, employers associations, workers associations, non-governmental organisations) that undertake vocational training of youth related to perceived necessary competencies in their specific labour markets or for

self-employment in needy communities or neighbourhoods, of which a few will be highlighted as best practice.

RLG, a major ICT-company in Ghana trained close to 30,000 youth in ICT skills under the National Youth Employment Programme through the RLG ICT academy. Youth were trained in computer assembly, mobile phone assembly and repair, and other basic hardware ICT skills.

RLG is presently exporting this successful model to Nigeria.

To help establish better vocational formal training mainly foreign companies supply machinery and tools and train staff to use it at Technical Training Centres and Polytechnics. Examples of this are an international car company, who supplied automotive equipment to Accra Technical Training Centre, and an international ICT company who supplied ICT equipment. The general technical skills (basic electrical and mechanical engineering) seem at risk in these type of partnerships, even though the demand is high, because no large scale firm is interested to connect to these demands.

2.6 Conclusions on labour market and TVET

- 1) Unemployment is an inadequate measure to describe the livelihood situation of youth in Ghana. Next to formal unemployment (5.8% in 2011) the effectiveness of self or family employment in terms of work hours and generated income needs to be taken into account.
- 2) Self-employment in the informal sector is and will remain the employment perspective for large numbers of youth. There is need for a better understanding and incorporation of informal sector needs in the design and delivery of TVET if the ultimate goal of fitting trainees into the labour market is to be realized.
- 3) The lack of skills development is considered a constraint for growth in the sectors of: ICT, Construction and Housing, Tourism and Hospitality, Livestock and Horticulture and Oil and gas. Considering the public and private initiatives already taken on Oil and gas, ICT and Tourism, further focus is needed in the areas of Construction and Housing and Livestock and Horticulture.
Electronic and mechanical engineering skills for a growing manufacturing industry might be a further area of attention, since Oil and Gas development has put high pressure on this market.
- 4) The Youth employment programmes support substantial numbers of beneficiaries (estimated 40,000-60,000 in 2011), and as far as data are available the success rate and the pay back rate are substantial too. As numbers grow the capacity to discern and move to other areas of self-employment will become a critical factor. Staff of the programmes has underlined their need to progress on their business development skills to timely assess and develop new opportunities. In some areas the opportunities seem obvious and abundant but are constrained by the high investments needed. (e.g. fisheries).
- 5) Another aspect of the learning process in the employment programmes is the importance to work at strengthening the connection of the new businesses to available markets, and to improve their marketing skills and attitudes.
- 6) There is no connection between counselling and courses developed under the Youth employment programmes and the TVET or agricultural public and most private institutions. The necessity of these programmes will therefore not diminish. At the Polytechnics elective programmes provide paid access to what are considered 'employability skills'.
- 7) The number of women engaged in the formal economy is about half that of men (GSS, 2012). Females appear to be trapped in informal sector employment; they account on average for only 20percent of employees registered for social security benefits. Participation of girls in education is lower at all levels, especially in poor/rural areas. Some programmes specifically target participation and success of girls and women in education, through empowerment, support programmes and specific vocational training (College for AMA-CofA, CAMFED, and

Vocational Training for Women-VTF). Camfed has supported 50,000 girls through education in Ghana.

- 8) Substantial investments are underway for institutional strengthening of key agencies and ministries in Technical and Vocational Education, and especially COTVET. At a national level the structure will be built to better align TVET with the Government strategy and to improve the linkage with specific productivity and employment outcomes, and with specific sectors. Development of guidelines for standards and qualifications/certification are also high on the agenda as is the improvement of accountability and effectiveness of TVET providers. COTVET is clearly positioned at the heart of these developments.
Considering the size of the task, the limited size of COTVET and the limited knowledge of and involvement in educational demand of employers and self-employment organizations it will take quite some time to achieve a more transparent situation on skills supply and demand. Value can be added by helping shape and demonstrate this process in priority sectors or aspects.
- 9) The Skills Development Fund has chosen the competitive path to improve the delivery of demand driven skills development. In the first round no TVET institutions or Polytechnics qualified with projects for funding. The necessary business development attitude, the connectedness to industry at a policy level and the project development and writing skills are not a regular part of most TVET institutions. Skills development projects represent demand driven initiatives that contribute to job growth and could represent potential partners for Learn4Work. The information on the new round of projects is not available yet, and could not be taken into consideration.
- 10) It will remain a considerable challenge for TVET institutions to develop better connections to employers in the formal sector and to representatives of demand in the informal sector, for the purpose of improving quality and relevance of skills supplied. The best practices in this area deserve spotting, further development and sharing.
- 11) The development of competency-based learning fit for Ghanaian circumstances is another issue that remains on the agenda to build a responsive TVET system. Projects in this area – possibly connected to strategic sector priorities- could enhance the CBT programme portfolio, help implement new standards and enhance a knowledge sharing attitude. A less theoretical education will improve its accessibility.

3.0 Food and Food Security

3.1 The chain of Food and Food security, data and policies

The development of the agricultural sector has been part of the political agenda in Ghana for a long time. Yet the progress has not kept pace with the growing national demand for food products nor with the opportunities for export available to Ghana, due to its special trade status. The contribution of agriculture to national GDP has been on a steady decline since 2007 from 34.7 percent in 2007 to 29.9 percent in 2010 and further down to 25.6 percent in 2011. (see Table 2).

Unpredictable climate, low literacy, lack of institutional support, and limited market access and knowledge have hindered the small-scale agricultural sector. The liberalisation of the Ghanaian economy has created competition in the market. For local farmers it is still difficult to compete equitably or match the cost of production, which resulted in high food imports with loss of precious foreign exchange as a result.

Box 1. Overview of Food security chain

FOOD ACCESS

Availability/ access to harvests
 Costs/ access to money

FOOD PRODUCTION, DISTRIBUTION & CONSUMPTION

INPUT VARIABLES

Fertilizer
 Seed/seedlings
 Breed animals
 Water
 Labour
 Access to land/capital

FARMING

Staples
 Vegetables/Fruits
 Cocoa/Commercial Crops
 Animals –goats, cows, chickens
 Fish

SELF USE

Storage
 Conservation
 Preparation
 Serving
 Refuse

MARKET

Storage
 Conservation
 Information
 Transportation
 Packaging
 Sales

SELF USE

Storage
 Conservation
 Preparation
 Serving
 Refuse

SERVING

Storage
 Conservation
 Preparing/cooking
 Serving/Packaging/Selling
 Consuming
 Refuse

COMMERCIAL EXPORT

Storage
 Conservation: Cooling, Drying, Canning, Smoking
 Preparing: Juices, salads,
 Packaging
 Shipping, Transport,

The attractiveness of farming is low among youth, while the average age of farmers is 45-55 years (YiAP). According to all parties involved the agricultural sector could represent a much greater potential for employment and sustainable livelihood than is presently delivered.

The Ministry of Food and Agriculture (MOFA) in Ghana defines food security as: *“good quality nutritious food, hygienically packaged and attractively presented, available in sufficient quantities all year round and located at the appropriate places at affordable prices”*.

By this definition about 1.2 million Ghanaians (5% of the population) are food insecure while another 2 million people are vulnerable to becoming food insecure. Food insecurity is concentrated in the poorest regions of the country which are also the area’s most prone to adverse weather conditions, such as floods and droughts, and most affected by high food prices. Available data further indicate that close to half of the 18.2 percent of Ghanaians who still live in extreme poverty are food crop farming households who were singled out to be the most poor among all other economic activities. Of all food crop farmers 46percent are falling below the poverty line (MOFA, 2012)

Government efforts in addressing the food security challenge are aimed at achieving MDG1 which seeks to reduce by half the proportion of population suffering from hunger, between 1990 and 2015. Policies are laid down in the Ghana Shared Growth Development Agenda (GSGDA), the Food and agricultural Sector Development Programme (FASDEP), and the Medium Term Agricultural Sector Investment Plan (METASIP).

These provide the blueprint to address the food security situation in Ghana.

Key policy areas involve: productivity in agriculture, supply and improvement of nutrition, food storage and distribution, mechanization services and irrigation development and information/early warning system.

Emergency preparedness measures have to be put in place to avert food crisis and provide the necessary early warning signals.

3.2 Growth, stability and labour perspectives in Food & Food Security.

Food security

Ghana could be self-sufficient in food production, as the total production available for human consumption exceeded the estimated national demand (Table 12). However, unfavourable weather conditions and natural disasters such as floods and bush fires affect the continuity in supply of food and thereby food prices and access to food.

Average rainfall decreased by 18 percent from 1,208.77 mm in 2010 to 992.93mm in 2011.

Floods also affected 95 farming communities within seven districts in 2010/2011 resulting in reduction of yields. The production of maize, sorghum and millet decreased by about 10-15percent. (MOFEP, 2012) Despite these unfavourable weather conditions in 2011, all the other major staples recorded surpluses production with the exception of rice where the deficit was offset with rice imports.

Enlarging the local rice production is a target aimed at through several interventions, including the block farming, NERICA Rice Dissemination Project, Inland Valleys Rice Development Project; Sustainable Lowland Rain fed Rice production project and Rice Sector Support Project. Adoption of improved technologies by farmers as a response to support from the Root and Tuber Marketing Improvement Project, and the West African Agricultural Productivity Project account for the high production surpluses witnessed among the root and tuber crops.

The increase in the roots and tubers may be attributed to the adoption of improved cassava varieties and other technologies disseminated by Root and Tuber Improvement and Marketing Programme (RTIMP) nationwide.

Table 12. Domestic Food Supply and Demand of Key Staples.

Commodity	Total Domestic Production ('000MT)		Production Available for Human Consumption ('000MT)		Estimated National Consumption ('000MT)		Deficit/Surplus ('000MT)	
	Annual 2010	Annual 2011	Annual 2010	Annual 2011	Annual 2010	Annual 2011	Annual 2010	Annual 2011
Maize	1872	1684.2	1310	1179	1061	1113	249.4	66.3
Rice (milled)	295	278	257	242	581	610	(324.7)	(367.4)
Millet	219	186.5	190	160	121	127	69.4	33.0
Sorghum	324	288.3	282	250	121	127	161.1	122.7
Cassava	13504	14703	9485	9969	3703	3884	5781.9	6084.9
Yam	5960	6285	4768	5036	3028	3125	1740.9	1861.4
Cocoyam	1355	1264.7	1287	1235	969	1016	318.3	218.7
Plantain	3538	3640.7	3007	3077	2054	2154	953.2	922.9
Groundnuts	531	465	475	419	291	305	187.2	113.8
Cowpea	219	237	186	201	121	127	65.3	74.2
Soybean	145	165	123	140	121	127	2.1	12.8

Source: MOFA, 2012

To ensure food security and emergency preparedness in the North, mitigation measures have been instituted including the provision of relief items by the National Disaster Management Organisation (NADMO) and District Assemblies. Produce (cereals) recovered from the Youth in Agriculture Programme were supplied to strategic buffer stocks against emergency events such as high prices, food shortages as a result of floods, and droughts.

MOFA has facilitated the start of new farms through providing seeds and other input support for farmers, to contribute to improved food security.

To strengthen early warning systems, disease and pests' surveillance and food and nutrition monitoring systems have been put in place, in particular in the Northern, Upper East and Upper West Regions. The food and nutrition monitoring system produces a monthly bulletin on the food security situation in the regions for use by various stakeholders for decision making. The production of the monthly bulletin has improved the choice of crops to be planted and also affected positively the choice of time of sale of farm products. Apart from the monthly bulletin providing available vital information on the weather to the stakeholders, the bulletin also enabled the beneficiaries to reap the maximum profit from their products.

Labour Market and Skills Development

The primary focus of Food Security is improving livelihoods and continuous availability of food. In the process of developing food security and modernisation of agriculture many (new) opportunities for self-employment and employment arise. The necessary skills needed for these opportunities in the regions do not match the skills present. This gap has not been systematically analyzed at the sector level.

However within many areas of food production skills gaps have been noted and programmes have been developed to provide existing farmers and workers with the necessary skills and often tools. These programmes are delivered at many different levels and by many different organizations, often

by crop or animal specific farmers' organisations, for example the Cocoa, Coffee and Shea nut Farmers Organisation (GCCSFA), the Poultry Farmers Organisation etc.

The Employment and Entrepreneurship programmes mentioned earlier provide skills training to youth and adults in many districts, after analyzing demand. Training, tools and inputs are presently provided in crop/block farming, animal breeding (chicken, grass cutter, fish), food processing (producing jams, juices, chips, pickles and more), transport of food and inputs (truck, minivan) and catering. No data on total numbers of participants in the area of food and food security are available. Entrepreneurial skills are part of the training process and counselling is a follow up service provided. The programmes are however not connected to the formal TVET system. According to the information present they deliver a successful basis for start up, but they do not form part of a steady recognition of competencies developed.

In JHS and SHS electives in agriculture have been introduced as part of a portfolio of vocational orientation. The farm institutes are the formal providers of agricultural education and training, however they lack participants. The agricultural colleges have a small enrolment compared to the size and the development tasks of agriculture as a sector.

The key question for developing societies is how to upgrade skills of rural producers. One road Ghana has taken is the road of training and supporting existing farmers, through their organizations -of which the formation is strongly supported.

The training of unemployed youth follows a similar path. A next step might be to develop a TVET model that can connect training and experience to a formal competency development framework, given the unlikelihood of people accessing long term training.

Best practices exist abroad, for example in Australia and Scotland, that show a way to connect ongoing training of the primary producers in improved practices and new technology and a formal competency development structure. Additionally agricultural ministries have operated colleges to train a small number of future agricultural producers and the general TVET colleges have expanded their role in providing long term training to those interested in a career in agriculture.

Furthering this discussion is beyond the scope of this study; however some links are added as food for thought and inspiration¹⁰

In Ghana no recent policies towards the overall development of agricultural education have been formulated. Short term training will however not suffice in the future to meet the demand for competencies and people who can run agriculture as a business and provide better food security through every aspect of the value chain.

With the extension of food processing and preserving demand for quality assurance skills, quality assurance systems and quality assurance (self) regulation will arise, to set and maintain standards of food security.

3.3 Main actors in sector of Food Security

The area of Food and Food security is largely dominated by the informal sector and is estimated to (self-)employ over 60percent of the population, of whom 41.6percent are directly in agriculture, forestry, hunting and fishing and others in supporting roles in transport, trading and catering.

The Government of Ghana plays a major role through the Ministry of Agriculture and Food (MOFA). Other important ministries with regards to Food and Food security are the Ministry of Local

¹⁰ http://fao-ilo.org/fileadmin/user_upload/fao_ilo/pdf/Papers/25_March/HartI-formatted_01.pdf;
<http://www.fao.org/nr/land/sustainable-land-management/farmer-field-school/en/>

Government and Rural Development (MLGRD) and the Ministry of Employment and Social Welfare (MESW).

Farmers are organized along crop lines, both nationally and regionally/locally and on a smaller scale in cooperatives as part of the chains of supply and demand. Organisation of farmers is considered an important factor in knowledge sharing and bargaining power and is supported through several projects. Agricultural employees and farmers are also organized in the General Agricultural Workers Union (GAWU) of the Ghana Trade Union Congress with a membership of close to 50,000 and in the Peasant Farmers Association of Ghana (estimated 30,000 members).

A few major private players are present in different areas of the value chain and more are sure to come, considering the agricultural development strategy of Ghana, in which increased private sector involvement is a clear direction (MESDAP, 2012).

Established companies with a tradition in production and sales of food products in Ghana are local companies like Blue Skies, Kwatsons (Max Mart), Flour Mills of Ghana Ltd, and internationally connected companies like WIENCO, OLAM, Fanmilk, Nestle, and Unilever.

WIENCO and OLAM were in the Top 100 Companies 2010 of the Ghana Investment Promotion Centre (GIPC). They stand out among the large number of companies registered in the area of food, of whom close to 2000 are publicly registered at www.ghanayp.com

Many public and private organisations support the development of food security and support parties in the food chain. The development of agricultural communities in the Northern Regions is target of many specific Aid-interventions, connected to the high poverty rate in these regions. The Savannah Development Authority was established to accelerate development in the North.

In Ghana several not for profit organisations with a Dutch base or strong Dutch ties have a long and strong tradition, operating in partnerships in the Food (Security) sector. Examples are: SNV, Farm Access, VSO, Solidaridad, MDF-West Africa and OXFAM-NOVIB.

3.4 Existing actors/programmes related to the Netherlands

Many large-scale and small-scale programmes in the area of food security related to the Netherlands are present in Ghana. Small-scale connections fluster between Dutch individuals and the development of poor/ rural villages (examples are Logba Tota and Atsimkpoe).

Substantial long-term programmes are present or have been undertaken in crop development and procession for export (cashew nuts, fruit, cocoa and most recently palm oil) and in access to and management of (waste) water - a necessary condition for food security.

In the Multi Annual Strategic Plan 2012-2015, the Dutch Embassy defines three spearheads of bilateral relations with Ghana: Urban Drinking Water and Sanitation, Food Security and Agricultural Modernization, and Sexual and Reproductive Health and Rights.

Within Food Security and Agricultural Modernization the following areas are prioritized: sustainable cocoa, sustainable palm oil, and agri-business support.

To strengthen the position of female producers and traders is considered a challenge.

Dutch focus is on support to private sector organizations that add value to production in cocoa, palm oil; horticulture is seen as an opportunity for private parties.

Opportunities are also defined in other areas of food security (among others fish farming and seed sector development). The Netherlands will not engage in these last areas through large programmes, but will provide support by brokering and precise investments that could take away constraints (like capacity needs, farmer-to-market linkages, access to finance)

The strategic policy of the Netherlands is reflected in the projects that are funded through the Dutch government. The major partners and projects are presented here.

- 1) Solidaridad focuses on cocoa, fruits and palm oil in West Africa. It initiated and delivered a few major programmes through private and Dutch government funding.
 - Sustainable Oil Palm Programme, a 4 year 12 Million USD programme to improve the efficiency and productivity of the small and medium sized enterprises in the oil palm sector through the development, testing and up-scaling of “Best Management Practices”. It is estimated that the present production is at 30percent of its potential and the milling efficiency at 20percent of production capacity.
 - Programme for Improved Certified Cocoa Production by small farmers (since 2007) to accommodate the policy of several Dutch and international firms (Ahold, Barry Callebaut, Cargill, Nestle, Mars and others) to transfer to Utz certified cocoa. New partnerships are sought to train more farmers in good agricultural practices and organization development. Solidaridad has undertaken research into ways to improve positioning of women in their training and development programmes.
- 2) SNV is a Dutch government aid organization that assists in organizational improvements to the School Feeding programme. This programme aspires to link farmers in poor rural areas to feeding programmes in schools to supply locally grown food in collaboration with local groups and farmer based organisations, local government and the private sector. The total programme is financed by the Bill and Melinda Gates Foundation.
- 3) VSO supplies volunteers in the 4 poorest (Northern) regions to support NGO’s in agricultural and community development, and possibly in market development (‘making markets work for the poor’); VSO also partners on development awareness programmes and Ghana internships with Dutch Centres of Vocational and Higher Education (ROC), among others Koning Willem 1 College and ROC Midden Nederland.
- 4) Through the Private Sector Investment Projects (PSI) the Dutch government is involved in co-funding of a number of substantial Food Sector Investment/Development projects.
 - A commercial sustainable reforestation project (involving 218 jobs)
 - A fruit infusion and drying plant (90 jobs)
 - Large scale mechanized responsible soy production (107 jobs)
 - A fish feed factory (115 jobs)
 - An ISO 22000 compliant organic palm oil mill (182 jobs)
 - An ecological, innovative energy efficient fruit drying facility (71 jobs)

In the past 5 years 10 major NUFFIC-funded Ghanaian-Dutch partnership programmes have been undertaken in the area of Higher education, and an estimated comparable number in intermediary vocational education and training. Competency Based Learning, New Technologies and Managerial and Teacher Capacity Building have been the focus areas of these projects.

One of these programmes is known to have been on strengthening of agricultural engineering education and training (With the Polytechnics for Rural Development and Poverty Reduction in Tamale, Wa, Bolgatanga, Ho Polytechnics)

Another past project worth mentioning in the context of this study is the Ghana Industrial Skills Development Centre (GISDC) project, initiated by Vlisco. GISDC was designed to supply technical skills training connected to demand by industry in the Greater Accra Region.

Among participating firms were major food and beverage processing firms like SAB-Miller/Accra Brewery Ltd., Cocoa Processing Company, Fan Milk Ltd, Guinness Ghana Breweries Ltd., Unilever, Wienco, and Nestle Ghana Ltd.

The aim was to train workers for these industries, both already hired and still in secondary education. The centre was set up as a private business, to be paid per head by employers.

Due to a number of reasons GISDC has not passed the pioneer stage.

The major reasons seem to be:

Delays in construction and machine delivery, lack of trust in retention of trained employees, delay in delivery of co-funding by private partners, and complexity of cooperation with many partners and ministries.

Education in itself is no longer a Dutch priority; however, education is considered a relevant aspect of necessary development and possible barriers in other priority areas.

3.5 Opportunities and partnerships in the area of Food Security

- 1) The strong focus of public and private partners on food and food security is predominantly directed at better outcomes of every aspect of the value chain of food (inputs-production-storage-preservation/processing-transport- market), at developing agriculture as a business, and at improvement of livelihoods and self-employment perspectives in agriculture.
Job growth is not expected here, but improvement of present and future (self-) employment conditions, and retention of youth in rural areas.
- 2) Data on the number of women involved in training for (self-) employment in the area of food and food security are only fragmented available. The data present suggest special attention is needed to involve women in the new developments and (self-) employment opportunities.
- 3) All aspects of the value chain of food are subject of policy attention and necessary development.
As a market for local self-employment the areas of animal breeding (grass cutters, fish), agro processing (oil milling, bakery, fruit processing) crop growing (block farming) and catering have been spotted and addressed by the Entrepreneurship and Skills Development Programmes.
Livestock and Horticulture is a sector singled out by the Government of Ghana for its strategic gap between growth potential and skills development shortage and could be considered a priority area in that respect.
Most people interviewed stressed the priority to develop food processing and preservation, which they consider to be an important constraint especially in small scale farming. The available programmes in this area might be extended to a wider range of people.
- 4) The link between agricultural development and TVET is weak. Seven TVET institutions provide agricultural mechanisation as programmes. As part of the poverty reduction measures Polytechnics for Rural Development and Poverty Reduction have been initiated. The educational infrastructure for a country with such a potential in agriculture is weak. This could be considered a need and an opportunity for added value. However, in the policy documents no attention is paid to vocational agricultural education.
- 5) The development of agriculture as a business will involve a rise of skills demand to facilitate the technical infrastructure that is needed with regard to irrigation, mechanisation, food storage and processing and transport (including tricycles and motorbikes)
- 6) In the large scale (food) processing industry a substantial skills shortage is reported in (food) processing, electronic and mechanical engineering. A group of International firms headed by Vlisco erected the technical and educational infrastructure to improve their staff training, with co-funding by Dutch Government.
No connection with formal education (TVET or Polytechnics) was undertaken at its conception and no programmes are presently offered, due to a number of causes.

The availability of infrastructure and the presence of demand and private ownership seem to call for a follow up initiative, which makes use of the skills of Polytechnics and TVET-institutions.

- 7) There are many examples available of successful Dutch-Ghanaian partnerships both in Education and in Agriculture.

Developing adequate partnerships across national boundaries is reported to be a process that requires ownership (what's in it for me), time for building relationships, clear expectations and short term targets as well as long term perspectives.

It might be time efficient to resort to the expansion of proven partnerships.

4.0 Priority areas defined and assessed

In earlier chapters information was provided or made accessible on major developments and needs in technical and vocational education and training, food security, and youth employment.

To define priority areas for Learn4Work we have considered the following:

- 1) priorities defined by the Government of Ghana policies on Food Security, TVET and Youth Employment and prevailing in Ghana civil society organizations.
- 2) priorities defined by the Dutch Embassy in its Multi Annual Strategic Plan
- 3) priorities defined by private sector representatives of trade and manufacturing companies as stated in interviews and present in secondary data.
- 4) the operational mid-term objectives Learn4Work aspires:
 - a) to improve access to vocational education and training in Africa
 - b) to enhance the quality/ relevance of vocational education to labour market demand
 - c) to sustainably embed good practices at institutional level of TVET-providers
 - d) to include new actors -in particular from the education and private sector- into development cooperation
- 5) the opportunities for added value of cooperation in projects with the Dutch, from a Ghanaian perspective: through specific knowledge, skills or market connections.

4.1 Expand or support existing self-employment training programmes

Efforts towards demand-driven vocational training of deprived youth have abundantly developed since 2011. Their main focus is self-employment. Youth employment is a major priority on the Better Ghana Agenda.

The data suggest an effective approach has been developed, combining preliminary market research and business development at a regional level with orientation and counselling, training of entrepreneurial skills and specific vocational skills, supply of tools and inputs at 18 month credit and delivery of business support.

Demand for the programmes is exceeding the presently available supply. Announcements to upscale the programmes have been made by several parties as part of the presidential election agenda, but in the political reality this ambition might not be delivered.

- a) Learn4Work could facilitate expansion in specific demand areas like food processing skills
- b) Learn4Work could assist in building the capacity of the programme staff in business development and in supporting new business in areas where demand for self-employment is spotted, for example in horticulture (vegetable growing) and maintenance mechanics
- c) Learn4Work could facilitate the exchange of knowledge between the self-employment programmes and the agricultural and TVET-sector

Key actors: LESDEP/YESDEP/YIAP, informal sector organisations, companies with demand.

4.2 Continue the road of connecting TVET to innovation and the Private sector

The development of competency-based learning in connection with employers and self-employed is a road that still needs substantial development both within TVET institutes and at the curriculum and policy level. It is a condition for improving (self-) employment

perspectives of participants of the TVET system and can add to the aspired “pride” of artisanship.

Value can be added in this area, to assist in the tedious and long process of shifting the momentum.

The sector choice could follow the sectors mentioned earlier where the skills gap is considered a strategic issue and blocks the development of growth, namely in Housing and Construction and/or Livestock and Horticulture. The Dutch priority of Water and sanitation connects to construction as an important condition for a better sanitation system. The Dutch priority of Food Security and Agricultural Modernisation connects to Horticulture as business opportunity. The sector of horticulture does not seem to have a programme in TVET or agricultural vocational education.

- a) Learn4Work could support connecting supply and demand in specific areas of either of these sectors,
- b) Learn4Work could help develop demand driven programmes
- c) Learn4Work could distribute best practice and tools to continue this feedback process.

Partners would be sections of Ghana Employers Association or Farmers Association, TTC's/Polytechnics or Agricultural Colleges, COTVET, possibly large construction or food export companies.

4.3 Food processing and technical skills development

Many investments announced at the Ghana Investment Promotion Centre regard some kind of Technical and Food processing on a larger scale. The Government of Ghana and several aid organisations undertake major investments in food processing plants as well. Manufacturing and adding value to agriculture are pillars of the Ghana development strategy. These investments will propel demand in the area of process engineering and electrical and mechanical engineering, and in lower levels of technical manufacturing skills. The supply of low technical machinery in unemployment alleviation also triggers the need for maintenance and repair technicians.

In all interviews undertaken, the (food) processing industry was reported to be inadequately serviced by present education – both in numbers and in skills levels- whereas there is willingness to cooperate among private partners to move forward.

This is underlined by a Dutch-Ghanaian public-private initiative in Tema to install a private industrial training centre (GISDC) to service the training needs of industries. Private training as a business in the technical field is a challenge in Ghana, where no industry wide dues are paid by employers to train people. Poaching is common behaviour both by employers and by workers. The involvement of the public sector to deliver adequate levels of training –and to define the adequate diploma requirements- seems necessary.

The oil and gas industry by their urgency dominate this field of labour demand. The food processing industry has not had its own sector study by COTVET as yet and is not a strong negotiating partner because it is organised along produce and not along manufacturing lines, although the Association of Ghana Industries was involved in the GISDC initiative.

The Government of Ghana considers adding value to food produce as an important aspect of Agricultural Modernization and Food Security.

The Dutch bilateral priorities encompass capacity building where it hampers agri-business development.

The focus on sustainability of processing in the Dutch development projects is something to take into account when further operationalizing this priority.

In the Netherlands the quality and infrastructure of process technology education is well developed in a public private partnership, through knowledge centre FNLI/VAPRO both at the

intermediary education level (process operator/MBO) and at the higher education level (process engineer/HBO and WO).

The same holds for engineering and maintenance education, in which Kenteq is the knowledge centre.

The Hague University of Applied Sciences is currently operationalizing a memorandum of understanding with the Accra Polytechnic; exchange of staff and students in the technical programmes is an important aspect of the memorandum.

Key Actors:

Processing industries (SAB, Diageo, Cargill, Olam, Palm Oil), Ghana Association of Industries, TTC's, GRATIS, Polytechnics, COTVET; regional focus advised around Accra/Tema

4.4 Agri-business education

The Government of Ghana considers Modernisation of Agriculture a condition for higher yields, and block farming an important way to progress in that direction and to improve the attractiveness of farming for young people. It invests in the development of entrepreneurial and practical skills.

The Dutch bilateral strategy supports modernization of agriculture and the development of agri-business.

Within the context of the Learn4Work objectives and the knowledge and skills base in the Netherlands on agri-business a priority area could be to connect the formal agricultural education in Ghana to the Dutch and Ghanaian knowledge base on entrepreneurship and practical skills. In addition international cooperation might contribute to the need defined by MOFA to improve the image of farming among young people.

Adding to this need is the fact that the TVET-structure within agriculture is weak and the number of youth formally educated in this area is small.

However the need in this area is not balanced by clear policies to develop agricultural education within the Ministry of Food and Agriculture or the Ministry of Education. It went beyond this study to indicate the possible interest at the level of schools and colleges.

Supporting an equal gender balance would be an aspect of Dutch policy focus with regard to developing new generations of farmers.

Key actors:

Farming and Food Export/Distribution Companies, Agricultural Colleges, Farm Institutes, MOFA, TVET colleges.

4.5. Connect employment programmes and TVET/agricultural education

The Entrepreneurship and Skills training programmes for unemployed youth seem to barely influence the programmes in the formal education system, and do not connect directly to the formal education system either. The level of practical skills training in TTC's and Polytechnics is reported to be low on average. Causes are lack of equipment in sufficient numbers, lack of teacher competencies, low numbers so far of quality apprenticeships and placements and low status of technical and vocational skills.

Therefore the need to continue the unemployment programmes -and the inadequate connectedness of education to labour market demands- persists.

A different set of priorities relate to integrating the knowledge and practical training of the short course employment system into the formal education system, by developing

entrepreneurial skills and vocational skills of teachers at TTC , polytechnics and agricultural colleges and delivering this type of programmes.

The need hereto is also demonstrated by the fact that no public parties are engaged in the administering of youth skills development programmes or have so far generated projects through the Skills Development Fund.

The public colleges on average still struggle with the external orientation and the project development skills needed to be successful in this area and have had little chance to develop these as yet. Within this priority focus will be needed on specific programs for example entrepreneurial skills development.

Key actors:

LESDEP, YESDEP, YIAP, TTC's, polytechnics, agricultural colleges, COTVET, NABPTEX;

In Table 13 the potential of the five issues presented here is assessed as priority for Learn4Work projects. Potential strengths and weaknesses, opportunities and threats are summarized from the viewpoint of a future Learn4Work focus area.

Table 13. Potential of Five Issues as Learn4Work Priority.

Potential Priority	Potential Strengths	Potential Weaknesses	Potential Opportunities	Potential Threats
1) Expand and support (self) employment programmes	Directly targets employment for the youth Specific interventions including food sector Proven concept	Structural effects on vocational education Added value Dutch	Skills training & start ups in: Horticulture/Vegetables Food processing Mechanical Skills Skills staff in Business Development	Expansion plans might need all energy Lagging behind of market demand
2) Connect TVET to innovation and private sector	Provides practice in aspired policy direction Improves relevant skills for (self) employment Added value Dutch	What's in it for them Involvement formal private sector	Better skilled youth in Construction and Housing sector and in Innovative technologies (solar energy) Better alignment in programmes with private sector	Hampering rules and regulations Lack of matching examination standards Lack of funding for practical requirements
3) Food processing and technical skills development	Demand initiative Facilitates job growth at all levels Adds to food security at processing level Added value Dutch	Indirect effect on poor rural areas Cooperation needed between parties across ministries. Connection with self-employment	Infrastructure available Structural effects on vocational education.	Competition of imported workers Rapidly changing technical equipment
4) Agri-business education	Improve skills for food security & agriculture Facilitate image agric. Added value Dutch	No specific demand in policies MOFA/MOE	Youth with skills for modernized agriculture Structural effects on agricultural education	Lack of financial support farm institute applicants Low status agriculture among youth
5) Connect employment programmes with TVET	Improve employment skills/start up in TVET/Agricultural Colleges Connect knowledge within Ghana	No issue or aspiration within present organisations. Specific added value Dutch	Graduates of TVET/Agricultural Colleges leave with better employment skills	Lagging/Lacking examination requirements Willingness and capacity to improve teacher productivity

5.0 Hosting Learn4Work

It seems too early to propose a specific host organisation, as the type of priority chosen will most likely affect the choice of a hosting organisation.

Information on types of possibilities for hosting a coordinator of Learn4Work has been collected and assessed and will be presented to Learn4Work at the appropriate time.

Here and now it seems useful to analyze criteria that could be relevant in choosing a host organisation.

Important aspects of hosting are expected to be the following:

- 1) The host can and is willing to supply a safe and reachable office space
- 2) The host gives natural access to important connections for Learn4Work, more specifically:
 - a) to private parties that represent demand in vocational skills and or demand from a self-employment perspective in the priority areas
 - b) to vocational or farming education institutions and possibly agricultural colleges or polytechnics in the priority areas
 - c) to relevant policy developments and relevant gender experience
- 3) The host is viewed positively by the (aspired) partners in the projects, especially private partners
- 4) The host supplies an organisation environment with a hands on, outcome oriented and transparent approach
- 5) The host is a proven organisation with energy for the hosting process
- 6) The host has experience in transnational cooperation

6. Feedback and conclusions

On November 21st 2012 a validation workshop was held in Accra with some 50 representatives from over 25 different public and private organisations and departments. In annex B the list of participants is included. At the start presentations were delivered by Hester Pronk on Learn4Work objectives and activities and by Asamoah Duodu (Former Director of TVED, Ghana Education Service) on outcomes and lessons learned in earlier Learn4Work projects in Ghana (2009-2011).

Subsequently the main data of this study were presented and the proposed priority areas were discussed and assessed in small groups and reported back.

The main conclusions of the participants were:

1. The proposed priorities are all relevant to the perceived needs in Ghana and to the defined criteria in the mapping study. Some suggested merging certain priorities (five and four; three and four).
2. The proposed priorities are all feasible in terms of achieving progress in certain areas that need to be further specified. Several complicating factors in the feasibility of the priorities have been signalled, for example the necessary cooperation between departments of different ministries (priority 3 and 5) and between institutions at different levels (priority 2 and 4). Commitment of parties involved was considered a crucial aspect of feasibility.

Several ideas were developed to further explore the priorities and potential partnerships.

Special attention was requested for the timely training of trainers, needed for the training initiatives within the priorities defined.

Reference people interviewed

Mr. Dan Baffour, Executive Secretary Council of Vocational Education and Training (COTVET)
Mr. Asamoah Duodu, former Director of TVET, Ghana Education Service, Ministry of Education
Mr. Isaac Ezeh, acting Director of TVET, Ghana Education Service (GES), Ministry of Education
Mr. Frances Gao, Youth in Agriculture Programme, Ministry of Food and Agriculture, Accra
Mr. Awienachan Adem Gariba, National Co-ordinator, Local Enterprises and Skills Development, (LESDEP)
Mrs. Enam Gbekor, acting Coordinator, Youth Enterprises and Skills Development (YESDEC);
National Coordinator of Graduate Enterprises and Business Skills Scheme (GEBBSS)
Mrs. Maame Ekufa-Gaitey, Head HR Technical Department, SAB Miller/Accra Brewery
Mr. Thierry van Helden, 1st Secretary and Food Security Specialist Dutch Embassy
Mr. John Ocran, NVTI
Mrs. Lena Otoo, Director, Ministry of Food and Agriculture
Mr. Samuel Seddoh, Senior Consultant, Pollen Agro Development Consultancy
Dr. Frederick Twum, Directorate of Human Resource Development and Management, Ministry of Food and Agriculture, in charge of Agricultural Education at the Colleges and Farm Institutes
Mr. Jan Roland Vergeer, CEO Vergeer resultants, involved in project development GISDC
Mr Baah Wadieh, Deputy Government Statistician, Ghana Statistical Service

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Annex A Mapping Study Ghana 2009

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Annex B List of Participants Validation Workshop November 21 2012

Name	Organisation	Position
Mr. David Amoah	Accra Polytechnic	Head of Department of Civil Engineering
Mr. Francis Amenakpor	Accra Polytechnic	Lecturer in Fashion Design and Illustration
Mr Ameyaw Baafi	Accra Technical Training Centre	Principal
Mr. J.K. Wumbee	AGREDS	Executive Director
Mr. Stephen Abarika	AGREDS	
Mr. Abu E. Musah	ASEG	Programme Coordinator
Mr. Nicholas Kwesi Smiths	CEWEFIA	
Mr.Nikabs Issah	City Waste Recycling Ltd	Managing Director
Mr. Seth Asamoah	COTVET	CBT Coordinator
Mr. Theophilus Zogblah	COTVET	CBT Coordinator
Mrs. Sheela Sakyi	Dutch Embassy	Trade Officer
Mr. Owusu Adjei Clement	Enactus Presbyterian University College	
Mrs. Eva Addo	FWSC	Director
Mr. Oduro - Ayeh	GES	Deputy Director
Mr. Incoom Philip Kwesi	GES	Head curriculum unit
Mr. Isaac Ezeh	GES-TVED	Acting Director
Mrs. Erica Burggraaff	Getting There, ambitious education	Consultant /Governance
Mrs. Enam Gbekor	Graduate Business Support Scheme	National Coordinator
Mr. Victor Anagi	Heifer International	Project Coordinator
Mr. Asiamah Solomon Okyere	Krobea Asante Tech/Voc.Institute	AG. Vice Principal
Mrs. Lucy Owusu Takyiwaa	Krobea Asante Tech/Voc.Institute	House mistress
Mrs. Hester Pronk	Learn4Work/Edukans Netherlands	Coordinator
Mr. Adem Gariba	LESDEP	National Coordinator
Mr. Kwame Osei-Owusu	LESDEP	Monitoring AMS Evaluation Manager
Mrs. Dr. Smile Dzisi	LESDEP	Consultant
Mr. Ansu Njarko Samuel Kwasi	Mamsco Environment Mgmt. Consortium	Consultant
Mrs Lena Ottoo	MOFA	Director PPMED,
Mr. Emmanuel Bimpeh	MOFA	Magament Info Systems Officer
Mr. Frederick Twum	MOFA Human Resource Department	In charge of Agricultural Colleges
Mr.Vincent Senam Kuagbenu	National Service Scheme	Executive Director
Mr. Ernest (op lijst Henry?)..	National Service Scheme	Director Projects
Mrs. Sandra Zoetelief	NeViSo	Volunteer
Mrs. Teodora Dragulescu	NeViSo	Volunteer (Rumania)
Mr. Jabika Manasseh Bigba	Nkoranza Technical Institute	Ag. Vice Principal
Mr. Nseremen Douglas Kwame	Nkoranza Technical Institute	Teacher

Mr. J. Adu Kumi	Presbyterian University College	Head of Agriculture
List of participants validation workshop November 21 2012, continued		
Name	Organisation	Position
Mr. Kofi Asare	PUM//Polish Honorary Consul	
Mr. Samuel Amponsah Obeng	Salvation Army	
Mr. Isaac Oppong Amofah	Salvation Army	
Mr. Paul Bamfo	Salvation Army	
Mr. John Amankrah	Standards Development Services	CEO/Labour Market Consultant
Mr. Patrick Rietvelt	The Hague University/Accra PT	Student Technical Business Administration
Mr. Asamoah Duodu	TVET	Consultant
Mr. Henry Akplu	University College of ManagementStudies	Rector
Mr. Sekyere F. Owusu	University of Education, Kumasi	Lecturer
Mrs. Linda Agyei	VTF (Vocational Training for Women)	Director
Mr Francis Gao	Youth in Agriculture	Deputy Coordinator
Mr. Kofi Sarkodie	YESDEP	Business Development Manager

**ANNEX C: Summary of outcomes Validation Workshop
21-11-2012**

PRIORITY AREAS	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
1) Expand/ Support existing self-employment training programmes	Relevant Feasible Skills development can bring about quality and professionalism to create more jobs in the food value chain	Relevant Feasible and achievable Priorities fall in line with national development agenda, Partners to provide startup capital to graduates	Relevant Feasible Baseline survey is needed to find out whether to expand or maintain existing programmes.	Relevant Feasible More room for expansion. More institutions such as LESDEP, YESDEP can be set up to tackle different aspects of training in service based industries. Training to be rurally centred.	Considered only Priority one. Relevant Feasible LESDEP model can be expanded because it provides technical and entrepreneu rial skills and the supply of equipment and necessary support for the clients.
2) Continue the important and complicated road of connecting TVET to the private Sector	Relevant Feasible Gaps identified include infrastructure, inadequate training, equipment and funding. Make training competency- based.	Relevant Feasible To be merged with Priority No. 4 to make one priority and to further strengthen Priority No. 4	Relevant Feasible.	Relevant Feasible Make food security chain more rurally centred e.g. aquaculture chain from fish rearing, processing, to bringing it to the table. Farming associations can enhance access to facilities. Include financial institutions as partners.	Funding arrangement to be expanded. New areas should include agricultural processing, fish processing, packaging, horticulture, crops production, transport and storage facilities

ANNEX C: Summary of outcomes Validation Workshop, continued					GROUP 5 (continued on Priority One)
PRIORITY AREAS	GROUP 1	GROUP 2	GROUP 3	GROUP 4	
3) Improve the availability of Food Processing and Technical Skills /of connected system of skills	Relevant Feasible Ideas generated include granting tax waivers towards the private sector,	Relevant Feasible Provide market guarantee Partners include RLG, Hotel & Hospitality, Cocoa Processing, and Blue Skies.	Relevant Feasible Include improving the skills of investors, producers, designers or fabricators,	Relevant Feasible Gaps identified: Inadequate silos and transport	Gaps identified : short training period makes refresher courses necessary for clients, insufficient funding, linking trainees to big markets.
4) Support the availability and development of formal agri-business education	Relevant Feasible Partners identified <u>Government</u> TVET, OICG, National Service, COTVET <u>Private</u> LESDEP YESDEC NGO/Heifur-Glt Input Suppliers	Relevant Feasible Requires total commitment. Training institutions to collaborate with the private sector to train demand driven trainees.	Relevant Feasible Consider the mindsets and attitudes	Relevant Feasible Move from research base agri-business to practical agribusiness Undertake viable projects and hands on training. Gaps identified: integrating theory with practicals and implement research results.	Follow up arrangement to connect clients and ready markets to be intensified. Partners identified: Government NGOs, International investments, donor funding agencies, the media
5) Connect employment programmes and TVET/agricultural education	Relevant Feasible Partners : <u>Government</u> TVET, OICG, National Service, COTVET <u>Private</u> LESDEP YESDEC NGO/Heifer-G.ltd Input Suppliers	Relevant Feasible Widen scope to include tertiary institutions Equip training institutions with facilities	Relevant Feasible Content of formal education to be relevant to local needs	Relevant Feasible Gaps identified: post harvest losses, effective transportation poor road network	

Annex D. Youth entrepreneurship and skills development programmes

1 Youth in Agriculture Programme (YIAP)

The Youth in Agriculture Programme was inaugurated in 1999 and was emphasized and broadened in scope and components in 2009. The YIAP has the objective to provide youth (self)employment in modern ways of farming, thereby raising their standard of living and contributing to improved productivity, yield and entrepreneurship in the agricultural sector in Ghana

The Youth in Agriculture program has four (4) components namely:

- 1). Crops/Block Farm. Next to general crop support this component implies that state land or land acquired from chiefs or private individuals is ploughed and shared in blocks among young farmers under supervision of MOFA staff. Presently, the crops under YIAP include maize (seed and grain), sorghum, soybean, tomato and onion. YIAP provides block farmers with tractor services, inputs at subsidized prices on credit and interest free.
- 2). Livestock and Poultry. This component targets production of livestock and poultry (broilers layers, guinea fowls and piggery to begin with). Beneficiary youth are assisted with day old chicks in the case of broilers, layers and guinea fowls. They are provided with housing, feeding, drugs and vaccine, utility until they are weaned off the programme in about a year. Similarly, breeding sows and pigs together with the other inputs are provided. There is a programme for other animals such as cattle, sheep and goats and other stocks such as rabbit and grasscutter will be added. Since animal production is a specialized area, participating farmers are specifically trained.
- 3). Fisheries/Aquaculture. This component is first of all being driven by the demand for healthy fish and inadequate domestic fish production. The set up of fisheries by youth is facilitated.
- 4). Agribusiness This component involves training of the youth in processing, marketing and consultancy in various areas of agricultural production.

The YIAP reports to generally be able to 'wean' participants within 1-3 years, depending on the specific component, after which they are expected to have acquired enough skills to establish their own farming enterprise.

Data available through YiAP indicate an increase in the number of beneficiary young farmers from 47,000 in 2009 to an intended 80,000 in 2012.

Participation in block farming -seen as a condition for modernization- increased from 11,000 in 2009 to 38,023 in 2011. In 2011, the total number of beneficiaries under the programme was 38,023 as compared to 38,751 in 2010 recording a decrease of 1.9%. The total of 38,023 beneficiaries comprised 27,506 males and 10,517 (27.7%) females. The reduction in the number of beneficiaries was due to poor recoveries of Block Farm proceeds which was a precondition for qualification for continued support. There seems to be interest in the block farms programme on the part of farmers. Those participating in the program have attested to the benefits including: access to low-cost credit in the form of inputs and mechanization services, which has greater productivity, production, and incomes

The fish farming programme started in 2012; 450 youth were trained and 1,000,000 Tilapia fingerlings are ready for distribution to 1000 young farmers in 5 regions. No other data on participation in specific programmes and regions are publicly available as yet.

Acquiring the return payment of supplied credit is a major challenge in the YIAP, and a cornerstone for providing growth in future setups. Sanctions have recently been put in place, but will require a shift in attitude on all sides. Sanctions include:

- Frequent supervision of farmers by AEAs, DADUs and RADUs.
- Threat of legal action against defaulting farmers.
- Threat of blacklisting of defaulting farmers.

The training programmes typically last 5-7 days and are organized in cooperation with farmers associations and/or private firms like Crystal Lakes and Greenfield Farms. Applications are processed through the district level of the Ministry of Food and Agriculture.

Next to assistance in setting up a farm, the young farmers are supported through the supply of improved seeds and planting materials.

The Grains and Legumes Development Board (GLDB) provides storage services in custom-built cold-rooms at Asuoyeboah, Ho and Winneba to seed producers within the southern sector of the country to ensure the viability of seeds supplied to farmers and for sustainable grain production.

2 Local Enterprise and Skills Development Programme (LESDEP)

Initiated in April 2011 this programme is directed towards helping people in need establishing businesses through short-term training, supplying the necessary tools and equipment on an 18 months loan basis, and lastly supplying advisory services. Registered under the auspices of the Ministry of Local Government and Rural Development, LESDEP is organized through a private initiative with complete government backup. The specialized trainings in trade sectors are implemented in collaboration with the Ministry of Employment and Social Welfare and other agencies including NYC, ICCES, OIC and NBSSI. The company has successfully opened offices in all 170 Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana. Training is supplied by public and private partners whom LESDEP contracts.

The programs are locally tailored, after analysis of local demand. Most in demand are the businesses in fashion and garment, catering services, and transport.

The portfolio includes information technology, mobile phone/laptop repair, beauty care, event organization, beads making, windows/sliding doors making, and is expected to develop with market demand.

In the area of food security the following programs are offered in addition to catering:

- grass cutter raising: Training is given in the areas of gestation, breeding, detection of sex status, and animal health-related issues;
- fish farming/fisheries: tools and methods for (improving) fish farming;
- agro-processing: learning to use economical and hygienic food processing units for processing, packaging and bottling juices, jams, jellies, pickles, chips;
- agriculture: growing crops, dry season farming

The demand for LESDEP programmes is reported to be higher than can be accommodated. No detailed numbers are available but the backlog is estimated in the 10,000s

At the National level a yearly plan is developed with training targets for the several districts. At the district level orientation programmes try to link the interest of people to the number of spaces/estimated demand for certain skills in the district.

The data of LESDEP indicate that 20.000 unemployed people were trained and set up in 2011 at a cost of GHC 48M. In 2012 31.008 unemployed have so far been trained and over 20.000 set up (data per 1-10-2012), 9000 are expected to follow in the last quarter of this year. A success rate of 85% was presented in September 2012, and a payback rate of 75% was achieved, although it is currently slipping. In 2013 the programme is expected to expand to 60.000 setups.

LESDEP is a promising new programme. Little information is yet available about the impact of these interventions on the overall number of local entrepreneurs or the distribution of income in the targeted sectors and regions.

Demand seems relatively low on the food production and processing side of the programme. At a national level 12% of reported setups are in this area and over 7% in catering services.

In the Upper West less than 5% of setups was related to food production and processing and over 67% in beauty care and fashion and garment. These numbers are likely to be influenced by the presence of other programmes in the Food sector, like Youth in Agriculture.

No record of cooperation with industry is present except with ZoomLion a Government initiated firm to collect waste.

A new expanded programme aspires to train and set-up 1,000 mechanics in the districts for maintenance of tricycle motor bikes through support by the Skills Development Fund.

3 Youth Entrepreneurial and Skills Development Programme (YESDEP)

Under the Youth Employment Plan (Ministry of Youth and Sports), a project for Youth Enterprise Development requiring 65 million US dollars over 5 years was developed with support from The World Bank. It is to help train the youth in entrepreneurial skills that would enable them to set up businesses of their own. The Youth Enterprise and Skills Development Center (YESDEC) is a private organization that coordinates and delivers the training programmes in exchange for a management fee per trained youth.

The initiative started in 2011 and has facilitated practical hands-on skills and business set ups in 15 different trades for 10,000 unemployed youth that have taken part in the National Youth Employment modules and are interested in setting up their own business. More specific data as to distribution over the programmes and regions or about the participation of men and women are not (yet) available.

The programmes typically last from 10 days to 1 month, depending on the (presence of) skills .

Through the programme basic equipment is provided on an 18 months loan basis.

Over 31.000 youth have been reported by the districts to have started the application process. Of these only a portion can be accommodated, depending on rate of return of the loans and availability of the necessary equipment in stock.

The overall setup is similar to LESDEP, and the same partners seem to be used. There is no formal connection between the two organizations; however, they do refer beneficiaries to one another.

YESDEC seems to be tailored more to youth making use of national opportunities for (self)

employment. LESDEP targets more the (self) employment possibilities within the local communities.

4 Graduate Business Support Scheme (GEBSS)

Specifically targeted at Graduate unemployment, GEBSS was launched on 30 November 2011 by the Minister of Employment and Social Welfare in partnership with the newly founded Ghana Enterprise Development Strategy Ltd. It aspires to support 10.000 graduates a year to achieve 500 supported business start-ups and 100 successful businesses. Aspects of the Support Scheme are: self-confidence building, developing business plan, business incubation, executive coaching, industry attachments, and business set-up support etcetera.

5 National Service Scheme.

Graduates of Universities and Polytechnics are expected to undertake one year of national service to assist in education and development . As part of the placement possibilities several initiatives have been developed by the National Service Secretariat, with which to interest graduates for and

basically train them in modern agricultural practice and to acquire money to facilitate the growing number of NSS participants.

The project in Papao (Greater Accra Region) has a piggery, fish farm, and poultry and a mango and coconut plantation. There is also a farm in Ejura to serve as a nucleus to block farmers set up in the same region. The NSS also runs catering services, bore water hole drilling and manufacturing and sports development.

6 Other notable initiatives:

Some companies connect to training of young unemployed through the supply of training programmes.

RLG, a major ICT-company in Ghana trained close to 30,000 youth in ICT skills under the National Youth Employment Programme through the RLG ICT academy. Youth were trained in computer assembly, mobile phone assembly and repair, and other basic hardware ICT skills.

RLG is presently exporting this successful model to Nigeria.

To help establish better vocational formal training mainly foreign companies supply machinery and tools and train staff to use it at Technical Training Centres and Polytechnics. staff at technical training centres. Examples of this are the automotive company ,that supplied automotive equipment to Accra Technical Training Centre, and the ICT company that supplied ICT equipment. The general technical skills (basic electrical and mechanical engineering) seem at risk in these type of partnerships, even though the demand is high, because no large scale firm is interested to connect to these demands.