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**THE ROLE OF UNFPA IN YOUTH PARTICIPATION AND
LEADERSHIP IN GHANA: A CASE STUDY OF THE YOUNG
LEADERS (YOLE) FELLOWSHIP PROGRAM**

BY

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This dissertation is submitted to the University of Ghana, Legon in partial fulfillment of the requirement for the award of MA in INTERNATIONAL AFFAIRS Degree.

LEGON

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DECLARATION

I, EDITH ESINAM ASAMANI do hereby declare that, this dissertation is the result of an original research conducted by me under the supervision of Dr. Nene-Lomotey Kuditchar, and apart from other works, which have been duly acknowledged, no part of it has been submitted anywhere for any purpose.



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DEDICATION

I dedicate this work first to God Almighty for being my source of strength, wisdom, knowledge and understanding. I also dedicate this work to my parents, siblings, and my mentor, Dr. Esi Awotwi, for their support and encouragement during countless trying moments clashing with my academic life. I dedicate this work as well to my husband who encouraged me all the way, stood with me throughout the period and made sure that I gave all it takes to finish that which I have started. Thank you and God bless you.

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ABSTRACT

Youth participation and leadership development is a growing area of research and practice in recent years. This study examined the role of UNFPA in youth participation and leadership in Ghana by case studying the young leaders (YoLe) fellowship program. The study examined the linkage between UNFPA's YoLe Fellowship Program and young people's ability to be leaders (youth leadership), participate in decision making (youth participation in decision making) and explored other benefits of UNFPA's YoLe Fellowship Program to youth. The cross-sectional survey employed both the quantitative and qualitative research methodological approach.

Results from the analysis showed that more females participated in the YoLe Fellowship Program compared to males. The minimum educational requirement for the program is the first degree. The results from the study further show that the respondents, on the whole, gained insight into leadership skills and have assumed various leadership positions during and after the program. Also, as a result of this Fellowship program, the majority of the beneficiaries participated in development-related or political discussions, initiated community interventions to cause societal change, partook in voluntary community projects and held various leadership positions. Other benefits associated with the Fellowship Program to youth include a balanced networking skill across the various age groups, profession and expertise, CV writing skills, developed good program facilitation skills and the use and handling of the camera.

The study concludes that the UNFPA's YoLe Fellowship Program has enhanced and ensured the participation of young people in various leadership positions at different levels, forms and places. Likewise, there has been an increase in the participation of young people in institutions at the community level. The study affirms that the UNFPA's YoLe Fellowship program has been able to implement its core mandate by adequately providing resources (information, materials, education and training) to enable its participants to fully participate and learn. The study recommends that the governing body (UNFPA) expand its capacity to be able to admit more youth to the program. In such regard, fellowship training programs or training centers should be established in all the other regions of the country to train more youth. Also, the program should design a module for youth in junior and senior high schools since they equally will immensely benefit from the program at a younger age.

LIST OF ACRONYMS

AfDB	African Development Bank
CHE	Council on Higher Education
CPP	Convention People's Party
EFA	Education for All
NGO	Non-Governmental Organization
SDGs	Sustainable Development Goals
SGBV	Sexual and Gender-Based Violence
SRHR	Sexual and Reproductive Health and Rights
SSA	Sub-Saharan Africa
UN	United Nation
UNDP	United Nations Development Program
UNFPA	United Nations Population Fund
UNJP	United Nations Joint Program
YoLe	Young Leaders

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CHAPTER ONE

THE STATE OF GHANAIAN YOUTH IN LEADERSHIP AND PARTICIPATION

1.0 Introduction: A Youthful Cohort on the Soil of a Developing State

1.1 Background to the Study

Today's youth are members of the largest cohort of young people in history. Development scholars have foretold that the choices of this sect today can make a difference. Therefore, what we do for and with the youth will impact our families, communities, societies, economic and political systems (UNFPA, 2018).

As a concept which gained grounds in the second wave of the 20th century, "youth" is described as an interval of passage from a state of dependency (childhood) to a state of independence (adulthood)(Ibezim, 2019). The definition of youth, in terms of age category, varies across continents and countries. Ghana, which is the geographic context within which this study is done, defines "youth" as persons within the age range of 15 and 35 per the African Youth Charter (Ministry of Youth and Sports, 2010).

A larger cohort of the youth is under age 25 and the Governments acknowledge that the youths are an important human resource with the potential to contribute significantly to national development (Edudzie, 2019). Across the globe, as priority is currently being placed on modelling a "knowledge-economy", youth require favorable circumstances to access lifelong training and learning opportunities through the expansion of access to formal education and skill-building opportunities (Tagoe & Oheneba-Sakyi, 2015). Tagoe & Oheneba-Sakyi further emphasized that 'empowerment', highlighted in the National Youth Policy as the center of solution creation for youth, is about having 'agency' and 'opportunities'. (Tagoe & Oheneba-Sakyi, 2015)

Aspiration 6 and goal 18 of the African Union Agenda 2063 necessitates the building of an empowered generation of educated and skillful youth; and consequently, a skills-based, youth participation and leadership revolution in Africa to achieve the continental agenda and the Sustainable Development Goals (SDGs). Various international development organizations have

cited “leadership” and “participation” as key in the empowerment of youth and the eradication of development challenges (Drury, 2010).

Development thinking, knowledge and experience are available from a wider array of sources and providers. Environmental, social and economic opportunities and risks are becoming harder to predict. While the complexity of today’s social, economic, political and environmental issues constitutes a significant challenge, it also offers tremendous opportunities for youth to show their strengths as a strong self-organizing force with the potential for innovation and for embracing change (UNDP, 2017).

Efforts at both the international and regional levels towards youth development and empowerment have been complimented at the national level through locally crafted national policies. Ghana’s effort at developing the competencies, skills and character of the youth is not a recent phenomenon. However, it was in the post-independence era that the Convention People’s Party (CPP) under the leadership of Dr Kwame Nkrumah changed the way the youth was organized in Ghana.

Fellowships targeting young people exist across the globe with different goals and objectives. Some of these fellowships are facilitated by institutions of education, non-governmental organizations (NGOs) and other agencies. Institutions of education specifically bring in people across the globe to learn, share ideas and implement strategies/skills that they have acquired in their home countries. With institutions of education, they have specific goals, therefore the fellowship's programs are more academia-centered and geared towards the development of one’s education or skills in a particular field. Other agencies or NGOs also have their objectives as well. Key among fellowships across the globe include Eisenhower fellowships (*They exist to inspire leaders around the world to challenge themselves, to envision how they can affect positive change, to engage others beyond their existing networks and to collaborate with other like-minded leaders across national borders and regions to better the world around them*), Yale World Fellows, UNFPA’s YoLe Fellowship Program etc.

Participation is a fundamental right and also one of the guiding principles of the Universal Declaration of Human Rights that has been reiterated in other Conventions and Declarations. However, youth can participate effectively if they are given the proper tools such as information, quality education and access to their civil rights (UN Habitat & UNDESA, 2013). Youth

participation most likely strengthens personal and social development, provides expertise for youth-focused programs and services, and promotes a more democratic society (Ho, Clarke, & Dougherty, 2015).

To achieve participation and influence youth leadership, several youth leadership programs have been launched in different parts of the world by various stakeholders/institutions to promote youth leadership and foster youth participation at all levels of decision making and development programming (United Nations, 2015). Very few of these programs are comprehensive. In Ghana, the United Nations Population Fund (UNFPA) launched a comprehensive Youth Leadership (YoLe) Fellowship Program in 2018 to achieve a similar purpose as stated above, to benefit youth.

1.2 Statement of the Research Problem

This said, achieving success in addressing the multiple developmental challenges depends on a collective effort to fight poverty, inequality and discrimination, deepen inclusion, and reduce conflict. This should be done without compromising human rights or inflicting irreversible damage to environmental systems.

Young people's experiences and perspectives in the 21st century differ greatly. Throughout the geographical scope, young women and men have faced polarity in executing leadership roles. Eighty-Seven (87%) percent of young women and men living in developing countries face challenges as a result of limited and unequal access to resources, healthcare, education, training, employment, economic, social and political opportunities.

More than half of the population of Africa are below 35 years (Al-Ghwell & Hafed, 2019). The 15 to 35-year group number on the continent number about 420 million (African Development Bank Group, 2016). The number is expected to more than double to about 830 million by 2055 (UNDESA, 2015). The United Nations describes Africa as a 'youthful' or 'young' continent due to this numerical context. Amid this rapid growth, African youth are also faced with a myriad of challenges including lack of skills, unavailability of resources (financial, structural and technical), negative health outcomes and high illiteracy among others. About thirty percent (30%) of employed youth reported skill deficits during the course of their work (Morsy & Mukasa, 2019).

A tierce of the 15 to 35-year group are unemployed. A second tierce is employed under indecent working conditions.

Youth are generally excluded from decision-making processes and are looking at untraditional avenues for civic engagement. A factsheet from the International Year of Youth 2010-2011 indicates that more than 600 million youth live in fragile and conflict-affected countries and territories. In other places, youth are the creative digital innovators in their communities and participate as active citizens, eager to positively contribute to sustainable development. However, in other parts of the world like Ghana, young people are both the victims and the perpetrators of violence in societies. The above clearly indicates the diversity of situations and explains why youth are considered both a source of concern and a beacon of hope and positive thinking.

The development landscape overall is becoming far more complex because youth keep increasing as the population also increases resulting in higher youth unemployment (UNDP, 2017). As compared to other countries, Ghana like any other African country, records an average mismatch between formal education and the skills youth need for the job market (Mo Ibrahim Foundation, 2019). The African Development Bank Group (2016) indicated that youth unemployment results from the continent's inability to exploit the skills of youth but also the unavailability of skills by youth for specific job markets.

Although the socioeconomic status of the youth of Ghana has improved in recent years, the youth still face serious challenges. While there are significant improvements in access at the primary level and literacy rates, there are still high levels of drop-out rates, especially in the rural areas, and low participation rates at the tertiary level. The need to address these prevailing challenges has led to a coordination of efforts at international and local levels (United Nations Economic Commission for Africa, 2010).

In spite of the numerous youth development initiatives by the government and its agencies, non-governmental organizations, faith-based organizations, youth groups and other civil society organizations, these initiatives are not implemented within any clear framework with specific national goals on youth development. These programs and projects are also poorly coordinated and as a result, achieve limited impact and gives room for duplication of efforts and activities. The absence of a national youth platform where young people's capacities could be built to engage in

governance has also been a key challenge. Even though young people are represented on some state boards and committees, there have been practical difficulties.

Though many youth leaderships programs like YoLe exist, very few comprehensive programs and fellowships that improve youth participation and leadership exist. Those that do have very little documentation on whether there has been an improvement in youth participation and leadership and also on whether the investments of the host or organizing institutions have positively affected their work in the development sector thereby contributing to institutional strengthening. Where they exist, they look at only one component of the aforementioned assessments, like in the study of Anderson, Sabatelli & Trachtenberg who focused only on what kinds of leadership skills young people developed when they participated in such leadership programs (Anderson, 2007). It is in this regard that this study seeks to explore one of the fellowships in Ghana dubbed the YoLe Fellowship being implemented by UNFPA. This is the first of its kind that is being implemented. This research will try to highlight and document the role UNFPA plays in ensuring that the program advances youth participation and leadership. There is currently no survey that has measured this program and its impact on the youth. This sets the tone for a discussion on opportunities for youth to participate in training and activities that can help them develop skills such as leadership.

1.3 Aims of the study

Given the foregoing, the study aims to analyze the role of UNFPA in youth participation and leadership in Ghana by case studying the young leaders (YoLe) fellowship program.

1.4 Research Questions

1. Does the UNFPA's YoLe Fellowship Program advance youth participation and leadership?
2. What are the other benefits of UNFPA's YoLe Fellowship Program on youth?
3. Does engaging youth in UNFPA Ghana's programming contribute to the attainment of its core mandate?

1.5 Research Objectives

1. To understand the linkage between UNFPA's YoLe Fellowship Program and young people's ability to be leaders (youth leadership).
2. To understand the linkage between UNFPA's YoLe Fellowship Program and young people's ability to participate in decision making (youth participation in decision making).
3. To explore other benefits of UNFPA's YoLe Fellowship Program to youth.

1.6 Scope of the Study

The research analyzes the role of UNFPA in youth participation and leadership in Ghana by case studying the young leaders (YoLe) fellowship program.

Though UNFPA has a wide range of population and development issues, it focuses on and runs an array of interventions to respond to these issues, the study will only concentrate on those targeted at youth participation and leadership. Specifically, the study will focus on UNFPA's Youth Leadership Fellowship Program from when it was launched in November 2018 to July 2020. The primary subject of the study is 'youth' especially beneficiaries of the YoLe Fellowship Program, while the secondary subject is the institution, UNFPA.

1.7 Rationale of the Study

The research addresses a relatively new area to the UNFPA Ghana Country Office and the United Nations system in Ghana generally. The YoLe fellowship is the first of its kind to be rolled out comprehensively, integrating various aspects of separate volunteer programs that are offered in UN agencies in Ghana.

The results of the research will not only be beneficial to the UN system in Ghana but to government and institutions that have youth and development focus, and consequently, wish to contribute to sustainable development by improving youth participation and leadership.

The study will contribute to eliminating the gap in the literature regarding the advancement of youth participation and leadership programs through comprehensive youth leadership programs. Ultimately, the use of the study results will provide policy and programmatic direction towards refining and transforming already existing programs such as the one-year National Service Scheme to effectively bridge the skills gap and support indirectly the creation of sustainable livelihoods for today's youth.

1.8 Theoretical Framework: Waithood

This section familiarizes the reader with an applicable selected theory that offers insight into how youth fellowship programs may play a role in youth development (specifically in improving youth leadership and youth participation in decision making). The concept of 'youth' is reinforced by the theory of 'waithood'. 'Waithood' provides insight into the intricacies of the challenges youth face and provides a nexus to the current research.

1.8.1 Theoretical Perspectives in Relation to Problem Statement/Research Question

The concept of waithood had been used in earlier in-depth studies on Middle Eastern and Northern African youth (Dhillon & Yousef, 2007). The theory of waithood, as established by Honwana claims that youth, regardless of their geographical location, at some point enter a period of delay or stagnation where they are unable to access adulthood as prescribed by society, but no longer fit the description of 'child'. In this period, youth struggle with unemployment, a deficit in skills and education, and finding sustainable livelihoods. The researcher further argues, based on her research, that though in this compelled, suspended stage of waithood, youth are not merely marking time and anticipating. They are actively in search of new opportunities, learning new skills, leading change and protesting for justice (Honwana, 2012) (Tuck & Yang, 2014).

1.8.2 Weaknesses in Theory

The theory, in its application, does not explicitly focus on the extent to which youth themselves are able to utilize their abilities to gain new skills, specifically in leadership and to participate in decision making. It also leaves an assumption of whether or not youth are able to utilize the skills they gain during opportunities (e.g. fellowship programs) to actually exit the prolonged period of suspension between childhood to adulthood. Finally, there is a limit to which the theory uncovers

the extent to which development-focused organizations, like UNFPA, under the YoLe Fellowship Program, challenges youth to gain new skills during the period.

1.8.3 Deployment of Theory

Although this theory was originally developed to focus on the experiences of youth, including their challenges and means of confronting them, it has a significant bearing on interventions targeted at global youth development towards social adulthood. Within the context of this research, youth development will be narrowed down to interventions targeted at honing young people's skills in leadership and their participation in decision making during the period of waithood. This is because waithood is a critical era of preparing and remaking oneself towards social adulthood.

Its significance is reflected in the view of the fact that youth fellowship programs, such as the YoLe Fellowship Program, may or may not be avenues to engage youth meaningfully (youth participation) to improve their leadership skills (youth leadership) during the liminal term of waithood.

In using this theory to gain an understanding of the possible benefits of the Young Leaders (YoLe) Fellowship Program, the researcher focuses on Honwana's work premised from the point of view that, youth have the capacity of taking advantage of opportunities (like fellowship programs) during the period of liminality to develop new skills, increasing their chances of entering into responsible adulthood and meeting their own needs.

1.9 Literature Review

1.9.1 The concept of leadership

Leadership and styles of leadership can be dated directly to and beyond the times of culture. It has travelled through diverse fields of culture and ages into a contemporary corporate government. Oliver described leadership as being able to encourage you and others to step in the desired direction, referring further to the auto-inspired, modelled, encouraging and engagement of leaders (Oliver, 2012). Leadership has thus been established for group processes, influence, personalities, compliance, behaviour, persuasion, strength, objective achievement, and the combination of two or more of these. Leadership has therefore been defined (Northouse, 2021) (Yukl, 2009) (Bass,

1999). These features encompass both conventional and contemporary leadership views. Leadership is seen as one of the most significant management elements, and prominent nations like France, England, India and the US have evolved in the confidence of good leadership in our globalized world (Wehrich, Cannice, & Koontz, 2008).

Leadership has not been regarded to be in good condition in Africa and Ghana in particular. Certainly, the cause of economic malfunctions was leadership. Walumbwa *et al.* note that the Africa continent is unquestionably one of the well-endowed continents with its natural capital. (Walumbwa, Avolio, & Aryee, 2011). But it still houses the bulk of the world's impoverished citizens because of lack of leadership and mismanagement. The unavoidable and basic principle of leadership focuses on unlocking employee capacity and executing organizations' strategic priorities for productive economic efficiency.

African leaders frequently exercise control by imposing patterns and often have no experience. Using Nigeria as an exploration case for the state of Africa after colonialism, Ebegbulem show that the incompetent of leadership and corruption have damaged Africa's optimism following the hope and opportunities that starred in the African countries after independence (Ebegbulem, 2012) For hundreds of years, different intellectuals have made efforts to put the very essence and significance of leadership, both for academic and organizational purposes, into context and comprehension (Bolden, 2004).

Leadership is usually seen as a way to influence other people to accomplish a fixed objective. A leader has an impact in the workplace on the behavior and characteristics of the workforce and also decides their success indirectly (Robbins & Coulter, 2007). Against this context, Yukl describes leadership as "the process of motivating others to understand and agree with what must be done and how it can be done and how individual and collective efforts can be made to achieve common objectives" (Yukl, 2009). This idea is shared by Winston & Patterson, who provides an insight into who the leader is; "A leader is one or more individuals who choose, empower, develop and impacts one or more followers who have unique qualities, skills, capabilities and relies on the organization's mission and goals, which make the followers spend spiritual, emotional and physical energy willingly, enthusiastically in a concerted and coordinated effort to reach the organization's goal (Winston & Patterson, 2006).

Hobbes implicitly gave society the ability to pursue the best interests of society by providing an autocratic style of leadership. On the opposite, John Locke suggested a new social contract philosophy based on the leadership style of Hobbes but suggested that people should have a say in and be able to elect themselves to the problems that matter and concern them (Hobbes, 1651).

1.9.2 The concept of participation

Many organizations and international agencies agree that participation by youth should not be seen merely as a component to improve the results of a particular program and/or procedure on the development of the programs but as a human right to be monitored and evaluated using specific policy and program indicators. Some others consider participation as a political or civil right (i.e., political participation as well as cultural, economic and social right). The Convention on the Rights of the Child recognizes the right of children to participate in all matters related to their own lives taking into account the best interest principles of the Child and developing capacities. This means that the conditions conducive to the inclusion of their opinions and concerns must be guaranteed. Participation as documented in certain UN documents is defined as “information-search, an expression of ideas, active role in various stages of the policy-making process, informed and consulted about public interest decisions analysis”.

Participation which is the field of practice and studies includes young people's initiatives, based on race, sex, ethnicity, or any other social identity; the environment, education and housing of the world in rural areas. Like all approaches to social practice, the participation of young people presumably differs from group to group (Wiley, 2009) (Ginwright & Cammarota, 2009) (Wray-Lake, Syvertsen, & Flanagan, 2008) (Levine, 2008). This includes efforts by young people to organize their choices and further participate in community organizations in a cross-generational partnership. It also varies from area to area, but as long as young people participate in their institutions and decisions, one can call it participation (Rajani, 2001) (Checkoway B. , Six strategies of community change, 1995).

Participation by youth refers to young people's active involvement and actual influence and not to their passive role in typical organizations. The quality of participation is measured not only by its extent, such as the number of people involved in a series of activities but also by its quality, such as when there are real impacts, influences on a certain decision or results. Checkoway was of the

view that the question of participation is not necessarily whether the effort is youth-led, adult-led, or intergenerational, but instead the resulting effort and effect. (Checkoway B. , 1998) This definition is focused on young people's power as a group that is often underrepresented in the political process.

The objective, outcome and evaluation criteria for participation are varying. Participatory studies assess the effect of participation on participants' personal and social development, such as their academic achievement or performance in schools and/or their sense of direction, self-confidence, social connection and psychosocial well-being; or their criticism, public speech and civic competence (Flanagan & Levine, 2010)(Dessel & Rogge, 2009)(Sherrod & Spiewak, 2008) (Watts & Flanagan, 2007)(Flanaga, Syvertsen, & Stout)(Youniss, et al., 2002).

Studies also assess the impacts on an organization's development of participation such as their relationship to administrative structure and the allocation of resources; the leadership, management and institutional sustainability; and external cooperation and coalitions with other organizations. While these results are often difficult to document, personal, social and organizational change itself is a societal outcome, individual and institutional participation always plays a major role in changing education, the environment, housing, urban development and civil society (Morrissey, 2000).

However, other studies evaluate the simultaneous effect of participation at several levels, ranging from initial awareness building to confidence-building and organizational capacity to action to create change. These are observable phenomena, although scientific studies are limited (Checkoway, Figueroa & Richards-Schuster, 2008) (Checkoway, Allison & Montoya, 2005) (Evans & Prilleltensky, 2007)

1.9.3 Youth Alienation

Alienation is both a sociology and psychology construction with a long history (Israel, 1971) (Durkheim, 1951) (Marx, 1964). Contemporary sociological theorists see alienation as a mix of personal and attitude components that act as a basis for individual perceptions of their contemporary society. The global concept of alienation has been used as a catch-word to expatiate almost every kind of aberrant behavior from drug abuse and political demonstrations (Mackey, 1978) to religious and violent extremism (Tunstall, 2015).

The term alienation comes from the Latin “alien”, meaning disposal or expulsion. It refers to the stage of strange, impotence, insignificance, social isolation, exclusion and lack of identity. Alienate or alienation is an indication that people are marginalized and rejected. Other people (Oldenquist & Rosner, 1991) have defined alienation as an opportunity to connect undesirable social and behavioral problems scientifically. Concerning adolescents (youth), alienation has been described by Bronfenbrenner as ‘...to lack a sense of belonging, to feel cut off from family, friends, school or work; the four worlds of childhood’(Bronfenbrenner, 1986). According to Israel, there is no universal definition of alienation. This is because ‘alienation’ denotes series of different ideas, as well as certain uncertainties about the meaning of the word. This results in the rise of a concept, and the concept has been described as an ambiguous concept. (Israel, 1971)

Alienation tends to be an important concept that is adapted in the study of behavior and health of youth, because the feelings of alienation may reflect a living situation, which harms a healthy development during the youthful stage. It is therefore important to use sound scales in the measurement of alienation among youths(Rayce, Kreiner, Damsgaard, Nielsen, & Holstein, 2018). Usually, adults emphasize what they believe are young people's problems. This is also true when they look at today's young people and compare them with their own. Alienation may again refer to the detachment of an individual from conventional society and other people in general. Yet alienation is also a powerful category with different social groups, of course when it is evident.

Alienation is a useful term to theorize young people across Africa because it captures the interaction among the different agents and the larger social framework (Stanton-Salazar, 2001).

The youthful stage has been reviewed by many social analysts as observed apathy, malaise, powerlessness and cynicism. These analysts most often carelessly refer to such disenchanting youth as alienated without definitional specificity (Mackey, 1978). When people see social arrangements as degrading or unfair, they start to recuperate from important social life spheres (Twining, 1980). Their sense of separation or alienation from the social environment manifests as hopelessness, isolation and normalness (Stanton-Salazar, 2001) (Twining, 1980).

Youth alienation can be categorized into five tentative and somewhat overlapping groups. This includes;

- ***Powerlessness***, a feeling of not having the ability to change the forces that influence the youth's chances for success in life. Overlooking the processes that govern one's case, powerlessness is a feeling of exclusion from social decision-making institutions. Due to their sense of marginalization, individuals in an organizational environment may be isolated from other actors. The idea that the institution works for others means that an individual may not be bound by their rules, instead choosing to reject institutional norms. Individuals experience alienation to varying degrees along these dimensions, depending on their intuition of the social and psychological aspects.
- ***Role estrangement***, a sense of being related solely through social roles (i.e., a student).
- ***Meaninglessness***, a perception by the youth that he is not able to predict future happenings in the world because of lack of adequate knowledge. Furthermore, due to the complexity of the world, the youth cannot acquire that knowledge.
- ***Guidelessness***, a disproportion between the desires of the youth and the means for achieving those desires.
- ***Cultural estrangement***, an attitudinal stage where the youth voluntarily detach themselves from the main and predominant value system of their respective countries because those systems are regarded as trashy, boring, and cheap (Mackey, 1978).

Based on some analysis, it was revealed that two out of the five original dimensions (i.e., cultural estrangement and guilelessness) were supported. Also, one new dimension which was personal incapacity was supportable. Therefore, the three dimensions of youth alienation, then became;

- 1) Personal incapacity, the feeling of not possessing the skills to succeed. Such youth most often feels lonely and helpless amid the problem they are confronted with. Typically, the youth views problems of their life to be sometimes too big and is difficult for them to think clearly about most challenges due to the dynamics and changing of the world.

- 2) Cultural estrangement, the rejection of the dominant and main criteria for success. The youth in this dimension tend to reject middle-class values. Besides, the youth in this dimension had an affiliation with materialistic values. The items in Cultural Estrangement were mainly judgments about specific elements of society, school, dress, success, and the importance of social status. Some of the perceived items in this dimension were; the youth think they can easily relocate their country of residence at any time to another country. Also, they are not interested and willing to adjust to the standard of living in their respective countries.
- 3) Guidelessness, the rejection of socially acceptable means for achieving aims and goals. Upon the reviews, this alienation dimension was kept consistent with the original conceptualization. The youth alienated in this dimension believe that there are rules that are developed to create some level of difficulty for a person to succeed, and that, unless one is willing to break societal rules and norms they would not succeed in life. The view of the alienated youth in this dimension is that it is a good thing to cheat in school only if you do not get yourself caught. More also, going around a law without actually breaking it is viewed as right (Mackey, 1978).

Since the 1960s, the cultural discourse and some organizations such as family and schools, which are responsible for the involvement of youth in adult life find youth alienation (both imagined and real) as fearsome and worrisome (Frymer, 2005). The social exclusion of youth is a recurring structural feature of many societies and communities [as in Rwanda: (Uvin, 1998) and Sierra Leone: (Richards, 1996)]. While mention of the social, political, and economic marginalization of most young people in war and post-war societies is now commonplace, the threats facing many youths in unstable and war-affected contexts “the near-invisibility of female youth and the emasculation of male youth” remain under-examined (Sommers, 2007).

Alienated youth are imagined as essentially “other” concerning those who conform, and in comparison, to hegemonic models of psychological maturity, social progress, and individual development (Lesko, 2001). Alienated youth are usually situated outside historical arenas, relations of power and domination, as well as social change. Their alienation, now as in the 1960s, is considered a more or less transitory form of individual or group deviance, if not an inherent vulnerability to the risks of adolescence itself (Frymer, 2005).

1.9.4 Dimensions of Youth alienation in Africa

Africa continues to have a negative stereotyping of youth. The unemployed young people who are in the informal sector, are referred to as the 'Manchicha' derogatively in Tanzania, the 'Baya' in Uganda and Kenya, the 'Jan Banga,' 'Jaguda Boys' and the 'Area Boys' in Nigeria; the 'Rarray Boys' in Sierra Leone, the 'Hittiste' in Algeria, the 'Tsotsis' in South Africa. (Chigunta, 2001) has named the 'pseudo-lumpen-proletariat' urban unemployed from the African school youth. Emerging African literature on youth and conflicts indicates that the culture of young people, particularly the issue of unemployed and disadvantaged youth, is an important part of the experience of African conflicts. Young people in Africa, in extreme cases, have resorted to or joined the armed conflict in order to express their dissatisfaction with the political and economic order prevailing in their countries.

Mkandawire observes that young women and men alienated from their social and economic development expectations or frustrated with their expectations are being armed because it appears as a small-scale option, requires no capital investment but offers rapid returns (Mkandawire, Experiences in youth policy and program development in Commonwealth Africa, 1998). Sichone explains that the weapon "informally" gives young people control over resources, or "with many fighters who have not been able to read or write, they are relying on the weapons to bring them money and respect" (Daily Mail, 28th August, 2000) (Sichone, 1999). Chigunta states that most young people in Africa who fight in guerrilla wars barely understand why they fight. (Chigunta, 2001)

The young men (most of them recruited in street 'lumpens') have hardly had a regular job Chigunta. However, what they share is exclusionary communism before they recruit as rebel fighters is a marginalized life. Curtain reflects this view. He argues that "economically insecure," "marginalized" and "alienated" young people are major players in civil and militarily active conflicts all over the world. (Curtain, 2001)

Many researchers are associating the growth of the urban Africa youth gang culture with the US urban gangsters (Mkandawire, 2000) (Venkatash, 1999). The young people of these cities are thought to constitute a "counter nation," invariably with their recreation areas, operation and developing their illegal economies. Findings from other research show in the presence of alienation

and marginalization of youth in the participation in productivity, the resulting frustration causes youth social and behavioral problems, as experience from elsewhere in Africa (Mkandawire, 2000).

1.9.5 Dimensions of Youth marginalization in Africa

The ideas of spatial and temporal disparity are critical for geographical study. The concept of the uneven redistribution of wealth, operations and power, which is seen indirectly in the neo-liberal world order, is embedded in the spread of economic activity (Harvey, 2006).

Young people have the ability to succeed in their lives. Likewise, all young people are capable of constructive change within themselves (Lerner, Roeser & Phelps, 2008). Marginalized young people refer to youth who face little or inadequate access to schooling, program or growth assistance in the light of their physical, socio-cultural or economic circumstance (Nyangara, Kalungwa, Obiero, Thurman, & Chapman, 2009). The poverty-stricken youth in Africa are robbed of alternatives, resources and human dignity (Lever, Pinol & Uralde, 2005). They are most often expected to work in marginal areas of life. Their contexts of life differ in psycho-social well-being ways and this affects their coping mechanisms (Boaduo, 2010).

Global Scholars, commentators and globally educated Western Countries have been made familiar with the desperation of Africa's position in the world and, in particular, Africa's place in the world economy. In 2000 policy experts – mostly from the World Bank but also some from the United Nations Economic Commission for Africa and the AERC – dared ask: "Will Africa Claim the Twenty-First Century?" Although they laid down a great set of criteria that could allow us to respond "yes" they definitely did not reply "no" The mood has been darkened since then. A recent cover story in *The Economist* was headlined "The Hopeless Continent" The question is asked: "Any glimmers of hope for African youth?"

African youth are marginalized in various layers, intertwined closely with social, political, religious, sexual, racial, and gender dynamics. In light of the socioeconomic expectations to make enough money to have single households and contribute to family financing, compounded by low political, social and economic opportunities, exclusion of the youth is expressed in social barriers

to; i) education, ii) youth political involvement, iii) civic participation and iv) access to both state and community economic opportunities.

1.9.5.1 Education

The contribution of Africa to the global diversity of knowledge is, according to traditional wisdom, miniscule. African youths are being systematically excluded from their rights to quality education across a broad spectrum of the economic, social and political context and are exacerbated by widening disparities in many countries. The aim of Education for All (EFA) continues to be difficult to achieve, considering a greater understanding at the international and national level of the relevance of the EFA to a variety of developmental objectives and as a human right per se. Increased budget distribution for basic education and facility expansion has contributed to a substantial change in many nations, but the problem still exists in large numbers. In particular, there are clear social preconditions that prohibit certain social classes in both sub-Saharan Africa and South Asia from obtaining equal educational opportunities and outcomes.

Statistics indicate that in 2011 there were 938,201 higher-school pupils, up significantly from 473,000 in 1994 (Walker & Mkwanzani, 2015). Despite these developments, the Parliamentary Monitoring Committee released a briefing from Higher Education South Africa (HESA) on some of the difficulties that disadvantaged youth face in accessing higher education, including low levels of basic education and lack of financing (PMG, 2011). Wilson-Strydom claims that a new form of social exclusion has arisen in relation to the exposure to higher education without increased access for disadvantaged students from poorer backgrounds (Wilson-Strydom, 2011). This is associated with insufficient basic education. In addition, the Council of Higher Education report (2020) recognizes and reinforces that university students are in severe disparities. Although overall figures are promising, the entire path of access does not generally appear, especially among marginalized young people who are resident in informal settlements.

1.9.5.2 Political participation

Beyond voting as voters or volunteers, the ability to participate in the political and public administration offices and various decision-making avenues at a national, regional and international level is a major aspect of young people's political inclusion. In addition to case studies covering one or a few countries in Africa, there appears to be no cross-national comparative

statistics for young people participating in political offices. Nonetheless, all indications are that young people tend to be excluded/marginalized from political systems and processes, resulting in poor representation at all levels of government. One way to politically deprive young people is through age-based limitations on political participation. Although the old definition of youth begins at age ten, in Africa, the average voting age is 18.2, while the political office minimum age is 22.1 years on average (UNDP & UNDESA, 2013). Although formal regulations are inhibitor enough, young people are further restricted by cultural preconceptions and the limitations of social and financial capital. In practice, "people under 35 years of age are rarely in positions of formal political leadership regardless of formal regulations and laws. Politicians are commonly called 'young' when they are under the age of 35-40" (UNDP & UNDESA, 2013). An Inter-Parliamentary Union 2014 report on the proportion of parliamentarians under 30 years indicates the problem of political exclusion for young people (see Table 1.1). Zimbabwe had the highest number of young parliamentarians (3%) representing the lower house of parliament of the 13 African states that provided report data. Kenya ranked the highest among the countries in the survey with 5.9 percent of youth under 30 in the upper houses of parliament (UKAID; AFIDEP; University of Southampton; EARF, 2018). Data from African nations show how the youths have been marginalized in terms of political participation.

1.9.5.3 Civic engagement

"Civic engagement" is a collective action process in which people tackle public issues. The term is freely used to mean a broad range of phenomena, usually undefined. There is a lot happening in the name of civic participation (Checkoway B., 2013). Civic participation is crucial to the development of society. There are reasons to expect that the types of civic participation to change if society changes and becomes ever more diverse.

While the decrease in civic involvement in all age groups in the past 30 years is obvious, it is especially acute among young people. In a nutshell, African young people appear to have a greater connection with public life than any other age group. An examination of the standard civic engagement indicators reveals a consistent and disturbing image.

1.9.5.4 Access to economic opportunities

Based on the lack of daily accessible research documentation on unemployment, observational study in Africa on youths' access to economic opportunity (job) was typically comparatively poor (Baah-Boateng W., 2013) (Baah-Boateng W. , 2015) (AfDB, OECD & UNECA, 2012). The youth unemployment figures in South Africa were 48% compared to 19% in adults in 2009, while in Egypt the youth unemployment rate was more than six times the adult unemployment rate in 2007 (AfDB, OECD, UNECA & 2012). This shows youth marginalization in the job market.

Overall, the higher youth unemployment rate relative to adults is unquestionable as a global phenomenon. Youth unemployment at the global level is projected to be three times the adult unemployment rate. However, there are differences between countries as well. The highest relative youth-adult unemployment rate of 5.8% was recorded in 2012 for Southeast Asia and the Pacific region as opposed to the lowest of 1.97% in SSA. In round numbers SSA youths are twice as often unemployed as their adult counterparts while young people in south-eastern Asia and the Pacific region are six times more prone to unemployment. Youth unemployment in North Africa is however about four times the rate of adult unemployment.

The rates for youth unemployment vary from a low of 1.0% in 2010 in Benin to 54.2% in Réunion in 2012 in countries across Africa. In 2005, youth unemployment rates were between 30.7% (Tunisia) and 54.2% (Reunion), in six countries, mainly in northern and southern Africa. Likewise, there have been rates between 20 percent and 30 percent in the seven countries, three being in South and two each in northern and eastern Africa. Compared to very low rates in many of the SSA countries, the relatively greater rate of youth unemployment in North African countries largely explains the discrepancies between North Africa and the SSA in terms of marginalization.

1.9.6 Dimensions of Youth alienation and marginalization in Ghana.

Youth alienation in Ghana is defined as segregation from conventional institutions that enable the acquisition of skills and other resources. While the term "youth marginalization" is commonly used to describe young folks who think they have little or no future, have a negative self-image, or are not engaged in any institution or system. The lack of efficient engagement or participation of young people in mainstream institutions in society could also be considered.

In Ghana, youth alienation is the segregation from mainstream institutions in society that enable the acquisition of skills and other resources. While 'youth marginalisation' is taken as referring to young people who perceive themselves as having little or no future, who have a poor self-image, or who are not involved in any organization or structure. It may also be taken as the lack of effective participation or representation of youth in mainstream institutions in society.

Observations and news accounts demonstrate that youth are widely regarded as "criminals," "vicious," "misconceptions," "defiant," or "imprudent," in the informal Ghanaian sector. In particular, young people who engage in small businesses in the informal urban sector are called "Goro Boys" by derogation. Goro Boys are widely regarded in public as an element of violent and irresponsible crime. Therefore, they are often disregarded and viewed by "high" society. This view is partially reflected in the contemptuous behavior of politicians towards the informal sector.

Studies show that exclusion and the marginalization of young people are reflected in crime and other social activity in the face of limited wages or economic opportunities such as credit and education, including social and political capital. In the absence of perceivable life-chances for youths, "Goro Boys" seems to be a meaningful space for what (Venkatash, 1999) calls a "participatory expression" in which today's young people can see the results of increased engagement in others who have either failed or succeeded. Pinnock and other observers support this view. (Pinnock, 1994) in response to a socio-economic system that reproduces poverty, Pinnock argues that the "Goro Boys" is primarily a survival technology. The Goro Boys function gives young people what they have not been given by society. In this sense, "the Goro act" is intended to address conflicts in society as a whole, such as unemployment and poverty, among young people. It seems also to be an attempt to recover certain socially consistent elements, such as family and community care, that have been decimated in the modern culture.

Most of all, short-term schemes for surviving and subterranean economies appear to be an important source of revenue and small capital accumulation for both rapidly growing populations in informal settlements in an environment of limited choice or opportunity. In the context of fallen social institutions, (Mkandawire, 2000) argues that crime and its associated violence appear as a major livelihood strategy in an environment where young people have been marginalized and have no access to productive assets.

However, it has not been well investigated that the perceived growing culture of theft and pick-pocketing among young people in urban areas is a growing way for the unemployed. However, it is a matter of added urgency over recent years due to the seeming increase in the country's youth crime and violence. In this context, we can assume, particularly with the spread of younger gangs, that industrialized centre is becoming more and more criminalized in Ghana. The leaders of some rural communities in Ghana (Ga Mashie and Chorkor) also lamented the misuse of drugs and substances among the youth and their anti-social culture. The leaders regretted the fact that in their region there are so many taverns. Some researchers attribute this to the lack of job and leisure facilities for young people. The main cause of high cultural perversions and the subsequent rise in juvenile violence and crime can be strongly argued for the lack of commitment, alienation or marginalization of young people in productive activities.

In light of the above, Ghana's socio-economic condition of the majority of youth in the informal settlements is one of marginalization, deprivation and alienation. In this sense, it is presumed that a much less prosperous future can be accomplished by the youth in Ghana, which constitutes the majority of the population.

1.9.7 Youth Alienation and Marginalization: Coping strategies.

Youth alienation and marginalization are still characteristic of Ghana's youth despite the constant waves of change. Unanimity helps justify the lack of significant reform. The process of empowerment of young people converges with the creation of their identities in a way that empowering them may also positively influence the transition from being a marginalized youth. Like empowerment, the creation of identity is a function of action rather than a passive experience. The three elements of Erikson's identity formation indicate that the essence of youth opportunities is essential in establishing the shape and validity of their ability to deal with or break free of alienation and empowerment.

Harter argues that youths use their own experiences to make themselves grow. The creation of positive self-schemes positive characteristics, positive marks, and in general positive identities may be the consequence of engagement in the empowerment process (active involvement in positive actions such as Community Services, which results in participation competence). In addition, after interacting with their parents and adults, teenagers become less egocentric and take on more role and obligations for adults (Harter, 2012).

Other strategies include procedures, actions and practices arising from particular goals and objectives, which are based on values and beliefs, issues of social justice, respect and mutual cooperation remain key organizational principles to challenge issues of alienation and marginalization of the youth. Furthermore, programs must demonstrate efficiency in the implementation of wider modes of advocacy and activism.

A number of studies have recorded the development benefits of participation in combating youth alienation and marginalization (Maton, 2000). The youth through participation develop a range of skills, including a critical understanding and how to affect them. As a core component of coping mechanisms to fight youth alienation and marginalization, (Zimmerman, 1990a) (Zimmerman, 1990b) (Zimmerman, 1992) included critical knowledge. Essential understanding of where and when the skills can be applied to contribute to the eradication of alienation and marginalization.

Dunst, LaPointe and Trivette (1992) have addressed a similar understanding of how such services can be accessed in the group. When young people spend more time with their peers, they can also be influential interpersonally by building a vital understanding. The adolescent empowerment model forecasts that adolescents feel more positive, regulated, and self-esteem and self-efficacy as a consequence of the linkage growth process (Action — capability development — improvement). (Dunst, Trivette, & LaPointe, 1994)

If youth are optimistic, have critical knowledge and other necessary skills and are strengthened in their effort, their ability to cope is positive. Again, participation in a positive empowerment process strengthens potential positive roles, assists youth in forming a more secure positive identity and reduces young people's self-centeredness; (Elkind, 1967). Positive participation contributes to responsibility and supports youth readiness (Inhelder & Piaget, 1958).

The fight against youth alienation and marginalization has many aspects and stages of practice. The central aspect of education for youth and the social work profession cannot be overlooked. Also, community and organizational methods, including family-oriented practices, such as family counselling are essential for the fight against youth alienation. This is significant when working with intersectional disadvantages between racial and gender issues, in which language and cultural disparity between workers and young people arise from these identity problems.

1.10 Method of Data Analysis

1.10.1 Introduction

Carter reports that methodologies indicate how investigations should proceed by indicating what issues need to be investigated (Carter, 2007). Methodologies inform more on how appropriate data generation can be developed. Also, it provides the logical connection between the problem, data generated, analysis and conclusion(s) drawn. The current chapter discusses the research design and provides a defense for the choice of the approach used in the research enquiry. It describes the sample and population considered as well as the sampling procedures employed in the study. The basis of data, the data gathering procedures, and the type of research procedure used are further discussed. The study adopted both a qualitative and quantitative research approach to analyze the role of UNFPA in youth participation and leadership in Ghana by case studying the young leaders (YoLe) fellowship program.

1.10.2 Research Design

The reminiscent cross-sectional design was employed in the study. To achieve this purpose, three (3) research queries were asked in the introductory chapter. The study deployed both a descriptive qualitative and quantitative research technique to explore the role of UNFPA in youth participation and leadership in Ghana (Ary, Jacobs, & Razavieh, 2012).

Qualitative research encompasses all forms of social enquiry, which rely on non-numerical word data in terms of all forms of textual analysis (Leach, 1990). On the other hand, the quantitative research approach was also adopted to collect all the needed numerical data to help answer the research questions (Creswell, 2009). In this regard, the study performed in-depth interview alongside the administration of a cross-sectional questionnaire which provided the researcher with valuable meaningful data.

1.10.3 Sampling Technique

Because the current study focuses on a case study, two key techniques for non-probability sampling were used. They are the purposive method and the random techniques of sampling (Tongco, 2007) (Hopkins, 2008). Following the ability of this approach to allow the researcher to deliberately select a sample, the study focused on the Young Leaders (YoLe) Fellowship Program.

The sampled institution was selected intentionally in Ghana. This purportedly helped the scientist achieve the study's objectives.

The problem with purposeful sampling is the partial nature of the process of selection (Tongco, 2007). This inherent defect can be one of its strengths, however. To achieve homogeneity or sample representative of the population, the scientist may control sample quality. Purposive sampling is more effective than random sampling when used appropriately (Bernard, 2002). This is because the random institution may not have youth fellowship programs being rolled out as against an institution that is purposively rolling out youth programs (Tremblay, 1957). The next stage of the sampling procedure is the use of a random approach. Random sampling is a sampling method where respondents are arbitrarily selected in a population.

As Creswell pointed out, an underdeveloped study may be a wealth waste because it is incapable of producing valuable results (Creswell, 2009). To prevent waste results from a smaller sample size, a variety of researchers have previously determined an optimal sample size for greater internal and external validity (Hair, Money, Samuel, & Page, 2012). Thirty (30) participants of the fellowship program participated in the study.

1.10.4 Research instrument/ measure

The main procedure used in this study was the one-on-one interview and the use of a well-structured questionnaire for requesting data. The one-on-one interview with participants was performed with the use of an interview guide. The questionnaire was organized into three main sections based on the research objectives. The first section of the questionnaire requested information on the respondents' biographical data, such as gender, age, educational background and other social and economic features. This first section was intended not only to collect information about respondents but also to make it easier for respondents to feel at ease and participate fully.

Information regarding the role of YoLe in enhancing youth participation and leadership was solicited in the second section. The third section solicited information on some benefits of the YoLe fellowship program. The questions to these sections of the questionnaires were also

structured on a five-point scale where respondents were either to tick or mark the perceived role of the YoLe fellowship program addressing the objectives of the research.

1.10.5 Sampling Size

The target population is made up of all 30 young people who were part of the first and second cohorts of the YoLe fellowship program.

1.10.6 Data Collection

According to (Babbie, 2015), two types of statistical data collection are essentially available: primary data collection and secondary or subordinate data collection. Wahyuni points out that primary data is a collection of data that has been purposefully collected for a particular research problem (Wahyuni, 2012). Wahyuni further noted the subsequent adding of fresh data to the existing social information store of the phenomenon under study each time primary data is collected. Other researchers make this store of knowledge available and can also be used by their fellow researchers (Quinn, 2010).

The study again relied mainly on key information and interviews. Primary data were obtained via well-designed questionnaires administered via google forms. The surveys were released on 5th February 2021 and ended on 10th March 2021. A questionnaire is designed to develop a sentence, which is accurate, concise and unambiguous, allowing staff to answer questions they wanted to ask successfully (Ary, Jacobs, & Razavieh, 2012).

As suggested by Creswell, the questionnaire for a study was pre-tested and the necessary changes effected for easy understanding by the respondents (Creswell, 2009). Pre-testing was conducted on 3 respondents of the fellowship program. Due to the current Global Pandemic (COVID 19), qualitative data was collected through phone and in-person interview still adhering to all safety protocols.

1.10.7 Data Collection Instrument

The primary data were mainly questionnaires. A five-point Likert scale questionnaire with 1 showing Strong Agree (SA), 2 Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD) a set of questions. The questionnaire is comprised of 3 sections. Section A includes demographics and

some work-related questions such as designation (position) of respondents, number of years serving in that position and the number of years working for the organization to obtain personal information from respondents. Sections B & C are questions structured to help test the hypotheses. Section B addresses questions on YoLe Fellowship Program, young people's ability to be leaders (youth leadership) and young people's ability to participate in decision making (youth participation in decision making). Section C captures other benefits of UNFPA's YoLe Fellowship Program to the youth. The qualitative questionnaire was guarded by an interview guide.

1.10.8 Data Analysis and Presentation

According to Sarantokos, the analysis of data allows the researcher to organize data collected during the study in order to assess and evaluate the findings and to arrive at some valid, reasonable and relevant conclusion (Sarantakos, 1998). The study will employ the descriptive statistics method for presenting and summarizing the data. The statistical instrument to be used for the research analysis will mainly be inferential statistics, specifically correlation matrix such as Pearson Correlation and Chi-Square. Data will be analyzed using Statistical Package for Social Sciences (SPSS) which is a software tool for data analysis.

1.10.9 Validity and Reliability

Healy & Perry show that validity decides whether a study is really measuring what it should (Healy & Perry, 2000). Validity explains how well the data collected covers the actual field of research (Ghuri & Gronhaug, 2005). Hence all necessary validations were carried out in the course of the research. Reliability is the degree to which results are consistent over time and an exact representation of the total population being studied. According to Healy & Perry, Cronbach's Alpha will be used as a test of reliability and internal consistency.

1.10.10 Ethical Considerations

It is ethical that the research is guided by ethical behavior, such as informed consent, confidentiality, data protection and anonymity. Ethics are standards and behavioral standards that guide our moral choices about our behavior and relationships with others, says Saunders et al. (Saunders, 2009). In order to make informed decisions about whether or not to participate, participants, and respondents received full information about the purpose and objectives of the

study. In addition, all the personality and identity information of the respondents was kept extremely confidential. Additionally, all information gathered were used for the sole purpose of this research study. In terms of human rights, participation in the study was virtuously charitable and not under any coercion with a commitment to admire the self-esteem, principles, attitudes and value of the volunteering participants. Participants in the study were given detailed information on the subject matter including possible costs and benefits associated with their participation. The morals of inconspicuousness and secrecy were further endorsed throughout the research progression.

1.11 Organization of the study

The research is categorized into five (5) chapters. Chapter one is the introduction to the research, Chapter two focuses on the literature review, Chapter three focus on research design and methodology, Chapter four presents the outline summary of the research results and findings and Chapter Five, the final chapter focuses on the conclusion and recommendations.

CHAPTER TWO

CONTEXT AND DIMENSIONS OF YOUTH PARTICIPATION AND LEADERSHIP

2.1 Introduction: Conceptualizing youth participation and leadership

Interventions involving young people alongside their participation is regarded as a marker of quality. It is differently termed as social justice, positive development platforms, active citizenship media, human rights and nationwide strategy (Cahill & Dadvand, 2018). Research in these fields has extended thinking on ways in which prospects for participating can influence the quality, extent and significance of projects intended to facilitate their interests. In many Western democratic countries, the engagement in youth empowerment is based in particular on the concerns about 'radicalization and disengagement' of youth (Cahill & Dadvand, 2018). Youth involvement has been viewed as part of a social, economic and health-related solution in developing countries. Young people are, for example, considered key to political response in the Asian Region, and are viewed as a valued asset to be mobilized to overcome obstacles to Sub-Saharan Africa's development.

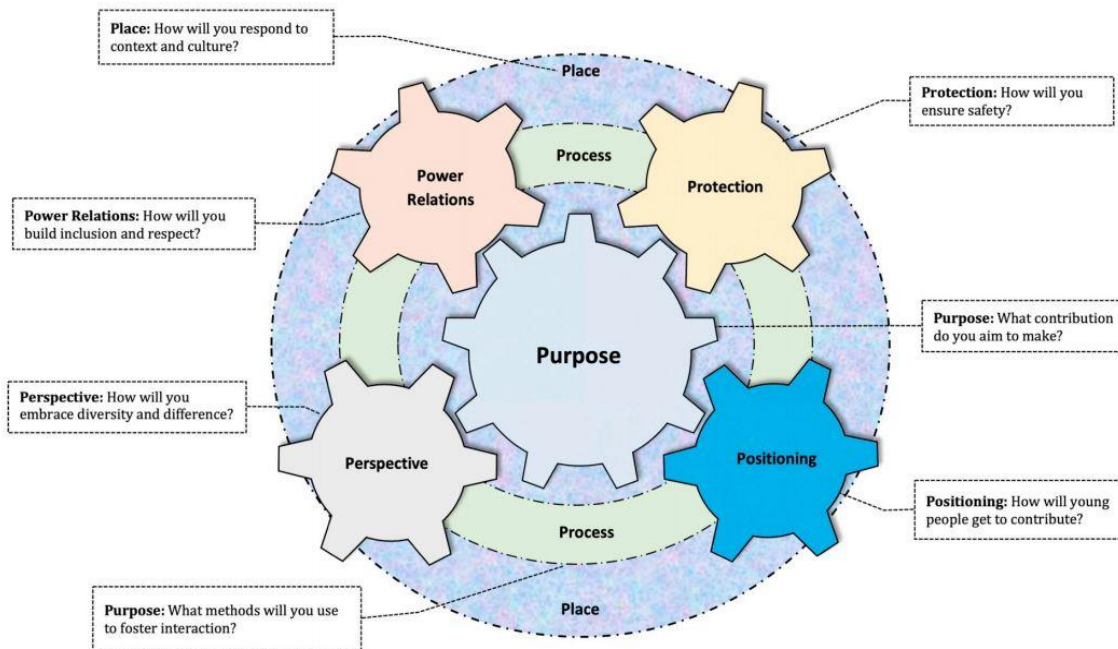
As mentioned, the theory underpinning this study as discussed in the previous section helps to encourage young people to become more involved. The model, however, tends to presume that the inherently good participation or leadership through simply providing 'voice' or 'agency' means 'empowerment.' Besides, a framework is required to concentrate on the smooth nature of participation and leadership, with its continuous responses to contexts, circumstances and changes in relationship dynamics that could be evolving, fluctuating and advancing within a given undertaking. Consequently, the study suggests a framework based on the critical insights given by those who have worked with empowerment, identity, leadership and agency concepts, and by those who have examined how participatory and leadership results have been related.

2.2 The P7 model

The conceptual framework (*the P7 model*) of the study was conducted following "a thinking tool" developed to addresses some of the complexities of youth involvement and leadership by and then adopted and modified by (Cahill & Dadvand, 2018). The P7 model focuses on i) purpose, ii) perspective, iii) positioning iv) relationships of power, (v) protection, (vi) place, and (vii) process.

Informed by Deleuzian thinking on the intra-active and productive nature of the study framework, following the study by Cahill & Dadvand a "machine-like" image is used to capture the dynamic interaction of the seven domains, as well as ways of drawing attention to the dynamic and fluidity of participation and leadership programs. The objective is not to describe the consequences of the framework as provided elsewhere. But the study aims to show how a theory-based thought can help people work in the way in which purpose, power and privilege can have an influence on participatory opportunities through the P7 framework.

Figure 1: The P7 Model¹: A thinking tool for visioning, planning, enacting and evaluating youth participation.



Source: Adopted from Cahill & Dadvand (2018)

2.2.1 Purpose

The purpose is placed in the center of the framework. In so doing, the study assumes that its design should inform the ethical, political, and pragmatic objective of the program. A regular deliberation

¹ The following figure is used to show the inter-connections between the proposed domains. It places purpose at the centre of attention. The purpose of the initiative is understood to orient all other domains. The intersecting gears in the machine-like image are used to suggest the ways in which activity in one domain influences what happens in other domains.

on this issue can reinforce efforts to harmonize the means with the objectives and ensure that respect and rights demagoguery is reflected in the practices and strategies of the Program as they progress over time. The centrality of the purpose also reminds us that opportunities for participation are not created simply by involvement, but rather as a way to generate leadership and social good.

It also evokes the idea that a sense of purpose can be strongest when generated and shared with young people themselves collectively. In framing or shaping purposes, young people can share their ethics, vision and values, and contribute to the leadership and moral motivation that drives the program's efforts. The aim of this initiative again requires consideration of the Program's ethical parameters and political orientation, and a clear commitment to the underlying beliefs, values and expectations.

2.2.2 Positioning

The positioning concept emphasizes how young people are culturally structured and understood in terms of what their contribution is possible or desirable. Youth Sociologists argue that the boundaries between different ages are the product of distinct conditions in society, culture and history which shape the significance of life for the youth. The way young people are positioned and how they position others is influenced by their cultural narratives.

These social conceptions encapsulate customs and beliefs, and they create an impression and expectation of who young people are and should be. Some studies like Cahill & Dadvand are of the view that positions and related relations of power are maintained by cultural and institutional practices and by categorization processes that mark and separate individuals and social groups (Cahill & Dadvand, 2018). Common practices of the division include the separation between young people and adults and different expectations for men and women. These practices are evident in institutions like schools, communities and homes. Expectations of who can contribute and how can youth projects show up as well.

2.2.3 Perspectives

When programmers think about "perspectives," they are more likely to stop treating "youth" as a homogeneous cultural construct and instead consider the disparities and commonalities that exist

within an organization and among persons. This is a significant recognition as gender patterns, socio-material inequality, stigma and marginalization can occur in collaborative programs which replicate inequalities from the setting. Furthermore, various cultural norms and power structures around sex, social status, race and capacity will affect the audiences and the participants who are ready to participate.

2.2.4 Power relations

Perspectives are important because they draw attention to power dynamics. Recognizing that power is hierarchical prompts consideration of how people are positioned in relation to one another (Foucault, 1980). It can assist us in recognizing that not everyone has fair access to discursive practices that help in taking up specific positions. Many will be reduced to subservient roles within the public domain, while others may follow more dominant roles. This can show up in social interactions as well as hierarchical processes and systems. Power struggles occur not only between adults and teenagers, as well as among teenagers themselves. Young people can form collective networks and re-enact behaviors of hegemony and discrimination that occur in their local environment premised on characteristics such as sex, class, capacity, race, or ideology, as demonstrated by research (Gunter & Thomson, 2007); (Ringrose & Renold, 2009).

2.2.5 Protection

The issue of protection intersects in youth participation efforts with issues of purpose, positioning, perspective and power relations. The 'protection' concept may be employed as a lens for taking vulnerabilities into account. That calls for recognition of the fact that participation is on the one hand a "right" that needs protection itself (Villa-Torres & Svanemyr, 2015). However, in relation to culture, context, circumstances and methods, the social and political act of involvement can be experienced as personal, social or political risk. This may represent a danger that arises from the treatment of those within the peer group or the reactions of those who may perceive participatory activities and practices as a challenge to the state of affairs, or as an interruption to a preferred, family, social or religious order. Sometimes an emphasis on 'protection' needs could be used as a rationale for curtailing or excessively controlling young people's activities that are supposed to be dangerous or risky to each other from the adults. It is necessary to strike an acceptable balance between protection and engagement while maintaining protection processes and actions and also

to question the way in which power relations, institutions and the physical and social environment affect opportunities for participation. (UNDESA, 2008)

2.2.6 Place

The crossroads between place and protection are clear from the above observations that focus on the physical and contextual essence of space (See Figure 1). Participation takes place in spaces, whether content, relationship, speech or virtual. Space is not just a fixed context or a container for events and interactions, as the people and social geographers have argued. It is rather a cultural and social foundation that comes from practices and connections (Lefebvre & Nicholson-Smith, 1991). A space created socially and culturally can, in turn, have various consequences for exclusion and/or inclusion and can lead to various types of injustice (Soja, 2010).

Focusing on 'situations' in program design and execution will help to draw attention to how geographical, cultural, content, relational and systemic variables affect the possibilities of participation. It may help recognize the "geographies of belonging," the situation in which young people are involved and identified (Cahill & Dadvand, 2018). Since young people occupy spatial, virtual and cultural areas, the possibility for participation can be influenced by social and institutional settings.

2.2.7 Process

In the study model proposed, the process is the framework that allows one to match purpose with method or purposes with means. The word 'process' refers to the processes used during the participatory project to invite and sustain interactions. Participation can ideally be understood as an ongoing dialogue rather than a single occurrence (Clark & Moss, 2001, p. 10). The methods chosen themselves can exercise governance in building relationships, awareness and opportunities for participation (Cahill, 2010).

Research has shown, for example, that photovoice and dialogic exercises (Strack, Magill, & McDonagh, 2004) are both strategies that can encourage positive and mutually beneficial youth leadership meetings. Other works shows how dramatic approaches can help young people to articulate themselves and therefore to represent their dreams of change and re-examine the strategies necessary to move from vision to action (Cahill & Dadvand, 2018).

CHAPTER THREE

ANALYSIS OF FINDINGS

3.1 Overview

Section three presents the empirical findings of the study in the context of the objectives as stated in section one. The study focused on examining the role of UNFPA in youth participation and leadership in Ghana by case studying the Young Leaders (Yole) Fellowship Program. This section undertakes a biographic description and analysis of the various study objectives as stated in chapter one of the study. The results of the study are discussed relative to the research objectives, and the other extant-empirical literature.

3.2 Bio-Graphic Data of Respondents

This segment of the study offers the bio-graphic characteristics of the respondents who were sampled from the Young Leaders (Yole) Fellowship Program. This included; gender, age, educational background and some interaction terms.

Gender Distribution of Respondents

Out of the total respondents who were interviewed, the majority (66.67%) were females while the minority were males. Although individual students were randomly interviewed from the Young Leaders (Yole) Fellowship Program, the results show that females constitute the larger percentage in the study. Part of the program focus on women empowerment and hence the number of females admitted in the program are more than males. This study contradicts that which was observed by Raziq & Maulabakhsh where a majority of the respondents interviewed were males. (Raziq & Maula-bakhsh, 2014) Having both genders participate in the study means that information regarding the role of UNFPA in youth participation and leadership are not gender-biased. See Table 4.1 below.

Table 3. 1: Bio - graphic Distribution of Respondents

Category	Frequency	Percent
Gender		
Male	10	33.33
Female	20	66.67
Age		
21-25 years	22	73.33
26-30 years	8	26.67
Education		
Tertiary	30	100.00

Source: Field Survey Data, 2021

Age of Respondents

As demonstrated in Table 3.1, the results of this research show that the youngest respondents interviewed were students between the ages of 21 and 25 years while the oldest respondents were between 26 and 30 years. More respondents (73.33%) were found in the 21-25 age range. Also, about 26.67% were found in the 26-30 years range. The survey revealed that the majority of respondents fall within the economically active age bracket. This observation is consistent with that made by that the economically active age group in Ghana is between 20 to 65 years. The ages of the respondents have positive implications on the contributions to the study, and one can conclude that the respondents are mellowed enough to govern and contribute to the study (Akpakli, Manyeh, Akpakli, Kukula, & Gyapong (Akpakli, Manyeh, Akpakli, Kukula, & Gyapong, 2018).

The educational level of respondents

The respondents' educational level is indicated in Table 3.1. The educational skills of respondents are of prime importance in this research because it has both positive and negative impact on whether an individual can be part of the program and also if the individual will succeed in the learning process. This has a great impact on the research output too. Here, the focus is placed on the ability of the respondents, especially on the subject under discussion, to read, critically analyze and interpret every subject raised in the research device. As observed in Table 3.1, all (100%) of

the respondents had tertiary education. This observation is consistent with that made by Aiginger (2014).

Across tabulation between Gender and Age of respondents

A further analysis on cross-tabulation between gender and respondent's age shown in Table 3.2 reveals that the majority (40%) of the respondents who are females are within the age range of 21 to 25 year. Whereas the males in the same age range constitute about 33 percent. Again, the females dominated the 26 to 30 years age range. This recorded 26% of the total number of female respondents interviewed.

Table 3. 2: A cross tabulation between some bio-graphics of respondents

		Age	
		21-25 years	26-30 years
Gender	Female	40	26.67
	Male	33.33	0

3.3 Participation of youth in UNFPA program

This section provides insight into youth participation in the UNFPA program, how they got to know about the program and how they managed to gain admission. Below are some of the quotes from the respondents.

It was advertised and I submitted my application. I was called for an exam. After the exams, we had a case study presentation. I was called again for an interview and I was later called again that I have made it to the program.... (Resp. 1)

I got posted to UNFPA to do my service while I was there the call for applications came out for the fellowship program and I applied... (Resp. 2)

I was about my business when a friend told me about the fellowship program. Apparently, she was working with an organization where the fellowship program was sort of advertised so she asked me if I was interested. So, I had to go on the website to see everything about it. I applied almost immediately, then after a while, I got a message that I have confirmed that I have passed the first stage and confirmed for an interview. The interview was sort of

an examination and after that, I got called that I have passed that stage and I could come for a case study, we had to work in groups I passed that stage too I was finally called for an interview I was then picked among the first people... (Resp. 3)

I was looking to having an internship. I applied to UNFPA and other places for an internship. I was called to have an interview to have the internship program, so I was with the internship program when the call for the application came and I went through the same process as the rest did (Resp. 4)

I was looking for a job after national service and then a friend of mine, more like a supervisor sent me a link for the call of application and then he insisted for me to apply I really didn't know anything about UNFPA but he saw it as an opportunity for me. He recommended that I apply (Resp. 5)

Participants' narratives echoed that participation in the UNFPA program specifically the Young Leaders (Yole) Fellowship Program was mainly through recommendation from friends. Even though the participants had to duly follow the recruitment process to secure their position. Other participants of the program were of the view that they saw the opportunity and applied for it. Therefore, participation in the YoLe program was a combination of recommendation from friends and personal choice.

3.4 Perceived linkage between UNFPA's YoLe Fellowship Program and young people's ability to be leaders (youth leadership).

This subsection discusses how participants perceived the YoLe fellowship program to their ability to be a leader. This is subdivided into i) insight and knowledge acquisition and ii) provision of authentic opportunities. Some responses gathered from the participants indicates that the program has trained and broadened their personal and intellectual capacity.

Insight and Knowledge

It is critical in leadership to gain knowledge of a specific subject. To effectively lead others, one must possess some level of expertise in the subject matter. To be able to think critically about a topic, you must first understand it. Trust and confidence in the leader are critical for the team's performance, and this is closely related to the leader's knowledge (Politis, 2003). Mumford et al.

also stress that knowledge is a key leadership skill (Mumford, Zaccaro, Harding, & Jacobs). This is strongly linked to the fact that problems can be resolved, which is part of what Katz describes as technical skills (Katz, 1955).

As a result of the training I had from the YoLe program, hard work and commitment, I was selected as one of the fellows to handle the activated DOVVSU helpline to address SGBV during the covid-19 period. This was a success and has since transformed into a full call centre where victims and survivors of SGBV call to receive support (Resp. 4)

Similar patterns emerged from the analysis of the candidates' perceived leadership ability.

okay, for me when I heard about the fellowship and what I saw on the website they said they needed not people who would bring innovation through cumulating means of educating young people on sexual reproductive health. I actually thought we would be asked whether we can speak any Ghanaian language. I am not a Ghanaian even though I went to a Ghanaian university. I just thought that maybe these people will be sending us to remote villages to talk to young people about sexual reproductive health like we will be those young people who will be travelling around to talk to young people I felt happy about that because I always wanted an opportunity to be able to mentor young people. But then when I got in, I was so looking out for those outreaches I thought of, but then it never came. I understood that it was more of leadership, capacity building, training and exposing us to the UN and development system. We did a few outreaches but all or most in communities in Accra. I knew about the UN system around because I had an auntie working there but I didn't know the system so well though. In the long run, though, we got trained, we got drilled nicely and we are coming out as different people (Resp. 2)

Authentic opportunity

Young people may participate authentically or partially as Hart shows (Hart, 1992). He describes how young people can participate in decision-making through a 'Ladder of Participation.' For instance, young people can take full action and lead at the top levels of participation or they can also participate in the decision-making process with adults, which is seen as a step down the ladder. Also, young people may take part in activities on a partial basis at lower levels of the ladder. An

enquiry into how the participants of the YoLe fellowship program were given the opportunity to be involved in leadership decision making during their training showed a positive response.

training, workshop, personal development training, CV writing and all of those things, job shadowing and a whole lot of things were some of the opportunities presented to us (Resp.1)

I felt like it has really been a life-changing experience because I'm comparing this fellowship to my national service at the same UNFPA. I'm looking at how structured the fellowship is, in terms of career building, as compared to my experience just as a national service person. I have been able to do so much (Resp. 5)

3.5 UNFPA's YoLe Fellowship Program and young people's ability to participate in decision making (youth participation in decision making).

According to political philosopher John Parkinson, a free society is essential for healthy democracies to function properly (Parkingson, 2012). He bases his sociological study of democracies on Habermas' claims about the role of public space in civil society. Table 3.3 shows respondent's level of participation in decision making and other political activities after receiving training in the YoLe Fellowship program.

Table 3. 3: Respondents' level of participation

		Once (%)	Twice (%)	More Times (%)	Never (%)
1	Participated in development related or political discussions in public places	13.33	26.67	46.67	13.33
2	Held a leadership position	13.33	13.33	73.33	0.00
3	Written or spoken on leadership related topics on virtual or physical platforms	46.67	13.33	26.67	13.33
4	Initiated a community or national level intervention to cause social change	20.33	33.33	46.67	0.00
5	Taken part in development related and /or political discussion on social media	13.33	6.67	80.00	0.00
6	Taken part in voluntary community work?	0.00	6.67	93.33	0.00

Participation in development-related or political discussions in public places

Out of the total responses received in relation to participating in development-related or political discussion in public places, about 47% of the respondents revealed that they have participated more times (here 3 times or more) in development or political discussion after receiving training from the program. Likewise, another 27% of the respondent were of the view that they have participated twice in development or political discussions in public places, 13% of respondents indicated that they have once participated in development-related or political discussion in public places while the remaining 13% of the respondents indicated never to have participated in any development-related or political discussion in the public places. From the results in Table 3.3, it can be deduced that majority of the respondents have ever participated in any development-related or political discussion as a result of the training received from the YoLe Fellowship program.

Leadership tenures

In Table 3.3, all the respondents indicated to have held a leadership position after the training. Out of this, a majority of the respondents, about 73 percent revealed to have held multiple leadership positions after receiving training from the YoLe fellowship program. While about 13% of each indicated to have held leadership position once or twice after undergoing training in the YoLe fellowship program. This is a narration from one of the respondents.

... Other youths have benefited from the program through activities organized under the program. I was part of a core team that led 100 volunteers (youth) for community outreaches on SRH, SGBV and Covid-19 that also benefited other young people through the sensitization. I also organized a webinar on HIV/AIDS for tertiary students and other young people in Ghana. Additionally, I have co-moderated and facilitated interventions to empower adolescent girls under the UNJP on empowering adolescent girls (Resp. 3)

Written or spoken on leadership related topics on virtual or physical platforms

In relation to whether a respondent has written or spoken on leadership related topics on a virtual or physical platform, a majority of the respondents representing 47% indicated that they have either presented a written or spoken on a leadership-related topic. Likewise, about 27% of the respondents who undergo training in the fellowship program indicated to have either presented a

written or spoken on a leadership-related topic many times after the training. About 13% revealed that they have twice presented a written or spoken on a leadership-related topic after receiving training while another 13% indicated not to have ever presented a written or spoken on a leadership-related topic.

Through my constant advocacy on SRHR and SGBV with interventions, outreaches and social media platforms have informed youths to be ambassadors as well advocates for SRHR & SGBV (Resp. 6)

Initiated a community or national level intervention to cause social change

As indicated in Table 3.3, all the respondents reported having ever initiated an intervention that resulted in social change. A high majority of the respondents (47%) mentioned that they have on more occasions-initiated interventions that resulted in social change. Some of these initiatives may include the general knowledge and use of contraceptives to help in family planning and reproductive health. Also, some of the respondents have set up organization in response to the needs of the community. These include “Faith Hope and Love Foundation” and “The Ewura Initiative”.

Also, in an attempt to solicit information on whether the participants have taken part in any development-related and /or political discussion on social media after completing the training, it was discovered that about 80% of respondents replied to have on more occasion participated. Again, about 93% of the respondents revealed that they have on more occasions volunteered in community work. These are some accounts from respondents ...

Through my participation in various outreaches, many young people have accessed contraceptives and also, the result of Continuously sharing information on my social media accounts has also helped to inform many on UNFPA's commitment to their wellbeing and development (Resp. 5)

I have written a number of concept notes for activities and interventions to improve people's lives since I joined the fellowship. Before I joined this fellowship, I had never written a concept note because I worked at the bank. And at the bank, we don't write concept notes. But here you have to ideate and put it down on paper. I have done that and

also learnt to organize programs and outreaches. A team of about 5 or 6, myself inclusive, were put together to plan a community outreach. We have done a number of outreaches that have been very helpful to us and the communities, where they get to hear accurate information on reproductive health, information on how to prevent and respond to gender-based violence and where we get to give them what we call dignity kits (Resp. 4)

3.6 To explore other benefits of UNFPA's YoLe Fellowship Program to youth.

Participation is a multifaceted process that takes place at the individual, organizational, and community levels. Individuals get involved, organizations grow, and communities' change. When people participate at all three levels, they are said to be empowered (Schulz, Israel, Zimmerman, & Checkoway, 1995). This section explores other benefits associated with the YoLe fellowship program. The respondents recounted some opportunities like interacting with high achieving personalities from the UN Youth Envoy, the Australian Ambassador to Ghana and the UN Resident Coordinator to Ghana.

I have built a balanced network of different age groups, professionals, and expertise and have been exposed to different ways of working both in program interventions and as a young person (Resp. 1)

As they all said the fellowship had the aspect which gave us professional training and training in health innovation. The training focused on some important aspects like public speaking, networking; and we did some sort of CV writing. It actually helped some of us we never had the opportunity to have such workshops before we joined the fellowship (Resp. 2)

So, in conceptualizing events and ideas and projects, I'm full of ideas however I could not structure those into actual programs. I learnt how to do this in the YoLe Fellowship (Resp. 5)

Two other respondents made a similar observation

As she mentioned, there are components to the fellowship, one component was the professional training that we had and one specific example is, we had a renowned

photographer teaching us how to use the camera and go into the market to take professional photographs. So now we are all better equipped to use the camera. And we are also good at facilitating the capacity building of others because we've had opportunities to do this. I have done a couple of presentations throughout the fellowship as part of the outreaches we have organized. I am able to pitch ideas now. (Resp. 6)

I'm very keen on networking. Initially, we go for programs and everyone is socializing but me. I will be somewhere with my colleagues minding our business. But now, through our constant interaction with people and constant participation, when we go for programs that we meet high profile people, we have learnt to go to them and introduce ourselves to them. Or even make new friends. We are challenged to make those contacts and no longer just stay in our own spaces (Resp. 4)

So, for me, it was just building upon what I already knew. So I was with PPAG and we were doing most of what UNFPA does. And in PPAG, I was one of their focal person's for social media management or even communication in general. Hence coming to UNFPA, I learnt the systems, especially how to communicate in the space of the UN like what to do especially when it comes in relation to diplomacy and all that; the kind of design to put out there on flyers and all that. Aside from that too, I was able to meet new people including high profile people in the UN and Ghana, generally. I was provided with an opportunity to travel to Benin for digital media training. When I went to Benin, I got the chance to facilitate a learning session. That was my first time doing something like that. It really boosted my confidence and ability to lead (Resp.3)

CHAPTER FOUR

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

4.1 Introduction

This section provides a summary of findings emanating from the role of UNFPA in youth participation and leadership in Ghana using a case study of the young leaders (YoLe) fellowship program. It draws conclusions based on the findings presented and finally makes recommendations in relation to the objectives, research purpose and research findings obtained.

4.2 Summary

The study examined the role of UNFPA in youth participation and leadership in Ghana by case studying the young leaders (YoLe) fellowship program. Precisely, the study examined the linkage between UNFPA's YoLe Fellowship Program and young people's ability to be leaders (youth leadership); examine the linkage between UNFPA's YoLe Fellowship Program and young people's ability to participate in decision making (youth participation in decision making) and lastly, the study explored other benefits of UNFPA's YoLe Fellowship Program to youth. The cross-sectional survey employed both the quantitative and qualitative research methodological approach. The study used a structured, self-administered survey alongside a focus group discussion was used as the main research instrument.

The results from the bio-graphic data analysis showed that females constituted the majority (67%) of respondents interviewed while males accounted for 33%. All respondents had a minimum educational qualification of the first degree. With reference to the age of the respondents, the majority (73%) of the respondents fell within the age range of 21-25, while the remaining respondents were aged between 26 to 30years. A cross-tabulation of the biographic information shows that there are more females in the 21 to 25 years age group than their counterpart males. Also, respondents' narratives show that participation in the YoLe Fellowship program was a combination of recommendation from friends and personal choice.

In connection with the first objective of examining the perceived linkage between UNFPA's YoLe Fellowship Program and young people's ability to be leaders (youth leadership), the study exposed that, the respondents, on the whole, have gained insight on leadership skills and so have assumed various leadership positions. In connection with the second objective of evaluating the UNFPA's

YoLe Fellowship Program and young people's ability to participate in decision making (youth participation in decision making), the outcomes of the study revealed that, as a result of the training received from the YoLe Fellowship program, majority of the participants participated in development-related or political discussions, initiated community intervention to cause societal change, partook in voluntary community projects and held various leadership positions. By exploring the other benefits associated with UNFPA's YoLe Fellowship Program to youth, the results revealed that participants have now built a balanced networking skill across the various age groups, profession and expertise. Also, participants have developed CV writing skills, developed good program facilitation skills and the use and handling of the camera.

4.3 Conclusion

It can be clinched, based on the findings of the study that, the UNFPA's YoLe Fellowship Program has enhanced and ensured the participation of young people in various leadership positions at different levels, forms and places. Likewise, there has been an increase in the participation of young people in institutions at the community level as a result of participating in the YoLe Fellowship program. Also, there are several benefits identified that are associated with the UNFPA's YoLe Fellowship program which are very useful for capacity development of the youth and thereby serving. The study affirms that the UNFPA's YoLe Fellowship program has been able to implement its core mandate by adequately providing resources (information, materials, education and training) to enable its participants to fully participate and learn.

4.4 Recommendations

Following the discoveries of the study, the researcher recommends the following:

- Following the fact that the UNFPA's YoLe Fellowship program in Ghana operates with a moderate capacity in relation to the number of participants, the regulator or governing body (UNFPA) should expand its capacity to be able to admit more youth in the program. In such regards, training centers should be established in all the other regions of the country to help train more of the youth.
- Also, one of the requirements of the UNFPA's YoLe Fellowship program has to deal with having attained tertiary education, the program should likewise design a module for the

youths in the secondary schools since they equally will immensely benefit from the program.

- As it has been established in the literature that lower-income, deprived and low socioeconomic status young people participate less actively, special attention should be given to such group of people in order to give equal opportunity to every youth.
- Respondents reported having contributed in development-related and political discussions. The program should therefore create platforms for the fellows to utilize this experience on dialogue platforms for policy formulation in order to bring on board fresh innovative ideas and perspectives to addressing critical International Relation and Development challenges.

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APPENDIX: QUANTITATIVE QUESTIONNAIRE

**UNIVERSITY OF GHANA
LEGON CENTRE FOR INTERNATIONAL AFFAIRS AND DIPLOMACY (LECIAD)
THE ROLE OF UNFPA IN YOUTH PARTICIPATION AND LEADERSHIP IN GHANA: A
CASE STUDY OF THE YOUNG LEADERS (YOLE) FELLOWSHIP PROGRAM.
QUESTIONNAIRE**

I am a student pursuing M.A. in International Affairs at Legon Centre for International Affairs and Diplomacy (LECIAD), researching on the above topic. I would be very grateful if you could furnish me with all the necessary answers to the questions stated below.

Please note that this study is purely for academic purposes, and you can be assured that your responses will be treated with utmost confidentiality and anonymity.

This survey will take not more than 10 minutes of your time to complete.

Section A: UNFPA, Participation and Leadership

1. How did you get involved in the YFP?

Personal decision Parental decision Friends

Other

Specify.....

2. Do you think being in the Program has helped you develop even more skills?

Yes No

3. Do you think the YFP links to promoting youth participation?

Yes No

4. Through your participation in this Program, did you learn about leadership?

Yes No

Did you help other teammates during the program?

Yes No

Did the Program provide you with opportunities to lead/mentor during the course of the program?

Yes No

5. What other benefits have you derived from being part of the YFP?

.....

6. How has your participation in the Program benefited other youth?

.....

7. Do you think you have been provided with adequate tools (e.g. information, materials, education, training) to enable you participate or lead effectively?

Yes No

8. What was your *experience* and *relationship* like working with UNFPA staff?

- Staff challenged you to get better skills
- Staff were open, supportive, trust and easy to engage
- Staff were source of encouragement
- Provision of choices and options throughout the Program
- Leaders encourage you to ask questions and be engaged in decision-making

9. Do you plan to use the life skills you have learned in the Program in any areas of your life

Yes No

If Yes, which areas?.....

10. Do you think the Program has contributed to the achievement of UNFPA Ghana’s core mandate?

Yes No

11. Are you currently involved in political activity?

Yes No

If Yes, at what level?

Local level National level International level

12. What suggestions/recommendations do you have for improving youth participation and leadership through this Program?

.....

13. To what extent do you agree to the following?

		Once	Twice	More times	Never
1	Participated in development related or political discussions in public places	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2	Held a leadership position	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3	Written or spoken on leadership related topics on virtual or physical platforms	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
4	Initiated a community or national level intervention to cause social change	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5	Taken part in development related and /or political discussion on social media	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6	Taken part in voluntary community work?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Section B: Biographical Data

1. What is your gender? Male Female

2. What is your age bracket?
 Below 20years 21-25years 26-30years
 31-35years 36-40 years 41 and above years

3. What is your level of education?
 Diploma Bachelors Masters
 Doctorate Professional certificate
 Other Please specify if other

4. What is your city of residence?
 Rural Urban

5. What is your current occupation?
 Govt. job Private company Entrepreneur
 Not working but looking for work
 Student Other

APPENDIX II: QUALITATIVE QUESTIONNAIRE

University of Ghana Legon Centre for International Affairs and Diplomacy (LECIAD)

The Role of UNFPA in Youth Participation and Leadership in Ghana: A Case Study of the Young Leaders (YoLe) Fellowship Program.

Interview Guide for *YoLe Fellows*

1. In your opinion, how would you describe the YoLe Fellowship Program? *Probe for the goal of the Program and their experience*
2. How did you get involved in the YFP? *(parents? Own choice?)*
3. Do you think being in the Program has helped you develop even more skills? Examples.
4. How do you think the YFP links to promoting youth participation? *Probe: Are there reasons why it doesn't promote youth participation?*
5. How do you think the YFP links to promoting youth leadership? *Probe: Are there reasons why it doesn't promote youth leadership?*
6. Through your participation in this Program, did you learn about leadership?
 - a. Did you help other teammates during the program? *(youth mentoring) In what ways?*
 - b. Did the staff provide you with opportunities to lead/mentor?
7. What other benefits have you derived from being part of the YFP? *Probe for other benefits aside the ones mentioned above. (Life skills such as teamwork, respect, emotional regulation/management, communication, leadership, confidence?)*
8. How has your participation in the Program benefited other youth? *Probe: More individual experiences*
9. Do you think you have been provided with adequate tools (e.g. information, materials, education, training) to enable you participate or lead effectively? *Have you participated and showed leadership in any way during the course of the program?*
10. How have collective interventions rolled out under the Program benefited other youth?
11. What other programs are you involved in? *Have you heard of other programs? How does YFP compare to the others? Similarities/differences? Why?*
12. What was your *experience and relationship* like working with UNFPA staff? In what ways did you work? *Discuss experience and relationship (What kinds of leaders did you really*

connect with? Relationship like respect, support, trust, acceptance, open, caring, listened to, understood, positive.

- a. Did the staff challenge you to get better skills? Explain
- b. Were the staff encouraging?
- c. Did you feel the staff provided you with choices and options throughout the Program? In what ways? Examples.
- d. Do the leaders encourage you to ask questions, be engaged in decision-making?

Example

13. Do you plan to use the life skills you have learned in the Program in any areas of your life (*career, school, home, with friends*)? *How?*
14. Do you think the Program has contributed to the achievement of UNFPA Ghana's core mandate? Explain. *What is UNFPA's core mandate?*
15. What suggestions/recommendations do you have for improving youth participation and leadership through this Program?
16. Given what we have discussed today is there anything else you would like to add?

Prompting Questions

- Can you tell me a little bit more about that?
- Can you give me an example of what you mean by...?
- Are there other ideas you have?
- That is really interesting. Can you tell me more about that?