

**UNIVERSITY OF GHANA
COLLEGE OF HUMANITIES**

**EXPLORING TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
(TVET) AS AN OPPORTUNITY IN ADDRESSING YOUTH UNEMPLOYMENT IN
AWUTU SENYA EAST MUNICIPALITY**

BY

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**THIS DISSERTATION IS SUBMITTED TO THE UNIVERSITY OF GHANA,
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DECLARATION

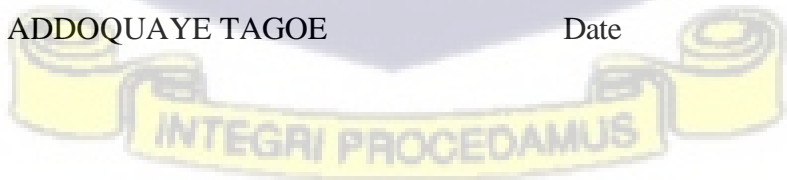
I, hereby declare that apart from the references to other people’s works which have been duly acknowledged, the dissertation, “Exploring Technical and Vocational Education and Training (TVET) as an Opportunity in Addressing Youth Unemployment in Awutu Senya East Municipality” is the result of my fieldwork activities carried out in the Institute of Statistical Social and Economic Research (ISSER), under the supervision of Dr Cynthia Addoquaye Tagoe and that this dissertation has neither in whole nor in part been presented anywhere for the award of a degree. Any error is attributed to my limitation.



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ABSTRACT

Ghana's youth population currently stands at 36 percent of its total population, with 54 percent living in urban areas. Data from the 2021 National Population Census indicate that 19.7 percent of unemployed adults are classified as youth, with those between the ages of 15-24 years recording a much higher rate-32.8 percent (GSS, 2021). As the country works at addressing the issue of unemployment, interventions have been put in place, one of which is technical and vocational skills acquisition. A mixed method approach was used to carry out the study in the Awutu Senya East Municipality. Data was obtained from 120 unemployed youth aged 15 to 35 years as well as 15 in-depth interviews conducted with young people in the Technical and Vocational Education and Training (TVET) sector. The study assessed knowledge, perceptions and attitudes of the youth towards TVET, opportunities and challenges of the youth in TVET and examine the extent to which the youth perceive TVET as a solution to unemployment. The results of the study show that respondents perceive TVET as the solution to youth unemployment in the municipality and that the knowledge gained regarding the types, opportunities, and challenges TVET provides influences their attitude towards accepting it. The results further indicated a general perception that having adequate funds was a significant influence on their employability within the TVET sector. The study showed that almost all the respondents expect many interventions from the government. Additionally, the respondents were willing to adopt TVET as a skill relevant for employment, although the majority preferred formal employment. The study therefore recommended more investment into capacity building and knowledge management and sharing, with emphasis on generating resources to establish their businesses after the skill acquisition and sustainable government interventions through policies, funding, and scholarship award schemes.

DEDICATION

I dedicate this research work to God Almighty, my parents of blessed memory and my siblings- Seyram, Sena and Etornam Adza for their unending love, resources, and motivation during this academic journey.



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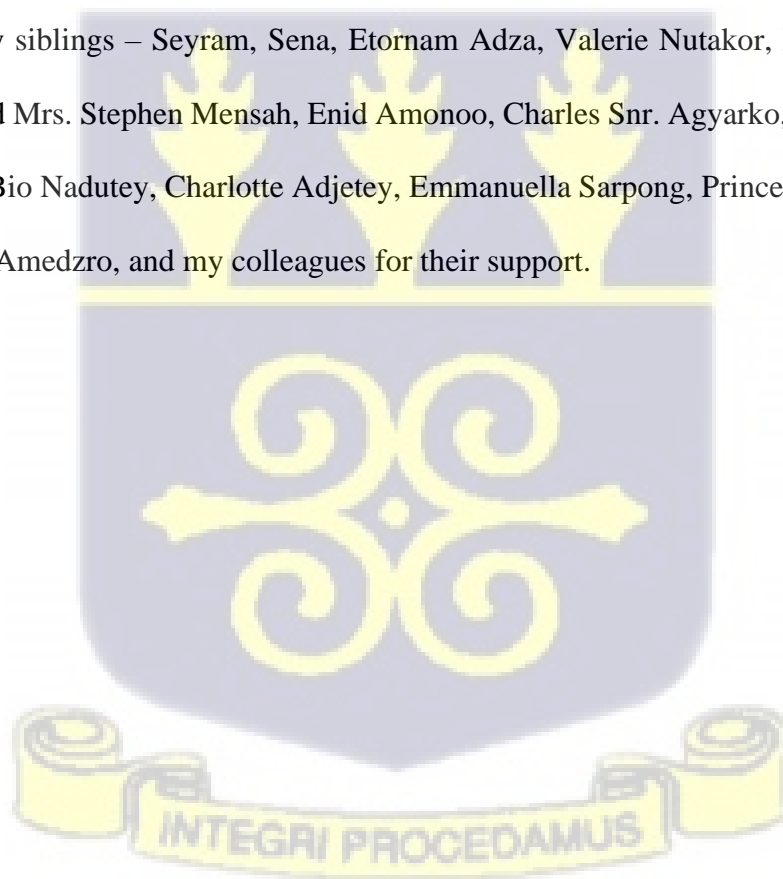


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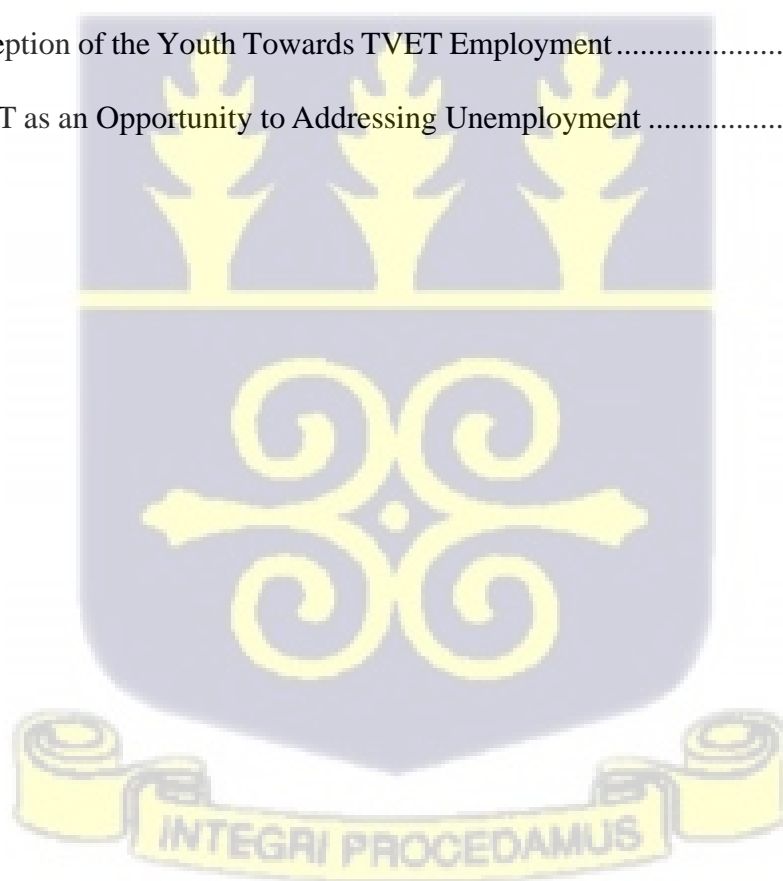
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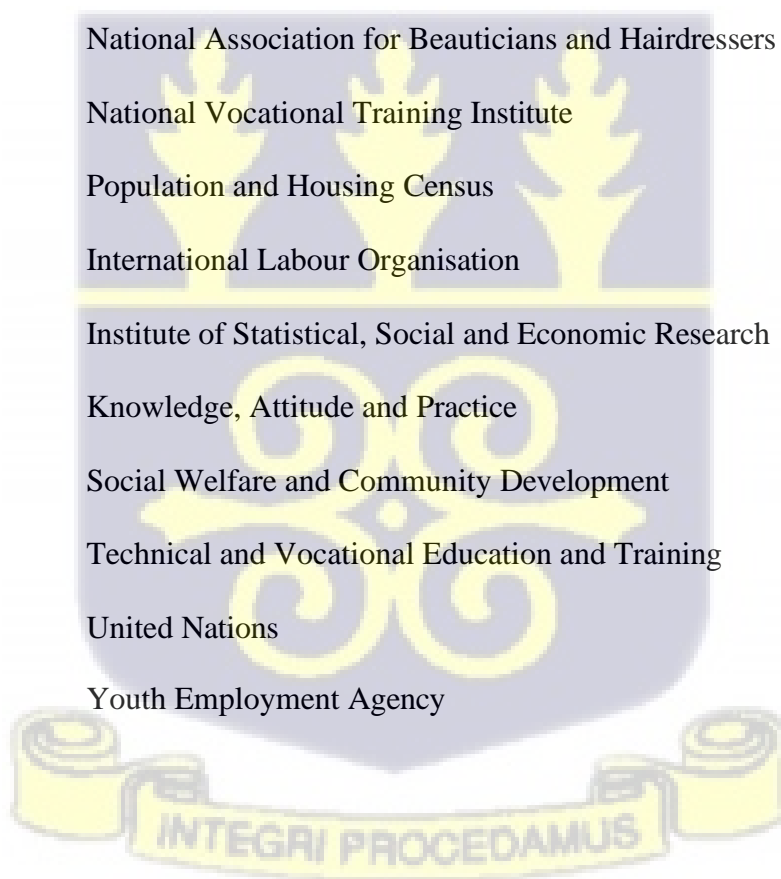
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LIST OF ABBREVIATIONS

ASEMA	Awutu Senya East Municipal Assembly
ASEM	Awutu Senya East Municipality
COTVET	Council for Technical and Vocational Education and Training
CTVET	Commission for Technical and Vocational Education and Training
ECA	Economic Commission for Africa
GES	Ghana Education Service
GSS	Ghana Statistical Service
MTDP	Medium-Term Development Plan
NABH	National Association for Beauticians and Hairdressers
NVTI	National Vocational Training Institute
PHC	Population and Housing Census
ILO	International Labour Organisation
ISSER	Institute of Statistical, Social and Economic Research
KAP	Knowledge, Attitude and Practice
SWCD	Social Welfare and Community Development
TVET	Technical and Vocational Education and Training
UN	United Nations
YEA	Youth Employment Agency



CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

The global employment deficit of young people has unarguably become an issue of concern, and as such, governments are working tirelessly to address the situation (O'Higgins, 2017). This is being achieved by initiating integrating policies, situating issues on youth unemployment at the core of macroeconomics, and drawing on innovations to deal extensively with the situation. In the same vein, the role of Technical and Vocational Education and Training (TVET) in advancing youth employment, and by extension nation building, cannot be overemphasised as it is conventionally and internationally recognised as possessing the capacity to provide occupational skills for employment (Akyeampong, 2005).

In an era defined as youthful, it is unsurprising that more than half of the world's eight billion population is under 30 years, with about a tenth from developing countries (UNESCO, 2013). In 2015, a total of 71 million youth was unemployed based on ILO's definition of unemployment, with a predicted rise of emerging countries of 52.9 million in 2015 to 53.5 million in 2017. A deficit of 34 million was also recorded between 2019 and 2020, with a deficit rate of 8.2 percent. There has been a fluctuating rate of documented cases of youth unemployment over the years. The percentage decline in employment among young individuals is significantly greater compared to adults (defined as individuals 25 years and above) (ILO, 2022).

There is not a universally agreed-upon definition of who qualifies as a youth, hence the variety in worldwide classifications of a youth (Leavy & Smith, 2010). However, the United Nations (UN) and other member states define youth as individuals between the ages of 15 and 24 years who, according to the UN (n.d), are 1.2 billion, making up 16 percent of the global population. In Ghana and elsewhere in Africa, a person between the ages of 15 and 35 is often categorised as a youth (Youth Policy, 2014).

Youth unemployment is a major problem and a significant policy concern in Africa. The aim of solving this has led to many youth intervention programmes (Fox et al., 2020; Hardy et al., 2019). The urgent policy deficit lies in the widespread prevalence of unemployment and underemployment among young individuals in Sub-Saharan Africa. The transition from education to productive employment has not been successful over the years, and a sizeable portion of the youth in the region face barriers in accessing mainstream education due to factors like financial constraints, academic performance and limited school capacity (Blattman & Ralston, 2015; Filmer & Fox, 2014).

Potentially, young people play a vital role in fostering development when provided with the knowledge and opportunities needed to excel and, as such, the need to be motivated to acquire the education and skills required to contribute to a productive economy. They need access to a job market that can absorb them into the labour force, or to set up their businesses (Yangben & Seniwoliba, 2014). Unfortunately, the formal sector, categorised by more structured and secure systems expected to harness the skillset of young people, is lagging behind in meeting their job demands, hence the informal sector's empowerment to meet these rising demands. Consequently,

the technical and vocational industry has become an effective opportunity for those not getting jobs in the formal wage economy to become entrepreneurs (Adams, 2009).

Ghana's informal sector is predominantly identified with people with an informal form of education. The sector has employed many young and older workers in Ghana and Sub-Saharan Africa since the 1970s (Bangasser, 2000; Fox & Gaal, 2008; Haan, 2006). Employment in the informal sector was perceived as a temporal source of work in pursuit of modern sector employment but with increasing education, the image of the sector has changed over time. Informal economy was conceptualised in the 1970s by Keith Hart to qualify the systems of economic transactions adopted by migrant workers in Ghana at the time and has since assumed diverse contextualisation (NGOs, n.d). The majority of workers in this sector is self-employed individuals. Recognising Technical and Vocational Education and Training (TVET) employment within this sector presents an opportunity to tackle youth unemployment.

Historically, TVET is said to have been emphasised in Ghana since the colonial period, when children in missionary schools were given training in trades like masonry, carpentry, and blacksmithing, amongst others (Akyeampong, 2005). Over time, two distinct types of TVET have emerged. These include the formal system, which is school-based and can be further divided into tertiary level and pre-tertiary level TVET. On the other hand, there is the informal system, which is characterised by training obtained outside the traditional education system. In the informal system, there are structured learning objectives to be achieved, specific timeframes, and support provided to learners. Yangben and Seniwoliba (2014) talk of another form. They termed this 'the non-formal system', which comprises TVET workshops and seminars. In recent times, private and

public institutions have utilised all these forms in rolling out TVET in Ghana. Regrettably, the TVET sector faces numerous limitations worldwide that impede its effectiveness. These limitations encompass career-related obstacles, discrepancies between acquired skills and market demands, widespread concerns regarding subpar training quality and learning environments, as well as negative public attitudes and perceptions towards vocational education and training (Dadzie et al., 2020).

1.1 Statement of the Problem

Ghana's youth population currently stands at 36 percent of its total population, with 54 percent living in urban areas. Unfortunately, three-quarters of unemployed adults recorded in the 2021 National Population Census represent the youth. This is undoubtedly an alarming proof that unemployment remains problematic despite the country's economic growth. The situation worsened at the outbreak of COVID-19, placing various limitations on individuals and development in general. Lockdowns, loss of jobs, and loss of lives characterised the period. With countries still at a recovery stage, the youth employment deficit in 2020 was projected to be recovered in 2022 despite the 5.9 percent fall recorded in 2021. About 4 percent fall is expected, increasing the youth labour force worldwide (ILO, 2022; World Bank Group, 2022).

Amid the ongoing global youth employment crisis, which is persistently increasing, countries are actively exploring strategies to tackle these issues more effectively, particularly as they reached their peak during the 2009 global recession (ILO, 2017). It is, therefore, no coincidence that UN Sustainable Development Goal (SDG) eight emphasises decent work for all, which is undoubtedly pertinent to young people because unemployment is high amongst this group of people and three

times higher than the adult unemployment rate (UNDP, 2019). The youth in Ghana, as elsewhere, often face unique challenges transitioning into the labour market. As the country works to address unemployment, many interventions have been put in place, one of which is technical and vocational skills acquisition. According to Amadi and Abdullah (2012), vocational skills acquisition training, when effectively rolled out, acts as an intervention tool in curbing the issue of unemployment and poverty in the society- in this case, Awutu Senya East Municipality (ASEM).

In corroboration, Kennedy et al. (2013), postulated that acquiring vocational skills as a young person with employable potential contributes immensely to one's ability to generate income, likewise the securing of livelihoods. Thus, there is an increased potential of becoming economically self-reliant as skills attained are put to work. Other benefits include high self-esteem and wider social capital. The growing body of literature suggests TVET as possessing the capacity and a sustainable alternative to addressing the country's increasing unemployment rate (Yangben & Seniwoliba, 2014).

Additionally, TVET has, over the years, proven to be important in Africa due to its higher probability of providing jobs to learners, and Ghana is no exception. Ghana's TVET system has been an essential part of its informal economy, particularly as a complementary means of skills transfer and the development of the nation's human capital required for overall national development. In emphasising the responsibilities of various stakeholders who affect the youth, provision is made for the country to provide opportunities for educational advancement and

adequate resources for sustainable youth development. In contrast, the youth is expected to willingly take advantage of the opportunities for personal socioeconomic development.

There are many programmes been implemented nationwide including online digital marketing and entrepreneurship training, app development training, youth innovation for sustainable development challenge, youth livelihoods farms, and skills towards employment and productivity (Dadzie et al., 2020). This means that the government is working towards addressing the youth unemployment in the country. Against this background, there is the need to undertake a study among the youth to ascertain the reasons for the poor participation in TVET despite its capacity to curb unemployment. This study explored the knowledge, perceptions, attitudes, challenges, and opportunities associated with TVET among youth aged 15 to 35 years in Ghana using Awutu Senya East Municipality (ASEM) as a case study. This would provide insights into how the youth perceive these opportunities and identify effective approaches to address youth unemployment, with a focus on ASEM as a case study (National Youth Authority, 2022).

Several studies have been conducted about the prospective contribution of Technical and Vocational Education and Training (TVET) to youth employment, drawing on testimonies in countries like Germany- one of the leading developed countries with an advanced experience in TVET juxtaposed to that of developing countries. Olelewe (2016) and Sanni (2018) researched the potential of TVET in addressing youth unemployment and the challenges of providing Vocational Education for young people in Nigeria. Rathidevi and Sudhakaran (2019) explored students' attitudes towards TVET in Chennai City, India. In Ghana, studies have assessed the TVET skill gaps in the extractive sector, its importance, and career challenges (Ansah & Kissi, 2013;

Saskatchewan Polytechnic, 2016; Yangben & Seniwoliba, 2014). Little is known about the knowledge, perception and attitude of young people towards TVET and, likewise, the extent to which they perceive it as an opportunity to address unemployment.

Ghana's 2021 TVET report showed that TVET completion rates were low, especially amongst pre-tertiary learners, due to the course duration and lack of funding. Technical institutes and national vocational institutes run courses of three to five years; many learners leave after two years, believing that their employability will not significantly improve in the remainder of the course (Atchoarena and Delluc, 2002; CTVET, 2021). It is for such reasons that this study is to be undertaken with the youth of ASEM as the target population since the area is documented to be urban, youthful and has a vibrant informal sector known to be the booster of the local economy having job creation and training potentials for the youth (Medium Term Development Plan, 2021).

Out of a total population of 66,878 aged 15 years and above, 5.2 percent are unemployed, with 90 percent falling between the ages of 30 and 44. These statistics imply that a proportion of the youth are unemployed despite the dominance of the informal sector in the municipality and TVET as a potential pathway for addressing the issue. In exploring the reasons for the high rate of unemployment recorded amongst the youth in Awutu Senya East Municipality, the study sought to answer the following questions; what are the knowledge, perceptions and attitudes of the youth towards TVET? What are the opportunities and challenges of the youth in TVET? To what extent do young people perceive TVET as a solution to youth unemployment?

1.2 Objectives of the Study

The study's general objective explored TVET as an opportunity to tackle unemployment amongst the youth in ASEM. Specifically, the study aims

1. To assess the knowledge, attitudes and perceptions of the youth in ASEM towards TVET
2. To assess the opportunities and challenges of the youth in TVET
3. To examine the extent to which the youth perceive TVET as a solution to unemployment amongst young people in the municipality.

1.3 Significance of the Study

The emerging challenges confronting the youth create a sense of urgency that necessitates a significant level of concern among policymakers and government officials in charge of formulating, implementing, monitoring, and evaluating youth programmes as well as projects. This warrants that the right approaches are devised to address the identified challenges (Huut, 2018).

The study will therefore provide reliable information to all relevant stakeholders, policymakers, and employers alike in the education and employment sectors. This will rekindle the urgency and framework surrounding job provision among the youth in Ghana. Since most youths are in the informal sector, attention is needed to encourage and provide relevant skills for economic development.

As youth unemployment has become a national problem and efforts have been put in place to address the issue, findings of this study in ASEM are expected to help inform the Government of Ghana and policymakers on the knowledge, attitudes, and practices of the youth towards TVET and how they can intervene effectively. Thus, the findings will help orient resource allocation and

project design. The Economic Commission for Africa (ECA) asserts that employment is foundational to any region's prosperity and continued improvement in the welfare of its people (ECA, 2007 cited in Amadi & Abdullah, 2012). Findings and recommendations will therefore enhance ongoing deliberations between relevant stakeholders, which is expected to impact TVET positively.

Overall, the study is expected to contribute to efforts geared towards advancing knowledge about youth unemployment and TVET. Thus, drawing on the knowledge, attitudes, and practices of the youth and the lingering challenges and opportunities inherent in the sector. This aligns with Dyson's (2008), and van Blerk's (2019) call for more engagement with young people to learn from their experiences on the issue under study. Finally, the study seeks to add to the existing literature on youth unemployment and TVET from the perspective of the youth in Awutu Senya East Municipality.

1.4 Organisation of the Study

The study is structured into five chapters. The first chapter introduces the study by highlighting, the background, problem statement, objectives and significance of the study. Chapter Two presents a review of relevant literature. Additionally, the chapter presents the theoretical and conceptual frameworks of the study. In Chapter Three, the methodology employed in data collection and analysis are explained. The chapter also provides a profile of the study district as well as the study population and the sampling techniques employed. Chapter Four then presents the results of the study and discusses the findings. Finally, Chapter Five provides a summary of

the key findings of the study, conclusion and makes recommendations for policy and future research.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews relevant literature on TVET as an opportunity to address youth unemployment in Ghana. Thus, various scholarly works were reviewed to give an in-depth understanding of the definition of youth, and the concept of unemployment, then narrowed down to youth unemployment, global statistics of unemployment amongst young people, causes of youth unemployment, and some government-initiated interventions. Subsequent sections covered the concept of TVET and the opportunities it has created in the global space, its popularisation in Ghana, a brief highlight on both formal and informal TVET, its governance, and some interventions in Ghana and challenges being faced by the sector. The chapter will also look at the theoretical and conceptual frameworks underlying the study.

2.1 Definition of Youth

According to United Nations (UN), a youth is a person between the ages of 15 and 24 years. Countries like Ghana, Mali, and Nigeria have different age ranges for defining youth. These countries defined a youth as a person aged between 15 to 40 years, 18 to 35 years, and 15 to 35 years, respectively. In the case of Ethiopia, a youth is a person who is between 15 and 24 years old.



2.2 Concept of Unemployment

In defining unemployment, authors have tried to use concepts that benefit their objectives. Over time, unemployment as a familiar phenomenon has been described by the International Labour Organisation (ILO) as individuals who are of working age, actively looking for work within a relatively brief period (such as a month, week, or day), but are unable to find suitable employment opportunities (ILO, 2007). Based on the above, the World Bank estimated that about 48 percent of the youth in Ghana are unemployed (World Bank Group, 2022). Poku-Boansi and Afrane (2016) question this definition and label it as porous as it appears to suit the context of unemployment in developed countries as opposed to developing countries, Africa inclusive. They argued that the conceptualisation of the situation makes no provision for discouraged workers and those in the rural sector since majority of the labour offices are situated in the urban centres.

Governments worldwide work tirelessly at tackling the canker, especially the prevalence of youth unemployment but has, over the years, proven to be a cumbersome task to complete, with most faults being accredited to governments preceding the incumbent. With much conviction, issues have been raised concerning how trivial the statistics make unemployment look in the African domain compared to the reality on the ground. Baah-Nuakoh (1993), Poku-Boansi and Afrane (2016), in concurrence stipulated that the representation of unemployment within the Ghanaian region by census is not representational, thereby causing gaps in interventions carved out by both government and private institutions in attacking the menace. For many years, concerns have been raised about the consistent understatement of the unemployment rate in Africa, which in turn justifies the pertinence of the phenomenon. Giving rise to the conclusion that the universal

conceptualisation of unemployment is 'too narrow' in its application in the African context (Awad, 2019).

Theoretically, unemployment has been analysed in many ways. One of these ways is the neoclassical model, which posits that there is no such phenomenon as unemployment on the premise that the labour market consistently clears - presupposing that unemployment is recorded only when an individual willingly chooses to rebuff the market-clearing wage offer. That is the assumption of flexible wages and perfect information. This theory further enumerates the required generalisation of excess supply of labour and structural unemployment resulting from the mismatch between the demand for labour and skills in positioning job seekers as assumptions. The classical model attributes the imbalance between demands in supply of labour to the creation of unintentional unemployment, and only happens when there is market imperfection caused by the government interventions such as minimum wage. This theory further explains that government interventions provoked surplus labour because of the excess supply over demand for labour. Despite the arguments raised in contradiction to the relative influence of minimum wage on unemployment, Nevmark and Wascher (1995) reiterate the significant effect it had on the youth and unskilled workers and, as such cannot be underestimated.

Furthermore, voluntary and involuntary models have been used in explaining unemployment. Shackleton (1985) elucidated that the state in which individuals cannot get work despite their readiness to accept lower real wages or poorer conditions compared to the ideal summed up involuntary unemployment. In contrast, voluntary unemployment is dependent on the individual's willingness to remain unemployed. Bentolila et al. (2011) added to this definition by explaining

the concept using the insider model. Here, employment is said to spring forth when wages are determined based on the considerations of current employees (insiders) with no recognition of the interests of jobseekers – outsiders. Thus, insiders remain the beneficiaries of the employment opportunities that crop up, leaving job seekers in the dark.

2.3 Youth Unemployment in Ghana

The large youth population in the country represents a potential resource for growth and development when they are gainfully and productively employed. However, the size of the youth population may pose a challenge and source of civil disorders and social unrest if this untapped resource is poorly managed, negatively affecting development. Ostensibly, high-rise insecurity in some Sub-Saharan African (SSA) countries and the present-day disruption in North Africa have been connected to unemployment (AfDB et al., 2012). Not only does unemployment give rise to economic costs expressed in revenues and output losses, but it suggests a misuse of human resources and consequently sparks maximal individual deprivation. Notable of which is accrued psychological costs for the unemployed (Eguaveon, 2010). Young people are most often new candidates in the market from different educational backgrounds, with limited or no work experience and that tends to hamper their prospects of securing productive and/or formal sector jobs. The problem these people face in securing adequate remunerated and productive jobs after school tends to increase their vulnerability in society and makes them liable to social vices and source of conflicts amongst others. Most of the cases of failed government initiatives have been linked to the unprogressively and failed state of economic reforms and policies initiated by governing bodies (Dietrich & Moller, 2016; Jumpah et al., 2020).

Based on this heterogeneous characteristic of the economic status, advocacy for halting the one-size-fits-all approach in addressing the situation and embracing group-specific policies and programmes is on the rise. It is also revealed that in the last two decades, the rate of employment growth has fallen substantially behind that of economic growth in Ghana. Hence the recording of an expansion of the gap between job growth and economic growth from 2017 to date. Given the foregoing, the response of the youth labour market to economic growth was weak (Baah-Boateng, 2014). Fergusson and Yeates (2022) examined the different situations of unemployment in the Global South. They discovered and advanced the debate that youth unemployment is a weighty problem, but in a disguised manner. Unemployment in Ghana has over a period remained persistent and has recently been magnified due to the COVID-19 pandemic with current rates of 12 percent youth unemployment and more than 50 percent underemployment in the country- both rates reported to be higher than the average across Sub-Saharan African countries (Fairwork, 2022).

To this end, this study adopts a broader definition of youth unemployment as any young individual who is without fixed employment, presently available and seeking work, but cannot find one. This is inclusive of all those who lost their jobs voluntarily or involuntarily and persons who did look for work at the time but have arrangements for a future job. The study will also consider that young individual who is unemployed, available for work but makes no effort to seek employment- a situation described as disguised unemployment which is the case for a few young people in the region. Reasons for this has been reported to be linked to the view that job opportunities are limited, or a case of restricted labour mobility, or the individual is faced with discrimination or some form of socio-cultural and structural barriers (ILO, 2022).

2.4 Global Statistics of Youth Unemployment

Youth unemployment is considered an undesirable situation for young people and has become one of the greatest obstructions to governments worldwide and finding sustainable solutions to it has become more critical. There is the argument that the issue of youth unemployment needs to be approached from a global perspective especially because of the existing similarities in the challenges confronting the youth on a global spectrum. Yet, this might be impossible due to the non-uniformity in the definition of a youth (Mahama, 2016; UN, 2018).

In expounding the cases of unemployment in the African region, it is worth noting that there is much deficiency in statistics due to absence of efficient and functional employment centres in most African countries. Hence the need for the collation of unemployment figures and other relevant labour-related statistics from households, labour force surveys, and population census which are not conducted regularly (Gelle et al., 2021). By referring to empirical data collected between 1999–2012, unemployment rates were recorded to be higher in North Africa and Sub-Saharan Africa. The rates on an overall scope were much higher in sampled countries in Northern and Southern Africa as opposed to those in the West, Central in East Africa – Ghana inclusive. It was observed that a higher rate was reported among the young people than adults in all the countries represented, with Ghana, Mauritius, Algeria, and Tunisia recording 3 times more rates. At the time of the study, the world average youth unemployment rate stood at 12.6 percent estimated to be 2.8 times higher than their adult counterparts. Again, North African countries had rates thrice higher than that of Sub-Saharan Africa while that of Sub-Saharan Africa was almost twice higher than that of the adults.

Nigeria as of 2016 recorded 80 million out of the 140 million Nigerians, constituting 60 percent of the total population of Nigerians being the youth with 64 million (80 percent) of them unemployed whereas 1.6 million are underemployed thereby posing a threat to the sustainability of the Nigerian economy. Youth unemployment is perceived to be mostly among secondary school leavers with less than half being able to proceed to higher education. There was also a 40 percent unemployment rate among the youth aged 20-24 and 31 percent among those aged 15-19 years in urban settlements (Olelewe, 2016). Again, it is recorded to be higher among the non-science graduates and has been explained as being because of the “overproduction of skills in these areas relative to the absorption of such skills in the economy” (Baah-Boateng, 2021 p.3).

In 2017, young people between ages 15 and 35 in Ghana constituted 35 percent of the entire population-about 9.92 million, with the larger population living in the country's urban areas. Baah-Boateng (2021) detailed that those between the ages of 15 and 19 dominated this population, with those aged 25-29 years accounting for the minority of 21 percent. In contrast, those in the 30-35 age bracket dominated in 2015, whereas those who fall within 20-24 years constituted the least share, with 23.3 percent. In summary, the age bracket of 15-24 consisted of approximately 5.5 million people, making up 55.3 percent of the entire population, while those aged 25-35 accounted for 44.7 percent, showing a contrasting pattern compared to the statistics from 2015.

2.5 Causes of Youth Unemployment

Being abreast with the vulnerability of young people in seasons of economic situations coupled with a constant reminder of its extremity compared to that of adults is of immense essence to the study. This is ultimately linked to the young person’s limited labour market experience, lack of

job search experience and labour market information to aid in the search. Youth unemployment is indirectly affected by the unavailability of poorly structured employment centres resulting in the consequent reliance on friends and families for job search. Despite the advancement of discussions and actions towards female empowerment, youth unemployment appears to be higher amongst females than males with reasons centred around lower levels of education, some discriminatory practices of employers and constraints in establishing own enterprises (Elder & Smith, 2010).

Surprisingly, many studies conducted on youth unemployment report high rates among graduates of tertiary and secondary institutions compared to those with basic education. This is because the formal sector requests at least secondary education for potential candidates and those below this requirement are automatically not qualified and so they tend to resort to the informal sector where the flexibility of entry exists (Poku-Boansi & Afrane, 2016). Awad (2019) asserts that the informal sector operates as the way out to the no opening and qualification in the formal sector. As problematic as this sounds, the informal sector cannot be ruled out as it operates as a significant contributor to a country's economy through unemployment absorption. So, whether the informal sector is an ideal choice or not, it is the solution to the rising status of youth unemployment and sparks the conversation geared towards the exploration and better structuring of the sector.

In Ghana, the issue of youth unemployment has been extensively discussed, and several studies have identified common factors contributing to this problem. One significant cause relates to the mismatch between the education curriculum and the demands of the job market. This mismatch leaves young individuals highly susceptible to unemployment, which raises concerns about the quality of education provided. Additionally, the population growth rate of a country also plays a

role in determining the level of unemployment. Statistics indicate that in 2017, Ghana's population was estimated to be 29.6 million, an increase of about 5.1 million from 24.6 million in 2010. Among this population, it is estimated that over 38.8 percent constituted the youth segment (GSS, 2021).

2.6 Government Initiated Youth Unemployment Interventions

Policies and programmes aimed at generating employment primarily prioritise skills acquisition, development, and the cultivation of entrepreneurs (Avura et al., 2016). However, before formulating and implementing these effective interventions, it was crucial to have a comprehensive understanding of the labour market composition. To address this issue, the government has implemented diverse programmes to promote employment in the region. These programmes include: Youth Employment Agency (YEA); National Vocational Training Institute (NVTI); Opportunities Industrialisation Centre Ghana (OICG); Youth Leadership and Skills Training Institute; Youth in Agriculture Programme (YIAP); National Entrepreneurship Innovation Programme (NEIP), previously Youth Enterprise Support (YES); Rural Enterprises Programme (REP); National Service Scheme (NSS); Ghana Youth Employment and Entrepreneurial Agency (GYEEDA), and Nation Builders Corps (NABCO). Jumpah et al. (2020), have argued that most of these policies and programmes have produced insignificant results over the years. This, they ascribed to the failure of such interventions to factor in some rudimentary inputs like more succinct selection criteria and sustainability, resulting in the escalating national average of unemployment rate in recent years.

2.7 Concept of TVET

In recent years, there has been an awakening among policy makers globally on the vital role that TVET plays in national development. This is reflected in African countries in the Poverty Reduction Strategy Papers developed by its governments in partnership with World Bank (Nasir, 2012). The conceptualisation of TVET is closely linked to its vision. According to UNESCO-UNEVOC (2001), this vision is ascribable to the economic and financial crisis that hit Africa in the 1980s. The uncertainties born from this period sparked grave changes in the labour market and TVET systems inclusive leading to a hike in unemployment and the deterioration of the capability of TVET as a source of employment.

Education is an investment in human capital, a basal human right and a sine qua non for the socio-economic development of any given society. Additionally, education is an efficient medium for the facilitation of individual fulfilment cum the generational transfer of values not underestimated (GSS, 2014; Ansah et al., 2013). TVET is widely considered as a sub-sector in the education sphere and the propulsive force behind economic and technological progress (Akoojee, 2012). The idea of this form of education is centred on the acquisition of practical skills and is similarly viewed in other terms that are often used interchangeably. They include vocational education, technical vocational education, and training (TVET), and vocational training. Other terms used to describe this phenomenon over time include apprenticeship training, technical education, occupational education, workplace education, career and technical education, and workforce education (Hollander & Mar, 2009; Sanni, 2018). Meanings ascribed to the phenomenon are dependent on the focus of the research and largely due to its compendious nature.

Primarily, TVET has been recorded in the literature as concerned with the acquisition of knowledge and skills for the labour market. According to UNESCO and ILO (2007, p.1) TVET is “aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life”. Its thriving and effectiveness are crucial to a country’s labour market as a solution to unemployment. Kotsikis (2007), defined vocational education as acquiring specific or technical skills for employment that could be complemented with general education. This, he differentiated from vocational training which involves acquiring knowledge both in theory and practical on certain jobs.

Additionally, Hollander and Mar (2009) introduced technical and vocational education as an all-inclusive term describing all fragments of the educational process comprising of the study of technologies and related sciences, the acquisition of practical skills, attitudes, comprehension, and knowledge applicable to varied occupations. This, they associated with the past division of roles with respect to TVET whereby UNESCO’s primary assignment was centred on technical and vocational education. At the same time, the International Labour Organisation (ILO) was concerned about aspects of employment training. With arguments raised about education and training possessing the same meaning and role in the world of work. The concept of training was introduced as part of UNESCO’s key objectives and has remained the case to date (Hollander & Mar, 2009). While “technical education is aimed at nurturing skills and practical development of an individual, vocational education is imbued with strict adherence to guiding principles for effective professional performance in an occupational field” (Olelewe, 2016, p. 2).

In the development and recognition process of TVET, an undeniable projection is made of the fact that learning no longer takes the form of formal education alone but also in informal and non-formal settings. Technical vocational education and training (TVET) involves education and training related to a specific job or economic life (Subrahmanyam, 2020). As such, TVET was introduced as the main term by international bodies to describe this kind of activity-based learning. Its complexity and multi-dimensional orientation result in the inaccurate and limited statistics available (Alvarado, 2017). Sustainability plays a major role in TVET as it boosts the economy of a country through the provision of job opportunities alongside other benefits like the reduction in crime rates and the encouragement of innovation, creativity, and competitiveness in development. There is further facilitation of skills adjustment to suit changing market demands and sustainable development practices (Okwelle & Ayomike, 2014).

TVET gained an equal but different status for most of the 20th century in North America. It was a conduit for the disadvantaged populace to better themselves in Australia. Comparably, when erstwhile colonies of some advanced nations attained independence, they primarily invested in linking skill advancement to employment then to economic development. Countries like India and Kenya perceived TVET as a national intervention for strategically attaining self-dependence through the provision of job opportunities (Alagaraja et al., 2014). Germany, Austria, and Switzerland reportedly have world-renowned dual TVET systems, whereas Canada and Finland have excellent reputations for TVET in their community college system, and a world-leading education system in which TVET plays a major role. Singapore despite its lack of natural resources has grown into a Southeast Asian powerhouse by its sustainable policies regarding public-private collaboration in TVET. Another country worth referencing is China's outstanding growth which

is evidently connected to its prioritised focus on TVET (CTVET, 2021). In Malaysia, TVET drives the country's economic development through the sufficient and timely supply of exceptionally skilled workers. There is also the consciousness of improving people's perception of TVET as well as strengthening ties with industries for better output.

In Africa, TVET systems vary from country to country as seen in Europe and thereby conveyed or delivered in different kinds of institutions. They comprise technical and vocational schools (public and private), polytechnics, enterprise and apprenticeships – the most patronised and affordable especially for the vulnerable offering the largest platform for the acquisition of employable skills within the informal sector and expanding the job market all over Africa. The African Union (AU) with visions of promoting an integrated, peaceful, prosperous Africa recognises the crucial role TVET plays as an avenue for empowering individuals to take charge of their lives and goes on to advocate for its inclusion in the mainstream education system (African Union, 2007). In Ghana, the informal sector has over the years contributed to about 90 percent of skills training in the country including private organisations consisting of profit and non-profit institutions, church-based institutions and NGOs (CTVET, 2021). Additionally, the private organisations are heading in the provision of TVET and have been said to pay keen attention to learners for the informal sector unlike public organisations (African Union, 2007).

2.8 Popularisation of TVET in Ghana

Manpower development as linked to youth empowerment has been identified to be a necessary and basic resource for national development especially in our part of the world (Sanni, 2018). Many countries have recognised this basic yet great resource and have worked on and explored its

effectiveness. Ghana, is no exception. In years past, Ghana also realised and embarked on youth employment training. That is, specific job training as later came to be known as TVET. This is documented to have commenced during the precolonial era as apprentice training or traditional education, through its attachment to the missionary period where it was taught to locals to solve their problems, strengthened during the colonial era and then invested in during the post-independence period (Benjamin, 2017).

According to Avura et al. (2016), this concept seems to be unpopular among Ghanaians and has been relegated to the traditional, small-scale practice. This neglect is not only in Ghana but worldwide. However, this seems to be coming back on the development agenda of countries. With the growing unemployment in many countries, TVET that was once neglected by the World Bank and other world donor agencies between the 1980s and 2000s (Tripney et al., 2013), is now being focused on by all as an opportunity to positively affect global poverty and bring economic as well as social stability (African Union, 2007; King and Palmer, 2010; UNDP, 2019).

The establishment of TVET, though covers individuals of all ages, mostly targets the youth. In Ghana, governments, individuals and organisations contribute to TVET through the numerous youth employment interventions they create (Dadzie, et al., 2020). To solve the unemployment problem, improve productivity and economic growth, Ghana has focused on skills development for a while now. Opportunities are given to young people who drop out of school and receive little or no education at all to be self-employed (Baffour-Awuah et al., 2011). In 2018, the government designed a plan to transform TVET to boost economic development and restructure the national TVET system (Ministry of Education, 2018).

2.9 Types of TVET

There are different types and forms of TVET education in Ghana including the formal, informal, and non-formal. The TVET curricula are taught in both private and public institutions to provide all facets of society's access to sustainable learning channels and resources. These institutions are charged with the mandate of producing knowledgeable, skilled, and enthused workforce for the advancement of sustainable development. Skills like negotiation, teamwork, and communication are therefore incorporated in the programmes offered (Subrahmanyam, 2020). They can either be obtained through the structured formal model, the informal practical experience, or both-the dual training as mostly referred to and practiced in countries like Germany with enviable development outcomes (OECD, 2008; Oketch, 2009; Kingombe, 2011).

2.9.1 Formal TVET

The formal TVET programmes are school-based and can be further categorised under tertiary level and pre-tertiary level TVET. The formal type of TVET was rolled out in Technical Universities; formally known as Polytechnics. The structure of Polytechnics has been operating since the 1990s until 2016 when the Technical Universities Act, Act 922 was passed in Parliament. In 1987, during the Ghana Educational Reforms, Polytechnics were advanced from second cycle technical institutes to tertiary-level institutions due to the increasing importance attached to the development of technical and vocational education in Ghana. It is also reported to be awfully limited as fees and resources to be provided by the learner appear cumbersome compared to the informal and non-formal (Ansah et al., 2013).

As at the time of this study, Ghana has ten (10) Technical Universities coupled with 88 TVET Colleges, 5 Agriculture Colleges, and other specialised providers (African Union, 2007). Overall, the country has 112 tertiary-level TVET service providers spread across the country, which specialise in different areas such as cosmetology, fashion design, woodwork, and metallurgy. It is also rolled out by the National Vocational Training Institute (NVTI), Ghana Education Service (GES), other youth training institutions and several private vocational schools. The formal system is certified training with its duration being time-bound and ranges from three and six years, depending on the country and the model. Some countries like Ghana, Senegal, and Swaziland in the quest to expose young people to pre-employment skills have integrated fundamental vocational skills into the lower or junior secondary school curriculum (African Union, 2007; Yangben & Seniwoliba, 2014).

2.9.2 Informal and Non-formal TVET

The informal sector has over the years been ranked the highest in providing employment and contributing enormously to the country's development. Employment in the informal economy has been classified as possessing poor quality due to bad working conditions, low remuneration, and above all providing minute economic security. Nonetheless, Fergusson and Yeates (2022) by virtue of their research concluded that there is a significant informal sector that absorbs the mass of the labour forces with no access to formal waged work with about 80 percent of the Ghanaian working population found in the sector. Lutta et al. (2021) averred that the sector creates a suitable training environment for skills development. Thereby resulting in similar prospects for the informal TVET sector.

According to CTVET Report (2021), informal apprenticeship training is not only common in West Africa but also accounts for approximately 80 – 90 percent of all skills training in urban areas like ASEM. Consequently, the rates remain almost close to 2021’s estimation of 400,000 apprentices recorded yearly. Both informal and non-formal TVET have the advantage of shorter duration for training, occupation-specific, less expensive, and not necessarily follow the prescribed standard curriculum with emphasis on the obtainment of practical skills for employment. This traditional training is grounded in an agreement between the apprentice and a master craftsperson, and it lasts for an average of three years. Cost of training, timeframe, and the mode of assessment differ across the sector (Nasir, 2012; Schaefer-Kehnert, 2015). Despite the benefits embedded in this channel of training, there is a surging demand for highly competent labour as Ghana’s economy evolves with much emphasis on technological development. Hence, the need to transform the traditional mode of delivery to curb the current challenges including but not limited to the lack of cooperation and regularity of the training system, leading to government interventions.

Informal sector workers engaging in activities like sewing, handcraft industry, furniture making, and car repair workshops signify a major factor for the provision of employment to many people especially those living in urban settlements (Osei-Boateng & Ampratwum, 2011). Ansah et al. (2013) referred to the 2004 white paper on education which advocates for an intensive evaluation and transformation in the delivery and quality of TVET yet to date, minimal attention is paid to the informal and non-formal types. This assertion is corroborated by the findings documented in the 2021 TVET report released by CVET.

In response to arguments against the government concerning the neglect of the informal TVET sector, efforts have been put in place to bridge the existing gap which is unarguably a step in the right direction. As a result, the Recognition of Prior Learning (RPL) was introduced within the informal scope, and recognised certification issued. The assessment focuses on the already acquired skills, knowledge exposure, and experience gained either informally, non-formally or in some cases formally. With this certification, learners are brought at par with those in the formal sector and labour market front, the form of certification expedites transition onto the NTVETQF for all in the informal sphere. Competency Based Training (CBT) was also introduced to the sector as a means of modernising the traditional apprenticeship style.

In 2012, the Cooperative Apprenticeship Project was launched and had sixteen training providers and a trade association in areas of garment, electronics, automotive, cosmetology, and welding signed on. This was the case till 2016 in collaboration with CTVET under the Phase I and II of the Ghana Skills Development Initiative. Just like the RPL, this project serves as the link between the formal and the informal sectors. Experientially, this will positively impact the quality of work, unemployment, and sustainable economic cum social development in Ghana. Tools utilised constituted occupational standards, learning material, unit specification, workplace guidelines for master craft persons, and apprentice logbook.

Non-formal TVET is synonymous with training obtained outside the education system with structured learning objectives to be achieved, times and support. Community organisations and NGOs are noted to be the conveners of such and will normally not issue certificates. They come in the form of short courses, workshops, and seminars. Similarly, the informal system is

categorised by the flexibility of programmes cum practicality as priority. The majority of those in the TVET sector gained their skills through the informal system despite its characteristics of poor coordination and standardisation. Most outfits in the sector are made up of traditional apprenticeships in trades like masonry, welding and fabrication, carpentry, auto-mechanics, photography, shoe making, tailoring and dressmaking (Botchie & Ahadzie, 2004, p. 18; Adam, 2008).

2.10 TVET Governance and Interventions in Ghana

Until 2000, all issues about TVET were spearheaded by NVTI. It served as the governing body for monitoring TVET and apprenticeship in the country. In 1970, the National Vocational Training Institute was established by ACT 351, the National Vocational Training Act which was approved by the then President – Edward Akufo-Addo on 12th January, 1971. This institute was tasked to create and regulate apprenticeship, and other training programmes for industrial and administrative workers as well as the trainers and instructor responsible for such purposes. Other responsibilities include the provision of vocational assistance in career advancement in industry and development of training standards in trade testing. On the international front, the body was expected to maintain cordial technical relations with international organisations engaging in activities linked with vocational training.

In 1990, the National Coordinating Committee for Technical and Vocational Education and Training (NACVET) was established to prepare policies and organise all issues regarding TVET and provide pieces of advice on strategies to implement towards the achievement of a desirable economy and produce employable young people in both formal and informal sectors. There was

the role of mainstreaming the evaluation, monitoring and accreditation processes TVET system in Ghana. With all these duties in view, the NACVET successfully formulated a policy on technical vocation education as well as initiate the premier National Occupational Standards (NOS) for some designated trade areas in Ghana by a body of professionals. The Ministry of Employment and Social Welfare and the UNDP/ILO umbrella Programme for Standard Employment Creation developed the Models of Employable Skills (MES) curriculum for some 40 selected trade areas. The Umbrella programme focused on the promotion and sustainability of employment policies and programmes through comprehensive government enablement to plan and monitor employment policies, the development of micro and small business programmes. Based on the umbrella programme, NACVET introduced and emphasised “self-employment” as a key component of TVET and as such integrated entrepreneur education into the syllabus for all TVET Institutions.

In comparison, the NVTI did not magnify coordination functions in its operation rather trading provider roles through its respective institutes. NACVET on the other hand made evident progress but was challenged with the unavailability of parliamentary backing, hence the need for the establishment of a council for TVET passed by an Act of Parliament. Moving on, the Commission for Technical and Vocational Education and Training (COTVET) Preparatory Technical Committee (CPTC) was introduced in June 2006 with some non-theoretical assistance from TVETs Project of Japan International Cooperation Agency (JICA). This 20-member committee was seen to draft the implementation of the TVET policy, the functionalisation of the COTVET Act among others. This time, the committee called on representatives from the public and private sectors. In a nutshell, the evolution of the TVET sector from 1990 to 2012 has been one filled with shaping and re-shaping of policies, programmes, and structures towards the successful

implantation of TVET in the country and most especially, to see to the honing of skills for employment purposes.

Despite the challenges identified by Saskatchewan Polytechnic (2016) as the lack of state-of-the-art infrastructure at most institutions, outmoded curriculum, inexperienced instructors, lack of cohesion between governments and other stakeholders, and low levels of female enrolment, the council has been applauded for its investment in an equitable and sustainable TVET sector. Through the Council, National TVET Qualifications Framework (NTVETQF) is currently in operation, usage of Competency-Based Training (CBT) has been intensified, and a strategic plan for the transformation of TVET (2018-2022) has been formulated and approved as well as the rebranding of TVET through projects implemented on Public Private-Partnership basis. The matters related to TVET in Ghana are tackled in relation to the commission's 5-year strategic plan. The commission is entrusted with the overarching responsibility of improving Ghana's workforce to boost productivity and employment.

In 2020, the Commission for Technical and Vocational Education and Training (CTVET) was established by ACT 1023 to facilitate the evolution of the TVET sector for sustainable development. The Act in conjunction with the Pre-Tertiary Education Act (ACT 1049) paved way for the creation of CTVET and the TVET service. Pre-Tertiary level TVET in contrast to the former level is offered at various training centres nationwide with programmes taught spanning the different levels of the NTVETQF. Currently, there are thirteen categories of these service providers and 238 institutions under them. Programmes range from agriculture to computer-based

beauty and cosmetology art creation technology, electrical and tailoring. In all, there are 29 programmes to choose from either in a public or private pre-tertiary TVET institution.

Concerning the recent report released, the Ghana Education Service institutions have the highest enrolment from 2015 to 2020. There was a recorded increase in the National Vocational Training Institute institution's enrolment. There by resulting in a rise from 5,192 in 2015 to 11,282 in 2019. It can be deduced that the pre-tertiary TVET institutions are patronised more compared to the tertiary. In a field survey, primary data collected from 85 TVET institutions indicated that the underlying reasons and rate for learner dropouts during the 2018/2019 academic year in the pre-tertiary schools had multiplied with majority being the youth with 94.89 percentage out of 841 learners and the paramount reason being inability to pay fees. Other reasons discovered include the death of a guardian, another employment opportunity, early marriage, the proximity of the institution, and gender related issues (CTVET, 2021).

As of now, accredited TVET training providers are mandated to enrol learners on the NTVETQF where eight levels of qualification are made available fashioned to suit competency-based training (CBT). The commission in collaboration with the German government and its development organisation, KfW through the Ghana TVET Voucher (GTV) reaches out to registered owners of small and medium enterprises, their workers, and apprentices to expand access to TVET in the informal sector. Number of male and female beneficiaries nationwide are 5,136 and 13,472 respectively. It is surprising to discover such a gap between the beneficiaries when in contrast, Farm Ghana International (2021) reported that most young people enrolled in TVET are men. The coordinator stated that the project had successfully seen 18,000 beneficiaries since 2017 with 73

percent being females. It is envisioned that the third phase will take off and continue to ensure that CBT will be magnified as opposed to traditional system of training (GIZ, n.d; Joy News, 2022).

With efforts to promote inclusive TVET, adequate provision is being put in place to ensure Persons with Disabilities (PWDs) can participate in TVET. Other relevant pathways created and being implemented are the Workplace Experience Learning (WEL) Policy and Recognition of Prior Learning (CTVET, 2021). In summary, Ghana has over the years been collaborating and receiving support from partners in developing both the formal and informal TVET sectors as TVET poses as an important tool for government in the decrement of unemployment, and to provide workforce to the private sector as well as to attract foreign investments. Notable of these partners are GIZ, KfW, World Bank, UNESCO, Konrad Adenauer Stiftung (KAS), European Union, African Development Bank (AfDB) and Mastercard Foundation.

2.11 Challenges of TVET

Notwithstanding all the projects and policies designed and implemented to boost the sector, the sector is still characterised by inadequacies that are affecting the level of skills development needed for economic growth and development (Dadzie et. al., 2020). These include inadequate number of technical institutions, inefficient and ineffective training programmes in terms of quality, lack of resources to establish a business after completing the training, a lack of appropriate and applied technology, and growing mismatch between industry requirements and training provided by the sector. Others include the extensive concern about the poor quality of training and training outlets, and existing negative perceptions, and attitudes towards TVET. COTVET has evidentially taken certain measures to solve these challenges. However, more investment is needed to achieve the

required goals in terms of popularity, resources, and effective policies (Akyeampong, 2010; Atchoarena and Delluc, 2002).

In furtherance, the unresponsive characteristics of the existing curriculum stand in disagreement with the needs of the trainees and are not in sync with the demands of industry. Thus, much attention is not given to practical training and professional skills development even though they are critically needed in the current job market. Emphasis is laid on the excessive theoretical orientation of the programmes compared to workshop practical skills, which is crucial to the development of a skilled workforce to purposefully substantiate productivity (Jumpah, 2020). As per Huut's research (2018) conducted in the Northern Region of Ghana, vocational training is regarded as having lower status compared to general secondary education. However, it was found that vocational training offered a higher probability of job prospects. Nevertheless, the current reality contradicts this as the probability of finding employment becomes more uncertain when facing certain challenges. One of such challenge is the production of graduates with limited practical knowledge, contributing to the growing population of unemployed youth. Consequently, the proposed solution itself becomes a disguised problem (Ansah et al., 2013).

2.12 Theoretical Framework

This study utilises the Knowledge, Attitude and Practice (KAP) theory model. This theory originated in the 1950s and was mostly used in the family planning and population research fields (Muleme et al., 2017). The KAP model, as employed in health education, is a logical model built on the premise that enhancing individual knowledge will have an impact on changing behaviour (World Health Organisation, 2008). Findings of studies that utilise this theory provide context-

specific information pertaining to what is known, believed, done, and the information needs. Here, structured, or semi-structured questionnaires are administered to participants and either quantitative or qualitative data is gathered (Jacobsen, 2021).

KAP surveys, both theoretically and empirically have proven to aid in the identification of knowledge gaps, cultural beliefs, or behavioural patterns that may expedite comprehension and action as well as information that is known and attitudes that are frequently held. To some degree, information gathered using this theory can identify factors influencing behaviours that are not known to most people, reasons for their attitudes, how and why people practice such. KAP surveys can also evaluate communication procedures and sources that are key to defining effective activities and messages in youth unemployment and TVET. In addition, these surveys help in identifying the needs, problems, and barriers in programme delivery, as well as remedies for improving the quality and accessibility of services. Misconceptions and misunderstandings that may hinder the smooth rolling out of activities to be implemented alongside potential barriers to behaviour change are unearthed (World Health Organisation, 2008).

Many researchers have employed this theory for diverse studies, most especially in the health sector. In 2019, a novel disease – COVID-19 originated in China and spread abroad, causing loss of lives, panic, and economic struggles. There was the need for various health practitioners to ascertain the knowledge, behaviour and attitude of people towards it. Hence, the utilisation of KAP theory. Roy et al. (2020) discovered at the time that there was moderate awareness related to transmission and symptoms of COVID-19 among the educated population in India, adequate awareness among public regarding preventive measures for COVID-19 infection, a positive

attitude of the public towards social distancing, avoiding party and travel and maintaining hygiene. More than 80 percent of people perceive that mental healthcare is needed to deal with their issues during this COVID-19 pandemic. In 2021, a similar study was undertaken by the Turkish Red Crescent Society (TRCS) as an assessment of COVID-19 in Turkey and the findings did provide information on the efforts being put in place in addressing the pandemic. It also helped the researchers to evaluate their investment in their participants.

The KAP theory is not without criticism. It has been criticised on several grounds. Some of these limitations are explained hereafter. The first is the issue that creating and executing a good KAP study is reported not to be as easy as it appears. Much thought is required to go into the selection of the target population, the items in the instrument, the creation of options for answers to items in the instrument, the decision on how the instrument will be scored, and then the validation of the instrument (Jacobsen, 2021). In addressing this criticism, the instrument for this study was pre-tested prior to the rolling out of the actual survey in ensuring that the interview guide and questionnaire is good and understandable. The pilot test was conducted with respondents who were not included in the actual study. This was vital to increasing the reliability and validity of the research instrument by identifying the strengths, weaknesses, and consistency of the questions before the analysis of the actual results (Andrade et al., 2020).

The awareness of young people regarding TVET is very significant to minimise youth unemployment. The study findings will expose readers and stakeholders to what the youth think and know about TVET, and whether they also perceive it as a viable response to youth unemployment as projected over time. Inclusively, this theory provides a clear perspective behind

the persistent rise in unemployment amongst young people despite the increasing campaign of TVET as the solution. It also seeks to guide the implementation of TVET interventions. Thus, the usage of this theory will generate findings that will be essential for the development of cost-effective and sustainable interventions as the success of this intervention in a resource-limited setting depends largely on the knowledge, attitude, and practice of the beneficiaries.

2.13 Conceptual Framework

This conceptual framework is of essential value to this study. It helps in appreciating and examining the effectiveness of TVET in addressing youth unemployment. The major assumptions regarding the interrelationship between KAP is that, the level of knowledge about a phenomenon influences the attitudes generated towards that phenomenon and consequently the actions towards it. In relation to this study, the interrelationship between KAP are as follows:

1. Becoming an employer or employee in the TVET industry is a function of skill acquisition and utilisation (positive practices).

This assumption suggests that whether someone becomes an employer or an employee in the TVET industry is primarily determined by the acquisition and utilisation of skills, which are considered positive practices. Thus, becoming an employer implies that individuals who acquire and effectively use specific skills in the TVET industry have the potential to become employers. In other words, they can start and manage their businesses or organisations within this sector, which may involve employing others. On the other hand, those who acquire and effectively utilise relevant skills may also find opportunities to become employees within the TVET industry. They can work for established businesses or institutions in roles that require the application of these skills. In order for a youth to become any of these two, the assumption emphasises the importance

of first acquiring TVET skills. This typically involves gaining practical, hands-on skills related to a particular trade or profession. It may include technical or vocational skills, such as catering, carpentry, plumbing, or IT skills. The assumption also underscores the significance of utilising acquired skills in a positive and productive manner. This suggests that it is not enough to have the skills; it is equally essential to apply them effectively in one's work or business if employment status is to be attained. In conclusion, this assumption suggests that in the TVET industry, whether an individual becomes an employer (a business owner) or an employee is largely determined by their ability to acquire specific skills relevant to the industry and then putting those skills into productive use. It highlights the pivotal role that skill development and practical application play in shaping career paths within the TVET sector.

2. Positive practices regarding TVET employment are largely the function of positive attitudes.

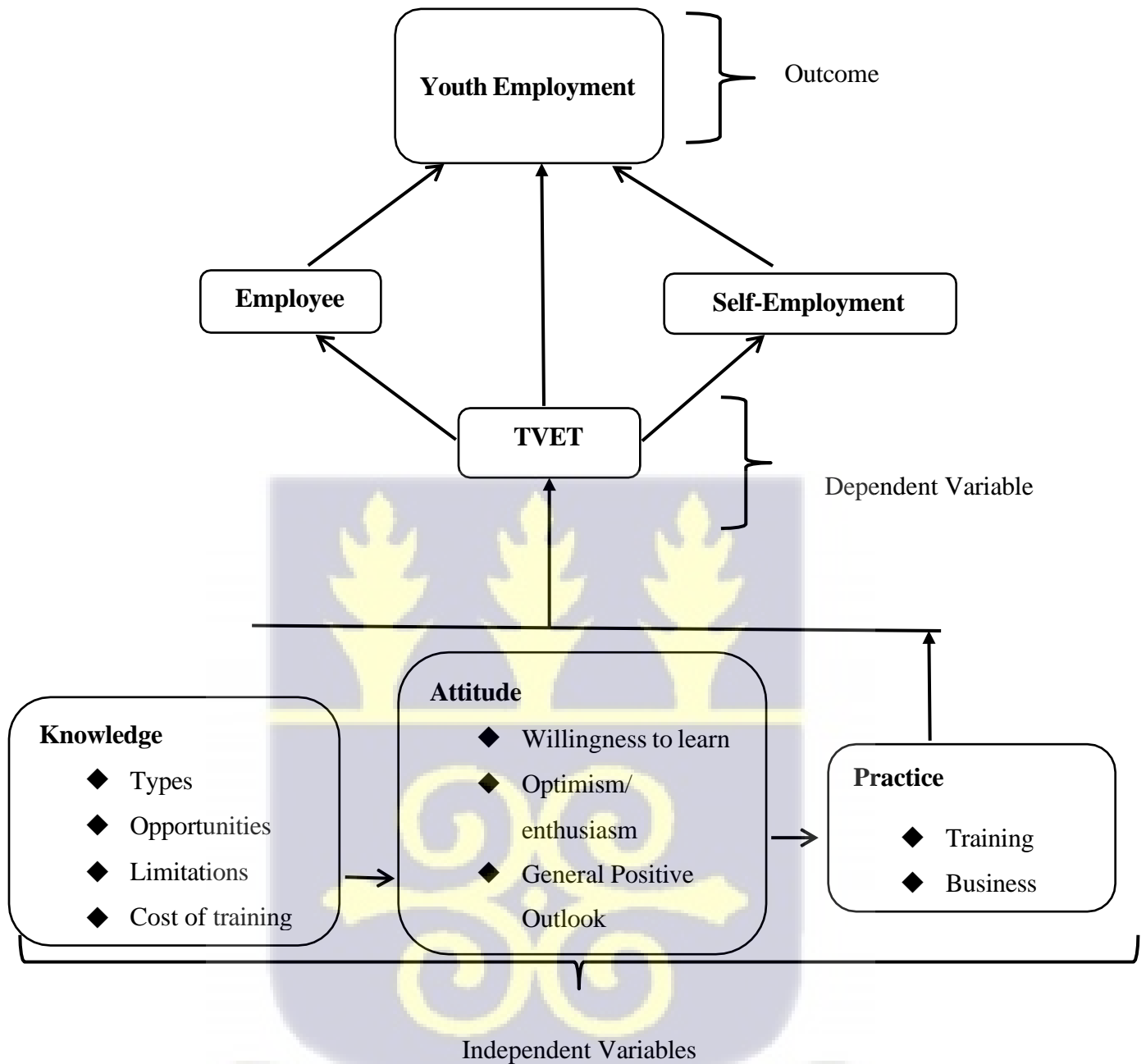
This assumption suggests that the quality of practices and outcomes related to employment within the TVET industry is primarily influenced by individuals' positive attitudes. TVET employment, being jobs or careers within the Technical and Vocational Education and Training sector typically require specialised technical skills and knowledge. Positive practices also imply that individuals in TVET employment are engaged in productive, effective, and beneficial actions and behaviours related to TVET. This can include the acquisition and utilisation of skills, providing quality services, contributing to their workplaces, and actively participating in their roles. The assumption emphasises the importance of individuals holding positive attitudes towards their work, the industry, and their own capabilities. Positive attitudes can include optimism, enthusiasm, a strong work ethic, a willingness to learn and improve, and a general positive outlook. In explaining further, this assumption suggests that the quality of practices in TVET employment is significantly

determined by the attitudes of the individuals involved. In other words, individuals with positive attitudes are more likely to perform their job roles effectively, contribute positively to their workplaces, and have better outcomes in their careers within the TVET industry. For example, someone with a positive attitude towards TVET is more likely to be motivated to gain TVET skills, adapt to changes and challenges in the field. Conclusively, this assumption recognises the impact of individual attitudes on the success and effectiveness of employees within the TVET industry.

3. Positive attitudes regarding TVET industry are the functions of knowledge of TVET industry

This assumption suggests that positive attitudes towards the TVET industry are primarily influenced by individuals' level of awareness and knowledge about the industry. Awareness or knowledge implies understanding and information about the TVET industry. It includes knowing the purposes, benefits, and opportunities within the field. This assumption suggests that individuals who have a positive attitude towards the TVET industry are likely to possess a significant level of awareness or knowledge about it. In other words, their positive feelings and opinions about the industry are associated with their understanding of what the industry entails, its role and the value it offers. For example, someone with positive attitudes about the TVET industry may have an understanding of the various careers and opportunities it provides. He or she may also have knowledge about the skills and competencies that can be gained through TVET programmes as well as the awareness of the importance of TVET in addressing workforce needs and contributing to economic development. In this context, the assumption recognises that awareness and knowledge play a crucial role in shaping individuals' knowledge, perceptions and attitudes towards the TVET industry. It suggests that informed individuals are more likely to appreciate the industry and view it positively. The conceptual framework is further illustrated in Figure 2.1

Figure 2.1: Conceptual Framework



Source: Researcher's Construct (2022)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology used in the research process which aids in comprehending and appreciating the issue being explored. The first section of the chapter provides a description of the profile of the study area, Awutu Senya East Municipality and highlights of some of the characteristics of the municipality. The composition and characteristics of the study area, especially the social orientation and economic opportunities are key to exploring TVET as an opportunity in tackling youth unemployment in the municipality. The second section focuses on the research design, the study population, the sampling techniques, sample size, the sources of data, and the analytical processes as well as the limitations of the study.

3.1 Profile of the Study Area

Awutu Senya East Municipal Assembly (ASEMA) was carved out of the former Awutu Senya District on 28th June, 2012 by Legislative Instrument (L.I) 2025 and elevated to a municipal status on 15th March 2018, with Kasoa as its administrative capital. This was done to effectively facilitate government's decentralisation initiatives and local governance system (Ghana Districts, 2006). ASEMA is one of the 261 Metropolitan, Municipal, and District Assemblies (MMDAs) in Ghana and one of the MMDAs in the Central Region. The municipal assembly aims to develop its inhabitants, with a mission to "facilitate the improvement in the quality of life of the people in close collaboration with the private sector and other development partners in the municipality through the mobilisation and the judicious use of resources and provision of Basic Socio-Economic

Development within the context of Commitment to Equity, Accountability, Transparency and Excellence” (GSS, 2014, p. 1). The municipality can boast of six zonal councils, namely, Zongo, Ofaakor, Akweley, Opeikuma, Walantu, and Kpormetey. It is also made up of fourteen electoral areas. The municipality is notably endowed with both natural and man-made resources like rocks and dams vital to the livelihood of members.

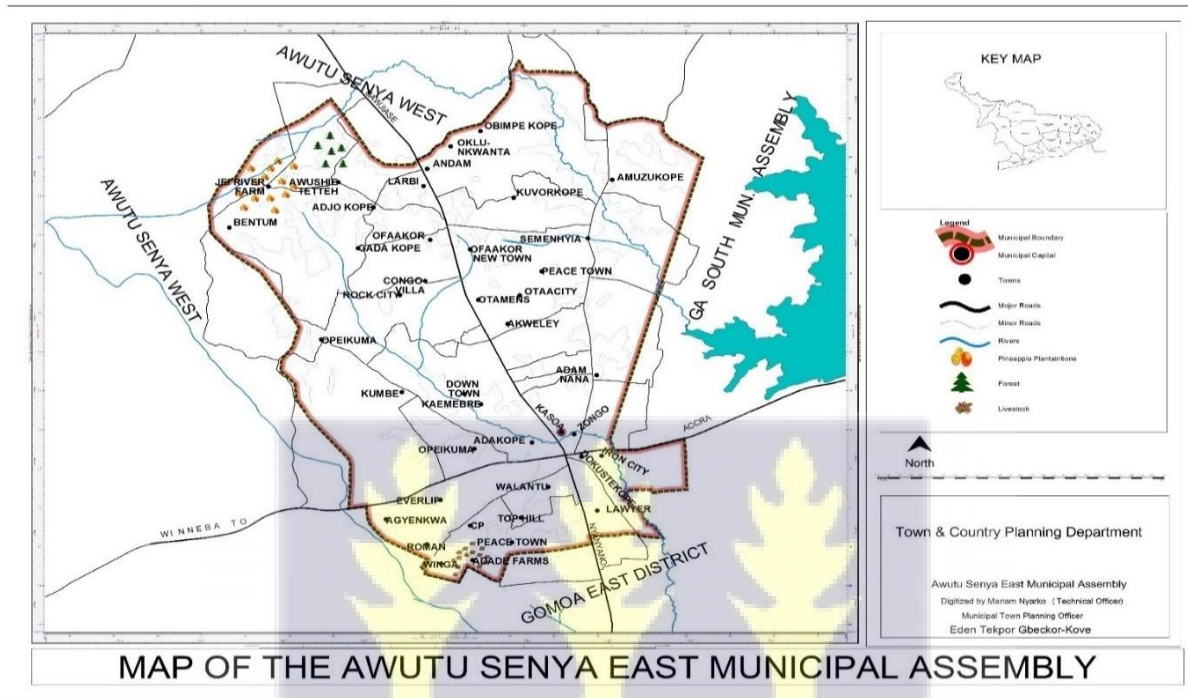
3.1.1 Population and Geographic Information of ASEMA

From the 2021 census, the municipality recorded a population of 236,527 inhabitants with 51.2 percent being females and 48.8 percent males. Interestingly, “males ever born are more than females ever born but male children surviving are less than females surviving” (GSS, 2021, p. 10). Despite the large population in the municipality, most inhabitants are migrants from other parts of the country and some foreigners (from outside Ghana) who are either there for trading purposes or as permanent residents. The municipality’s population is categorised as youthful with about 56.2 percent of the population falling between the ages of 15 and 35 (Ghana Districts, 2006).

With Ghana’s total population currently standing at 30,832,019, Central Region is recorded as one of the four most populated regions containing more than half of the entire population (54 percent) and one of the seven urbanised regions in the country. Awutu Senya East Municipality (ASEM) being the second most populous in the region is reportedly one of the major contributors to Ghana’s economy (GSS, 2014; 2021). Furthermore, Awutu Senya East Municipality is in the eastern part of the Central Region. It shares common boundaries with Ga South Municipal Assembly (in the Greater Accra Region) in the East, Awutu Senya District in the North and Gomoa East District in

the West and South respectively (See Figure 3.1). The municipality covers a total land area of about 108.004 sq. km, about 1.1 percent of the total land area of the Central Region (NDPC, 2017).

Figure 3.1: Map of Awutu Senya East Municipal Assembly

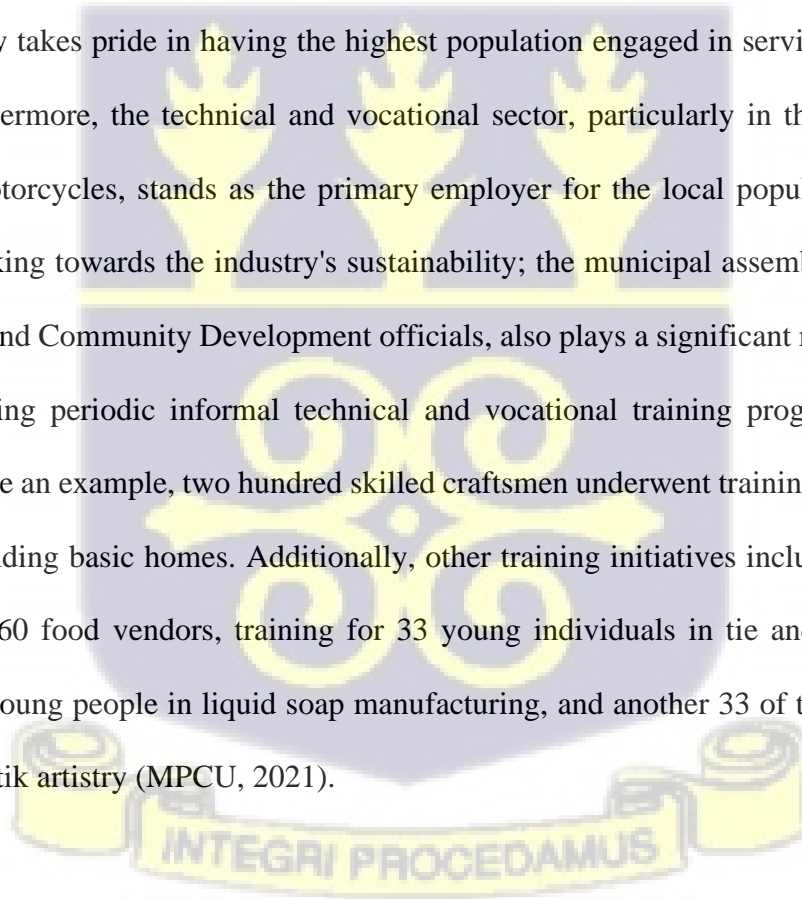


The indigenous people of the municipality are principally of the Guans tribe of Awutu, and they speak the Guan language or “Obutu” as referred to by the Ga-speaking community. Due to the proximity of the municipality from Accra and its vibrant economic environment, people of different tribes of Ghana such as the Gas, Akans, and Ewes, amongst others, have relocated to the municipality resulting in its cosmopolitan inclination. According to findings documented in the 2022-2025 MTDP, most of these settlers are of Akan origin and have made Akan the main Ghanaian language spoken in the municipality (MPCU, 2021).

3.1.2 Economic Activities

The main economic activities engaged in by residents of the municipality include commerce, (wholesale and retail), informal service sector and livestock production. The local economy includes large numbers of small and medium-scale businesses throughout the municipality, providing sources of employment for many. Nevertheless, lack of funds for business expansion poses a threat to the sustainability of the businesses thereby increasing the rate of unemployment (MPCU, 2021). Conclusively, the services and sales sectors are reported as the occupations with the highest populations, followed by the craft-related trades.

The municipality takes pride in having the highest population engaged in service, sales and craft industries. Furthermore, the technical and vocational sector, particularly in the repair of motor vehicles and motorcycles, stands as the primary employer for the local populace. It is not just individuals working towards the industry's sustainability; the municipal assembly, along with its Social Welfare and Community Development officials, also plays a significant role. They achieve this by conducting periodic informal technical and vocational training programmes for local residents. To give an example, two hundred skilled craftsmen underwent training in contemporary methods for building basic homes. Additionally, other training initiatives included a food safety programme for 60 food vendors, training for 33 young individuals in tie and dye production, training for 47 young people in liquid soap manufacturing, and another 33 of the youth received instruction in batik artistry (MPCU, 2021).



3.1.3 Education and Infrastructure

There are 41 public basic schools, 239 private basic schools, and 8 private and one public secondary cycle schools in the municipality. There are numerous social amenities in the municipality out of which the private ones form the majority and as such employ more than 80 percent of the working population. They include 26 government and 17 private health facilities, markets, financial institutions, educational facilities, police station, hotels, lorry stations and public washrooms among others (MPCU, 2021; GSS, 2014). It is therefore obvious that depending largely on government institutions is not a possibility in ASEMA hence the emphasis being placed on the private sector.

3.1.4 Governance

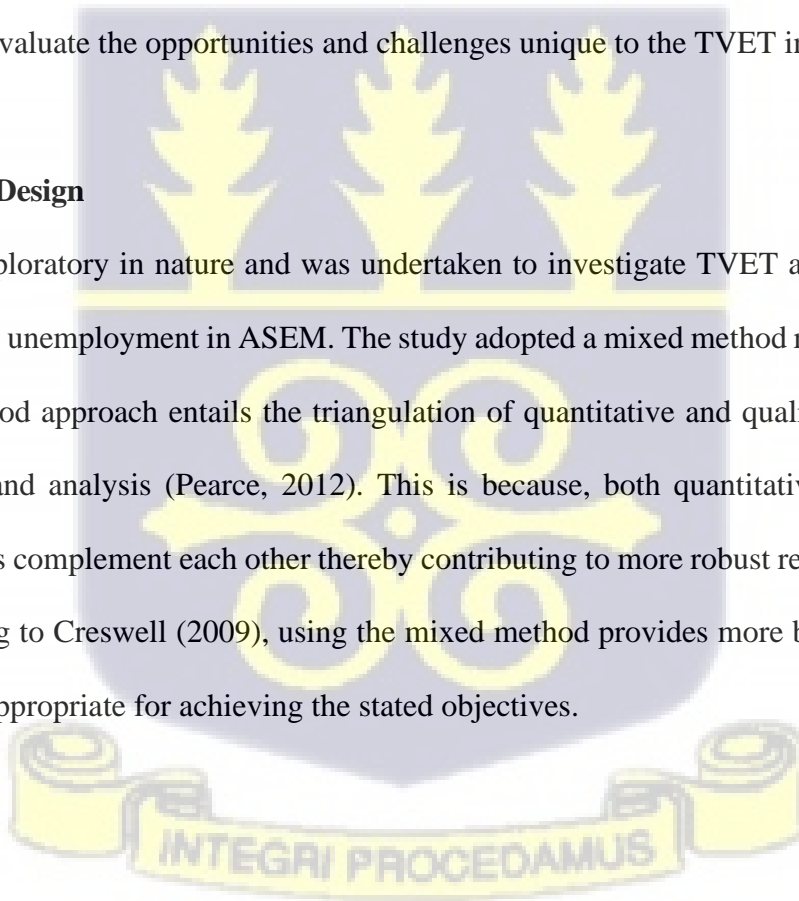
The Awutu Senya East Municipal Assembly is the highest governing body at the municipal level and was established by Legislative Instrument (L.I) 2025. The assembly is made up of 19 assembly members with 6 appointed and 13 elected. The municipality is headed by the Municipal Chief Executive (MCE) who is appointed by the President with approval by at least two-thirds of the assembly members (Ghana Districts, 2006). In 2021, Hon. Anita Love Obo Amissah assumed office as the MCE of the assembly. As the governing body of the municipality, the assembly ensures that the development of all members is prioritised, and all initiatives rolled out are towards the build-up of the municipality. They also act as the liaison between the members and the central government as well as ensuring that resources due them are delivered accordingly (MPCU, 2021).

This study was conducted with unemployed youth in the Awutu Senya East Municipality. The communities selected are Akweley and Gada. Akweley, was chosen because of its densely

population and Gada, one of the more impoverished and vulnerable areas, exhibited higher youth proportions. Additionally, these areas were chosen because they both benefited from specific programme targeted at the youth. This programme is the periodic non-formal technical and vocational trainings administered by the municipal assembly. While there may not be up-to-date documentation to corroborate this observation, the annual progress report of 2021 indicated a more pronounced presence of such training activities in these areas compared to others. This observation prompted the selection of these two areas as the sample locations. Their selection, driven by the aforementioned characteristics, was seen as a means of ensuring a certain level of representation and as a strategic choice for addressing the study's objectives. For instance, one of the study's objectives is to evaluate the opportunities and challenges unique to the TVET industry.

3.2 Research Design

This study is exploratory in nature and was undertaken to investigate TVET and its potential in addressing youth unemployment in ASEM. The study adopted a mixed method research approach. The mixed method approach entails the triangulation of quantitative and qualitative methods in data collection and analysis (Pearce, 2012). This is because, both quantitative and qualitative research methods complement each other thereby contributing to more robust research (Ahiadeke, 2008). According to Creswell (2009), using the mixed method provides more breadth, depth and richness and is appropriate for achieving the stated objectives.



3.3 Data collection methods and procedure

3.3.1 Survey

According to Scarpa (2012), a survey, aims at gathering data from respondents in a statistically valid sample of the population of interest. The survey method allows researchers to infer from the sample statistics the range of likely values in the broader population. The survey is used to gather information from a small portion of a population to make generalisations about the broader population.

Questionnaires were administered to 120 respondents in the study communities. The questionnaire was embedded in Open Data Kit (ODK) with the aid of Computer-Assisted Personnel Interviews (CAPI). Respondents were recruited and consented to participate in the study after the objectives were explained to them. The study instrument was a semi-structured questionnaire with both closed ended and open-ended questions (See Appendix A). The sample size of the study was obtained using the Yamane's formula as outlined below:

$$n = N / (1 + N (e^2))$$

where:

n = sample size

N = population size

e = desired level of precision (as a decimal)

Using Yamane's formula with a population size of 65,378 and a desired precision level of 10 percent (0.1), substituting the values into the formula,

$$n = 65,378 / (1 + 65,378(0.1^2))$$

$$n = 65,378 / (1 + 653.78)$$

$$n = 65,378 / 654.78$$

$$n \approx 99.85$$

Rounding up to the nearest integer, the sample size required to achieve a 0.1 precision level using Yamane's formula is 100. In addition to the 100 respondents that were sampled for the study, 20 percent non-response rate was added to make up for the respondents who may opt out of the study thereby making the total number of 120. Based on the above-stated sample size and the composition of the settlements, the sample was drawn from one of the most populous settlements and one of the least in the municipality namely Akweley and Gada (Table 3.1).

Table 3.1: Population Size of Selected Settlements

SELECTED SETTLEMENT	POPULATION SIZE
Akweley	17,137
Gada	2,475
TOTAL	19,612

Source: (Awutu Senya East Medium-Term Development Plan 2021-2025)

For a fair distribution of the sample size among the two study sites, a ratio to size formed the basis. Thus, the relative sizes of the populations were considered and based on this, the study allocated 75 percent of the sample size to Akweley and 25 percent to Gada, aligning with the distribution of the total population (see Table 3.2).

Table 3.2: Sample Size in Selected Communities

Selected Community	Known Sample Size	Population Size	Proportion (%) of Sample Size	Sample Size	Kth House	Number of Respondents
Akweley	120	17,137	75	75% *120 =90	120/90 =1.3	90
Gada	120	2,475	25	25%*120 =30	120/30 =4	30

Source: Fieldwork (2022).

3.3.2 Interviews

Interview is a conversation with a structure and a purpose that resolve around the central issues addressed by a researcher. Interviews give researchers access to a large amount of in-depth information due to its flexibility. Interviews also create the opportunity for further probing that allows for clarification on issues (Siverman 2017).

The purposive and convenience non-probability sampling techniques were employed to recruit participants. Respondents were conveniently sampled and the study objectives explained to them. Interviews were conducted once they consented to be interviewed. Employing this research approach in conjunction with the quantitative helped in understanding how the youth perceived TVET from a subjective perspective, which in turn gave meaning to the rates of unemployment in the municipality. The researcher was enlightened on how and why ASEM is reported to have the service and craft industry as its most populous sector, capable of providing residents with jobs, yet

youth unemployment is on the rise there (MPCU, 2021). In all, 15 participants were interviewed consisting of 8 males and 7 females as outlined in Table 3.3.

Table 3.3: Sampled Interviewees

INTERVIEWEE	NUMBER	SEX
1. Unemployed Youth	4	F (2) M (2)
2. Social Welfare and Community Development Official	1	M
3. President, National Association for Beauticians and Hairdressers	1	F
4. President, Islamic Youth	1	M
5. Seamstress	2	F
6. Beautician	1	F
7. Carpenter	1	M
8. Glass Frame Worker	1	M
9. Shoemaker	1	M
10. Mechanic	1	M
11. Nail Technician	1	F

Source: Fieldwork (2022).

In-depth interviews were employed to aid collecting detailed information from officials from the Social Welfare and Community Development (SWCD) Department as the authority in charge of rolling out non-formal TVET programmes in the municipality towards youth and community development. Hence are well placed to offer expert opinions. Other categories of people who could directly speak to the study were young people who have been trained and are currently practising as well as association heads. In-depth interviews held with people who are abreast with what is going on in the community can provide insight on the nature of problems and give recommendations for solutions (Ahiadeke, 2008).

3.4 Data Processing and Analysis

Data gathered through the survey was fundamentally edited, coded, and analysed using Stata (17.0) software. Descriptive statistical tools such as tables, charts and graphs were then used to present findings. This helped in summarising the characteristics of the observations collected from the data set as well as its relationship with the conceptual framework and relevant issues raised in the work's literature review.

The interviews were transcribed manually and analysed using thematic analysis making it possible for the researcher to input direct quotations of key informants. The researcher read the transcripts multiple times and categorised the data based on key themes that have emerged including those related to economic, personal, social, health, opportunities and challenges that shape employment in the study communities.

3.5 Ethical Considerations

In compliance to ethical standards, the researcher took necessary steps in ensuring that all respondents feel comfortable, unpressured, and confident to give any pertinent information without having to worry about their identities being revealed. Thus, confidentiality was upheld during the process and so participants were assured of the non-disclosure of the information they provide. In achieving this, an introductory letter from the Institute of Statistical, Social and Economic Research (ISSER) was submitted to the Municipal Chief Executive Officer of ASEMA to seek her permission to conduct the research study in the Municipality. It was later shown to the Social Work and Community Development Department, where other participants were contacted and introduced to the researcher. The scope of the study was then explained to respective participants,

with emphasis laid on the fact that the research was purely academic, and with their permission, data collection took place. Voluntary participation was the underlying precedence given to all forms of participation. Hence participants were not forced and were given in-depth explanation cum permission to take their time in providing responses to ensure the validity of the information provided.



CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

This chapter present results for the study. The main objective of the study is to explore TVET as an opportunity to tackle youth unemployment in ASEM. The results are presented in four sections, and each section focuses on one objective of the study. The first section describes the demographic characteristics of the respondents. The findings and discussions on the knowledge, perceptions and attitudes, opportunities, and challenges in TVET and the extent to which TVET is an opportunity to address youth unemployment are presented and discussed in sections Two, Three and Four respectively.

4.1 Demographic Characteristics of the Study Participants

This section presents results for the demographic background characteristics of the study respondents. Table 4.1 presents the background characteristics of the primary respondent for the quantitative approach.

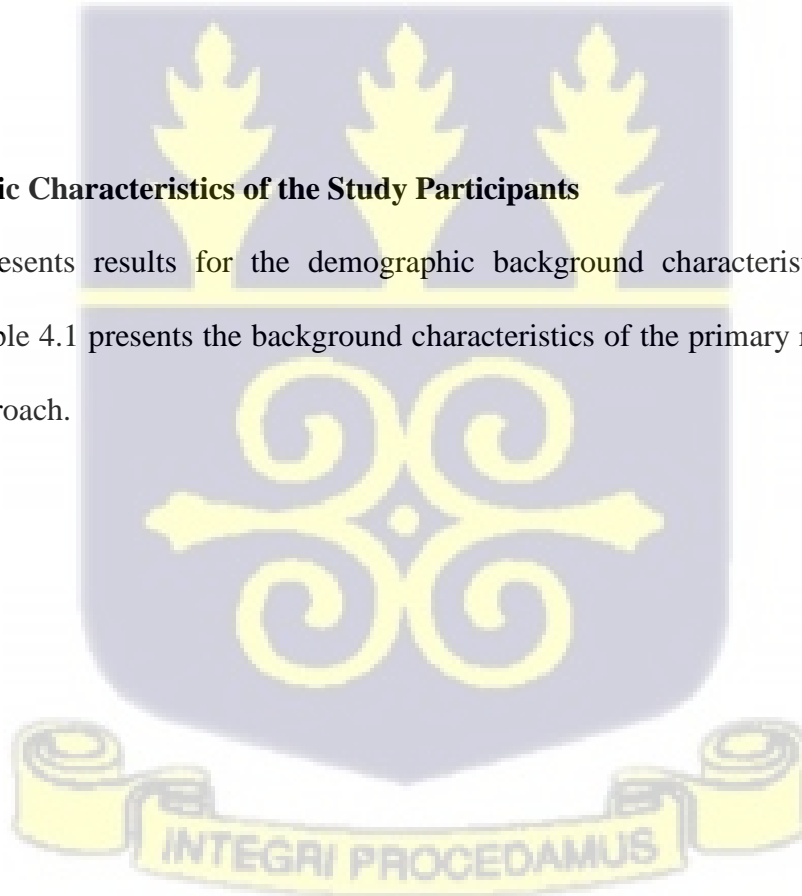


Table 4.1: Demographic Characteristics of Respondents

Variables	Frequency	Percentage
Age (years)		
15- 20	39	32.5
21-25	48	40.0
26-30	24	20.0
31-35	9	7.5
Gender		
Male	73	60.8
Female	47	39.2
Marital status		
Single	102	85.0
Married	13	10.8
Cohabiting/living together	4	3.3
Divorced	1	0.8
Ethnicity		
Akan	50	41.6
Ewes	42	35.0
Ga-Adangme	15	12.5
Others ¹	11	9.2
Foreigners	2	1.7

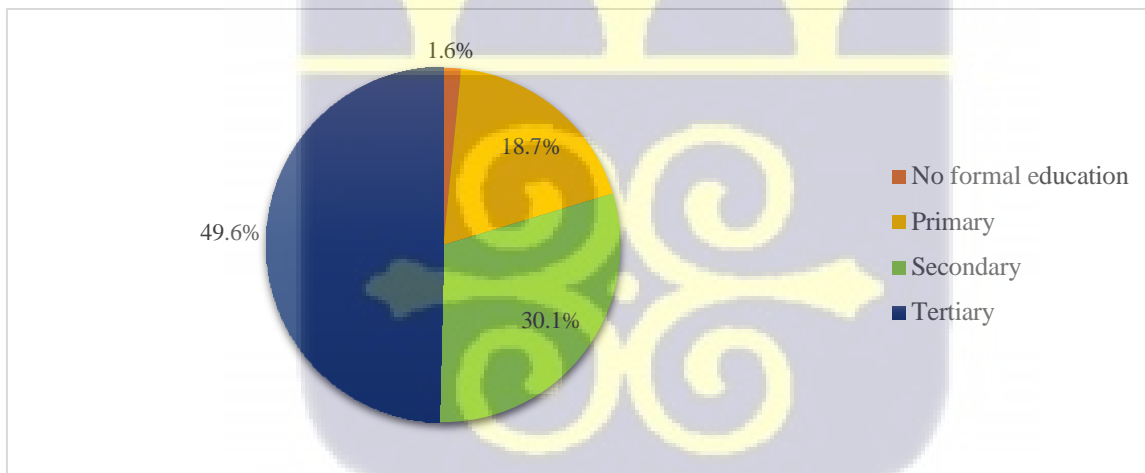
¹Others include Mole-Dagbani, Guans

Source: Fieldwork (2022)

The data shows that out of the 120 respondents who partook in the quantitative part of the study, almost a third of the respondents (32.5%) were aged between 15 and 20 years. A higher proportion of the respondents (40%) were aged between 21 and 25 years. The least the proportion of the respondents (7.5%) were aged between 31 and 35 years. Majority of the respondents (60.8%) were males. In terms of marital status, most of the respondents (85%) were single and the least of the proportioned of them were divorce (0.8%). About 11 percent of the respondents were married. In terms of ethnicity, most of the respondents (41.6%) were Akans while the least proportion of them were foreigners (1.7%). Slightly more than a third of the respondents (35%) were Ewes. This outcome can be explained by the fact that Akans are reported to be the most settlers in the municipality even though indigenous people are mainly Guans which in turn is evidential of the cosmopolitan status of the municipality (MPCU, 2021).

Figure 4.1 shows the educational levels of the respondents. The results show that a higher proportion of the respondents (98.4%) had formal education. Close to half of the respondents (49.6%) had tertiary education while the least proportion of them (18.7%) had primary education. These results confirmed the report that identifies Ghana as one of the five African countries with a higher youth unemployment rate among those with tertiary education and reasons associated with their desire for employment in the formal sector. Those in the other categories have lower rates because they are open to employment in the informal sector. Their limited access to the formal sector is also because of their low level of education, hence they will rather seek employment in the informal sector than be unemployed (Eguaveon, 2010). The above is represented in Fig. 4.1.

Figure 4.1: Highest Form of Education

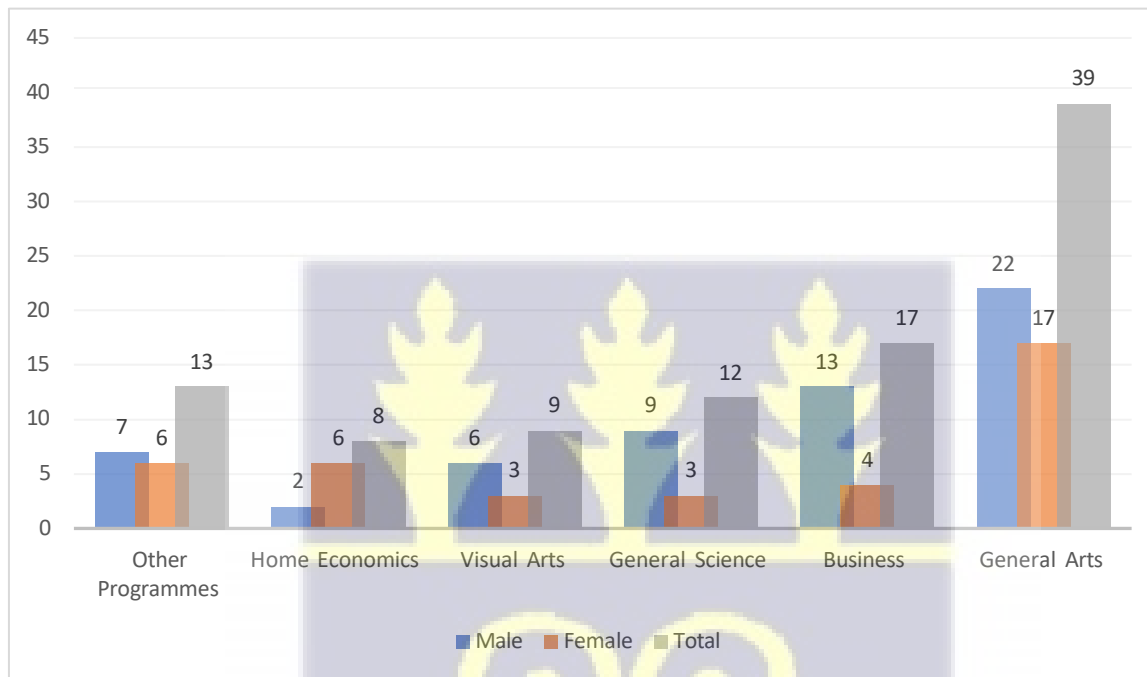


Source: Fieldwork (2022)

Figure 4.2 presents the distribution of respondents by the programme of study and sex. The results show that among those with secondary or tertiary level education, 49.8 percent studied General Arts, 17.3 percent studied Business, 12.2 percent studied General Science, 9.2 percent studied

Visual Arts, 8.2 percent studied Home Economics and 13.3 percent of them studied various other programmes. The male respondents dominated the various programme options except for Home Economics which had a representation of six females and two males.

Figure 4.2: Number of Young People and their Programme of Study by Sex



Source: Fieldwork (2022)

Regarding the participants' current occupational status, Table 4.2 shows that half (50%) of the respondents were unemployed and 5.8 percent were students. Those who were not in education, employment, or training amounted to 34.2 percent. In terms of employment preference, where respondents get to choose their preferred employment type, 44.2 percent preferred wage-in-salary, followed by 30 percent of them preferring self-employment with employees. A little over 13 percent of the respondents chose casual work, 11.7 percent preferred self-employment without employees, and one respondent representing 0.8 percent was not interested in any employment.

The ratio of educated youth that partook in the survey with both secondary and tertiary education to that of the results of the preferred employment choices can be employed in explaining the rate at which youth unemployment is increasing in the municipality. In line with assertions made by Baah-Boateng (2016), most of the respondent’s choice being wage-in-salary employment confirms the high rate of youth unemployment in Ghana - ASEM inclusive since the unattractiveness of the informal sector to the educated youth and the slow growth of the formal sector are eminent drivers of youth unemployment in Africa.

Table 4.2: Current Occupation and Preferred Employment Option

Variables	Frequency	Percentage
Current occupation		
Unemployed	60	50.0
Not in education, employment, or training (NEET)	41	34.2
Student	7	5.8
Economically inactive	6	5.0
Unpaid volunteer	5	4.2
Discouraged worker (not working and not searching)	1	0.8
Preferred employment option		
Wage in salary employment	53	44.2
Self-employment with employees	36	30.0
Casual work (temporary/ as-needed employment)	16	13.3
Self-employment without employees	14	11.7
None	1	0.8

Source: Fieldwork (2022)

4.2 Knowledge, Attitude and Perception of the Youth towards TVET

The study was to assess the knowledge, attitudes and perception of the youth towards TVET. Findings from the study implied that respondents perceive TVET as the solution to youth unemployment in the municipality and, as such, have positive attitudes towards TVET. Despite the high level of teasing and mockery faced by those in the sector. All young people who partook

in the survey would willingly venture into TVET because of the opportunities it possesses. This section discusses these findings in detail.

4.2.1 Knowledge of the Youth towards TVET

When examining the participants' level of knowledge about TVET, the researcher initially inquired about their understanding of the causes of youth unemployment in the municipality. Contrary to many reported causes of youth unemployment, where skills mismatch is often considered the primary factor, respondents in this study identified inadequate government intervention (43.1%) as the leading cause, with skills mismatch ranking as the second reason (33.3%). Notably, 31.7 percent of respondents believed that low educational attainment contributed to the high youth unemployment rates, in contrast to the findings of Poku-Boansi and Afrane (2016) and Baah-Boateng (2021), which suggested that youth unemployment is more prevalent among individuals with secondary and tertiary education.

This discrepancy is attributed to the increased job opportunities for those with higher education and their capacity to remain unemployed while seeking positions in their preferred sectors. Conversely, those with lower educational attainment tend to be more open to jobs across various sectors. This can be used to explain why, among the sampled population, the majority of respondents had tertiary education, followed by those with a secondary level of education, and a preference for wage-based salary jobs. This is illustrated in Fig. 4.3.

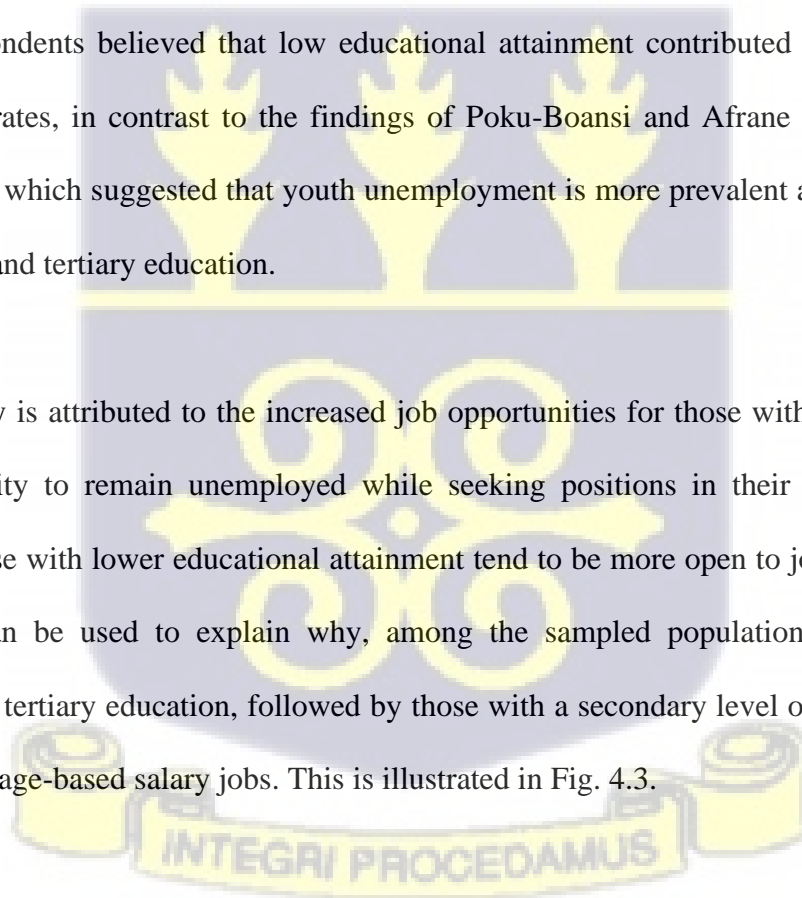
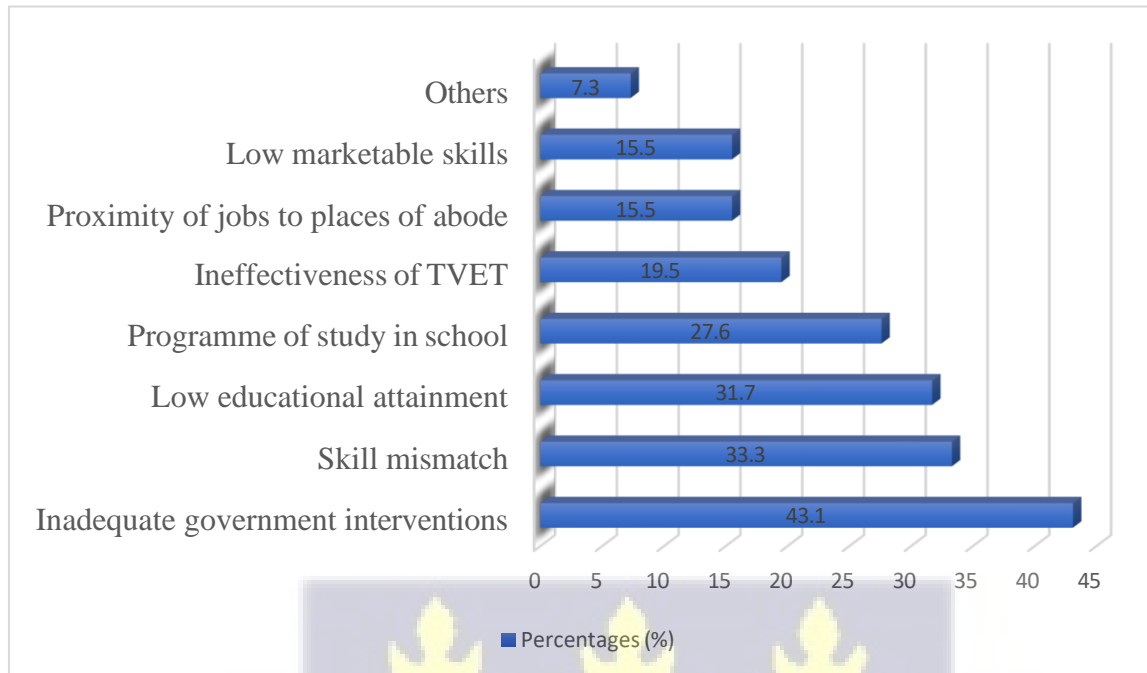


Figure 4.3: Causes of unemployment among the youth



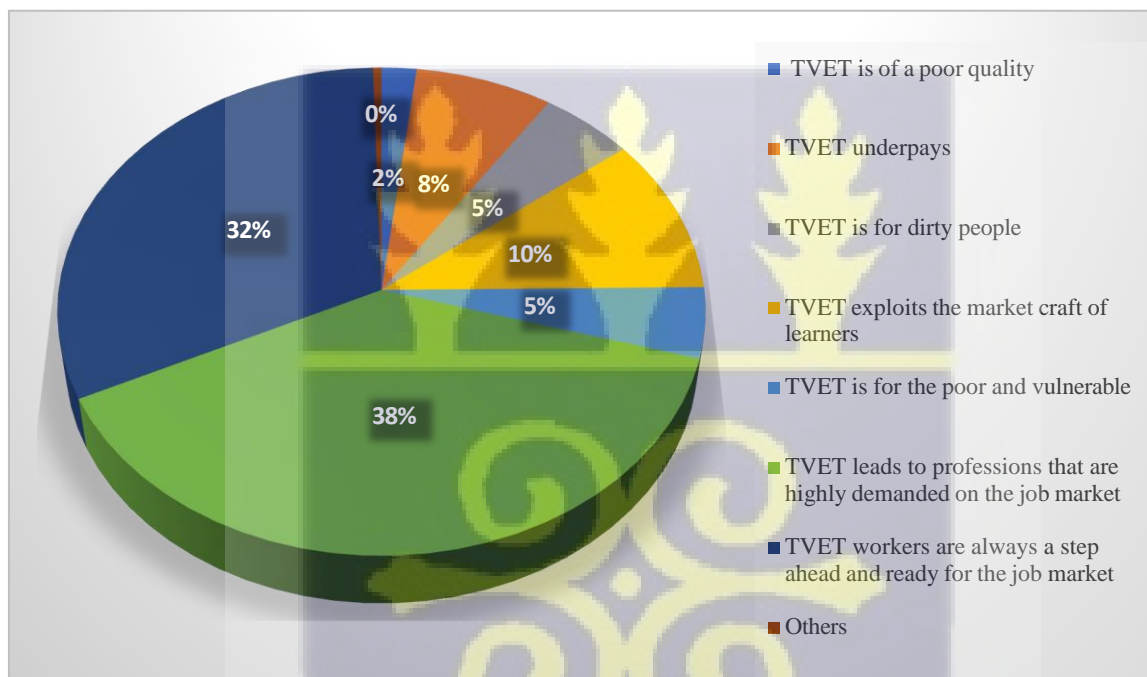
Source: Fieldwork (2022)

The researcher went on to find out their knowledge about how TVET impact the local job market and the community. This data reveals that a small portion of respondents, approximately 3.3 percent, correctly acknowledge the varying quality of TVET programmes, reflecting their awareness of the diversity in TVET programme standards. About 8 percent recognise that TVET can be a valuable option for the economically disadvantaged, demonstrating a fundamental understanding of TVET's potential benefits for the less privileged. Moreover, 8.9 percent grasp the concept that TVET may not always guarantee economic security, while 13 percent are knowledgeable about the possibility of lower wages for TVET graduates.

Significantly, 17.9 percent exhibit an awareness of potential exploitation of TVET learners, showing their understanding of the challenges faced by some TVET students. The most prevalent

knowledge, held by 66.7 percent of respondents, centres on the understanding that TVET can lead to professions in high demand. This data suggests that individuals have varying levels of knowledge about TVET, emphasising the importance of disseminating accurate and comprehensive information to facilitate informed decision-making and promote the advantages of TVET education and training. Additionally, the 'other' knowledge expressed by 0.8 percent of respondents, hints at the diversity of information.

Figure 4.4: Knowledge about TVET Qualification



Source: Fieldwork (2022)

4.2.2 Attitude of the Youth towards TVET

Attitudes play a major role in addressing unemployment issues, and despite the influence of one's knowledge on his/her resulting attitude, individual interaction with the environment and personal experiences are also contributing factors. In finding out the attitudes of young people towards

TVET, the researcher posed questions to respondents asking them to indicate their preferences as far as TVET is concerned. The data gathered shows that respondents had a fair understanding of influences drawn from both socio-cultural and personal interactions.

On being asked if they have ever received any TVET skills and their reasons for not getting any, a significant percentage of respondents (65%) have never had any technical and vocational education training. Reasons for this ranged from lack of funds to acquire a skill (35.8%) and lack of interest in acquiring such a skill (4.2%), whereas 5 percent preferred white-collar jobs. Other reasons the respondents gave were their inability to decide on which TVET skill to acquire and lack of opportunity to enrol in TVET, with other factors weighing more than lack of funds to acquire such skills. Of the 35 percent of respondents who reported ever receiving technical and vocational education and training, most of them (34.2%) were willing to set up businesses (Table 4.3).

Table 4.3: TVET Skill and Reason for Not Gaining the Skill

Variables	Frequency	Percentage
Ever received any TVET skill		
No	78	65.0
Yes	42	35.0
Willingness to set up a business after TVET skill		
No	2	4.8
Yes	40	95.2
Reason for not gaining any TVET skill¹		
No interest in acquiring a TVET skill	5	6.4
Lack of funds to acquire a TVET skill	45	57.7
I prefer a white-collar job	6	7.7
Others	22	28.2

¹Multiple response variable

Source: Fieldwork (2022)

Questions were posed on how enthused the respondents were in gaining employment in the TVET sector, and about 63.4 percent were enthused, with 43.1 percent of them disagreeing with TVET being a sector for only industrial employees. This result proves a willingness to accept TVET as a solution to addressing the unemployment situation under discussion. Even though many of these respondents had wage-in-salary as their preferred employment, they still demonstrated a positive attitude towards TVET employment, which means they are willing to acquire the skill, and with the right systems in place and adequate resources, they will pursue employment in the sector rather than remain unemployed. A clear indication of the readiness and right attitude needed as the bedrock to embracing TVET as a solution to addressing the unemployment situation at hand.

From Table 4.4, it could be deduced that a greater proportion (66.6%) admitted TVET would make them successful, and more than half (73.9%) affirmed that TVET offers good career opportunities. Additionally, more than half (73.9%) affirmed that TVET offers good career opportunities. As many as 51.2 percent of the respondents disagreed that TVET could not be their main source of employment. 56.9 percent disagreed that they would leave TVET employment when employed in a white-collar job. Some of the respondents (54.5%) disagreed that TVET could only be a secondary choice of employment. Several of the respondents (83.7%) also disagreed that they would rather be unemployed than venture into TVET. This is substantiated by Kotsikis' (2007) definition of TVET as the acquisition of vocational and technical skills for employment. A little less than half of them (48.8%) were willing to participate in TVET for employment if they had access to start-up capital.

Table 4.4: Attitude of the Youth towards TVET

Attitude	Response Levels (%)				
	SD	D	N	A	SA
I am enthused about gaining employment in the TVET sector	9.8	8.0	18.7	41.5	22
TVET is for industrial employees only	17.1	26	42.3	13.8	0.8
I believe TVET will make me successful in life	8.1	4.9	20.3	41.5	25.2
TVET offers good career opportunities	4.1	4.1	13	54.5	24.4
TVET cannot be my primary source of employment	24.4	26.8	18.7	21.1	9.0
I will leave my TVET employment when I get employed in a white-collar job	28.5	28.5	22.8	13	7.3
TVET can only be a secondary choice of employment/emergency employment	26	28.5	22.8	15.4	7.3
I would rather be unemployed than venture into TVET	46.3	37.4	11.5	2.4	2.4
I am willing to participate in TVET for job employment if I have start-up capital	10.6	18.7	22	27.6	21.1

Legend: Strongly disagree = SD, Disagree = D, Neutral = N, Agree = A, Strongly Agree = SA

According to Amani (2017), the attitudes and actions of young people towards employment options to the problem of unemployment are, at the same time, a source of solution to the problem. One of the major concerns about the attitude of the youth in the fight against the menace of youth unemployment is their high expectation. Although most of the respondents in the municipality prefer white-collar employment-which is reportedly choked, they still exhibit the right attitudes towards employment in the TVET sector and are willing to branch into the sector rather than remain unemployed.



Furthermore, most people in the municipality, even those also in the TVET sector, are of the opinion that many of the youth are lazy, in search of quick money and prefer white-collar jobs and nothing else. One of the interviewees, a nail technician, also stated that,

“It is true that most young people find it difficult to gain employment, but the truth is, some of them are lazy when it comes to finding something to do. Sadly, most of these people are tertiary graduates who think they have attained higher educational heights and so deserve formal white-collar jobs. If only they are willing to join us in this sector too, with adequate assistance extended to them, the issue of unemployment will be largely tackled” (Nail Technician, 2022).

This research proves that there are still some young people in the municipality who are open and willing to explore TVET hence the need to focus on such people rather than the constant claim that many of the youth are lazy and in search of quick money. Clearly, the advocacy needs to go beyond the request for change in attitudes to improving the knowledge base of the youth and the community at large, as well as the provision of resources and agencies. This research provides strong evidence that an individual's level of knowledge about a phenomenon can indeed influence their attitudes. The results confirm the assumption that Positive attitudes regarding TVET industry are the functions of knowledge of TVET industry positive. Furthermore, the study revealed an interesting connection between perception and attitudes. Despite being inherently subjective and occurring without conscious effort, perception can play a role in shaping attitudes. The collective perceptions of the respondents regarding TVET and its potential to address youth unemployment

in their municipality suggest that positive attitudes may be shaped not only by knowledge but also by how individuals perceive the subject.

4.2.3 Perception of the Youth about TVET

The study sought to explore perceptions about TVET and its potential to serve as a vehicle towards reducing unemployment among the youth. This is because having positive or negative perception about TVET has implication for it been seen as a potential vehicle to tackle unemployment amongst the youth in the municipality under study. The study results indicate that many respondents had varying opinions about TVET (Technical and Vocational Education and Training), with majority having a right standing on the role of TVET in their employment issues.

Table 4.5 presents the distribution of respondents by perception about TVET training. The results show that nearly half (48.8%) of the respondents indicated that they have adequate knowledge about TVET and this is similar to the level of knowledge in TVET's impact in the municipality. The level of exposure to TVET as a phenomenon is shown by the above comprehension and the number of respondents who have sufficient knowledge and information about TVET. However, 34.2 percent of those who partook in the survey noted that the cost of TVET training was not affordable. The issue of affordability remains an issue of concern, as this was corroborated by all four unemployed young people who were interviewed during the qualitative data collection. Additionally, employed individuals who were interviewed expressed similar sentiments. A 27-year-old young woman who has been unemployed for the past four years had this to say:

“...Even though self-employment is my ideal kind of employment, it is not a reality yet due to lack of funds and an unsupportive family. I studied Home Economics in Senior High School. When I completed, I looked forward to polishing my skills which I still haven’t been able to, let alone sustainably utilise the basic skill I have gained. ...my family’s lack of in-depth knowledge about TVET made them reluctant to support me. To them, formal employment is more befitting of their daughter, and so I must keep searching till I get employed” (Unemployed Female, 2022).

This is reflective of the situation nationwide as the 2021 TVET report recorded a lack of funds as the paramount reason why many dropouts were recorded amongst the youth in the sector (CTVET, 2021). A similar proportion, surmounting 48.8 percent, also disagreed that TVET had a longer education and training period. Meaning that most of the young people that were surveyed were concerned about the duration for gaining a TVET skill which possibly might be a contributing factor to the low completion of the skills acquisition process aside the issue of cost as aforementioned. Even though the majority do not think TVET skills acquisition is expensive, 60.9 percent reported a lack of seed money for starting businesses after receiving technical and vocational education or training. Thus, the issue was not necessarily about gaining the skill but the establishment of businesses after the training. A 25-year-old female who completed tertiary education in 2020 and has been unemployed after her national service period stated that

“One of the most pertinent challenges is the lack of funds to start and sustain businesses in this field, especially in the absence of external help. Why would I gain skill when I know

I wouldn't be able to raise funds to establish myself when done?" (Unemployed Female, 2022).

The severity of this is very crucial; hence the former Zonal President of Kasoa and currently the President of the National Association of Hairdressers and Beauticians (NABH), Awutu Senya East District, stated that

"My position as a leader exposes me to lots of situations, and the issue of establishment has been an underlying factor for some time now. Many of these young ones don't even have the money to gain the skill at the apprenticeship level, not to talk about having access to the required resources to establish themselves. There have been countless situations like this..." (President of NABH, 2022).

Table 4.5: Perception of the Youth about TVET

Perceptions	Response Levels (%)				
	SD	D	N	A	SA
I have adequate knowledge and information about TVET	8.1	17.1	26.0	41.5	7.3
The cost of TVET training is affordable	17.1	17.1	34.1	25.2	6.2
Long duration of education/training	13.8	35.0	28.5	17.9	4.8
Lack of support from family and friends	8.1	22.0	30.9	29.3	9.7
No seed money to start up when training is completed	7.3	13.8	17.9	33.3	27.7

Note: Strongly disagree = SD, Disagree = D, Neutral = N, Agree = A, Strongly Agree = SA

In addition, 58.5 percent of respondents believe that a lack of government assistance and inadequate financial facilities for individuals working in the TVET sector contribute to less patronage of TVET and the establishment of enterprises after the training phase. Thirty-five-year-

old mechanic in the municipality put more perspective on this, having been working in the TVET sector for approximately five years:

“Banks do not give loans to TVET workers, especially when there is no collateral involved. However, there are some microfinance institutions and individuals that give loans with high interest that make it difficult to take them” (Mechanic, 2022).

When respondents were asked whether TVET was sufficient for industry requirements, about 39 percent of the respondents disagreed that the TVET training was insufficient for industry requirements. 47.2 percent of the young people surveyed indicated that those with TVET were not teased nor mocked in their communities, which is quite problematic because the majority thinks otherwise and is possibly a contributing factor to the low records of participation in the sector even though it possesses myriad opportunities. This corroborates the claim that society’s negative perception of TVET as an avenue for school dropouts, lack of respect for those in the sector and the impression that TVET is meant for unintelligent and under-achieving youth and the reason why the government’s efforts to elevate the sector is heavily undermined influences the attitude and participation of the youth- most especially the educated in the sector (Kingombe, 2011). Many of the respondents (79.7%) disagreed with the notion that TVET employment is only for those who fail in society. Yet another 73.1 percent of the respondents disagreed with the idea that TVET is only for low-achievers and the poor. This is supported by the interview with a seamstress who started her apprenticeship right after Junior High School in 2012 and was privileged to be established right after three years of training. She said,

“Contrary to the perception some young people have, TVET is not for those who fail in society, neither is it for the poor. I did not choose to gain this skill because I failed in school or from a poor family. I chose it because my mother was a seamstress, and I developed an interest by watching and helping her. Also, the business is profitable, and it is only a lazy person who would admit otherwise” (Seamstress 1, 2022).

Table 4.6: Perception of the Youth about TVET Funding

Perceptions	Response Levels (%)				
	SD	D	N	A	SA
Less support from governmental institutions, e.g., municipal assembly	4.9	17.1	19.5	31.7	26.8
Lack of loan structures to support workers in the TVET Sector	3.3	22.0	23.6	31.7	19.4
Training not sufficient to meet the industry requirements	8.1	30.9	30.1	17.9	13.0
Teasing and mockery in the community	10.6	36.6	17.8	22.0	13.0
TVET employment is meant for those who fail in society	43.9	35.8	11.4	4.1	4.8
TVET attracts lower income for its workers	24.4	28.5	21.1	22	4.0

Source: Fieldwork (2022)

Furthermore, a smaller proportion of respondents (30.1%) agreed that TVET and its professional practices are not a substitute for white-collar jobs, yet 73.2 percent of all surveyed were of the view that TVET is a solution to youth unemployment. This seconded the assertion that TVET is a solution to youth unemployment with reference to the evidential results in some Asian countries like Japan, Singapore, and Korea (TVET Journal, 2022). More than half of the youth (73.2%) surveyed admitted that TVET and its professional practices are a substitute for white-collar jobs. This supports Islam’s (2021) recognition of TVET as a substitute and solution to youth

unemployment as he referred to the evidential results in some Asian countries. According to him, TVET in Japan, Singapore, and Korea is certainly an undeniable way of recognising and accepting TVET as an opportunity to address youth unemployment in the municipality.

In probing further, a significant proportion of respondents (69.9%) were of the perception that TVET leads to professions that are in high demand in the job market. This result seconds the municipal assembly's conclusion that craft-related trades are part of the most populated and flourishing economic activities in the municipality. In terms of preparation for the job market, as many as 65 percent of the respondents agreed that TVET workers are always a step ahead and prepared for the job market. Similarly, 42.2 percent of the respondents disagreed that those in TVET are not regarded as employed relative to those in mainstream employment, which is quite alarming and could possibly be the reason for the high numbers of youth preferring mainstream employment as recorded in the survey. This validates the claim that TVET as a concept seems to be unpopular among Ghanaians and has not only been relegated to the traditional, small-scale practice but also not revered by many (Avura et al., 2016). Meaning that the community, in general, has a role to play in deconstructing the minds of the youth towards the appreciation of TVET in the sector. Again, 39 percent of the respondents felt that those in TVET were not accorded the same level of respect as those in formal employment. It is indeed no doubt that the sociocultural influences that a youth is exposed to play a significant role in his/her perception. Below are the responses and their corresponding percentages.

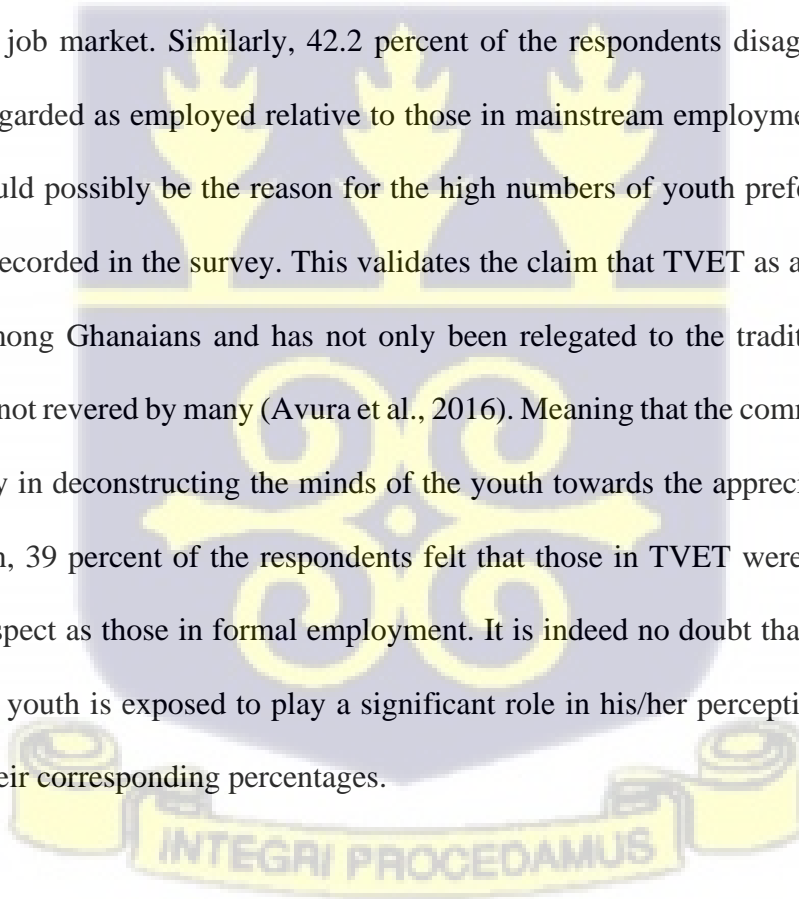


Table 4.7: Perception of the Youth towards Technical and Vocational Employment

Perceptions	Response Levels (%)				
	SD	D	N	A	SA
TVET and its professional practice are not a substitute for gaining white-collar	18.7	30.9	20.3	19.5	10.6
TVET and its professional practice are a response to youth Unemployment	4.9	8.9	13.0	50.4	22.8
TVET leads to professions that are highly demanded in the job market	5.7	8.1	16.3	48.8	21.1
TVET employment is for low achievers	34.1	39.0	18.7	5.7	2.5
TVET is perceived in my community as a sector for the very poor, and the vulnerable	13.8	32.5	16.3	22.8	14.6
Youth in TVET is not regarded as employed compared to mainstream employment.	8.9	33.3	26.0	20.3	11.5
People in TVET are not accorded much respect and are treated fairly	6.5	25.2	29.3	26.0	13.0
TVET workers are always a step ahead and ready for the job market	4.1	8.9	22.0	50.4	14.6

Source: Fieldwork (2022)

Close to half of them (48%) disagreed that the government support young people in the TVET sector. This is supportive of Saskatchewan Polytechnic’s (2016) research findings which state the lack of government funding in supporting TVET systems in Ghana. Other research findings proved otherwise based on the report that there have been continuous efforts by the government over the years to increase access to TVET (CTVET, 2021; Dadzie et al., 2020). Perhaps the government is indeed rolling out these helpful initiatives but is yet to enlarge its tentacles to the Awutu Senya East Municipality. The President for Awutu Senya East of the National Association of Hairdressers and Beauticians Ghana confirms this by saying:

“Youth unemployment is massive in the municipality, and as an association, we sometimes help young people without the required resources gain the skill. Unfortunately, the association has not received any assistance from any governmental body, and since my tenure of leadership for the past 12 years, I am yet to come across such” (President of NABH, 2022).

On the other hand, a shoemaker who has been in the field since 2013 had this to say.

“I know some people who are employed now because some time back, the government gave funds to some sewing institutions to train interested young people. The initiatives might not be adequate to assist most of the youth, but I believe the government is trying” (Shoemaker, 2022).

Osidipe’s (2019) assertion that adequate funding is pivotal for quality TVET provision is factual, and with the below stated results, it is proven that the Ghanaian government must restructure their funding policies and programmes to be more systemic and sustainable. These responses are illustrated in Fig. 4.5.

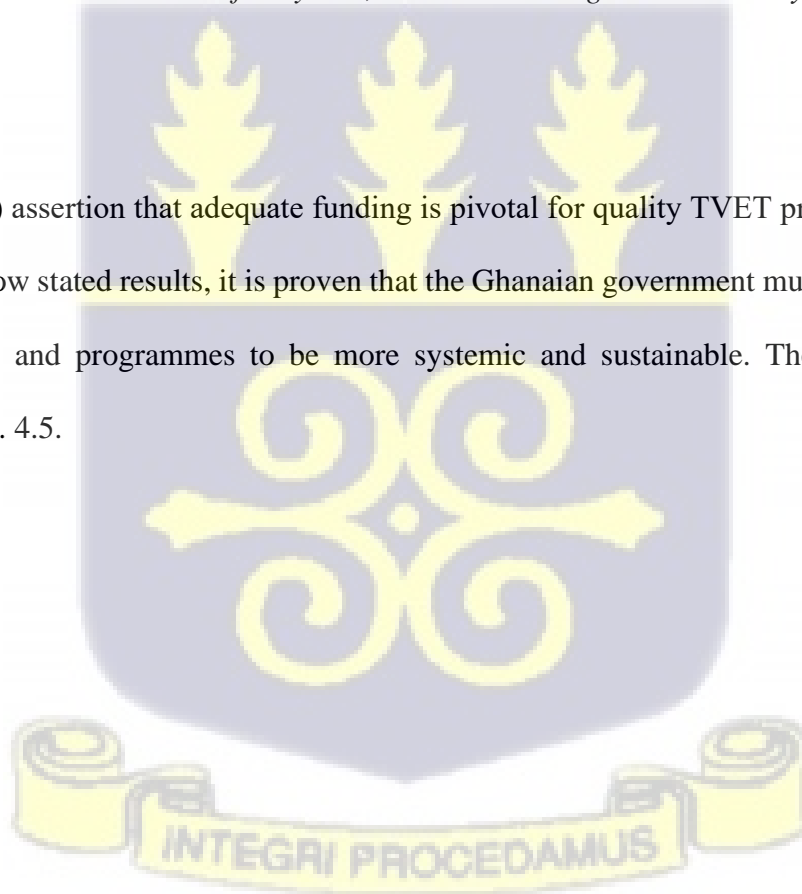
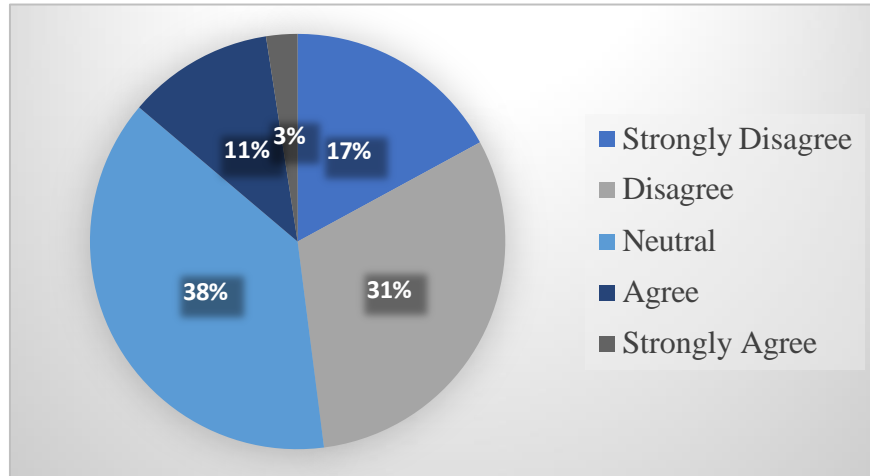


Figure 4.5: Government Support for TVET



Source: Fieldwork (2022)

4.3 Assessment of the Opportunities and Challenges of the Youth in TVET

The study assessed the opportunities and challenges of the youth in TVET. Findings from the study implied that there are some young people who, despite the lingering challenges, have established themselves and, from years of experience, do admit that TVET is the ultimate solution to youth unemployment in the municipality. The section was analysed based on economic, social and health thematic areas.

4.3.1 Opportunities of the Youth in TVET

Essentially, Technical and Vocational Education and Training (TVET) plays a pivotal role in the development of human resources in a country and thereby accelerates economic development, and the findings of this study corroborate this. Ultimately, being self-employed is one of the underlying opportunities embedded in TVET and cannot be ruled out. As countlessly reiterated in numerous

scholarly works on TVET, self-employment is synonymous with employment in the TVET sector and is confirmed by a 35-year-old woman who has been a seamstress for about ten years.

“Indeed, youth unemployment is high in this municipality, but gaining a TVET skill is an advantage and far better than waiting on government employment, a fact I can attest to. Being self-employed ever since I graduated as an apprentice has been beneficial to me, especially financially. Also, the flexibility that comes along with it cannot be overemphasised. Within these years, I have also been able to train others and have two employees, which I believe has contributed to the reduction in the rate of unemployment. To be honest, if most young people are open to this idea and assisted, many more can be employed by others to also help reduce the current rate” (Seamstress 1, 2022).

This aligns with the findings of a study conducted by Ouandji (2014), where 100 percent of respondents believed that they would face no problem in terms of employment because the educational experience they had, has exposed them to employable experiences while in school and people will always need their services. Osidiye (2019) supports this result with the claim that TVET provides the needed employable skills and attitudes required for effective performance in the workplace.

Another notable opportunity mentioned is centred on economic growth and freedom, which subsequently translates to self-dependence and, in a broader spectrum, contributes to sustainable municipal and national development, as asserted by Islam (2021). In acknowledging this fact, a carpenter who has been working in the sector for the past five years said,

“I do not regret venturing into this work. I lost my white-collar job after the institution collapsed five and half years ago. Initially, I was hesitant, so I spent about six months in search of another job until I visited a friend who was in the carpentry business. This friend had done so well for himself and was training others too. It was then I decided to train under him for two years and then started my own business. Within these past years working as a carpenter, I have gained economic freedom and so I take care of my family, have invested in my two children’s school fees and currently working at completing my own three-bedroom apartment. Other colleagues (who happen to be friends) bear witness to this. They also experience such freedom” (Carpenter, 2022).

Another worker in the sewing field attested to this freedom by saying,

“It is liberating to know the level of independence you have with this kind of work. Not only in terms of structural procedures but also in one’s finances. I know of a friend who is also in the painting field who has done so well for himself. He has built a six-bedroom apartment which he rents out and, in turn, earns periodic income” (Seamstress 2, 2022).

In terms of social and health opportunities, young people consciously make time for social relations and the management of health risks. Being the employer gives one the liberty to schedule work as and when convenient, and it is because of this that time is made to engage in other social activities. A glass frame worker, a 28-year-old in shedding light on this, compared himself to his elder brother, who works in the bank. He stated that:

“The difference between my brother and me when it comes to our social life is the fact that I can relate more socially compared to him. He will usually say, he’s tired and cannot engage in such activities, or I have been at work without leave these past weeks, so this holiday is a resting day for me. As for me, I’m able to engage because I am the employer, and even though I report in my shop every day, I can manage activities to suit my preference” (Glass Frame Worker, 2022).

The above opportunities mentioned, including the network of other TVET workers, and belonging to associations, confirm the postulation that there were three purposes of TVET: preparing individuals to earn a living, inculcating in people the desire to serve society and promoting productivity (Ouandji, 2014). The testimonies of interviewees who have become self-employed carpenters, seamstresses, and other professionals demonstrate how beneficial employment in the sector is. Positive attitudes were evident in their responses and a clear indication that positive practices regarding TVET employment are largely the function of positive attitudes. It is also suggestive of the fact that becoming an employer or employee in the TVET industry is a function of skill acquisition and utilisation (positive practices).

4.3.2 Challenges of the Youth in TVET

When asked about the challenges being encountered by the youth in TVET, many areas came to play. The challenge that topped the list for almost all the interviewees is the lack of resources to set up after the learning duration. Inadequate resources- most especially financial resource has been a hindrance that almost all interviewees did not fail to highlight first. A beautician interviewed confirmed this with her personal experience after training as an apprentice. She said:

“My training lasted for three years, and with much enthusiasm, I was looking forward to graduating so I could also become a madam without thinking much of the fact that I couldn’t buy the equipment needed to establish myself. Reality set in after graduation when I couldn’t raise funds to set up. I then resorted to operating a mobile service where I would wake up every morning and walk distances looking for people who needed my service. I remember falling ill some weeks into roaming due to tiredness, too much exposure to the sun and not eating on time. It was not after a year and a half that I was able to get a space gifted to me by my mother and then used the little I had raised to purchase basic equipment for work. This experience was tiring, and so lack of resources is certainly one of the challenges that cannot go unmentioned, and I really hope that respective stakeholders will get involved and help other young people” (Beautician, 2022).

The above-stated challenge is linked to the disorientation and collaboration existing amongst key stakeholders, which contributes immensely to the issues being encountered. In supporting this, the Awutu Senya East District, President of the Association of National Hairdressers and Beauticians of Ghana, opined that.

“There hasn’t been any collaboration with the government so far on issues pertaining to TVET amongst the youth in the municipality, even though it is the appropriate initiative to be taken. With reference to my years of leadership, the association has not received any assistance from the government to support the youth. What is mostly done by the association is to assist those interested in the skill but have no funds to learn. Due to inadequate funds at our level, we are unable to contribute towards the establishment of

these people, and so collaborating with respective government institutions and other stakeholders will yield more results in that regard” (President of NABH, 2022).

In agreement with Osidipe (2019), this is quite alarming in developing countries and calls for the urgent tying of TVET initiatives to specific national development projects as being successfully practised in countries like China. Other challenges identified include low patronage and indecisiveness of clients. It was explained that there are seasons when there are no clients and days when there are difficult clients who will be at fault yet are of the view that a client is always right. These cases have been encountered by all interviewees, making it a universal challenge experienced in all areas of the sector. A seamstress in the field draws explains further by using her field as a case study

“When it comes to the selection of styles by clients, for instance, some can select a style, and after sewing, they argue that they didn’t choose that style. Knowing fully well that they are the client and has certain rights, harsh tones are sometimes used by them, and even if I saw the need to retaliate, I could not. Honestly, there are situations where no major alterations are done, whereas there are some where major ones take place to the extent of bearing the cost of purchasing fabric to start the process all over” (Seamstress 1, 2022).



She continues by saying,

“In instances of low patronage where there is almost nothing to be worked on, thinking becomes the potential alternative which, if not well managed, can birth other health challenges” (Seamstress 1, 2022).

In furtherance, the unresponsive characteristics of the existing curriculum, which tends to stand in disagreement with the needs of the trainees and not in sync with the demands of the industry, were rightly verbalised by two of the interviewees who gained their skills through that route. Thus, much attention is not given to practical training and professional skills development as expected, even though they are critically necessary in the current job market. Emphasis is laid on the excessive theoretical orientation of the courses compared to practical workshop skills, which is crucial to the development of a skilled workforce to purposefully substantiate productivity (Jumpah, 2020).

In adding to the list of challenges, the interviewees mentioned the existing negative perceptions amongst many inhabitants in the municipality, especially towards those using the apprenticeship route compared to formal education, the payment of too many dues and fees to the government through the Assembly and health challenges. Ouandji (2014) discovered similar results, which prove the existence and negative impact on Ghanaian communities. Surprisingly, those who gain their skill through apprenticeship raised concerns about the bridge that exists between them and those who gained the skill in formal settings. They claimed to be looked down upon by some in areas pertaining to service delivery and charges. The TVET sector possesses myriads of opportunities, but with the poor administration and structural procedures existing in this country,

the challenges seem to outshine them. Conscious efforts must be made to address these challenges if the sector is to function fully in the provision of solutions to youth unemployment.

4.4 Extent to which the Youth Perceive TVET as an Opportunity to Address Youth

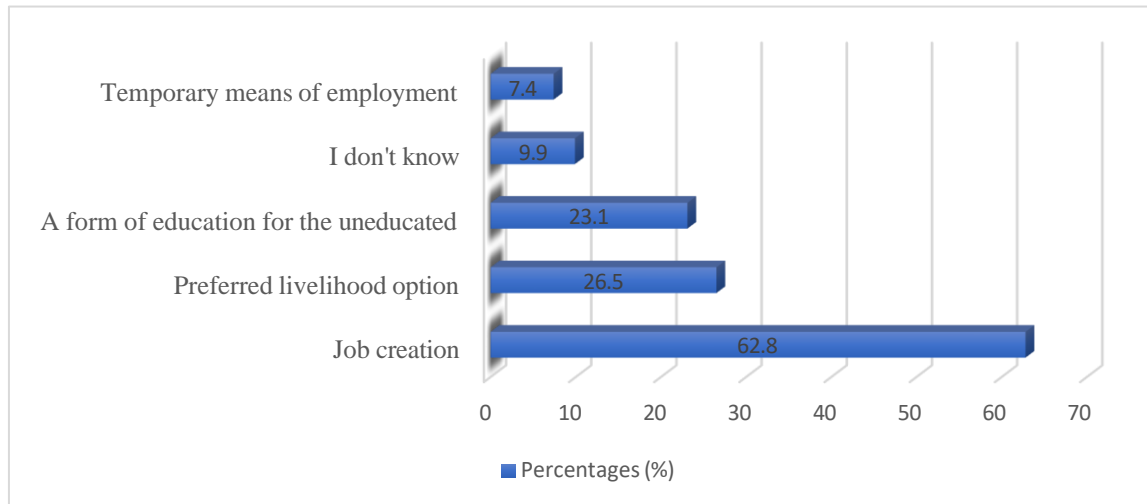
Unemployment.

Meaningful and important results were derived when respondents were questioned on the extent to which they perceived TVET as an opportunity to address youth unemployment, with 62.8 percent of respondents perceiving TVET as a job creation opportunity for the youth. Another 26.5 percent as a preferred livelihood option, 23.1 percent as a form of education for the uneducated and 7.4 percent as a temporary means of employment, as evident in Figure 4.6. In substantiating the opinions of the majority, a 35-year-old male who had been unemployed for two years before verging into TVET stated:

“Yes. TVET is the solution to youth unemployment because of the employment opportunities it creates. Not only will you be self-employed but also employ others which in turn will reduce the rate of unemployment in the municipality”
(Unemployed Male, 2023).



Figure 4.6: The Role of TVET in the Community



Source: Fieldwork (2022)

As in Table 4.8, the majority (66.7%) of young people surveyed accepted that TVET leads to professions that are in high demand in the job market. Yet a significant proportion (89.4%) believed that TVET is an effective strategy to train the youth to gain skills for employment, as is the case in countries like India and Kenya, where TVET is a national intervention tool for strategically attaining self-dependence through the provision of job opportunities (Alagaraja et al., 2014). About half of the respondents (49.6%) disagreed that TVET and its professions are not a substitute for white-collar jobs. Again, 83.7 percent of the respondents agreed to venture into TVET rather than being unemployed. This means that they would rather explore the TVET industry than remain unemployed because they prefer white-collar jobs. The ability of the young people sampled from the municipality to acknowledge that TVET plays a vital role in the employment issues of the municipality and the confirmation of 41.9 percent to the fact that many young people have gained TVET skills in the municipality largely communicates the extent to which the youth perceive TVET as a solution to youth unemployment.

Unfortunately, much is not known about the effort government is putting in place to address the issue at hand in this municipality and as such, the current plea is for the government's support. In advancing this plea, one of the Social Welfare and Community Development Officers at the municipal assembly stated

“The department does organise periodic non-formal training sessions to teach some vocational skills at the various communities, but due to lack of funds from the central government towards this initiative, sustainability is lacking. Again, officers in the department most times fund the programmes themselves, except for programmes for Persons with Disabilities (PWDs). This is because funds are categorically disbursed for the PWDs, unlike it is the case of the entire youth body, and so officers are forced to roll out these initiatives using personal funds, which hinders them from investing much into the performance, monitoring and evaluation as expected” (Social Welfare and Community Development Officer, 2022).

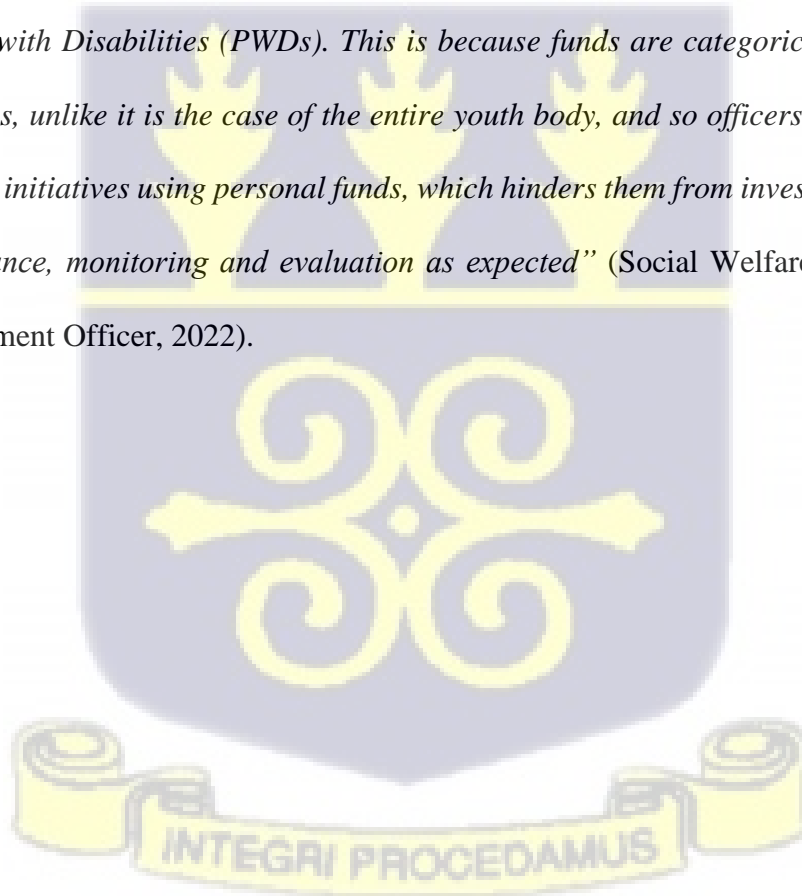


Table 4.8: TVET as an Opportunity to Address Unemployment

Variable	Frequency	(%)
Which of the following qualifies TVET¹		
TVET is of a poor quality	4	3.3
TVET is for the poor and vulnerable	10	8.1
TVET provides little economic security	11	8.9
TVET underpays	16	13.0
Exploits the market craft of learners	22	17.9
TVET leads to jobs that are highly demanded in the job market	82	66.7
Others	1	0.8
TVET is an effective strategy for training workers for employment		
No	12	10.0
Yes	108	90.0
TVET and its professions are not a substitute for white-collar jobs		
Strongly disagree	22	18.3
Disagree	36	30.0
Neutral	25	20.8
Agree	24	20.0
Strongly agree	13	10.9
TVET workers are always ahead and ready for the job market		
Strongly disagree	5	4.1
Disagree	11	8.9
Neutral	26	22.0
Agree	60	50.4
Strongly agree	18	14.6
I would rather be unemployed than venture into TVET		
Strongly disagree	54	45.0
Disagree	46	38.3
Neutral	14	11.7
Agree	3	2.5
Strongly agree	3	2.5
Many of the youths in my community have received TVET skills		
Strongly disagree	11	9.2
Disagree	20	16.7
Neutral	38	31.7
Agree	37	30.8
Strongly agree	14	11.6
Youth in my community are utilising skills gained during practice		
Strongly disagree	16	13.3
Disagree	25	20.8
Neutral	44	36.7
Agree	28	23.3
Strongly agree	7	5.9

¹Multiple response variables

Source: (Fieldwork, 2022)

CHAPTER FIVE

SUMMARY OF FINDINGS

5.0 Introduction

The study sought to explore TVET as an opportunity to tackle unemployment amongst the youth in Awutu Senya East Municipality. This is to ascertain the perceptions and attitudes of the youth towards TVET, to assess the opportunities and challenges of the youth in TVET and to examine the extent to which the youth perceive TVET as a solution to unemployment amongst young people in the municipality. This chapter presents a summary of findings, conclusion, and recommendations.

5.1 Summary of Findings

Demographic Characteristics

The results showed that most of the respondents (40%) were between 21 and 25 years out of which 60.8 percent were males. In terms of marital status, the majority of the respondents (85%) were single and the least of the proportioned of them were divorce (0.8%) and about 11 percent of the respondents were married. Most of the respondents (41.6%) were Akans. The results also show that a higher proportion (98.4%) of the respondents had formal education with close to half (49.6%) of them having tertiary education. 50 percent of the respondents were unemployed and when asked of their preferred employment choice, 44.2 percent preferred wage-in-salary, followed by 30 percent of them preferring self-employment with employees, 13.3 percent chose casual work, 11.7 percent preferred self-employment without employees.

Knowledge about TVET

The study found that a higher proportion of the respondents had some knowledge about TVET and causes of unemployment. Generally, most of the respondents (43.1%) indicated that inadequate government intervention was the leading cause of unemployment followed by skills mismatch (33.3%). It was observed that close to a third (31.7%) of the respondents believed that low educational attainment contributed to the high youth unemployment rates. These findings fall within earlier studies such as Poku-Boansi and Afrane (2016) and Baah-Boateng (2021), which have suggested that youth unemployment is more prevalent among individuals with secondary and tertiary education. This has policy implications as more individuals in the country pursue higher education.

Perception of the Youth towards TVET

The results show that nearly half (48.8 percent) of the respondents indicated that they have adequate knowledge about TVET and this is similar to the level of knowledge in TVET's impact in the municipality. The level of exposure to TVET as a phenomenon is shown by the above comprehension and the number of respondents who have sufficient knowledge and information. A large proportion of the respondents showed some level of awareness of TVET, recognised its capabilities of creating myriad job opportunities and are willing to venture into it than remain unemployed. However, the issue of affordability and accessibility remains a barrier as many as 60.9 percent do not have adequate funds nor external assistance to gain a skill. Majority of respondents (58.5%) expressed their unawareness of government interventions whereas 38.3 percent were neutral about it.

In terms of accessible and sustainable credit from banks towards the promotion of the sector, some unemployed youth and those working in the sector knew about some of these provisions but were of the view that the processes and interest involved are expensive. To them, government plays a crucial role in the high rate of youth unemployment in the municipality and the effective rolling out of TVET initiatives and its positive impact can only be realised only when these interventions are well-structured and devoid of political interference. Society's ill recognition of those in TVET and its effect on the issue under discussion was not ruled out of the perceptions identified. This tends to breed low confidence amongst the youth especially those who rely on TVET only because of unemployment and this ultimately affects the openness to working in the sector. The ability of the youth to recognise these dynamics plays a major role in tackling the issue of youth unemployment.

Attitude of the Youth towards TVET

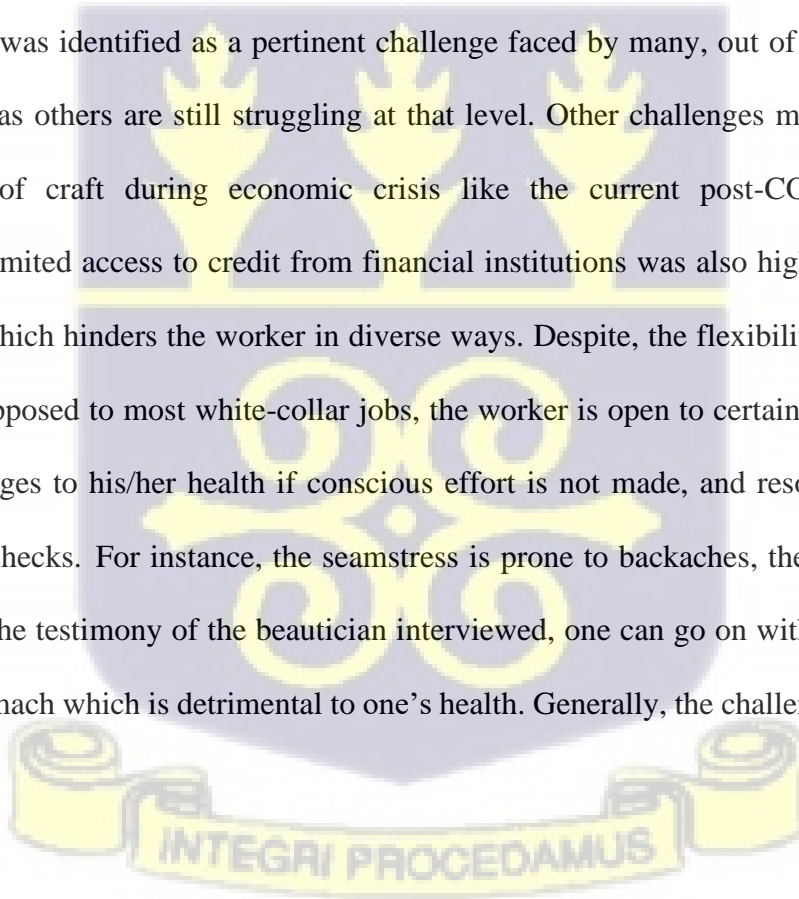
The study identified varied attitudes of young people that helped in the effective exploration of the current situation at hand and the ideal situation to be achieved. It was discovered that most of the respondents prefer white-collar employment as their ideal employment type yet were willingly open to acquiring TVET skills and working in the sector. As many as 56.9 percent disagreed that they would leave TVET employment when employed in a white-collar job and most respondents (83.7%) also disagreed that they would rather be unemployed than venture into TVET. This was because there was no reason convincing enough to make them leave the sector should an opportunity in a white-collar job- their ideal employment choice present itself.

Opportunities of the Youth in TVET

With respect to the advancement embedded in TVET, the study revealed economic, personal, social, health, psychological amidst other notable benefits. Self-employment was the first opportunity to be highlighted. This was followed by economic freedom and the freedom to modify and adjust procedural structures as needed which gives the employer the room to operate as desired in contrast to the rigid framework typically found in the white-collar employment system.

Challenges of the Youth in TVET

On the challenges associated with working in the sector, lack of funds to be fully established after skill acquisition was identified as a pertinent challenge faced by many, out of which some have surpassed whereas others are still struggling at that level. Other challenges mentioned included low patronage of craft during economic crisis like the current post-COVID experience. Unfortunately, limited access to credit from financial institutions was also highlighted as one of the challenges which hinders the worker in diverse ways. Despite, the flexibility of the nature of TVET jobs as opposed to most white-collar jobs, the worker is open to certain hazards that pose potential challenges to his/her health if conscious effort is not made, and resources invested in periodic health checks. For instance, the seamstress is prone to backaches, the beautician to leg pains and from the testimony of the beautician interviewed, one can go on with his or her duties on an empty stomach which is detrimental to one's health. Generally, the challenges are imminent but manageable.



Extent to which the Youth Perceive TVET as a Solution to Youth Unemployment

When examining the circumstances and recognising the significance of how unemployed young individuals perceive TVET as a remedy for youth unemployment within the municipality, it was determined that TVET plays an indispensable role in addressing unemployment challenges and fostering economic progress. Majority of respondents (62.8%) were of the perception that TVET creates endless job opportunities and leads to professions that contribute to development with little or no problem of skill mismatch. A substantial majority (89.4%) firmly believed that TVET undeniably serves as an effective pathway for equipping young individuals with the necessary skills for readily available employment opportunities, making it a viable alternative to traditional white-collar jobs.

To further support this, a notable portion of participants confirmed through their responses that a considerable number of young individuals in the municipality have undergone technical and vocational education and training. However, due to limited resources, there has been a decline in the number of practitioners following skill acquisition. Despite this decline, TVET is regarded as the primary solution, particularly in the absence of white-collar employment opportunities. The craft and service sectors are showing promising growth, offering a wider range of employment prospects in the municipality.

5.2 Conclusion

This study sought to explore Technical and Vocational Educational and Training (TVET) as an opportunity in addressing youth unemployment in Awutu Senya East Municipality. It had established that TVET offers a lot of job opportunities and is the solution to the increasing rate of

youth unemployment in Awutu Senya East Municipality as agreed to by all respondents and interviewees but can only be fully maximised if all stakeholders, including the youth, government and private entities collaborate adequately. Lack of adequate resources has been identified as one of the major challenges confronting the youth thereby hindering them from exploring the TVET sector despite its potential and their readiness.

According to the KAP theory, knowledge influences the kind of attitude developed and this subsequently translates to the practice. It was observed from the qualitative participants that an individual's level of knowledge about a phenomenon can indeed influence their attitudes. The results confirm the assumption that positive attitudes regarding TVET industry are the functions of knowledge of TVET industry. Furthermore, the study revealed an interesting connection between perception and attitudes. Despite being inherently subjective and occurring without conscious effort, perception can play a role in shaping attitudes.

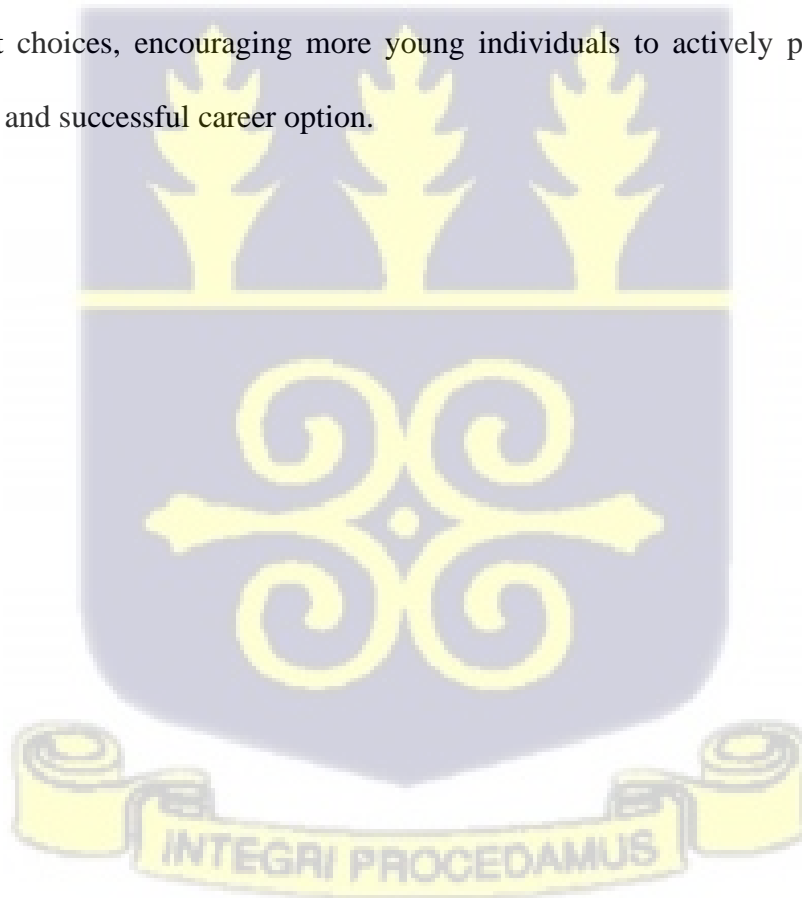
The collective perceptions of the respondents regarding TVET and its potential to address youth unemployment in their municipality suggest that positive attitudes may be shaped not only by knowledge but also by how individuals perceive the subject. Based on the testimonies of interviewees who have become self-employed carpenters, seamstresses, and other professionals TVET has practical implications for employment and self-dependence. Positive attitudes were evident in their responses and a clear indication that positive practices regarding TVET employment are largely the function of positive attitudes. It is also suggestive of the fact that becoming an employer or employee in the TVET industry is a function of skill acquisition and utilisation (positive practices).

5.3 Recommendations

Based on the study's findings in the Awutu Senya East Municipality, the following recommendations are made;

- The respective government institutions should prioritise the youth in this municipality and implement sustainable interventions, taking inspiration from countries such as Afghanistan and Germany, where the government, development partners, and trainees collectively bear the costs of TVET. By drawing lessons from these countries, the government can ensure that the necessary resources and support are provided to enable effective TVET programmes for the youth in the municipality. Furthermore, significant investment from the central government to the local assembly is necessary to enable the officers in charge of rolling out TVET non-formal sessions to effectively implement the already established periodic non-formal TVET programmes and other projects as needed.
- The study proposes collaboration and stakeholder engagement. Thus, collaboration among stakeholders, including the youth, TVET associations, government, and private entities, is crucial to fully maximise the potential of TVET in addressing youth unemployment. Partnerships should be forged to create a conducive environment for TVET growth and development.
- The study also proposes leveraging positive perceptions. Building on the existing positive perceptions and attitudes of TVET among young individuals, it is crucial to take strategic actions that capitalise on this positive attitude. Initiatives should be designed to further deepen their understanding of the specific opportunities and benefits that TVET offers,

reinforcing the belief that it is a valuable and rewarding career path. To achieve this, respective stakeholders should consider implementing mentorship programmes where successful TVET graduates can share their experiences and insights with young individuals, demonstrating how TVET can lead to financial stability, personal growth, and job security. Additionally, collaboration with local industries and businesses can provide opportunities for internships or apprenticeships, allowing young people to gain practical experience in their chosen TVET field. This hands-on experience can reinforce the positive perceptions they already hold and help them make informed decisions about their career paths. The goal would be to transform positive perceptions into well-informed and confident choices, encouraging more young individuals to actively pursue TVET as a fulfilling and successful career option.



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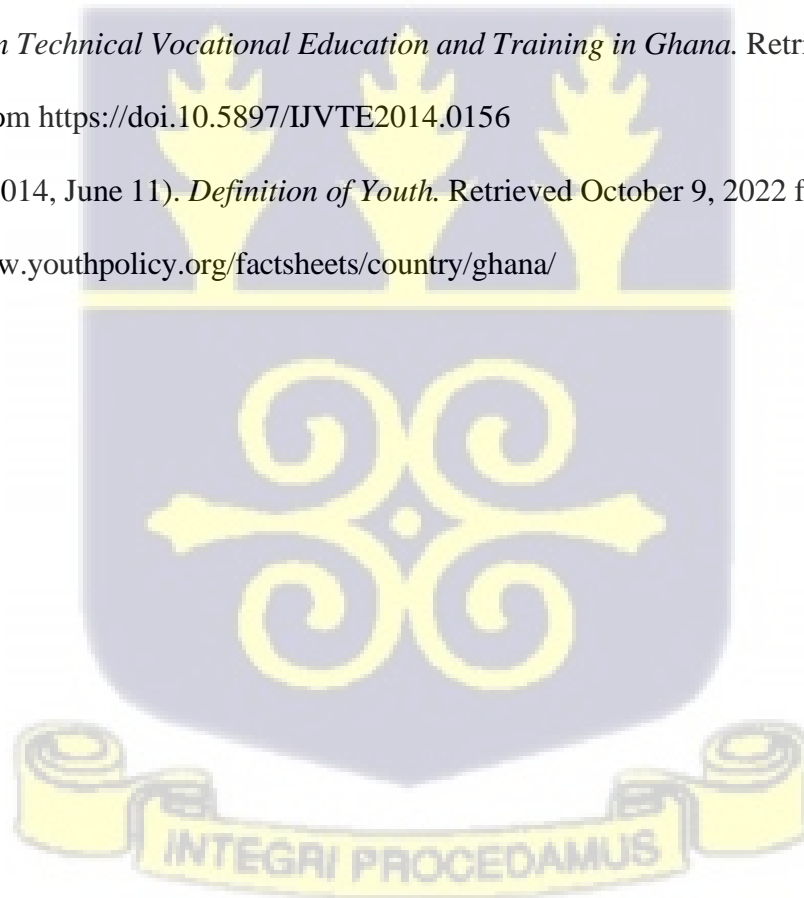
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- a. Unemployed
 - b. Discouraged worker (not working and not searching)
 - c. Economically not active (student, disabled, unable to work due to health ill-health)
 - d. Not in education, employment, or training (NEET)
 - e. Unpaid volunteer
 - f. Other (specify)
8. Which of the following employment options would you prefer?
- a. Wage in salary employment
 - b. Self-employment with employees
 - c. Self-employment without employees
 - d. Casual work (temporary/ as-needed employment)
 - e. Other (specify)

SECTION B: KNOWLEDGE

9. Which of the following is/are the cause(s) of unemployment in your community? *[tick all that apply]*
- a. The kind of programme studied in school not highly demanded in the labour market
 - b. Low level of education of young people
 - c. Lack of relevant practical skills needed for employment
 - d. Lack of information about the labour market
 - e. Jobs are not closer to places of abode
 - f. Inadequate government interventions
 - g. Ineffectiveness of TVET
 - h. Other (specify)
10. What role does TVET play in your community? *[tick all that apply]*
- a. Job creation
 - b. A form of education for the uneducated
 - c. A preferred livelihood option to being unemployed

- d. Temporary means of employment
- e. I don't know
- f. Other (specify)

11. Which of the following would you say describes TVET? [*Multiple responses if applicable*]

- a. TVET is of a poor quality
- b. TVET underpays
- c. TVET workers are always a step ahead and ready for the job market
- d. TVET exploits the market craft of learners
- e. TVET is for the poor and vulnerable
- f. TVET is for dirty people
- g. TVET leads to professions that are highly demanded on the job market
- h. Other (specify)

12. Would you venture into TVET?

- 1) Yes
- 2) No

13. Kindly give a reason for your choice in Q12.....

14. Which of the following TVET areas would you choose to participate in? [*If No, skip to Q12, skip to Q16*]

- a. Garment (dressmaking and tailoring)
- b. Welding
- c. Electronic
- d. Automotive
- e. Cosmetology
- f. Catering
- g. Other (specify)

15. Kindly give a reason for your choice in Q14.....

16. TVET is an effective strategy to train skilled workers for the employment market.

- 1) Yes
- 2) No

SECTION C: PERCEPTIONS

In this section, you are presented with a list of statements which seek to assess perceptions of the youth towards TVET. Kindly indicate your appropriate response to the assertions by selecting (tick) one of the options provided.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17.	I have adequate knowledge and information about TVET					
18.	Cost of TVET is affordable					
19.	Long duration of education/training					
20.	Lack of support from family and friends					
21.	No seed money for start-up when training is completed					
22.	Less support from governmental institutions e.g., Municipal assembly					
23.	Lack of loan structures to support workers in the TVET sector					
24.	Training not sufficient to meet the industry requirements					
25.	Teasing and mockery in the community					
26.	TVET employment is meant for those who fail in society					
27.	TVET attracts lower income for its workers					
28.	TVET and its professional practice is not a substitute to gaining white-collar job					

29.	TVET and its professional practice is a response to youth unemployment					
30.	TVET leads to professions that are highly demanded on the job market					
31.	TVET employment is for low achievers					
32.	TVET is perceived in my community as a sector for the very poor, vulnerable, and marginalised					
33.	Youth in TVET are not regarded as employed as compared to those in mainstream employment					
34.	People in TVET are not accorded much respect and treated fairly like those in formal work sector					
35.	TVET workers are always a step ahead and ready for the job market					
36.	Government supports young people in TVET					

SECTION C: ATTITUDE

In this section, you are presented with a list of claims which seek to assess factors that influence young people's attitude towards TVET. Kindly indicate your appropriate response to the assertions by choosing (tick) one of the options provided.

	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	I am enthused about gaining employment in TVET sector					
	TVET is for industrial employees only					

I believe TVET will make me successful in life					
TVET offers good career opportunities					
TVET cannot be my main source of employment					
I will leave my TVET employment when I get employed in a white-collar job					
TVET can only be a secondary choice of employment/emergency employment					
I would rather be unemployed than verge into TVET					
I am willing to participate in TVET for job employment only if I have access to start-up capital					

SECTION D: PRACTICE

46. Have you received any technical and vocational education and training?

- a. Yes b. No *[Skip to Q48]*

47. I am willing to set up a business after training

- 1) Yes 2) No

48. Why have you not gained any TVET skill?

- 1) No interest in acquiring a TVET skill
 2) Lack of funds to acquire a TVET skill
 4) I prefer a white-collar job
 5) Other (specify)

In this section, you are presented with a list of claims which seek to explore the knowledge of the unemployed youth concerning the practice of TVET. Kindly indicate your appropriate response to the assertions by choosing (tick) one of the options provided.

	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Technical and Vocational education and training has/will help me gain employment					
	Per my observation/experience income under TVET employment is adequate					
	Many young people in my community have received technical and vocational education/training					
	Most of the youth in my community are utilising the skills gained in practice					
	There are existing government provisions for TVET start-ups					
	There are adequate credit/loan structures for young people in TVET					
	There are private organisations/individuals that support TVET start-ups					

54. In your opinion, what can be done to enhance technical and vocational education and training to make it more appealing to the youth?

THANK YOU FOR YOUR TIME



APPENDIX B: KEY INFORMANT INTERVIEW GUIDE

MA IN DEVELOPMENT STUDIES DISSERTATION

Introduction

My name is Esinu Aku Adza, a Master of Art in Development Studies student at the Institute of Statistical Social and Economic Research (ISSER) in the University of Ghana and conducting a study titled: **EXPLORING TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) AS AN OPPORTUNITY IN ADDRESSING YOUTH UNEMPLOYMENT IN THE AWUTU SENYA EAST MUNICIPALITY**. It is acknowledged that some of the information required in this interview may be sensitive, but you are assured of uttermost confidentiality. The information you provide would be for academic purposes only and cannot be traced back to you. I would appreciate it if you could spare me 30 minutes of your time for an interview session. Your participation is voluntary and appreciated.

Do I have your permission to proceed? Thank you.

SECTION A: Background Information

Probe: Age, gender, educational level, length of stay in organisation, current position number of years in position, roles, and responsibilities in the organisation.

SECTION B: Views on Youth Unemployment and TVET

- a. What is your understanding of youth unemployment in the municipality?
- b. What could be some of the reasons for this level of unemployment being recorded?
- c. What is your understanding of TVET?
- d. What is your perception concerning young people in TVET?
- e. Could you kindly share your view on the statement that “TVET is the panacea to youth unemployment?”
- f. TVET is reported to be gendered with more focus given to the females as opposed to the males. What do you have to say about this?

- g. What recommendation would you give that will help curb youth unemployment in the municipality?

SECTION C: Additional Questions for Social Welfare and Community Development

Official

- h. What is the general observation of the perception and attitude of the youth towards TVET in your municipality?
- i. In your opinion / observation, what accounts for the involvement or non-involvement of young people in TVET?
- j. How does the assembly fund its TVET interventions? [How effective are Public Private Partnerships]
- k. How true is it that TVET lacks funds from governments and private donors?

SECTION D: Additional Questions for TVET Association Leader

- l. As an association, what role do you play in addressing youth unemployment in the municipality?
- m. What can you say about the progress of young people in TVET in your municipality? [stats to prove]
- n. What is the general observation of the knowledge and attitude of the youth towards TVET?
- o. What, in your view, accounts for the involvement or non-involvement of the youth in TVET?
- p. In what way does your association collaborate with other associations, government institutions, as well as private organisations in delivering skills needs of members (specifically) the youth?

- q. What are the processes undertaken in identifying the skills needs of your members?
- r. What are the challenges being faced by young people in your association?
- s. What goes into the selection of lessons delivered at training sessions and how are they delivered?

SECTION E: Additional Questions for Youth Leader (President)

- 20. As a youth leader who is in constant interaction with the young people in the municipality, how would you describe the attitudes of the youth towards TVET?
- 21. What are some of the initiatives taken by the youth leadership in helping the unemployed youth?
- 22. What in your opinion or from interactions with young people accounts for their involvement or non-involvement in TVET?



**APPENDIX C: INTERVIEW GUIDE FOR EMPLOYED YOUNG PEOPLE IN TVET
AND THE UNEMPLOYED YOUTH**

Introduction

My name is Esinu Aku Adza, a Master of Art student in Development Studies student at the Institute of Statistical Social and Economic Research (ISSER) in University of Ghana and conducting a study titled: **EXPLORING TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) AS AN OPPORTUNITY IN ADDRESSING YOUTH UNEMPLOYMENT IN THE AWUTU SENYA EAST MUNICIPALITY**. It is acknowledged that some of the information required in this interview may be sensitive, but you are assured of uttermost confidentiality. The information you provide would be for academic purposes only and cannot be traced back to you. I would appreciate it if you could spare me 30 minutes of your time for an interview session. Your participation is voluntary and appreciated.

Do I have your permission to proceed? Thank you.

SECTION A: Background Information

Probe: Age, gender, educational level, programme pursued in school, occupation

SECTION B: Additional Questions for the Employed Youth in TVET

1. What is your understanding of youth unemployment in the municipality?
2. What could be some of the reasons for this level of unemployment being recorded?
3. What is your perception concerning young people in TVET?
4. How do you think people's personal circumstances affect the kind of jobs they engage in?
[How did your personal circumstances (P.C) affect your choice of employment]
5. Could you explain how, why, and when you decided to engage in TVET?
6. From your experience and observation, what will you highlight as the opportunities of TVET? [Explore economic, social, health, psychological and educational]
7. What then will you consider as challenges? [Explore economic, social, health, psychological and educational]

8. TVET is reported to be gendered as such more females as opposed to males engage in it.
What reasons could possibly warrant for this?
9. Prior to choosing the path of TVET, did you receive any form of coaching or mentorship?
What about now, is there any aspect of the vocation and training that provides career guidance and counselling, coaching, and mentoring?
10. Being a young person in TVET, what would you say about TVET as the solution to youth unemployment in your municipality and Ghana at large?
11. With reference to your period of practising in the TVET domain, what are some of the interventions rolled out by government- through the assembly, association, or private institutions to support the youth in TVET?
12. What do you think must be done to support the youth in TVET?
13. What recommendation would you give that will help curb youth unemployment in the municipality?

SECTION C: Additional Questions for the Unemployed Youth

14. How long have you been unemployed?
15. What are some of the practical steps you have taken to gain employment?
16. What is your understanding of youth unemployment in the municipality?
17. What could be some of the reasons for this level of unemployment being recorded?
18. What is your understanding of TVET?
19. What do you think of young people in TVET?
20. Why have you not gained any TVET skill? [Probe: social, economic, political, cultural, health, educational reasons]

21. Per your observations/ interactions with other young people, what would you say are the opportunities in TVET employment?
22. Per your observations/ interactions with other young people, what would you say are the challenges in TVET employment?
23. With reference to your years of being unemployed in the community, what are some of the interventions by the assembly, associations, and private institutions in addressing the issue of unemployment?
24. What do you think must be done to support the youth in TVET?
25. What recommendation would you give that will help curb youth unemployment in the municipality?
26. As a young person who is currently unemployed and not in the TVET space, do you agree to the argument that TVET is the solution to youth unemployment in your municipality and Ghana at large?

