

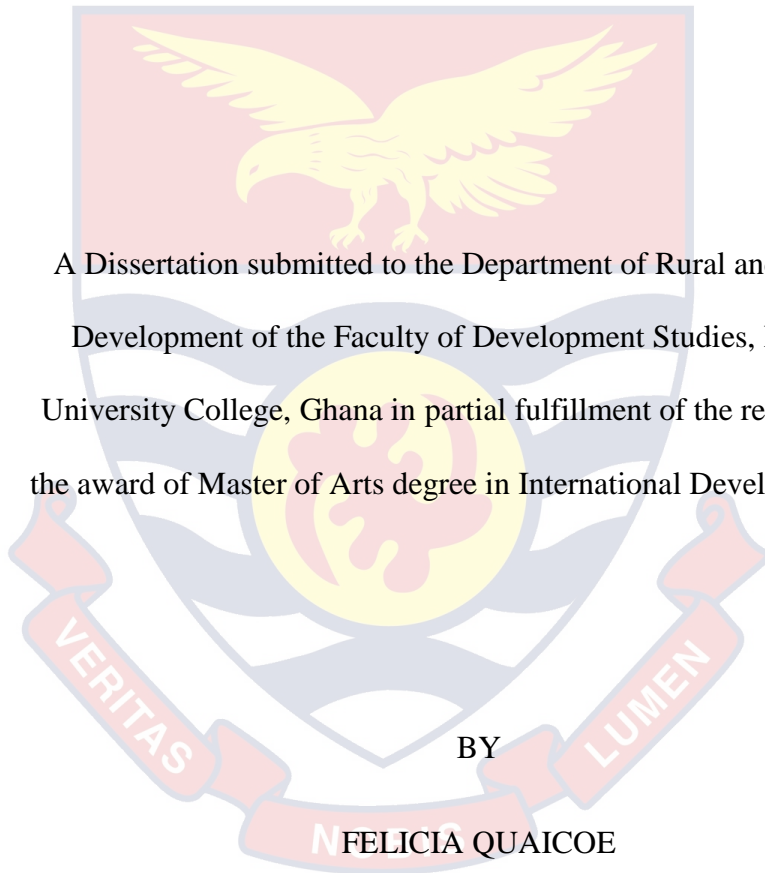
PRESBYTERIAN UNIVERSITY COLLEGE, GHANA

FACULTY OF DEVELOPMENT STUDIES

DEPARTMENT OF RURAL AND COMMUNITY DEVELOPMENT

CHALLENGES OF VOCATIONAL EDUCATION AND TRAINING IN

SELECTED COMMUNITIES IN GA WEST MUNICIPALITY



A Dissertation submitted to the Department of Rural and Community
Development of the Faculty of Development Studies, Presbyterian
University College, Ghana in partial fulfillment of the requirements for
the award of Master of Arts degree in International Development Studies

BY

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SEPTEMBER 2020

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature.....Date.....

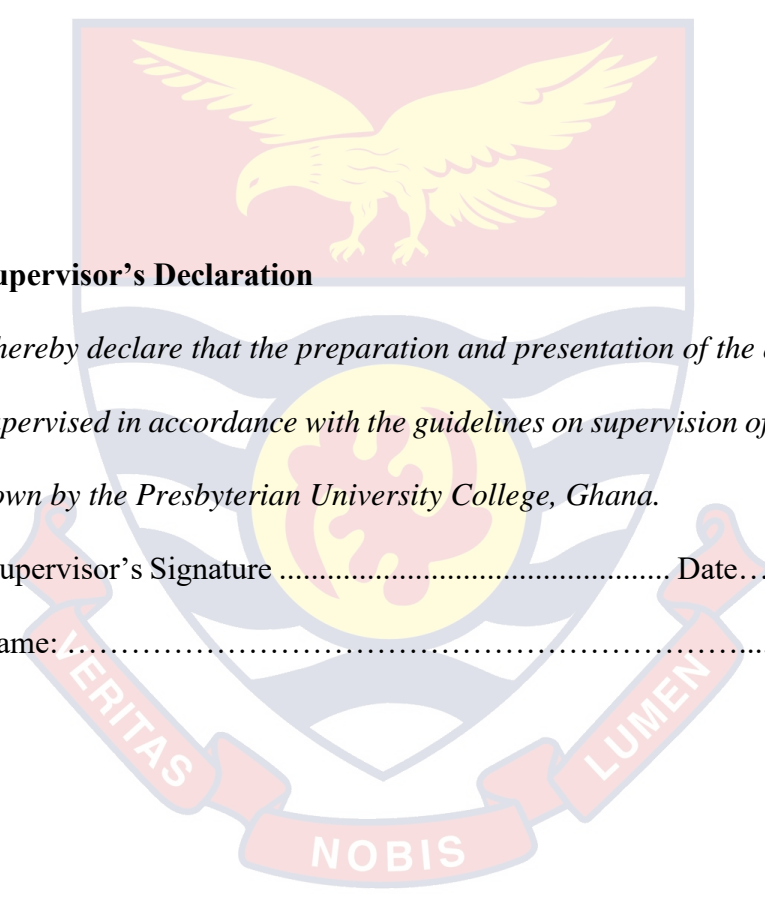
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the Presbyterian University College, Ghana.

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ABSTRACT

This study aimed to explore into the challenges of vocational education and training in selected communities in the Ga West Municipality in the Greater Accra Region. A total of sixty (60) respondents were selected through purposive sampling method, for the research, comprises of six (6) teachers from vocational institutes, ten (10) master artisans, two (2) staffs of NGOs working with women groups, 2 staffs from Department of Social Welfare and forty (40) youths from selected communities within the district. The study made use of descriptive survey design where data was collected through a questionnaire administered to staff of vocational schools in the district, master artisan. The collected data from field work through the use of questionnaires, interviews guides were analyze with the help of Statistical Package for Social Scientist (SPSS). The results were being tabulated using tables and graphs. The results of the study indicated that the major problems confronting vocational education and training was as a result of weak government policy on vocational education and training, lack of commitment from leadership of current and previous government, the poor perception of vocational training by parents and students. The study concludes that. It's time for us discover the vital role of vocational education and training (VET) in the development of Ghana. Considering the multi-dimensional objectives, it offers, there is an urgent need to popularize it.

AKNOWLEDGEMENTS

I acknowledged the enthusiastic supervision of Prof. Edward Wiafi of Presbyterian University College for his constructive comments, patience, sound advice and immense support given to me to complete this dissertation. I am eternally grateful. To my children Paa Kwaku Adom Quaicoe and Maame Afua Nhyira Quaicoe who have been affected in every way possible by this quest. Lastly, to Mr and Rev. Mrs Lovejoy Gbordjor for their prayers and support. Thank you. My love for you can never be quantified. God bless you



DEDICATION

I dedicate this work to my husband; Mr. Felix Quaicoe who has encouraged me all the way.



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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

General and academic education is seen as that which builds analytical skills, knowledge and critical thinking, while Vocational Education and Training (VET) develops craftsmanship, practical experience and practical problem solving. Venn (1964) explains the etymology of the term ‘vocational’ as a sort of ‘calling’. He refers to it as education aiming at a stable job and a stable career in a recognized profession, pinpointing its emergence somewhere in the 19th century industrial revolution. Ghana’s work force has grown rapidly since its independence in 1957; formal employment has failed to grow at the same rate, resulting in significant levels of unemployment and underemployment (ILO, 2003). Ghana has placed technical and vocational education and training (TVET) at the centre of its policies to help solve employment problems and to reduce poverty (King & Palmer, 2010)

Vocational Education and Training (VET) plays an extremely vital role in preparing the current and future labour forces that could drive economic and social development. It becomes imperative that the development and expansion of vocational education and training as continuing education, both within and outside the formal education system, with either public or private funding, and within the framework of lifelong learning, should be a prioritized objective of all stakeholders and the nation at large. (King & Palmer, 2010) further stated that, Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally nonacademic and totally related to a specific

trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Vocational education and training designed to advance individuals' general proficiency, especially in relation to their present or future occupations.

Most countries in the world are positioning Vocational Education and Training (VET) in the mainstream of education systems and setting it as a priority in their education agenda in view of the fact that this type of education plays an important role in the socio-economic development of a nation. Vocational education and training could be used as an agent of change in promoting women's employment. Women face a multitude of barriers in accessing skills and productive employment, remaining on the job due to effect of globalization or otherwise and advancing to higher level jobs, as well as returning to the labour market after a period of absence spent, for example, in raising children. Women are not less than men in any perspective. They compete men in every field of work whether it may be pilot, engineers, doctors, labour, etc. Irrespective of gender discrimination, equal opportunities and training is to be provided to women to make them and the country's economy more efficient. Skill development through vocational education and training will be very effective to women especially in case of rural women who perform traditional crafts or manual labour work.

Government of past and present had periodically reformed the education and training system in the country, emphasizing on Technical and Vocational Education and Training with the aim of making our educational system more relevant for the world of work, to boost the informal economy in order to

minimize unemployment and poverty. Both private individuals and nongovernmental organisations (NGOs) have also been playing complimentary roles in helping to provide skills training to the Ghanaian citizenry especially those in the informal sector (Agbenyo, 2010). Since education is considered the key to effective development strategies, vocational education and training (VET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development according to UNESCO-UNEVOC (2004).

1.2 Problem Statement

Vocational Education and Training (VET) plays critical role in national development of every country. One of the most important features of VET is its orientation towards the world of work and the emphasis on acquisition of employable skills. In spite of the contribution that Vocational Education and Training (VET) can make in developing the formal and informal economy, most people in Ghana have poor perception towards vocational education and training and the people in the field. The youth, especially women and the vulnerable of society can therefore benefit from VET to improve their livelihoods. The advanced countries that Ghana borrows resources from are in that state today because their stakeholders have respect for Vocational Education and the people in that field. Secondly much has not been done to address the challenges confronting vocational education and training in Ghana in order for it to be more beneficial to the formal and informal sector of economy, contributing to high rate of unemployment and women being at the disadvantage.

1.3 Objectives of the Study

The main objective of this study is to investigate into the challenges confronting vocational education and training in Ga West Municipality.

Specifically, the study aims to:

- i. examine the nature of vocational education and training in Ghana.
- ii. explore the perception of young women on vocational education and training.
- iii. identify the challenges confronting women in vocational education and training in the Ga West Municipality.
- iv. examine the role of vocational education and training towards national development.

1.4 Research Questions

The study seeks to address the following questions:

- i. What is the nature of vocational education and training in Ghana?
- ii. What is the perception of young women towards VET?
- iii. What are the challenges confronting women in Vocational Educational Training in the Ga West Municipality?
- iv. What are the role of VET towards national development?

1.5 Significance of the study

The study will be beneficial to all stakeholders both in the education and employment sector especially the government of Ghana. It will help raise awareness of the need to prioritize vocational education and training to facilitate national development. The problems and challenges identified by the researcher will help policy makers in their future formulation of long-term plans and

policies towards vocational education and training with high emphasis on women. The study is expected to serve as a basis for review and regulations on the subject matter. The study will further be useful to international and local donor organisations who support TVET on sectors to invest funds.

1.6 Delimitations of the Study

The study was delimited to sampled youths. The study involved youth in vocational education and training and few official from NGOs and vocational institutions and training centers in the Ga West Municipality. The study leaves out youth not engaged in vocational education and training who could have also been assess for a better assessment and comparison.

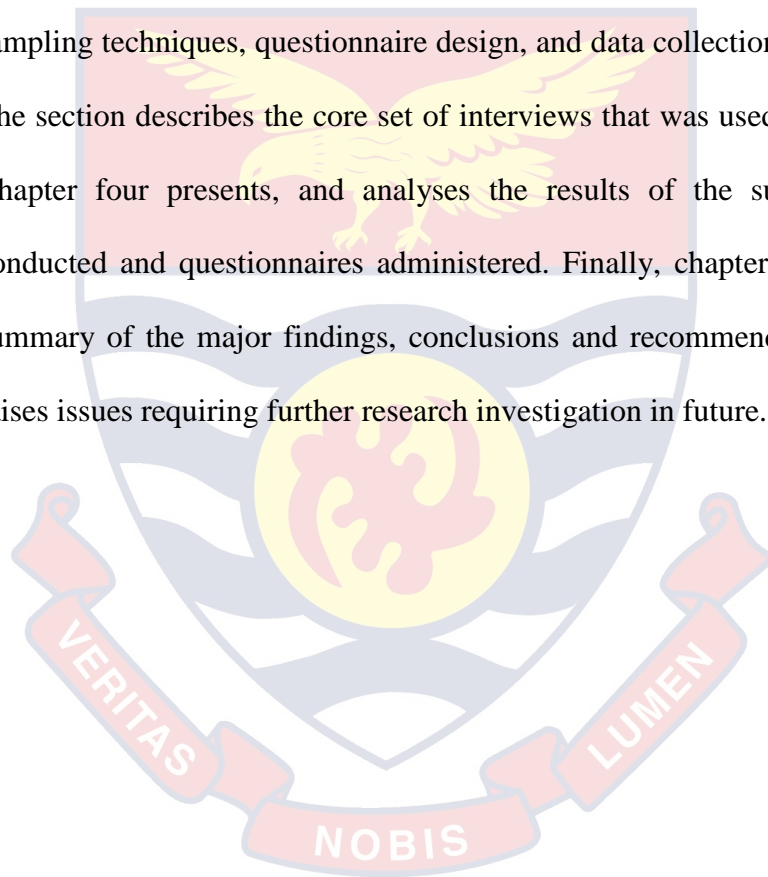
1.7 Limitations of the Study

There is a widely held perception in Ghana that only people who are academically weak undertake vocational education, therefore labelled most of respondents as school dropouts, which impacts on their self-esteem and external perceptions making it difficult for the researcher to get the best out of them in answering important issues in the sector, which may affect the quality of the study. Secondly, time, manpower and financial resource constraints impeded a more comprehensive coverage of all the youths within the study area the Ga West Municipality. However, this would not affect the quality of this study. Lastly, the emergence of the Covid-19 which led to closedown of schools for more than ten months and absenteeism on part of some students also affected the study.

1.8 Organization of Chapters

The study is in five chapters. Chapter one concentrates on the general introduction and background to the study comprising the problem statement,

objectives of the study, the research questions, the relevance as well as the organization of the study. Chapter two of the study reviewed relevant literature on Concept of Education Training, Vocational Education and Training, Role of Vocational education and Training, Challenges confronting vocational education and training, Perception of Ghanaians on vocational and technical education and Formal and informal employment. The chapter three describes the research methodology, including the study area, research design, population, sampling techniques, questionnaire design, and data collection and processing. The section describes the core set of interviews that was used in the analyses. Chapter four presents, and analyses the results of the survey interviews conducted and questionnaires administered. Finally, chapter Five provides a summary of the major findings, conclusions and recommendations, and also raises issues requiring further research investigation in future.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The following topics will be review under the study this includes; Concept of Education Training; Vocational Education and Training; Role of Vocational education and Training; Challenges confronting vocational education and training; Perception of Ghanaians on vocational and technical education; Formal and informal employment; Unemployment among the youths especially women and Conceptual framework.

2.2 Concept of Education Training

Flippo (2007), defines training as, “the act of increasing the knowledge and skill of an employee for doing a particular job.” Thus, the training refers to the process of increasing the knowledge, skill, attitude, abilities, aptitude and potentials of the employee to increase and sharpen the job performance. He further states that, Training differs from education. Training is concerned with increase in knowledge, skill and abilities of the employees in doing a particular job. It has a narrow aim limited to increase in knowledge and skill. Education, on the other hand, has broader aim in sight and its purpose is to develop the individual. The training ensures better performance of the job. Training differs from education and development. According to Flippo (2007), Education is concerned with enhancing general knowledge and motivating him to understand the total environment. Education is imparted in schools, colleges and universities. Training is vocational in orientation and is given at the factory or at workplace.

The difference between training and education becomes hair thin when in certain cases training and education imparted at the same time. Employee development programmes conducted by certain organizations fall in the same category and are very wide in scope. (Flippo (2007))

2.3 What is Vocational Education and Training

Defining Vocational Education and Training (VET) as a sector within the education system poses a number of difficulties. For the most part, general and academic education is seen as that which builds analytical skills, knowledge and critical thinking, while Vocational Education and Training (VET) develops craftsmanship, practical experience and practical problem-solving. However, this simple distinction does not hold up to scrutiny. Critical thinking and analytical skills are needed in the case of a good plumber or electrician who must routinely make judgements in order to solve problems. Equally, a good surgeon needs a large set of practical skills to masterfully operate a patient. These simple distinctions can also lead to confusion and academic drift of vocational institutions (Neave, 1978) or a vocationalisation of higher education (Williams, 1985).

A nation's economy is driven by its active labour force. The utilization of the productive workforce helps in development of the nation as a whole. Education is identified as a significant factor in the economic growth of a nation but the developing nations find technical and vocational education and training equally important due to poor results in general education and substantial number of dropouts (Adams, 2007). Unemployment due to skill gaps or absence of appropriate skills is found even in the labour market of developed nations. UNESCO-UNEVOC (2013) has stated that the potential labours find

difficulties in getting employment in the labour market due to lack of sufficient skills. The workforce with higher general education also suffers rejection for employment due to skill deficiency such as cognitive or non-cognitive skills and technical skills demanded by the industries for entry level posts which call for implementation of Vocational Education and Training (VET) programs to such potential population.

2.4 Role of Vocational education and Training

Since Vocational Education and Training (VET) is concerned with the preparation of learners for employment, through the provision of knowledge, skills and attitudes desirable in the world of work, its contribution to industrial and national development cannot be overemphasized. Vocational Education and Training (VET) remains the country's hope of reducing the high level of widespread poverty and deprivation because whether on the farm, the clinic, in the office, at sea, in the mines, in the forest, at the workshop, or the dressmakers, among others, the science or technology, which is applied depends on a workforce of skilled, competent technologists, technicians and craftsmen (Nsiah-Gyabaah, 2009).

The most important role of Vocational Education and Training (VET) is enhancing economic, social and industrial development. It is therefore an essential approach in preparing human resources within the educational economical system. Vocational Education and Training (VET) by itself does not create jobs, but is beneficial when it is associated with the actual needs of the labour market. This is the reason Vocational Education and Training (VET) programmes in Ghana should match current and future labor market needs. A standard VET is expected to mobilize resources needed to face the present

problems and future challenges. Due to its concentration on the actual needs of labour market and focus on the output, it designs flexible programmes that serve the needs of production and service sectors and design practices and learning experiences that best serve job requirements (Johanson & Adams, 2004).

In today's knowledge driven and competitive global economy, Technical and Vocational Education is a fundamental element in the development equation because it allows individuals and societies to unlock their potentials, expand their horizons and adapt to changes in the dynamic world. Vocational Education and Training (VET) provides a mix of knowledge and career focused, hands-on, and skills-based education that is needed to run the productive sectors of the economy and build the nation. Quality vocational education and training (VET) helps develop the individual's knowledge of science and technology in a broad occupational area requiring technical and professional competencies and specific occupational skills.

The African Union (AU) recognizes the importance of Vocational Education and Training (VET) as a means of empowering individuals to take control of their lives and recommends therefore the integration of vocational training into the general education system. The AU also recognizes the fact that vast numbers of young people are outside the formal school system, and consequently recommends the integration of non-formal learning methodologies and literacy programmes into national VET programmes (COMEDAF, 2007). Vocational initiation in the general education of youth for purpose of eradicating the scourge of poverty in the country should fulfil the educational requirements of all spheres of interest and abilities. It is largely accepted that VET can equip men and women for the job market or self-

employment, thereby increasing their self-reliance and self-confidence. It is therefore seen as a means to promote human resource development and consequently, can be regarded as a panacea to combat ever increasing poverty problem in Ghana. Education Strategic.

VET has other potential economic benefits. Those with higher-level skills can also create work for those with middle to lower-level skills, thus increasing demand for the latter; and also demonstrating the complementarity of the mix of not only skill types but also skill levels (Marope, 2009). By virtue of straddling all levels of the education and training system, well-designed VET systems can support the mix and levels of skills responsive to specific contexts. Moreover, skills can attract foreign direct investment (FDI) inflows, the backward and forward linkages of which can facilitate technology diffusion and fuel higher demand for skills, placing countries on a virtuous cycle of skills demand and supply. VET systems are therefore gaining significant attention because of their potential to contribute significantly to the development of the skilled, knowledgeable and technology-savvy people required to support higher value-added productivity; accelerated, sustained and shared growth; global competitiveness; and potentially global peace and stability through a better balance of economic power.

Beyond skilling world populations at large, VET is accorded a high premium for its potential to equip youth with job/work-ready skills and for its potential for dealing with the global twin challenges of youth employability and unemployment. Moreover, job/work-ready skills are required to ease youths' transition from school/training to work and jobs. In 2010, one in six of the world's population were young people (aged from 15 to 24 years) and one in

eight of them were unemployed (ILO, 2012a). Youth were three times more likely to be unemployed than adults. When they were employed, they were mostly in poor-quality and low-paying jobs. An estimated 152 million young people (a third of all young workers) earned less than US\$1.25 per day (ibid.). Some 621 million youth suffered multiple disengagement from schooling, training, jobs, job-seeking (ibid.) and sometimes even family. Lack of opportunities to acquire skills for employability is one of the key reasons for high youth unemployment as well as for poor-quality and low-paying jobs. Although the functioning of national labour markets (involving factors such as rigidities, lack of transparency, and the power of established workers) is also influential, VET systems have immense potential for creating opportunities for acquiring skills.

2.5 Challenges Confronting Vocational Education and Training in Ghana

The lack of attention to the Vocational Education and Training (VET) in Ghana, over the years, has created a number of constraints for the development of the system. Major among these has been the lack of national policy framework to guide the management and implementation of VET programmes in a coordinated manner. Years of poor resource allocation to the VET sector persists and this has resulted in weakness in the system. These include obsolete and inadequate training equipment and tools, lack of training materials, inadequate number of qualified instructors with requisite industrial practical experience, lack of linkage between training institutions and industry and lack of relevance of institutional training to the needs of industry Akyeampong (2010).

According to Akyeampong (2010), employment rates of VET graduates in Ghana are low, leading to suggest that VET has been too supply-driven and focuses on training which has a low market demand. Gondwe and Walenkamp (2011) also added that the actual content of the VET programmes does not meet the needs of the workplace. The cumulative impact of these constraints and weaknesses has created a situation where the tendency has been a greater emphasis in class room theoretical instructions to help students pass examinations and obtain qualifications based mainly on theory. The practice has tended to neglect the acquisition of workshop practical skills, which are the aspects of training programmes so necessary for the development of skilled workforce to promote productivity. The effect is that the TVET system is producing graduates at various levels, well qualified in theory but rather weak in practical skills. Gondwe and Walenkamp (2011)

Every effective TVET system must necessarily be a combination of related theory and practical skills in appropriate proportions depending upon levels of training. The Ghana Educational Reforms, initiated in 1987, was to address the recognition of the need for relevant practical education for the solution of problems for the country's overall development. Hence, emphasis was essentially to be placed on the study of vocational subjects along with academic subjects in schools at the pre-tertiary level. Ghana's Polytechnics were also upgraded in the Reforms from Second Cycle Technical Institutes to Technical Universities. This was on account of the growing importance Ghana was giving to the development of vocational and technical education and the need for Ghana to produce more middle level manpower. But in spite of the realization of the importance of VET in nation-building, the sector continued to

be regarded as a “second cousin” to general academic education. Ironically, the extensive Educational Reforms undertaken by Ghana in the 1980’s and 1990’s, and which had their philosophical underpinning in “vocalization of education” did practically little for the entire VET. The technical and vocational institutes, which together with the senior secondary schools should supply the polytechnics with students, were regrettably left out in the reform processes.

According to (Afeti, Baffour-Awuah and Budu-Smith, 2003), the technical and vocational institutes whose products should constitute a significant component of intake into the Polytechnics (Ministry of Education, Youth and Sports, 2002) had been neglected in the reform process. It is, however, encouraging to note that the Government has, in recent time, given renewed recognition to VET Sub-sector and has identified it as one of its priorities for addressing poverty alleviation. It has accordingly highlighted TVET in its Ghana Poverty Reduction Strategic (GPRS) Document in that regard. The Government also recognizes the strengthening of TVET as a means of developing the technical and skilled human resource base which Ghana needs urgently as a key strategy for rapid economic growth and for realizing the goals of the “Golden Age of Business”. In helping the capacity building in the VET institutions, the Royal Netherlands Government, since 2004, has initiated several NUFFIC projects in all the ten Technical Universities of Ghana. This NUFFIC project (capacity building) in the Technical Universities has tremendously improved the quality delivery of VET programmes in all the Technical Universities in Ghana. Indeed, an improved VET system will promote manufacturing, agro-based industry and commerce so as to enhance Ghana’s competitiveness in her participation in the emerging global market

economy. In order to facilitate Ghana's competitiveness, the goal is to build a broad spectrum of highly trained and skilled workforce to support the growing sectors of the economy; and to be able to achieve this objective requires a policy framework and direction as well as radical shift in the design and delivery of the VET curriculum at all levels (Afeti, Baffour-Awuah and Budu-Smith, 2003). Technical and Vocational institutions require workshops, tools, equipment, and materials for demonstration and practical works. Generally, there is always a short supply of training materials and basic tools by the stakeholders. Since technical institutes mostly rely on materials and tools for training, their short supply would negatively affect practical skills acquisition.

Another most important challenge facing vocational technical education is the fact that planners have to design programs and train individuals for future jobs on the basis of past and present labour market information. These notwithstanding, the intense need for economic growth and development and international competitiveness associated with the rise of concerns for market-oriented education continue to make vocational technical education essential. This is because a country cannot achieve economic and social development and remain competitive on the global scene without skilled and productive labour force. The biggest challenge facing vocational technical education therefore is how to provide quality training programs that will ensure the development of productive and efficient workforce capable of meeting international competitiveness in spite of all the above (Government of Ghana, 2003). One of the greatest challenges facing VET in Ghana currently is the low prestige it enjoys from the public. Most parents and guardians have dreams of their wards becoming Doctors, lawyers, or accountants. Trades like auto mechanics,

hairdressing, and carpentry are considered to be the preserve of children who do not have the mental ability to pursue a University education. These trades are also thought to be better suited for those coming from the bottom rungs of the socio-economic ladder, (Council for Technical and Vocational Education and Training, 2013).

Aside inadequate financing and negative perceptions, the socio-economic environment and the contextual framework within which technical and vocational education is delivered in Ghana is characterized in general by other factors such as huge numbers of poorly educated, unskilled and unemployed youth, uncoordinated, unregulated and fragmented delivery systems, low quality gender and economic inequities, weak monitoring and evaluation mechanisms, and poor management and ill adapted organizational structures (African Union, 2007).

2.6 Perception of Ghanaians On Vocational Education

Vocational Education has been an important part of the education system. However, despite the government's effort to make Vocational Education and Training an important part of the educational and industrial system, public interest in VET appears to be low. Vocational Education and Training enrollment in schools and under apprenticeship appears to be dwindling. According to Bappah and Medugu (2013), the creative role of education is developing an individual into a good learner and a complete human being. This mean that student's abilities, skills and attitudes need to be developed and properly nurtured. Attitudes are acquired in several ways. They may be learned from people; they can be a product of an experience or they can be created in our own minds. According to Boateng (2012), vocational education has failed

to keep pace with the development of secondary grammar school education. People view technical and vocational education as a choice for academically weak students who cannot pursue “intellectualist” programmes and courses that are available in the universities. The problem date back to the colonial era in Ghana`s history. The urgency to reverse the trend was activated on 1960 where the first president of the Republic of Ghana came out with and Industrial Development Policy which sought rapid technological progress of the newly independent country. Additionally, as part of the 1987 education reform programmes in Ghana, technical and vocational subjects were introduced into the secondary school curriculum as a means to diversify pre-university education. This was to equip students in Senior High and Technical Schools with employable skills so that those whoare unable to continue their education could do productive work that could fit them into society as useful citizens who will contribute to national development Anamuah-Mensah, (2014).

Despite the government`s effort to make technical and vocational education an accademic subject, like any other subject, in the school curriculum, the subject is still suffering from the way the society sees it (Boateng, 2012). According to the authors, the creative role of technical and vocational education is in developing an individual into a good learner and a complete human being. Nonetheless, many people have different attitudes and perceptions towards technical and vocational education. Attitudes are acquired in several ways. They may be learned from people, they can be a product of an experience or they can be created in our own minds. Similarly, Bappah & Medugu, (2013) noted that notwithstanding the significance of VET in the economic development of a

nation, the public still have different perspectives, perceptions and attitudes about the goals and prospects of the programme.

In the opinion of Gaotlhobogwe (2010), vocational education has been found to be unpopular unit in schools because it is perceived as tedious and difficult to pursue, costly and time consuming to learn. It is also viewed as masculine with no job opportunities, unlike the grammar education is perceived. Because of these perceptions, people have developed a negative attitude towards the unit. Studies, which have been conducted, support the above assertion. For instance, Dang and Hathaway, (2014) established that many people view technical and vocational education as a subject dealing with carpentry, mechanics, cooking and sewing and skills that can be acquired without necessarily going to school. In addition, the authors report that, technical and vocational education is viewed as a subject for academically weak students only. Awang, Sail, Alavi and Ismail, (2011). Also report that studies carried out in the past show that not many students pursue technical and vocational education because it is seen as less important, less prestigious and having no vocational future.

In conclusion the President of the Ghana Nana Addo Dankwah Akufo-Addo has called for a fundamental shift in the perception of technical and vocational education if Ghana is to make strides in transforming the structure of her economy and embark on an industrialization drive. Addressing participant at National Conference on Technical and Vocational Education organized by Ministry of Education on the (16th March 2018) at the Koforidua Technical University, the President noted that whilst Ghana attained independence around the same time as Malaysia, Singapore and other Far East countries, technical

and vocational education, technology and skills training have catapulted those countries into industrial giants, leaving us behind. (citifmoline.com).

2.7 Formal and Informal Employment

According to UNESCO Education for All Global Monitoring Report (2012) The informal sector is often the first training ground for young people. As the formal vocational training systems often do not meet market requirements and are only accessible to a few, young people often begin their professional education and career paths by means of on-the-job training in the informal sector. Walther (2011) finds that: “skills development in the informal sector is not just restricted to the professional development of people working within it. For example, a qualitative survey carried out by the AFD13 on a group of 110 youth association leaders from Central Africa showed that 60% of these young people, having done a Bachelor’s or Master’s level higher education degree course, enter the labour market by acquiring on-the-job experience or doing an apprenticeship in the informal sector. They thus become skilled in an activity or trade with help from employers or master craftsmen from informal production or service units.” Later on, quite a large proportion of those trained by the informal sector move on to formal jobs. Skills training in the informal economy therefore is an effective means of youth promotion. The growing group of young people that are threatened by vulnerability will benefit from these training programmes. At the same time the investment in youth will profit the economy as it produces skills that are needed for the provision of goods and services, (United States Department of Labor 1991) SCANS report for America 2000).

2.8 Unemployment Among the Youths Especially Women

Unemployment is a challenge to several countries in the world. Even though unemployment affects advanced economies, its impact on the developing countries, especially those in the sub-Saharan African is more severe. According to Poku-Boansi and Afranie (2011), unemployment rate for Africa stands at 34.2 percent. This means that about one out of every three members of the labour force in Africa does not work. Leahy (2007) indicated that considerable proportion of the unemployed population is below 35 years. This appears to suggest that the youth in Africa are mostly without work and therefore may not contribute meaningfully to socio-economic advancement of their communities. Unemployment is one of the most serious problems facing the African continent (Frimpong, 2012) and Ghana is no exception. Accordingly, the unemployment rate in Ghana has remained generally low over the years ranging from 2.8 % in 1984 to 10.4 % in 2010 based on population and housing census data and within range of 2.3 % in 1991/92 and 3.1 % in 2005/06 based on Ghana Living Standards Survey (GLSS) dataset (Baah-Boateng, 2013). The issue of unemployment among the youth is therefore presumed to be grounded in its uncontrollable causes that may be blamed on the educational systems and training, conditional demands of the international community and training, training facilities, lack of coordination between the academia and industry and availability of resources among others. The effects of the causes of unemployment are therefore likely to breed social problems and political instability and other associating problems. There is therefore the need to explore the unemployment situation among the youths in the District, its

causes and effects since it may help situate and understand the situation within the Ga West Municipality in the Greater Accra region.

Baah-Boateng is of the view that, the quality of labour force measured by education and skills acquired over time and their relevance to the needs of the labour market is determine the probability of an individual being employed or unemployed (Baah-Boateng, 2013). Frimpong therefore thinks that there is high positive correlation between defective educative system and most unemployment in Africa, in that there is considerable lack of vocational guidance and training facilities (Frempong, 2012). The educational models and concepts in Africa less matches with the demands of the available job requirement skills. Similarly, Africa is the only continent with most of its populace leaving in the rural and semi-urban areas yet there is less means for self-employment (Frempong, 2012).

2.8 Conceptual Framework

The World Bank's Skills Toward Employment and Productivity (STEP) framework was adopted for this study. The STEP framework comes closest to examining the need for developing capacities that help prepare young people for the world of work during their school years and into adulthood.

The framework focuses on five interlinked steps:

Step 1. Getting children off to the right start—by developing the technical, cognitive, and behavioral skills conducive to high productivity and flexibility in the work environment through early child development (ECD), emphasizing nutrition, stimulation, and basic cognitive skills. Research shows that the handicaps built early in life are difficult if not impossible to remedy later in life

and that effective early child development programs can have a very high payoff.

Step 2. Ensuring that all students learn—by building stronger systems with clear learning standards, good teachers, adequate resources, and a proper regulatory environment. Lessons from research and ground experience indicate that key decisions about education systems involve how much autonomy to allow and to whom, accountability from whom and for what, and how to assess performance and results.

Step 3. Building job-relevant skills that employer's demand—by developing the right incentive framework for both pre-employment and on-the-job training programs and institutions (including higher education). There is accumulating experience showing how public and private efforts can be combined to achieve more relevant and responsive training systems.

Step 4. Encouraging entrepreneurship and innovation— by creating an environment that encourages investments in knowledge and creativity. Emerging evidence shows this demand innovation-specific skills (which can be built starting early in life) and investments to help connecting people with ideas (say, through collaboration between universities and private companies) as well as risk management tools that facilitate innovation.

Step 5. Matching the supply of skills with the demand— by moving toward more flexible, efficient, and secure labor markets. Avoiding rigid job protection regulations while strengthening income protection systems, complemented by efforts to provide information and intermediation services to workers and firms, is the final complementary step transforming skills into actual employment and productivity. The framework is intended to help policymakers, analysts and

researchers design systems that enable individuals to ultimately obtain jobs. According to the World Bank (2010), the Step framework allows policymakers to design flexible, responsive, and comprehensive systems of skills development that operate in two timeframes:

- In the short run, concentrate on steps 3 and 5, by re-skilling vulnerable workers who are unemployed or underemployed, addressing bottlenecks through flexible training institutions and on the job-training— and creating systems that facilitate job search as well as the search for and hiring of workers with different skill profiles. Step 4 is also part of the mix, building entrepreneurial skills and fostering creativity. But elements of steps 1 and 2 are also important for “second-chance” opportunities for those who may not have received sufficient early childhood development or education.

- In the medium and long runs, improve the entire system producing skills from the parents to the schools, universities, and training programs. For this, effective policies for early childhood development, education, training and innovation will need to be coordinated with focused labor and social protection policies that facilitate labor participation and the matching of skills and jobs and in the long run reducing unemployment.

2.9 Policies and Policy Measures to Support Economic Growth

Following the Seoul Congress in 1999, awareness increased of the need for VET to shift from a supply-driven mode to one that is driven by economic demand. Perhaps because VET systems tend to be close to the labour market, economic demands have tended to be narrowly or even instinctively conceived as labour market demands (Marock, 2010). The review period therefore saw the development of policies intended to improve the alignment of TVET provision

to labour market demands. The reform of TVET in Mauritius and the setting-up of the country's NQF provides an example. Critically this meant that policy-makers were committed to ensuring that the education and training landscape responded to the need for the country to engage with new technologies and meet the varied skill requirements of sectors of the economy (Marock, 2010). The importance of the economic demand and expectations for the NQF could be seen in the arguments used in favour of the Mauritius Qualifications Authority Bill in parliament. It was stated that the NQF would 'Assist to support Mauritius to become a "knowledge economy" and in particular facilitate the integration of the ICT hub through "the development of a culture of training" ' (Government of Mauritius, 2001, p. 1, cited in Marock, 2010, p. 12). According (UNESCO, 2013b), efforts to support economic growth with the development of skills closely aligned to the needs of labour markets include an array of different policy measures. These measures have addressed the needs for better information about labour demand and supply, improving the performance of labour markets, strategies to reach vulnerable populations, and achieving a balance between general competencies and specialized skills. Policy measures introduced to improve the alignment of skills development with labour market demands include: i) better identification and anticipation of labour market skills needs, ii) measures for closing skills gaps, iii) improving youth employability, iv) meeting the skills requirements of the informal sector, v) meeting the skills demands of the rural economy, and vi) providing an appropriate mix of broader competencies alongside specialist skills, (Marock, 2010).

2.91 Better Identification and Anticipation of Labour Market Skill Needs

Enhancing the responsiveness of VET systems to labour market demands requires an in-depth understanding of not only the skills needed to support the desired economic development, but also of the skills required in the short, medium and long term. The Philippines, Chile and the Netherlands provide examples of efforts to identify and anticipate labour market skill needs. The Philippines went systematically about the task of assessing labour market skill needs. The Technical Education and Skills Development Authority (TESDA) entered into a close partnership with employers and industry groups for this purpose. Regular industry consultations and dialogue in priority sectors were undertaken by TESDA at national and local levels to take into account national, sectoral and local requirements and peculiarities, (TESDA report 2011) Based on consultations held in 2011, labour market intelligence reports provided VET stakeholders with important information on the skills demand and supply situation in specific sectors, as well as insights into trends, issues and challenges prevailing in the local and international arena (UNESCO-Bangkok, 2013).

2.92 Measures for Closing Skills Gaps

Closing skills gaps has proven challenging. In Cambodia, the National Employment Agency (NEA) developed an information base where employers could announce their needs for workers, and where new graduates, out-of-school youth and unemployed people could find information on jobs opportunities (UNESCO, 2013b). In Tunisia, the active labour market programmes, initially supported by the World Bank, established an information system that allowed job seekers to identify opportunities outside their local

labour market and employers to recruit from a larger pool of available skills. The same programme supported the travel costs of individuals attending job interviews (see World Bank, 2006). In Italy, in the Riviera del Brenta industrial district, footwear firms pooled their investment in training and collectively upgraded product-market strategies in order to compete in high-quality international markets (see OECD, 2012). These efforts notwithstanding, the mismatch between skills demand and supply has actually been increasing rather than shrinking (World Bank, 2012).

2.93 Improving Youth Employability

Enterprise surveys have shown that in many countries' workers without requisite skills and education are a constraint to growth (World Bank, 2008a). 'Employers not only express their dissatisfaction with deficiencies in relevant experience and technical skills but also with soft skills such as personality traits, social graces, interpersonal skills, language, and personal habits' (Jaramillo & Angel-Urdinola 2011). Ensuring that youth have the requisite skills for employment is important to economic development. As a consequence, many countries offered programmes to improve youth skills and employability. Turkey, among others, has focused on equipping students with skills that are useful for running one's own business and becoming an entrepreneur. The United Kingdom and Australia have attempted to modernize apprenticeships and use them to provide training for youths in non-traditional occupations. Other measures for youth employment have focused on easing transitions from school or training to work and jobs, such as careers information, advice and guidance services, (World Bank, 2008a).

Chile's 'Jovenes' programme provided unemployed youths with 'demand-driven' training and other supporting services such as counselling and health screening. The programme was carefully evaluated and shown to be cost-effective, with the result that it was adopted in some other Latin American countries (Ibarrarán & Rosas-Shady, 2008). Similar programmes have been introduced in Argentina, Colombia, the Dominican Republic, Panama, Paraguay and Peru. The Inter-American Development Bank (IADB) conducted a thematic review of youth employment programmes in Latin America that have closely followed Chile's Jovenes model (Ibarrarán & Rosas-Shady, 2008). Where the impact of the programmes were positive, the benefits were often for women, the youngest participants and those living in large urban centres. The authors observed that the economic environment prevailing in each country was an important factor influencing programme success. Other countries developed online career guidance and counselling, and information on skill needs. The Tunisian Employment Agency, for example, developed an online portal which provides information on job opportunities. The portal allows young job seekers to register with the goal of finding appropriate jobs. Another example of this approach to improving youth employment is from the Department of Labour of the United States of America, which developed two online portals, 'My Skills, My Future' and 'My Next Move' to help students and workers identify their skills and the need for new or upgraded skills so that they can succeed in the labour market (see OECD, 2012).

2.94 Meeting the Skills Requirements of The Informal Sector

The informal sector is a persistent feature of the economic landscape in many countries. In sub-Saharan Africa, for example, the informal sector

accounts for the majority of new jobs being created (Adams et al., 2013). Its economic and social importance provides a strong case for attention to improving skills development in the informal sector. Reaching the informal sector with skill initiatives, however, has proven difficult for the small firms that dominate this sector. Reasons include the high opportunity cost of training in these firms, the low cash flow available to pay for training, the need for and cost of multi-skilling, the lack of capacity to identify training needs, the absence of economies of scale for training in small firms, and a limited supply of trainers serving the special needs of the informal sector (Ibid 2010). The presence of the informal sector as a source of employment has led to expansion of TVET entrepreneurship programmes for those seeking to create their own employment in the informal sector, and a greater understanding of the importance of traditional apprenticeship schemes for those finding work in this sector. TVET has played a role in improving skills, productivity and earnings in the informal sector by promoting entrepreneurship education.

2.95 Meeting the Skills Demands of The Rural Economy

Policy measures to support economic growth with skills have included measures to reach those living in rural areas. The limited opportunity for millions living in rural areas to acquire the skills and knowledge needed to develop their capacity for work and life is a major barrier to successful development and the achievement of the Millennium Development Goals (MDGs). Indeed, the unemployment and underemployment of over a billion people in the rural sector is arguably the greatest single obstacle to meeting the goal of halving absolute poverty by the year 2015 (United Nations, 2012). Globally, over 900 million people live on less than US\$1 per day, and

most of them are in developing countries. Three out of every four of this number in developing countries live in rural areas, and most of them depend directly or indirectly on agriculture for their livelihoods. Moreover, for the majority of people who live in rural areas, wage employment is not a prevalent form of work. In this context, underemployment and low earnings, rather than open unemployment, are the challenges most people face (World Bank, 2011). As such, agricultural growth has historically had an important role in poverty reduction in many countries (see Ravallion, 2004; Besley and Cord, 2006). One of the main avenues to improving living standards in agrarian economies is increasing productivity in farming. Low productivity in the farming enterprise is caused by many factors, including lack of information, knowledge, technology and skills related to farming, (Basu & Majumdar, 2010) have posited that: A broad strategy for rural development has to be multidimensional. Building basic capital for economic growth, employment generation, and poverty alleviation in rural areas requires:— Building human capital through basic education, vocational education and training, healthcare and nutrition;— Strengthening of knowledge and information capital through access and ability to use scientific, technological and market information related to agricultural products, farming techniques and crafts and trades;— Building financial capital for the poor through micro-credit, rural banking, rural credit policy and rural employment guarantee schemes for people.

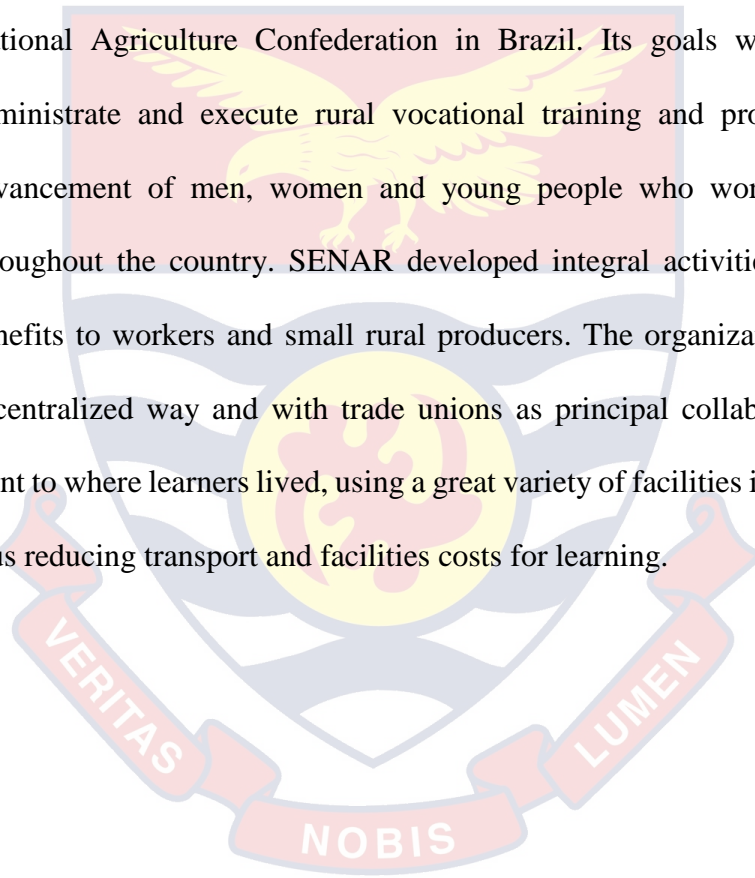
Capacity development is at the heart of successful strategies for agriculture and improving rural livelihoods (Ibid, 2010). Rural populations need not only skills that enhance their productivity but also skills that can enhance their well-being and possibilities for participation as active citizens, as part of a

wider rural lifelong learning agenda. Rural transformation has required and still requires skills to improve the overall environment of rural areas with improved basic amenities and services, improve the capacity of poor rural people to manage many risks arising from personal circumstances, national and global factors and natural hazards, strengthen individual capabilities through improved education and skills development, and strengthen the collective capabilities of rural people, building social capital, improving governance, promoting participatory practices, and expanding their own membership-based organizations (International Fund for Agricultural Development, 2010).

There are examples of programmatic interventions that have been implemented in rural settings. One of the successful models implemented in several countries in South-East Asia is multi-purpose community learning centres (MCLCs) (Basu & Majumdar, 2010). These centres aim to empower marginalized groups and poor communities by providing lifelong learning and income-generating opportunities for people living in villages, slums and poor urban areas. They have been organized and managed by the local communities. Some of their primary target audiences have been out-of-school children as well as underprivileged youth and women. They have served as places for community learning, flexible and participatory development activities which even allowed for the development of leadership skills. Another example, from the period under review, is India's Community Polytechnics. These were originally established to ensure that rural areas got a fair share of the benefits from investments in the technical education system. They were to impart skill development training to intended target groups and to provide support services to large rural populations (Basu & Majumdar, 2010). Community Polytechnics

served as focal points for science and technology applications in rural areas. They generated self-employment and waged-employment opportunities through non-formal, competency-based training and need-based courses in various trades or multiple skills. The scheme involved about 700 community polytechnics throughout India (Ibid, 2010).

A further successful example is the Serviço Nacional de Aprendizagem Rural (SENAR) in Brazil. SENAR is a public institution that is linked to the National Agriculture Confederation in Brazil. Its goals were to organize, administrate and execute rural vocational training and promote the social advancement of men, women and young people who work in rural areas throughout the country. SENAR developed integral activities and expanded benefits to workers and small rural producers. The organization worked in a decentralized way and with trade unions as principal collaborators. SENAR went to where learners lived, using a great variety of facilities in rural areas, and thus reducing transport and facilities costs for learning.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents a detailed description of research design, including area of the study, data collection instruments which involve the source of data which gives insight into vocational education and training. It also describes the population and sample, data collection procedures and how data collected will be analyzed.

3.1 Area of Study

The Ga West Municipal Assembly was established in 2008. The Municipality was carved out of the erstwhile Ga District which was created in 1988 in pursuance of the government decentralization and local government reform policy. In 2004, the Ga District was divided into two Districts namely, Ga East and Ga West and in 2008 Ga West District was further divided into Ga West and Ga South Municipalities with Amasaman the former district capital remaining the capital for the newly created Ga West Municipal, (Population and Housing Census, 2010). The Ga West Municipality shares boundaries with the Ga East and the Accra Metropolitan Area to the East, Akwapem South to the North, Ga South to the South and Ga Central to the North-According to Population and Housing Census (2010) 27% of the population are engaged in Service and sales work and 22% are engaged as Craft and related trades workers with majority of the populace unemployed and women been the most affected in the Municipality.

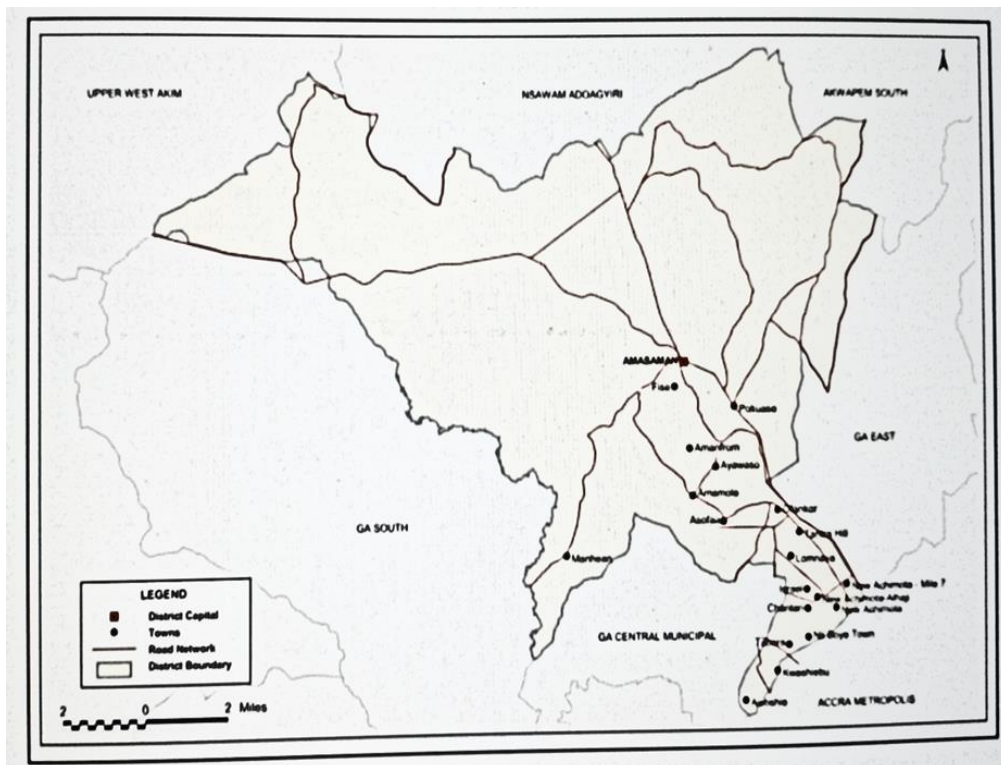


Figure 1:Map of Ga West Municipality

Source: Population and Housing Census (2010)

3.2 Research Design

Research design is the specific strategy the researcher employs in collecting, analysing and reporting the research. According to Amedahe (2002), research design refers to the overall plan for obtaining answers to research questions or testing research hypotheses. The study will combine both qualitative and quantitative research, and employ structured questionnaires and interview guide both open-ended and closed-ended in nature in soliciting of information from the respondents. A descriptive survey design would be used to obtain information concerning, roles, perceptions and challenges of Vocational Education and Training (VET) in the Ga West Municipality and the nation at large with more emphasis on women in the municipality.

3.3 Sources of Data

The study used both primary and secondary data. The primary data were obtained from interviews with respondents from the Staff of Vocational Schools in the District, staffs of Non-Governmental Organisations (NGOs) in vocational education and training, artisan and young women within the municipality, information were also obtained from the statistical Office and District Assembly. Information from the internet, libraries, journals and articles were used extensively at various stages of the study.

3.4 Study Population

The accessible population for this research included vocational training schools, master artisan (fashion, beatification, floral décor, catering services etc) in vocational works, NGOs working with women groups, staffs of Department and Social Welfare and unemployed women in the Municipality were targeted as the population for the study. The communities involved in the study includes; Adusah, Amasaman, Fise, Faase and Mayera.

3.4.1 Sample and Sampling Procedure

According to Mugenda and Mugenda (2003), the sample size depends on factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of the accessible population. This study used purposive sampling since the population requires a certain category of individuals for effective research work. Purposive sampling is the process whereby the researcher selects a sample based on experience or knowledge of the group to be sampled. Bernard (2002) state that purposive sampling, when used appropriately, is more efficient than random sampling in practical field circumstances. Also, Raenkel and Wallen (2000) advise that subjects to be

surveyed should be selected purposively if possible, from the population of interest as they possess the information the researcher wants to obtain. The researcher purposively selected 6 teachers out of the 50 in the two vocational schools in the district and administered the questionnaires to master artisans, the NGOs working with women groups and District Social Welfare Official in the selected district. The researcher did this because of accessibility of the school. To add to this, the researcher used the same purposive technique to sample the forty (40) young women to participate in the study. A total of sixty (60) respondents were contacted for the research, comprises of six (6) teachers from vocational institutes, ten (10) master artisans, two (2) staffs of NGOs working with women groups, 2 staffs from Department of Social Welfare and forty (40) young women from selected communities within the district.

3.5 Research Instruments

Research instruments include questionnaires, various types of tests, observation, audio and visual recordings. The instruments used for collecting data for this study were questionnaire, observation checklist and interview guide.

3.5.1 Questionnaire

A questionnaire is a form or a document containing a number of questions on a particular theme, problem, issue or opinion to be investigated. These questionnaires are intended to be answered by a particular or a specified group or individuals, deemed to have or to be knowledgeable about or concerned with the answers to questions in the questionnaire (Kumekpor, 2012). Questionnaires were used to collect information from 10 selected respondents of NGOs working with women groups, teachers from vocational institutes and staffs of

Department of social Welfare. The researcher provided open and close ended question related to knowledge on vocational education and challenges as well as background characteristics of respondents. The questionnaires were administered to them and respondents provided answers without the assistance of the interviewer. Respondents were given 3 days to complete the questionnaires after which they were returned.

3.5.2 Interview Guide

Structured questionnaires were employed to get information and ideas from respondents. Interviewees were also gathered together at one point in a particular area council. The researcher posed questions to respondents and fill in questionnaires for them. The researcher also ask open ended questions in order to solicit more information and the feelings of respondents towards participation. These will be mainly qualitative, which the structured questionnaire was not able to involve. These methods were used to get responses from master artisans and young women.

3.5.3 Observation checklist

Observational checklist was used to monitor, record and take photos of some of the programmes and projects of NGOs and artisans.

3.6 Data Collection Procedure

The study used descriptive survey design where data was collected through a questionnaire administered to staff of vocational schools in the district, master artisan (fashion design, beautification, floral décor, catering services), staff of NGOs working with women groups and observation which will be done by attending some organized programmes of NGOs, vocational

schools and graduation ceremonies of apprentice graduating from their vocation.

3.7 Data Analysis Plan

Data obtained from the field in raw is difficult to interpret and therefore such data must be analyzed to give meaning. The collected data from field work through the use of questionnaires, interviews and observation schedule will be analyze with the help of Statistical Package for Social Scientist (SPSS). The results will be tabulated using tables and graphs.

3.8 Ethical Considerations

Since the study was with human participants, dealing with their personal lives and issues and making them public, as such it is important to be cautious so as not to cause damage to them. In line with maintaining moral principles during the research process, several ethical measures were observed in the conduct of this study. Permission to carry out the study was obtained from authorize agencies before the researcher started collecting data. The respondents were assured of confidentiality of the information provided.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents results of the analysed data and discusses them with the view to address the research objectives raised in the study, namely; examine the nature and scope of vocational education and training in Ghana, explore the perception of young women on vocational education and training, investigate into the challenges confronting women in vocational education and training in the Ga West Municipality and identify the role of vocational education and training to towards national development.

4.1 Background Characteristics of Respondents

The information on the socio-demographic characteristics of the respondents is necessary to understand the kind of respondents that participated in the study, because people with distinct characteristics may respond to circumstances inversely and with diverse reasons.

4.1.2 Gender Distribution of Respondents

About half-sixty-five percent 65% of the respondents interviewed were female from Table 1, while the remaining 35 percent were male. From the above table 1 it could be argued that females were more represented than males. This may be due to the fact that within the Ga West Municipality there were more women than men participating in vocational education and training.

4.1.3 Age of Respondents

As far as age structure is concerned, most of the respondents in the study were young, with ages ranging from 20 to 29 years. The data collected indicated that, up to 5% under 19 years of age, the highest concentration was 33%

between 20 and 29 years of age, 18 % between 30 and 39 years of age, and 2% percent between 40 and 49 years and 50 years older or more (see Table 1. It is quite clear that the young age group in the study area is more with vocational training and apprenticeship than with middle and old age. Because of its prevalence in our communities, young people are more involved in vocational training and education and apprenticeships than the other age group.

4.1.4 Religious Affiliation

Religion represents a collection of values that can in many ways affect a person's decision. It was therefore considered important to understand the religious background of the respondents who participated in the interviews. The high number of Christians, 68% of the sampled respondents, reflects the fact that Christianity is the dominant religion in the Ga West District, with 16% of the population being Muslim, and 3% of the respondents being traditional worshippers. (Table 1). This finding may also be due to the fact that, Ga West is a Christian dominated District. It is necessary to assess the religious belief system of the respondents, both students, apprentices and master craftsmen, in order to gain insight into how their religious beliefs can influence their choice of occupation or apprenticeship.

4.1.4 Respondents' Levels of Education

The level of education of the respondents plays a key role in their choice of field, and the level of education determines whether one needs further education or goes to vocational, technical or similar apprenticeships. A total of 7% did not have any formal education, 3% had Middle School Living Certificate, 38% had Junior High School, 30% had Secondary or High School education, another 5% had other forms of education (NVTI) and only 10% had

reached tertiary level (see Table 1). Low educational attainment may be attributed to school drop-out, mostly after the completion of the Basic Education Certificate exam and the failure to obtain passing grades to move to the next level of education. Among those who had little formal schooling, the majority blamed the lack of financial support and poverty as the reasons for dropping out of school. The low educational history of the respondents may potentially affect their choice of further education or vocational training. The general implication of the findings is that young people with low educational background are likely to face many challenges because they cannot secure employment in formal settings.

4.1.5 Marital Statuses of Respondents

Marriage is an expectation, almost seen as a universal activity. Married life is important to many Ghanaians because it serves as one of the bases of individual economic roles. As a result, it was considered prudent to analyze the marital status of the respondents as part of an effort to understand this in the field of vocational training and education as well as apprenticeship within Ga West Municipality. From the data, the young age structure of most respondents may have an impact on their marital status, where it is found that most of them are single (57 %), married (33 %) cohabiting (6 %) divorced / separate (2 %) and widow (2 %) (see Table 1). The marital status of the respondents in the study area could also mean that those who are married and have families to take care of their, vocational training, apprenticeship or careers aside.

Table 1: Table 1: Socio-Demographic Characteristics of Respondents

Variable	Categories	Frequency (N=60)	Percent (100%)
Gender	Male	21	35
	Female	39	65
Age of Respondents	19 years or less	5	8.3
	20-29 years	33	55
	30-39 years	18	30
	40-49 years	2	3.3
	50 years or above	2	3.3
Religious Background	Christian	41	68
	Muslim	16	27
	Traditional	3	5
	Other		
Level of Education	None	4	7
	MSLC	2	3
	JHS	23	38
	SHS/SSS	18	30
	Tertiary	10	17
	Other (NVTI)	3	5
Marital Status	Single	34	57
	Cohabiting	4	6
	Married	20	33
	Divorced/Separated	1	2
	Widow	1	2

Source: Field Survey (2020)

4.2 Nature of VET in Ghana Nature of Vocational Education and Training in Ghana

Based on information obtained from the Office of the Municipal Education Directorate, Ga West Municipal can boast only of two vocational schools, one Public Senior High School and one Private Senior High School providing vocational courses in the district. In interviews with respondents on the number of vocational institutions and centers within the district, the majority of respondents representing 83% suggested were not enough to, 7 respondents representing 12% had no idea of the situation, and the remaining 3 respondents

representing 5% of them were adequate. Considering the multi-dimensional objective of the vocational education, there is a need to introduce vocational centers or institutions as well as courses in Senior High schools within the municipality. In view of the multi-dimensional objective of vocational education, it is necessary to introduce vocational training institutions and centres in the district. There is an urgent requirement of skilled manpower and abundance of such institution will help n diverse ways.

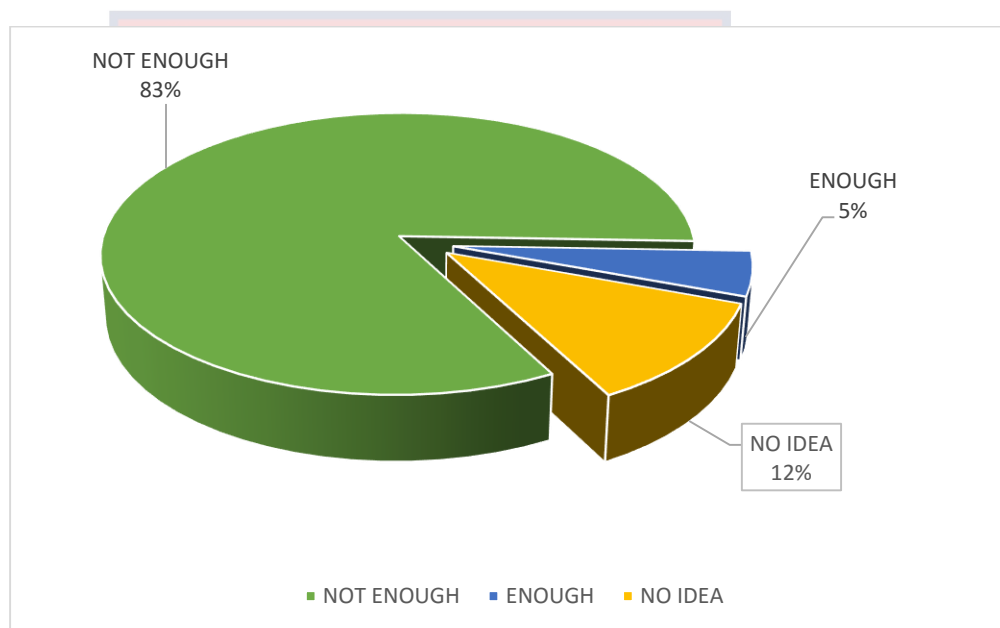


Figure 2: Graphical Representation on Knowledge of The District's Number of Vocational Institutions and Centres By Respondents

Source: Field Survey (2020)

4.3 Quality of Vocational Schools Within the District

On the aspect of the quality of the vocational school and centres, in terms of quality in infrastructure and resources for teaching and learning process. The respondents measured it on a four-point scale as high quality, moderate quality, low quality and undecided. The majority of respondents, 76%, consider its quality to be moderate, 12 percent to be low, 5 percent to be of high quality, and the remaining 3 percent, to be undecided. Infrastructure as well as teaching and

learning resources, are very crucial in the successful implementation of vocational education.

Table 2: Quality of Vocational Schools within the District

Quality Measurement	Frequency	Percent
High quality	5	8
Moderate quality	46	76
Low quality	7	12
Undecided	3	5
Total	60	100

Source: Field Survey (2020)

4.4 Selection of Students for Vocational Courses in The Second Cycle

Respondents were asked if they agree with the statement that students with weak passes or low grades are chosen for second-cycle vocational courses. The data collected showed that forty-nine respondents, representing 82%, were firmly in agreement with the statement, nine respondents, representing 15%, agreed, while two respondents, representing 3% of the study sample, disagreed with the argument by none of the respondents on undecided. The table below gives a vivid description of the responses. This study confirms the findings of a study conducted by, Bappah & Medugu, (2013) argued that vocational education was unpopular and was left in the background due to the notion that it was meant for the unfortunate and people who are not clever enough to do serious academic work.

Table 3: Selection of Students for Vocational Courses in The Second Cycle

Statement	Frequency	Percent
Strongly agree	49	82
Agree	9	15
Disagree	2	3
Undecided	-	-
Total	60	100

Source: Field Survey (2020)

4.4.1 Adequacy of facilities found in vocational institutions

As shown in Figure 3, it is surprising to note that 85 per cent of the sampled respondents indicated that facilities in our vocational institutions are inadequate; on the other hand, 12 per cent found facilities to be adequate. However, 3% found the services to be quite satisfactory. Vocational institutions require workshops, tools, equipment, and materials for demonstration and practical works. Generally, there is always a short supply of training materials and basic tools by the stakeholders. Since technical institutes mostly rely on materials and tools for training, their short supply would negatively affect practical skills acquisition. This inadequate supply of educational resources has given room to teachers focusing more on theoretical teaching and learning and, hence contribute to students' not being proficient in practical skills acquisition.

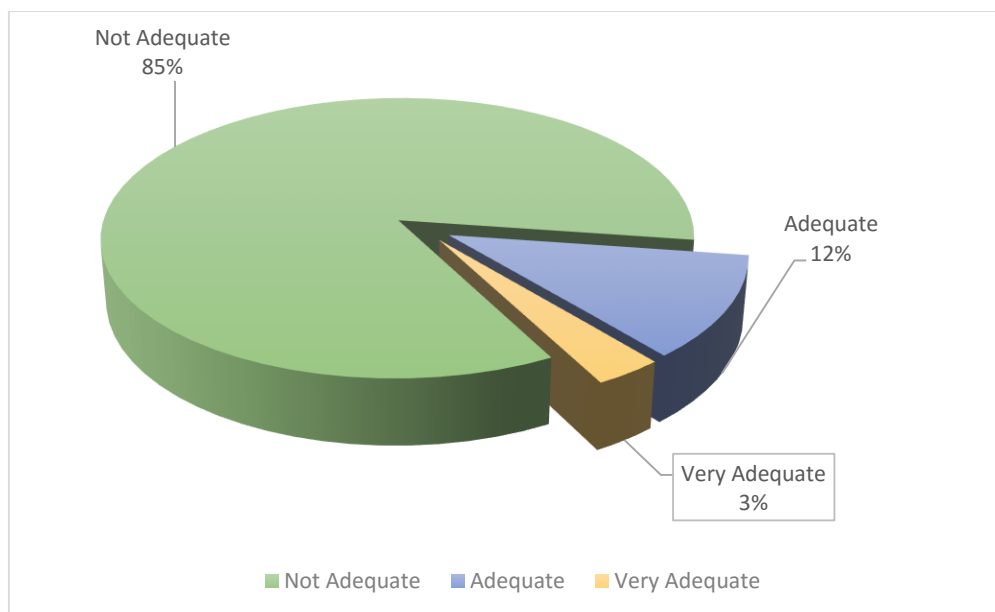


Figure 3: Graphical Representation on Adequacy of Facilities Found in Vocational Institutions
Field Survey (2020)

4.4.2 The Cost of Vocational Education and Training Is It Expensive?

In relations to cost involved in vocational education and training fifty-two (52) respondents, representing 87% sees vocational education to be expensive. However, the remaining respondents, representing 13% thinks otherwise. The outcome of the interview revealed that majority of the respondents agreed with the statement that vocational education and training is very expensive compare to other study areas.

Table 4: Expensive to Access Vocational Education and Training

Response	Frequency	Percent
Yes	52	87
No	8	13
Total	60	100

Source: Field Survey (2020)

4.5 Determinants of the Cost of Access Vocational Education

The fifty-two respondents were further probes as to why they regard vocational education as costly, the components that decide the different costs. The respondents calculated the cost as materials for practical, fee payment or conventional apprenticeship and teaching equipment and resources, on a three-point scale. Much of the respondents representing 77% sees teaching equipment and resources been the greater cost, 15% on materials for practical and the remaining 8% on fee payment or conventional apprenticeship.

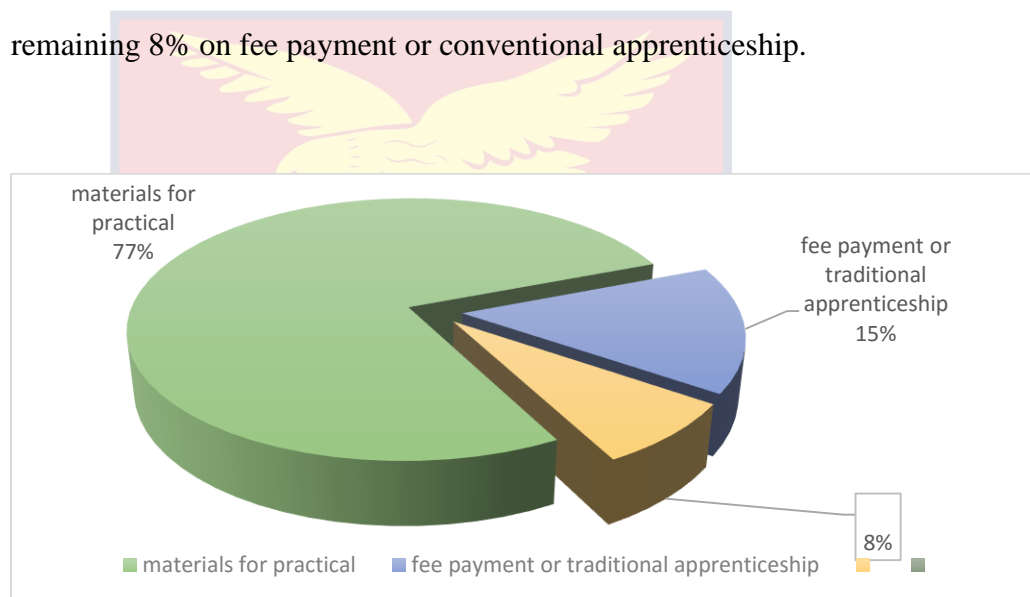


Figure 4: Graphical Representation on What Determines the Cost of Vocational Education

Source: Field Survey (2020)

4.6 Vocational Education and Training Has the Potential of Reducing Youth Unemployment

Furthermore, the respondents were asked to state whether they believed that VET has the potential to reduce youth unemployment. As shown in Table 5, the majority of respondents agreed that VET might be the savior to reduce youth unemployment that has become a canker in most developing or third world countries. The interview. One area that unemployment situation in Ghana

affect most is the youth the less educated. The formal sector is not able to provide job opportunities for these numerous graduates who are churned out every year by the tertiary institutions. The youth in vocational education training is therefore an avenue created to offer career opportunities for these young people. The interview revealed that all the respondents interviewed agreed with the statement that vocational education and training has the potentials to reduce youth unemployment. Youths continue to comprise a large number of those in vulnerable employment. In 2010, youth aged 15 to 24 made up one-sixth of the world's population. Of this one-eighth were unemployed, and those in work often had poor-quality and low paid employment.

Table 5: VET Has the Potential of Reducing Youth Unemployment

Response	Frequency	Percent
Agreed	56	93
Disagreed	4	7
Total	60	100

Source: Field Survey (2020)

4.7 Challenges Confronting Vocational Education and Training in Ghana

Table 6 discloses that forty-eighty (48) respondents representing 80% suggested that little attention to vocational education and training as one of the problems facing VET, forty two respondents representing 70% on weak government policy on vocational education and training and lack of commitment from leadership of current and previous government resulting in low improvement in vocational education in the country. Vocational training in Ghana suffer and continue to suffer from lack of a robust national policy and commitment of the leaderships of the country and as a result the sector faces a

myriad of problems. The success of vocational education and training relies heavily on society, the poor perception of vocational training by parents, students themselves and other stakeholders in society makes vocational education and training unattractive to young people because of the negative perception. Almost all participants 100% in the study attribute this trigger to vocational education as one of the major problems. VET is seen as something for the intellectually weak; their products are seen as destined for low or at best middle level jobs and incomes; and the elite do not want their wards to choose that path. Finally, 95% of the sampled respondents also attribute the problems on inadequate resources and problem of ease of access to vocational education and training.

Table 6: Challenges Confronting VET in Ghana

Challenges	Male	Female	Percentage
Little Attention to VET	19	29	80
Weak Government Policy	18	24	70
Poor Societal Perception of VET	21	39	100
Inadequate Resources/Accessibility	20	37	95

Source: Field Survey (2020)

4.8 Roles of Vocational Education and Training to National Development

Table 7 discloses participants' views on the role of vocational education and training. Fifty-seven respondents representing 95% suggested that vocational training and education provide the professional labour force required for the productive sectors of the economy, fifty-four participants, representing 90%, said that the success of economic and industrial growth was due to the fact that the sector's labour force is the result of vocational education and training.

All the respondents stated that one of the crucial functions of vocational education and training for national growth is the generation of self-employment, which contributes to a reduction in unemployment, a major problem facing most developing economies. Finally, forty-six respondents representing 77% on cultural growth, since vocational education and training centered more on domestic awareness and ideas.

Table 7: Roles of Vocational Education and Training to National Development

Roles	Male	Female	Percentage
Provide the Skilled Labour	21	36	95
Enhancing economic/industrial development	23	31	90
Generate Self-employment	21	39	100
Cultural Development	20	26	77

Source: Field Survey (2020)

4.9 Discussions

Challenges Confronting Vocational Education and Training

The total number of vocational institutions available in Ghana is woefully insufficient, and statistics from the Ministry of Education (2016) show that there are currently around 160 vocational institutes present in Ghana with 22 technical institutes working under GES, 19 under NVTI (National Vocational Training Institute) and the rest are managed by several organizations established by the government. Looking at the population and the number of junior high schools (JHS) graduates in passing out yearly. The existing vocational institutions lack the equipment and resources for the training of students in different vocations. Vocational education is a place to gain practical

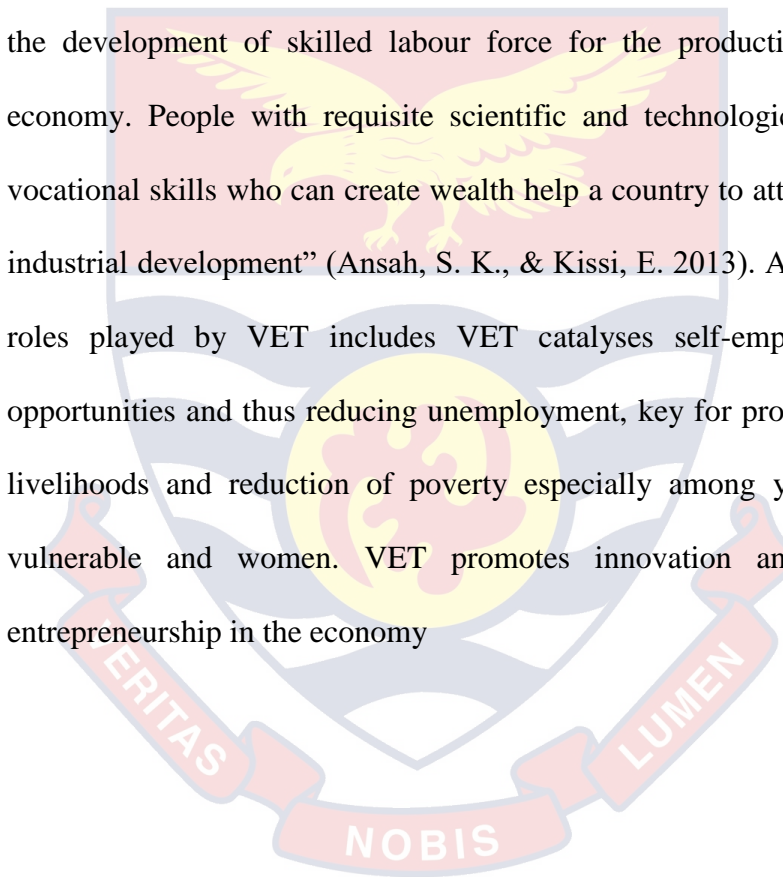
skills and practical experience in addition to basic theory in the chosen area of specialization. And if the training materials or resources required to achieve them are inadequate or incomplete, the graduates of these institutes may have deficiencies in their areas of specialization. Eventually, this would keep them from doing well on their own and operating successfully in the industries.

Vocational education in Ghana is bedeviled with problems. Some of these problems are little attention to vocational education and training, weak government policy, difficulty in career progression, limited number of vocational institutions, and limited number of training institutions for vocational teachers. There are other challenges enumerated by Atchoarena and Delluc (2001) which include mismatch between acquired skills and market needs, widespread concern about poor quality training and training environments, and negative public attitudes and perceptions regarding technical and vocational education and training. According to COTVET one of the greatest challenges facing VET in Ghana currently is the low prestige it enjoys from the public. Most parents and guardians have dreams of their wards becoming Doctors, lawyers, or accountants. Trades like, hairdressing, tailoring, bakery, bead making, soap making are considered to be the preserve of children who do not have the mental ability to pursue a University education. These trades are also thought to be better suited for those coming from the bottom rungs of the socio-economic ladder. (Council for Technical and Vocational Education and Training, 2013).

Roles of Vocational Education and Training to National Development

It is time to place the requisite focus on VET because of its critical role in national development. In the area of vocational education and training, we

are talking about aspects of learning that are geared towards the acquisition of expertise, skills and know-how for trades and occupations that include practical and specialized skills as well as advanced science expertise as opposed to the general art or even basic science education. Vocational education and training aim to help learners to acquire practical and applied skills. It pertains to competent based skills linked to specific trades and occupations. A good VET is therefore career focused, hands on and skilled based for self-employment and the development of skilled labour force for the productive sectors of the economy. People with requisite scientific and technological education and vocational skills who can create wealth help a country to attain prosperity and industrial development” (Ansah, S. K., & Kissi, E. 2013). Among the specific roles played by VET includes VET catalyses self-employment and job opportunities and thus reducing unemployment, key for providing sustainable livelihoods and reduction of poverty especially among young people, the vulnerable and women. VET promotes innovation and creativity and entrepreneurship in the economy



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This section is the last and penultimate part of the entire study, it provides a review of all the research, findings and recommendations as well as further suggestions for future researchers.

5.1 Summary

The study aimed to investigate into the challenges confronting vocational education and training in Ga West Municipality, to examine the nature of vocational education and training in Ghana, explore the perception of young women on vocational education and training, identify the challenges confronting women in vocational education and training in the Ga West Municipality, examine the role of vocational education and training towards national development. The study comprises of sixty (60) respondents, they include teachers from vocational institutes, master artisans, staffs of NGOs working with women groups, staffs from Department of Social Welfare and young men and women from selected communities within the Municipality through purposive sampling method.

Main Findings of the Study

The results are focused on data analysis, formal and informal interviews with different stakeholders, as well as observations made.

1. The study shows that 65% percent of the respondents were females, while 35% percent of them were males.
2. The findings show that up to 5% percent of the respondents under 19 years of age, the highest concentration was 33% between 20 and 29 years of age,

18 % between 30 and 39 years of age, and 2% percent between 40 and 49 years and 50 years older or more.

3. With regards to education the study shows that 7% did not have any formal education, 3% had Middle School Living Certificate, 38% had Junior High School, 30% had Secondary or High School education, another 5% had other forms of education (NVTI) and only 10% had reached tertiary level. Low educational attainment may be attributed to school drop-out, mostly after the completion of the Basic Education Certificate exam and the failure to obtain passing grades to move to the next level of education.
4. On the criterion of placement of students to senior high schools and vocational institutions, the majority of the respondents, representing 82% t, were strongly in agreement with the argument that students with poor passes or low grades be selected for second-cycle vocational courses, while 9 representing 15% agreed, whereas two respondents, representing 3% of the study sample, disagreed.
5. The result shows that, with regard to the adequacy of resources in vocational institutions, the study shows that 85 per cent of the sampled respondents indicated that facilities in our vocational institutions were inadequate; on the other hand, 12 per cent considered that facilities were adequate. However, 3% found the facilities to be very adequate, the records available from the different vocational institutions suggest that they were limited facilities and resources.
6. In relation to the cost of vocational education and training, 87 per cent of respondents consider vocational education to be expensive. The remaining respondents, however, comprising 13%, think otherwise.

7. On the cost determiners of vocational education, 77 % of respondents see teaching equipment and resources as the higher cost, 15% on practical supplies and the remaining 8% on tuition fees or traditional apprenticeships.
8. Almost all stakeholders involved in the research agreed that vocational education and training had the ability to alleviate youth unemployment.
9. With regard to the challenges facing vocational education and training, the study observed that little attention was paid to vocational education and training, a weak government policy on vocational education and training, a poor perception of vocational training by parents, students themselves and other stakeholders, and a shortage of funding made the sector unattractive for most young people.
10. The study findings indicate that vocational education and training contributes to national development, including supplying the skilled labour-power needed for the economy's productive sectors, creating self-employment, which contributes to reduced unemployment, cultural growth, and improving economic / industrial development.

5.2 Conclusion

The primary objective of VET is to prepare for the country labour force meeting needs of the labour market, to enable people contribute to sustainable social, economic, environment and industrial development. As regards the challenges facing vocational education and training, the study concluded that little attention to vocational education and training, weak government policies, difficult in career progression, limited number of vocational institutions, inadequacy of resources such as teaching and learning resources, teaching staff, and materials for practical skills training hindered the effective implementation

of vocational education and training. The study further concluded that students and youths as well as poor perception of the populace and low interest towards vocational education and training posed a challenge in the implementation in promoting vocational education and training.

Recommendation

- i It is recommended that government and other stakeholders must provide the basic equipment and facilities to VET institutions in order for them to achieve their aims of providing practical skills to students.
- ii VET course prepares the individual for job market, Competency Based Education and Training (CBET) approach should be considered while designing curriculum. Similarly, the experienced instructors and the environment of VET training providers play an important role for transferring skills and knowledge to the job market.
- iii In recent years the government has taken some positive steps, including the establishment of a coordinating body, the Council for Technical and Vocational Education and Training (COTVET). The council should help promote much stronger articulation among ministries, as well as with development partners and the private sector.
- iv Encourage private financing and, especially, delivery of vocational training. Firm-based training combines the virtues of relevance (the firms know best what to teach); finance sharing by the firm and the employee (in the form of lower wages during training); equity (because those who benefit from the training activity – the firm and the employee – also pay for training, rather than the general taxpayer); incentives and accountability (because those who pay – the firm and the employee – expect to see results). A related rule of

thumb is for government to subsidize/encourage general training, whereas firms should train in more specific/specialized/applied fields.

- v Negative attitudes and perceptions greatly obscure the gains from VET for young people. It is important that an image-enhancing project is initiated as part of COTVET's strategy. The campaign should promote vocational pathways as viable education options for young people, along-side higher education linkages.
- vi The researcher recommends that, The Ministry of Education and other stakeholders in charge of Technical and Vocational Education and Training to formulate policies that will make VET meet international standard so that graduates of TVET also meet the demands of international labour market.



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APPENDIX A

PRESBYTERIAN UNIVERSITY COLLEGE, GHANA

FACULTY OF DEVELOPMENT STUDIES

Department of Rural and Community Development

Questionnaire

Challenges of vocational education and training in selected communities in Ga West municipality

This questionnaire is strictly for academic purpose and the respondent is fully guaranteed that any data given will be treated confidentially.

A. BIO DATA OF RESPONDENT

1. Gender of respondent: a. Male b. Female
2. Age of respondents (years):
3. Religious background
 - a. Christianity
 - b. Muslim
 - c. Traditionalist
 - d. Others
4. Highest level of educational qualification.
 - a. None
 - b. MSLC
 - c. JHS
 - d. SHS/SSS
 - e. Tertiary
 - f. Other specify
5. Marital status?
 - a. Single
 - b. Cohabiting
 - c. Married
 - d. Divorced/Separated
 - e. Widow

B. KNOWLEDGE ON VOCATIONAL EDUCATION

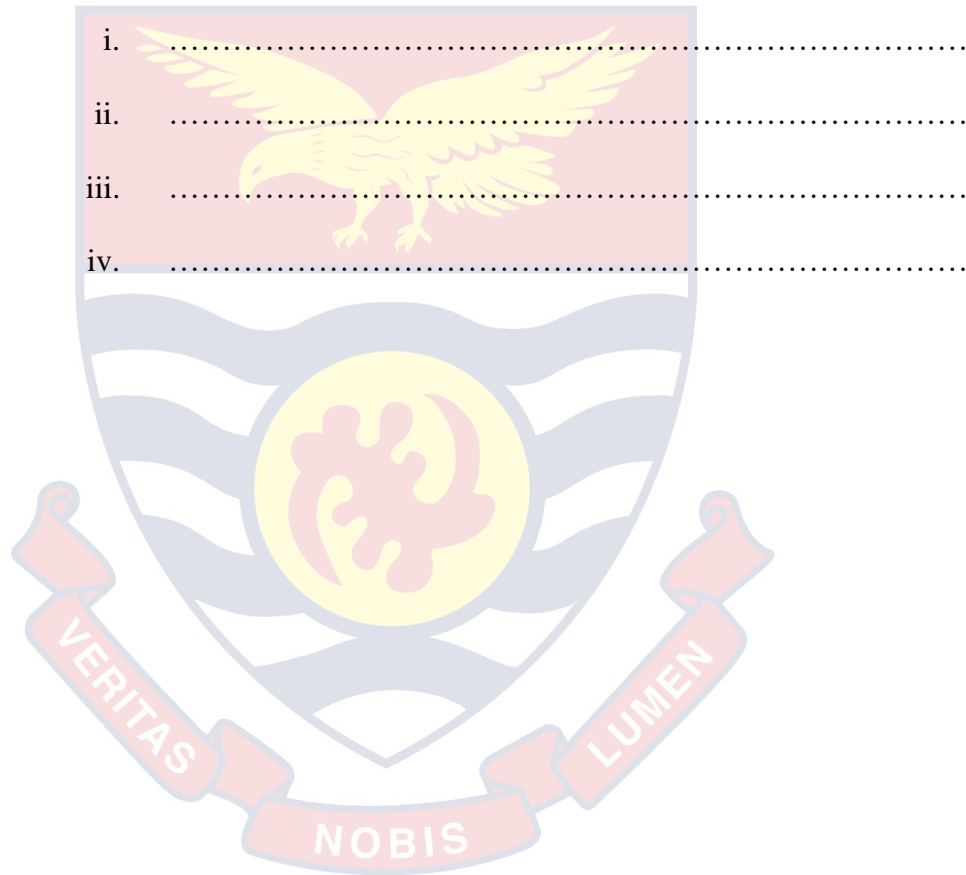
6. What is your knowledge about the number of vocational school and centers within the Ga West Municipality?
 - a. Enough
 - b. Not enough
 - c. No idea
7. What is the quality of the vocational schools within the Ga West Municipality?

- a. High quality b. Moderate quality c. Low quality
d. Undecided
8. Students selected to pursue vocational and technical courses in our secondary and vocational school are students with weak JHS aggregate?
a Strongly Agree b. Agree c. Disagree d. Undecided
9. What are the opportunities for vocationally trained in the job market compare with their other counterparts?
10. Future prospect of women in vocational education and training are usually reputable. ? a. Strongly Agree b. Agree c. Disagree
d. Undecided
11. Vocational Education and Training are for people who are not clever enough to do serious academic work. ? a. Strongly Agree b. Agree c. Disagree d. Undecided
12. What are the adequacy of facilities found in vocational institutions?
(a) very adequate (b) adequate (c) not adequate
13. What is the cost of vocational education and training, is it expensive? a. Yes b. No
If "NO" in the above question 13, continue with question 14
14. What determines the cost? a. material for practical training b. payment of fees or traditional apprenticeship c. Teaching equipment and resources
15. Vocational education and training has the potential of reducing youth unemployment? a. Strongly Agree b. Agree c. Disagree
d. Undecided

16. State four (4) challenges confronting vocational education and training.

- i.
- ii.
- iii.
- iv.

17. State four (4) roles of Vocational Education and Training to national development.



APPENDIX B

PRESBYTERIAN UNIVERSITY COLLEGE, GHANA

FACULTY OF DEVELOPMENT STUDIES

Department of Rural and Community Development

Interview Guide for Apprentice

Challenges of vocational education and training in selected communities in Ga West municipality

This questionnaire is strictly for academic purpose and the respondent is fully guaranteed that any data given will be treated confidentially.

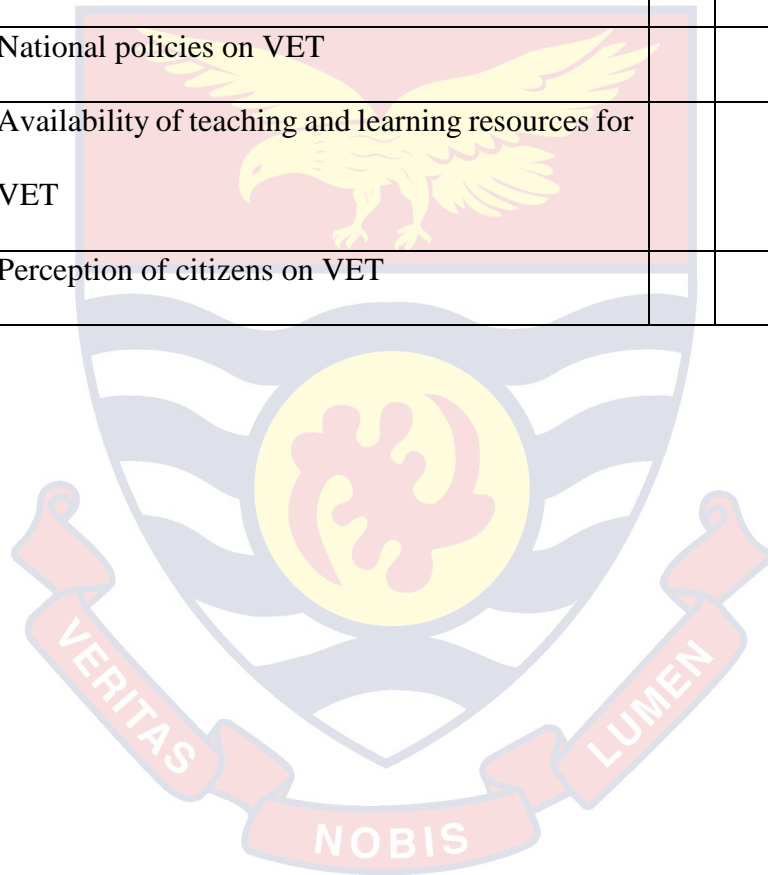
A. BIO DATA OF RESPONDENT

1. Gender of respondent: a. Male b. Female
2. Vocation Type
3. Are you literate? If yes, what was your educational level?
4. Do you have interest in the trade? a. Yes b. No
5. Do you stay with your parents? a. Yes b. No
6. Does your parents support you with needed resources? a. Yes b. No
7. Who made you join this trade a. Self b. Parent c. others
8. Does your friend and formal school mates looks down upon you? a. Yes b. No
9. Do you intend stopping the trade? a. Yes b. No
10. What are some of the challenging with this trade

APPENDIX C

OBSERVATIONAL CHECKLIST

S/N	Issues	Very good	Good	Average	Poor
1	Accessibility of vocational education and training			√	
2	Parents support for wards involved in VET			√	
3	National policies on VET				√
4	Availability of teaching and learning resources for VET				√
5	Perception of citizens on VET				√



APPENDIX C
INTERVIEW WITH RESPONDENTS

(Picture Gallery)



Figure 5: The Researcher interviewing a Social Worker



Figure 6: Interviewing a Social Worker 2



Figure 7: Researcher Interviewing a Seamstress (Student)



Figure 8: Interviewing of Seamstress (Student)

