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WESTERN CAPE

**THE ROLE OF THE LOCAL ENTERPRISE AND SKILLS
DEVELOPMENT PROGRAMME (LESDEP) IN REDUCING YOUTH
UNEMPLOYMENT AND PROMOTING SUSTAINABLE
LIVELIHOODS IN THE CENTRAL REGION OF GHANA**

BY

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3314964

**Thesis submitted in fulfilment of the requirements for the degree
DOCTOR OF PHILOSOPHY IN DEVELOPMENT STUDIES**

**Institute for Social Development
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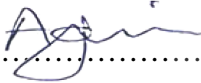
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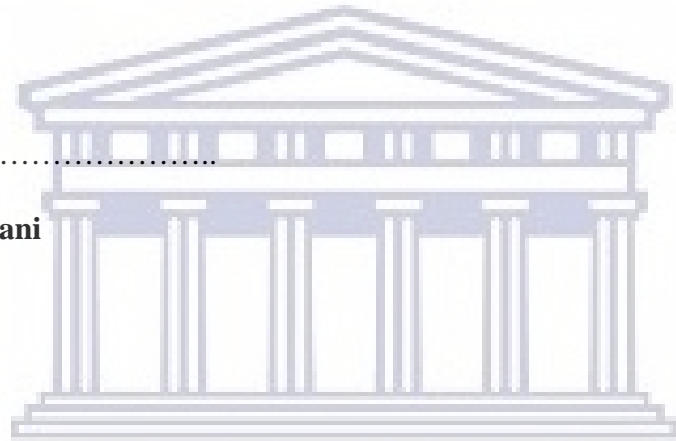
DECLARATION

I, Kwesi Aloysius Agwani, do hereby declare that the PhD thesis on *The Role of the Local Enterprise and Skills Development Programme (LESDEP) in Reducing Youth Unemployment and Promoting Sustainable Livelihoods in the Central Region of Ghana* presented to the Institute for Social Development, University of the Western Cape, is the outcome of my own work under supervision and that no such work has been presented to this University, or elsewhere. The information works by other authors, which served as sources of reference have duly been acknowledged.



Kwesi Aloysius Agwani

March, 2020



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DEDICATION

This thesis is dedicated to my dear mother, Theodora Adufu, and in memory of my late father, Edward Komla Agwani, who not only raised me but also ensured my success in life through education and academic development. I also dedicate this thesis to Harry Inman and John Hammond of Blessed Memory, without whom this thesis might not have been written, and to whom I am greatly indebted.



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ABBREVIATIONS AND ACRONYMS

DfID	Department for International Development
GEBSS	Graduate Entrepreneurial and Business Support Scheme
HEART	Human Employment and Resources Training
ICCES	Integrated Community Centres for Employable Skills
ICSD	International Cooperation in Skills Development
ISTARN	Informal Sector Training and Resources Network
LESDEP	Local Enterprise and Skills Development Programme
MYS	Ministry of Youth and Sports
NBSSI	National Board for Small Scale Industries
NSS	National Service Scheme
NYC	National Youth Council
NYEP	National Youth Employment Programme
OIC	Opportunities Industrial Council (Ghana)
SLA	Sustainable Livelihoods Approach
STEP	Skills Training and Employment Placement Programme
TVET	Technical Vocational Education and Training Programme
YES	Youth Enterprise Support
YESDEP	Youth Enterprise and Skills Development Programme

ABSTRACT

Unemployment rates in Ghana are high, and the problem persists in developing countries, making it a significant economic problem for these economies. Unemployment generates severe economic and social issues such as poverty, social exclusion and rural-urban migration; it also poses a threat to national stability. In Ghana, unemployment is more prevalent among urban dwellers than those in rural areas, particularly among the youth. Since independence, successive governments in Ghana have implemented several skills development programmes to reduce youth unemployment. Skills development is regarded as playing a crucial role in Ghana's youth employability by providing unemployed youth with technical and entrepreneurial skills to become self-employed to improve their livelihoods and socio-economic conditions. However, the impact of these programmes on youth unemployment in the short-run has been weak as a result of its partial and fragmented nature.

This study examines the effects of skills development programmes on youth employability using the Local Enterprise and Skills Development Programme (LESDEP) given that skills development is crucial in building human capital, financial capital and social networks. The Ghanaian government, as a means of stemming the tide of unemployment, introduced the Local Enterprise and Skills Development Programme to provide skills that would make the youth employable. The programme is envisaged to reduce unemployment among the youth in Ghana.

This study employed a concurrent mixed-method approach to research. It comprised of both quantitative and qualitative approaches to research where quantitative and qualitative data were collected and analysed separately. Then the researcher merged the findings to provide a comprehensive analysis of the research problem. Whereas the simple random sampling technique was used to collect data for quantitative research, the purposive sampling technique was employed to select participants for semi-structured interviews for qualitative research. A total of 486 questionnaires were administered but 350 questionnaires were successfully completed, representing a 72% response rate. In addition, five LESDEP officials were interviewed and two focus group discussions were organised. A thematic content analysis was used to analyse the qualitative data, while both descriptive and inferential statistics were used for the quantitative data analyses.

To avoid confirmatory biases, research assistants who had not been involved in the initial questionnaire designing, and who were not familiar with the research were employed. Using multiple units of analysis, a counterfactual analysis was done by comparing the two groups selected through the Raosoft sample size calculator to seek explanations for similarities and differences between them in terms of the predefined employment indicators (Human capital, social capital, physical capital, natural capital and financial capital). The non-beneficiary group, however, was selected from a list of individuals from the LESDEP secretariat who satisfied the criteria to be considered for the programme but did not benefit.

The results from the marginal effects and the two-stage least squares (2SLS) models accurately predicted that 11-14% of beneficiaries were less likely to be employed by participating in the LESDEP. Hence, 86-89% of beneficiaries were more likely to be employed. This implies that participating in the LESDEP programme does not necessarily increase the chances of beneficiaries becoming self-employed. In relation to social capital, the findings of the research also revealed that both beneficiaries and non-beneficiaries were members of an association with a percentage of 58 and 77 respectively. Thus non-beneficiaries are more likely to find employment opportunities from the networks. However, not all participants had access to land to establish their own businesses with regards to natural capital which affected their livelihoods. The findings also suggest that physical capital such as shops, trade machines and access to information enhanced participants' ability to work and earn income to improve their lives. Furthermore, in terms of financial capital, the findings of the research show that the effect of savings on employability was significant. This further implies that participants with improved savings ability were more likely to be employed.

Results from the focus group discussions (FGDs), however, indicate that, generally, the conditions of participants have improved and they were able to take care of their families' basic needs. The results further show that the majority of the participants were artisans involved in dressmaking and hairdressing and their activities are seasonal, which are determined by the trends in relation to their income, hence impacting on their livelihoods. However, FGDs also revealed that inadequate training periods, institutional logistical challenges, political influence, inadequate monitoring, quality of trade machines, poor publicity, lack of equipment loan recovery and lack of finance were the constraints to the LESDEP programme.

The study concludes that in order for LESDEP to be sustainable, future implementation must be efficient and based on sound procedural principles and not target and reward specific people due to their loyalties to the government; provide high-quality trade machines to participants; and improve logistical support for officials of the LESDEP. Only then will the potential benefits of sustainability of government employment strategies or interventions be evident. Furthermore, the implementing agency should identify and include relevant professional bodies, harmonise their activities, pool resources together and include these professional bodies in selecting beneficiaries, facilitating training and distributing trade machines to beneficiaries. These efforts will help resolve the duplication of activities and maximise the use of the resources. This will result in the redesigning of the LESDEP programme through a well-implemented needs assessment and translate into programme content and methodology that goes beyond politics in order to ensure the achievement of Sustainable Development Goal Eight.

KEY WORDS

Ghana

Central Region

Development

Employment

Enterprise

Skills

Sustainability

Livelihoods

Unemployment

Vulnerability

Youth



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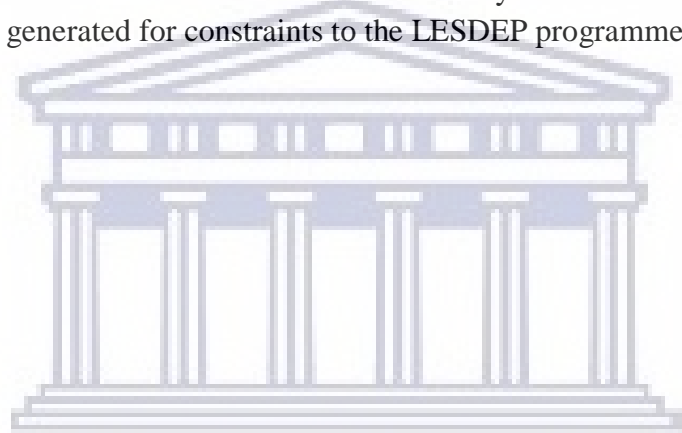
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CHAPTER ONE

UNEMPLOYMENT SITUATION, CAUSES AND CHALLENGES

It is a recession when your neighbour loses his job; it is a depression when you lose yours
(Harry S.Truman, cited by Halper, 2012).

1.1. Introduction

Unemployment remains a major challenge for most developing countries. In Ghana, unemployment is more prevalent among urban dwellers than those in rural areas, particularly among the youth (GSS, 2013a; Baffour-Awuah, 2013). The socio-economic status of the youth in Ghana is quite devastating due to high levels of unemployment.

Currently, the youth unemployment rate stands at 16.9% in Ghana and 20.4% in the Central Region (Baffour-Awuah, 2013; GSS, 2016). Clearly unemployment rates are high and the problem persists in developing countries, making it a significant economic problem for these economies. Various reasons such as skills mismatch, lack of proper functioning employment and placement centres, and the lack of coherent national employment policy measures have been put forward for this phenomenon (Baffour-Awuah, 2013).

Since independence, the government of Ghana has implemented several skills development programmes to reduce youth unemployment. However, the impact of these programmes on youth unemployment in the short-run has been weak as a result of its partial and fragmented nature (Baah-Boateng, 2004). In addition, the skills development opportunities fail to adequately address the multiple occupational pathways of the youth in Ghana (Palmer, 2007b). Palmer continues to argue that it was as a result of its top-down nature and with little relevance to the labour market that support for school-leavers is virtually non-existent, and post-training support is absent.

Consequently, youth unemployment continues to be a developmental issue in Ghana. Youth unemployment imposes economic, psychological, and social costs on the nation. Reducing youth unemployment is the biggest challenge facing the Ghanaian government (Baah-Boateng, 2018). One programme that is being relied upon by the government, is the Local Enterprise and Skills Development Programme (LESDEP).

The Ghanaian government, with support from the private sector and other international organisations, has been involved in implementing skills development programmes targeted at reducing youth unemployment. These programmes are meant to provide a sustained livelihood and guarantee improved socio-economic conditions for the youth. According to Carvalho and White (1996:27), it is essential to implement projects that are sustainable in order to realise the impact in the long run even after the end of these projects. Regardless of new government programmes and policies, Gyampo (2012:3) indicates that the rate of youth unemployment in Ghana has been increasing.

It is against this background that this research focused on LESDEP, evaluating the effectiveness of the programme in reducing youth unemployment and promoting sustainable livelihoods in the Central Region of Ghana. Again, it attempts to test its impact on youth unemployment in the region. The research further sought to provide relevant insights into Local Enterprise and Skills Development Programmes within the Ghanaian context.

1.2. Background/contextualisation

1.2.1. An overview of unemployment in Ghana

Research to date (Nnorom et al., 2015; MYS, 2010; ILO, 2012) have defined youth in several ways. The United Nations considers the age group 15 to 24 as youth. However, in Africa, the age range varies from country to country (Nnorom et al., 2015:1). For instance, while Nigeria, the Gambia and Swaziland categorise those within the ages of 12 to 30 as youth, Tanzania, South Africa, Kenya and Ghana set the range from 15 to 35 years (MYS, 2010:6). This research, however, adopted the concept of youth as indicated in the Ghana Youth Policy as the age range, 15 to 35 years.

An extensive literature on the incidence of youth unemployment has been documented by several researchers (Stephen, 2014; Ortsin, 2006; Amankrah and Burggraaff, 2012; Nnorom et al., 2015; Gyampo, 2012). Globally, the incidence of youth unemployment stands at 75 million (ILO, 2012:7). In sub-Saharan Africa, it is estimated to be over 20% (Stephen, 2014:21). The Ghana Statistical Service indicates that the rate of youth unemployment in the Central Region stands at 20.4% as against the national figure of 16.9% (GSS, 2016) which is very high. Youth unemployment in Ghana has been attributed to the youth bulge (Ortiz and Cummins, 2012: iv)

as the proportion of the youth aged between 15-24 in the population is significantly higher compared to other age groups (Ortiz and Cummins, 2012: iv).

Ortsin (2006) argues that it is ascribed to the disparity between the population growth rate and employment creation, the disconnection between curricula and the needs of industry, the collapse of Ghana's industrial base due to mismanagement and the closure of many factories during the country's divestiture process and the lack of a comprehensive and coherent national employment policy to deal with the unemployment problem. The unemployment situation can be found among different categories of youth including both the educated and the uneducated. However, unemployment has been viewed with different lenses.

Saleem (2010) considers unemployment as a situation where someone is not gainfully employed. Kuper and Kuper (2007) suggest that it is a situation where someone is not being employed, available and looking for a job. Saleem (2010), and Machin and Manning (1999) noted that unemployment can be cyclical, frictional, technological, seasonal, voluntary, involuntary, disguised, and casual. Chapter two discusses the issue of unemployment in detail.

One fundamental characteristic of the Ghanaian labour market is the existence of about 210,000 to 350,000 new job seekers annually, with the formal sector capable of absorbing just about 3.1% of these new entrants (Baah-Boateng, 2004:6-8; ILO, 2015:22). Research carried out in 2010 by Institute of Statistical, Social and Economic Research (ISSER), shows that 23% of youth between the ages of 15 to 24 and 28.8% of graduates between the ages of 25 and 35 are among the new entrants with women being in the majority (6.3% and 5.4% respectively). These new entrants comprise 79.4% of people seeking work for the first time (Amankrah and Burggraaff, 2012:15).

According to Amankrah and Burggraaff, (2012:50) Ghana is now the world's fastest growing economy. However, the good economic growth performance of Ghana over the last three decades has not been reflected in the generation of productive, decent and sustainable employment. Hence, it fails to meet the employment of the rapidly expanding labour force (Aryeetey and Baah-Boateng, 2007:10). It is worth noting that employment growth in Ghana appears to be lagging behind economic growth and has consequently promoted serious economic and social problems such as poverty, domestic violence, prostitution and rural-urban migration in Ghana (Aghatise, 2002:15).

This in a way threatens national security (Nnorom et al, and 2015). Chukuezi (2009) suggests that unemployment in Nigeria predisposes youth to restiveness and prostitution. Also, Liu and Finckenauer (2010) indicate that structural factors such as relative poverty and unemployment accounted for an increase in prostitution in China. From the foregoing, it can be said that the negative effects of unemployment on every nation cannot be overemphasised.

1.3. LESDEP Programme

The Ghanaian Local Enterprise and Skills Development Programme (LESDEP), is a specialised employment creation programme that seeks to provide the requisite skills, tools and training for the youth which will eventually render them self-employed. LESDEP is a long-term youth employment intervention. It was designed under the National Social Protection Strategy, to provide unemployed youth with technical, employable, entrepreneurial skills and equipment to enable them to become self-employed to improve their livelihoods (LESDEP, 2013; Amankrah and Burggraaff, 2012).

The LESDEP is aimed at drastically improving the rate of youth employment in Ghana in a bid to alleviate unemployment and poverty, strengthen the labour force which will bear a positive effect on the Ghanaian economy (LESDEP, 2014). It was thus designed to meet the socio-economic needs of the youth. The programme, under the Ministry of Local Government and Rural Development, is organised in partnership with the Ministry of Employment and Social Welfare, the National Youth Council (NYC), the Integrated Community Centres for Employable Skills (ICCES), Ghana Opportunities Industrial Council (OIC) and the National Board for Small Scale Industries (NBSSI) in all 10 regions of Ghana with government funding (LESDEP, 2013).

In 2012, the government of Ghana invested GH¢84¹ million as part of its effort to extend the programme to more youth in Ghana (Modern Ghana, 2011). According to LESDEP (2010:2) interested participants, both those who own their shops and are unemployed and those who do not own shops, were recruited in all Metropolitan, Municipal and District assemblies through a free registration process. In this sense, LESDEP was open to assist anyone who wanted to acquire the necessary technical and entrepreneurial skills (Huq and Tribe, 2018; Modern Ghana, 2013). However, participants who benefited from the trade machines were selected on

¹ The Ghanaian Cedi is the currency of Ghana.

a first-come first-served basis, due to the limited nature of the equipment. That was how others were excluded from benefiting from the trade machines and were considered as non-beneficiaries of the LESDEP programme in this research.

At a media forum in Accra, the National Co-ordinator of the Local Enterprises and Skills Development, Mr Gariba said that while Ghana has made progress in various aspects of its national development efforts in the reduction of poverty from 51% in 1991 to 28.5% in 2005/2006, the creation of decent job opportunities has been slower (Amankrah and Burggraaff, 2012:14). Despite the country's new middle-income status, about 9 million (45%) people live on less than US\$1.25 a day and about 15 million (78.5%) people live on less than US\$2.5 per day (Danish Trade Union and CIDC, 2014:2-11). This is still not enough to support the basic living conditions in Ghana. LESDEP targets the youth who are formally registered as unemployed. It intends to provide them with employment opportunities, thereby creating conditions that will facilitate their economic empowerment (LESDEP, 2013; Amankrah and Burggraaff, 2012).

According to Asimenu (2013:10), LESDEP focuses on community development. Its uniqueness resides in the fact that it provides both trading/vocational training and start-up equipment to the beneficiaries of the programme. The cost of the equipment is paid back later on an instalment basis between 6 to 12 months after securing employment. Since 2011 the programme has trained 20,000 beneficiaries and set them up in various vocations (LESDEP, 2013). In the area of agriculture and food security, LESDEP provides business establishments in grasscutter rearing (non-traditional exports), fish farming, agro-processing (food processing, packaging and bottling of juice, jam, and chips), agriculture (growing crops, dry season farming) and catering services.

LESDEP also offers trucks and tricycles for distribution of agricultural produce from the production centres to consumers and markets for those in farming. Some beneficiaries are also trained in information technology, mobile phone and laptop repairs, local garment production and fashion, beauty care, bead making, and aluminium works to improve their livelihoods. The programme is open to all Ghanaians over the age of fifteen years who are prepared to work and learn an entrepreneurial skill (LESDEP, 2013). Generally, it is expected to contribute to the reduction in unemployment in the Central Region and the Ghanaian society as a whole.

1.4. The problem statement, research question, aims and objectives

1.4.1. Problem statement

Several works of literature have shown the commitment by governments in developing countries to address the issue of unemployment in spite of its challenges (Twumasi, 2013; Baffour-Awuah, 2013; Baah-Boateng, 2004; Palmer, 2007a; Gyampo, 2012). According to Twumasi (2013:1), there is a renewed commitment in recent years by governments in developing countries to address youth unemployment as a means of intensifying the fight against extreme poverty, achieving the Millennium Development Goals (MDGs), and more importantly, meeting equity and development goals. This has led to an increasing demand for relevant information on how labour markets operate, especially in the context of addressing youth unemployment challenges. Currently, the youth unemployment rate stands at 15.9% (World Development Data Base 2012, cited in Baffour-Awuah, 2013:8).

Skills mismatch, lack of proper functioning employment and placement centres, and the lack of coherent national employment policy have been blamed for this condition (Baffour-Awuah, 2013). Since independence in (1957), the government of Ghana has implemented several skills development programmes to reduce youth unemployment. However, the impact of these programmes on youth unemployment in the short run has been weak as a result of its partial and fragmented nature and thereby failed to adequately address the multiple occupational pathways of the youth in Ghana (Baah-Boateng, 2004; Palmer, 2007a). Palmer further argues that it was as a result of its top-down nature and with little relevance to the labour market, that support for school-leavers is virtually non-existent and post-training support is absent. Regardless of new government programmes and policies, Gyampo (2012:3) indicates that the rate of youth unemployment in Ghana has been increasing. The challenge has been that youth unemployment continues to be a developmental issue in Ghana.

In spite of the above, the relationship of skills development and employability has been studied in Ghana at different levels (Pongo et al., 2014; MYS, 2010; Aremu, 2010; Gunu, 2004; Imoro and Nti, 2009; Stephen, 2014; Twumasi, 2013; Johanson and Adams, 2004) . Pongo et al. (2014) conducted a study on Technical and Vocational Educational and Training (TVET) in Ghana and concluded that when the youth are equipped with employable skills with which they can access labour markets, then the incidence of unemployment, poverty and other

consequences of social and economic exclusion is reduced. Stressing the vital role that skills development interventions play in youth unemployment reduction, the International Cooperation in Skills Development (ICSD) (2001) noted that the Local Enterprise and Skills Development Programme (LESDEP) has been identified to play a significant role in reducing youth unemployment and increasing the chances of youth employability. In their analysis of the role of skills development in increasing the chances of youth employability, the MYS (2010) noted that it is a key mechanism to small and medium-scale enterprise promotion and the main instrument of growth. Aremu (2010) and Gunu (2004) argue that skills development propels and accelerates socio-economic development and provides income, entrepreneurial capabilities, indigenous technology, savings and employment generation to the youth in developing countries.

A great deal of research that has been carried out in relation to skills development and youth employability focused on the Northern and Upper East regions of Ghana (Imoro and Nti, 2009), Brong Ahafo (Stephen, 2014), as well as the Ashanti regions (Twumasi, 2013). However, these research works did not focus on the outcome of assessing the extent to which the Local Enterprise and Skills Development Programme (LESDEP) has contributed to youth unemployment reduction and the promotion of sustainable livelihoods. Johanson and Adams (2004) observe that with the potential importance for skills development and youth employment, the continuing impact of these interventions on youth employment reduction has not been fully assessed over the past decade. Against this backdrop, this study sought to bridge the gap by critically assessing LESDEP as an employment strategy and how it is promoting sustainable livelihoods among the youth in the Central Region of Ghana.

1.4.2. Aim of the research

The overall aim of the research is to evaluate the effectiveness of skills development and employment programmes in reducing unemployment and promoting sustainable livelihoods in the context of a developing country.

1.4.3. Specific objectives of the study

The research has the following objectives:

- To review existing literature in the context of youth unemployment, skills development and sustainable livelihoods, and also to provide a theoretical and conceptual framework for the research by analysing the relevant theories and concepts;

- To investigate the need for LESDEP within the Central Region and to provide a socio-economic overview of the study area;
- To evaluate the impact of LESDEP towards reducing unemployment at both individual and household levels;
- To determine the effects of some socio-economic variables including LESDEP, on employability;
- To identify the opportunities and challenges of LESDEP, and provide practical recommendations to government, policy-makers, and other stakeholders to find ways of improving the programme's efficiency.

1.4.4. Research questions

- What is the need for LESDEP within the Central Region?
- How has LESDEP contributed to addressing the challenge of youth unemployment?
- How does LESDEP promote sustainable livelihoods among participants?
- What are the benefits derived from implementing LESDEP?

1.4.5. Hypothesis

In view of the theoretical and conceptual framework provided, the study presents the hypothesis that, participating in an enterprise and skills development programme such as LESDEP, will increase participants' employability through different livelihood strategies.

1.5. Rationale/motivation of the study

Apart from adding to the existing body of knowledge on the role of skills development programmes in reducing youth unemployment and promoting sustainable livelihoods among the youth in Ghana, the research is of great significance in a number of ways. As a fundamental outcome, the study offers useful insights on sustainable livelihoods interventions targeted primarily at the youth with regard to LESDEP, the types of knowledge and skills acquired by participants as well as the challenges encountered during the implementation of the programme. The study also seeks to offer suggestions, solutions and ways that future programme implementation can be improved. The findings of this study will redound to the benefit of society considering that LESDEP plays a significant role in providing employable skills to the unemployed youth in Ghana.

Recommendations emanating from the research will also contribute immensely to programme success. Policy-makers will be guided on what should be the appropriate procedures to be taken into account for the effective implementation of skills development programmes and the role of various stakeholders in achieving greater programme success. In this regard, and the fact that LESDEP is one of Ghana's flagship social protection policies and is vital to Ghana's youth unemployment reduction efforts, this research will also provide evidence of critical policy value on access to youth employment opportunities. The evidence will, essentially, allow and assist policy-makers to design more pragmatic measures to enhance the future implementation and participation of unemployed youth initiatives such as LESDEP in an effort to achieve social inclusiveness for all citizens of the country.

1.6. Basic concepts and terminology

This section provides an explanation of the major concepts that underpin the study. The concepts considered include development, enterprise, livelihoods, skills and sustainability.

1.6.1. Development

Coetzee et al (2001:307) define development as a “process whereby a community, region, or nation improves its access to basic services such as health, education, cultural opportunities and reduced levels of inequalities”. Thus, development is the event constituting a new stage in a changing situation or the process of change (Bellù, 2011). Furthermore, (Rostow, 1971; Ribeiro, 2005 and UNDP, 1971, cited in Soares Jr and Quintella, 2008:4) suggest that development is a process, state, economic and human growth or range of choices for the population that allows development to become more democratic and participative.

1.6.2. Enterprise

An enterprise, according to Dobrin (2015) and Jinoria (2014), is an organisation or economic-legal unity of persons, especially a business, or a difficult and important plan, especially one that will earn money or profit. King (2006) and Penaluna (2018) also define it as the generation and application of ideas, which are set within practical situations during a project or undertaking. Hence, it is a commercial or private project or undertaking, venture or company established with the purpose of making money.

1.6.3. Livelihoods

According to Chambers and Conway (1992), Court et al. and (2005), Fang et al. and (2014), Schraven et al. (2013), Sen (2001) and Xu et al. (2015) livelihoods are defined as dynamic systems comprising the assets (including material and social resources) and strategies (activities) used to make a living. Hence, they are people's capabilities and their means of making a living.

1.6.4. Skills

Skills refer to ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry out complex activities. Skill, according to Allais (2012:634), denotes a hierarchy of objective individual traits, or it is a social product, a negotiated identity that lies between workers or employers.

1.6.5. Sustainability

Several authors (Emas, 2015; Feil and Schreiber, 2017; Kuhlman and Farrington, 2010) consider sustainability as the conservation of natural resources and a sense of responsibility to future generations. This relates to the capacity of an individual to become self-reliant while watching over resources and maintaining its present activities (Eade et al., 2011).

1.7. Outline of thesis chapters

The research is presented in seven chapters.

Chapter One presents a background of the research and introduces unemployment as a major challenge in Ghana. It further presents the contextualisation of the study, states the research problem, as well as the main aim and specific objectives, research questions of the study, basic concepts and terminology.

Chapter Two: Literature review. This chapter provides a detailed review of the relevant empirical literature on skills development programmes in the global, continental, and Ghanaian context. First and foremost, the key concepts of unemployment and the types of unemployment are defined. The chapter also critically examines the current arguments in relation to skills development and employability and further provides the linkages of skills development and youth employment in Ghana.

Chapter Three: Theoretical framework. This chapter presents the theoretical and conceptual framework used for the research. These are the people-centred development theory and the sustainable livelihoods framework. In addition, it attempts to provide an understanding of the people-centred development theory which aims to provide a background to the research and build a logical framework for the study.

Chapter Four: Description of the case study area. This chapter presents a socio-economic overview of the study area as well as the background to the region. Subsequently, the chapter provides the demographic information of the region.

Chapter Five: Methodology and econometric model. This chapter presents the research design and the methods used to carry out the study. It focuses on the procedures and techniques that were used to realise the objectives of the research. It also provides the ethics statement needed for the research to be carried out.

Chapter Six: Empirical and discussion section for quantitative analysis. This chapter presents the analysis and interpretation of the quantitative findings of the empirical research and provides presentations and a discussion of links within the research findings, in relation to the theoretical and conceptual framework adopted for the research.

Chapter Seven: Empirical and discussion section for qualitative analysis: This chapter provides a comprehensive interpretation of the qualitative findings of the empirical research and provides presentations and a discussion of links within the research findings, in relation to the theoretical and conceptual framework adopted for the research.

Chapter Eight: Conclusion. This chapter presents the summaries/integration of both quantitative and qualitative findings of the previous chapters and draws conclusions based on the analyses discussed in those chapters. It further provides recommendations and suggestions for further studies.

1.8. Conclusion

Unemployment is a major challenge facing most developing countries and Ghana is no exception. This chapter introduced the unemployment situation in Ghana. The chapter identified the skills mismatch, lack of proper functioning employment and placement centres, and the lack of coherent national employment policy as most prominent among the challenges contributing to unemployment in Ghana. In addition, an introduction to several works of the

literature revealed that the skills development opportunities implemented by several regimes of government since independence to reduce youth unemployment fail to effectively address the multiple occupational pathways of the youth in Ghana.

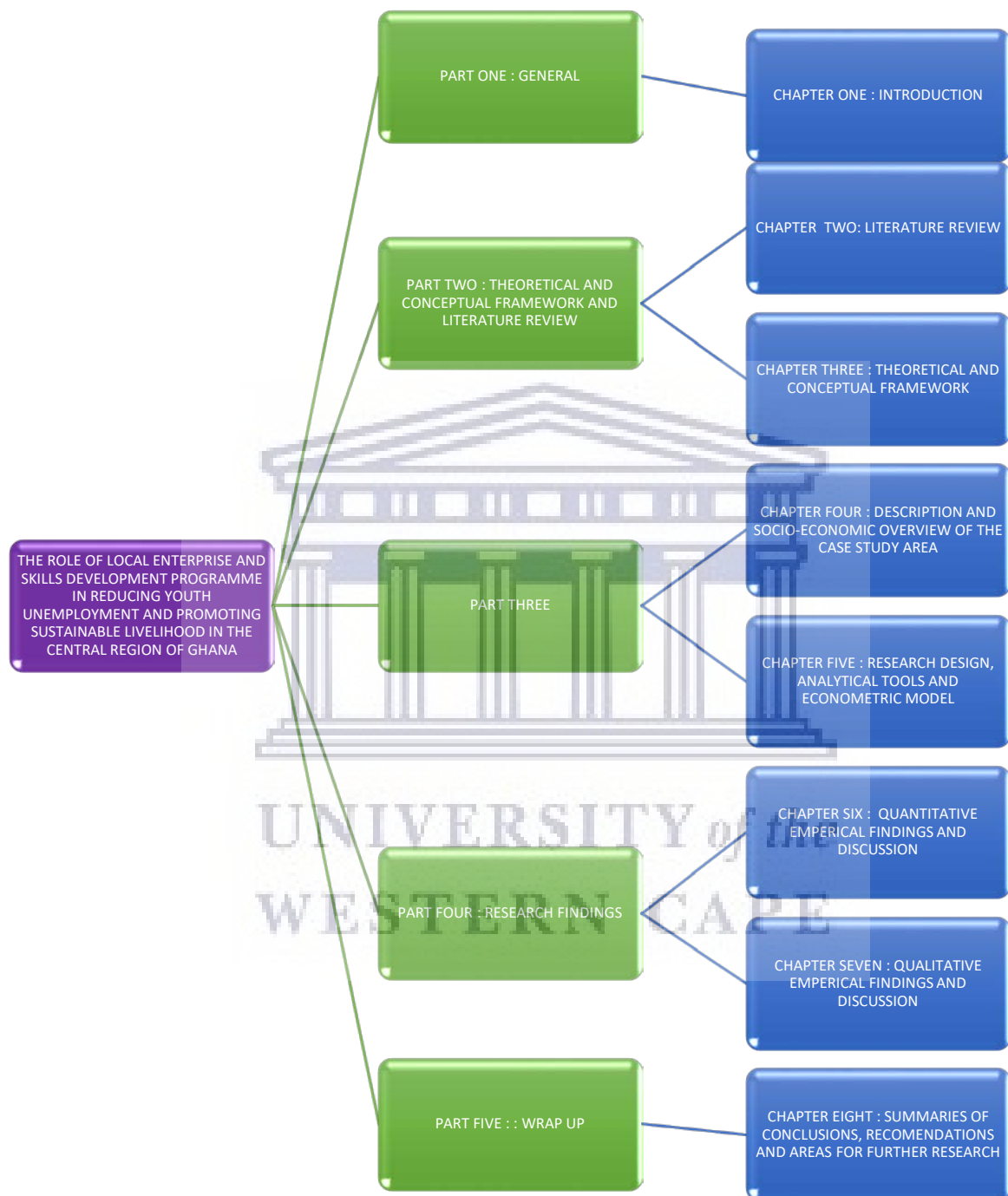
The chapter also highlighted several key issues in relation to the number of youth who enter the job market annually searching for non-existing jobs and the increasing rate of unemployment among the youth in Ghana. The chapter further highlighted various definitions of youth as used in different countries. The chapter then shed light on the implementation of LESDEP as an employment strategy to provide the youth with employable skills that are sustainable. This account reinforces the urgent need for a programme that will solve the issue of unemployment in Ghana.

Furthermore, the research questions outlined in this chapter have been directed towards establishing, (a) whether there is the need for LESDEP within the Central Region of Ghana; (b) how LESDEP has contributed to meeting the challenge of youth unemployment and promoting sustainable livelihoods; and (c) the benefits derived from implementing LESDEP.

Finally, the chapter presented the definitions of basic terminology and the chapter outline of the thesis. The study evaluates the effects of the programme in reducing youth unemployment and promoting sustainable livelihoods within the Central Region of Ghana. Relevant literature is reviewed from both primary and secondary sources and analysed to shed light on the impact of the programme in the subsequent chapters.

In the next chapter, the study presents a wide range of literature that provides more insight into the research.

Figure 1: Outline of the chapter and sub-topics of the thesis



Source: Author's own construction, 2017.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Many studies (Byrne and Strobl, 2002; GSS, 2014; Allen and Thomas, 2000; Mohr and Fourie, 2008; Amankrah and Burggraaff, 2012) have been conducted on the subject of unemployment, the causes and effects of unemployment, youth employment and skills development strategies due to its socio-economic implications on individuals, households and the country as a whole. The next session discusses unemployment, its causes and effects.

2.2. Unemployment in Ghana: Concept and causes

Unemployment has been widely viewed with different lenses by several authors (ILO, cited in Byrne and Strobl, 2002:7-10; GSS, 2014:65; Weild and Chataway, cited in Allen and Thomas, 2000:100; Mohr and Fourie, 2008:499). The authors Byrne and Strobl (2002:7-10) define unemployment as a situation where a person (a) is not working (those not in paid employment or self-employment); (b) currently is available for work (those available for paid employment or self-employment); and (c) seeking work (had taken specific steps in a specified recent period to seek paid employment or self-employment).

It has also been viewed by GSS (2014:65) as a situation where a person had no attachment to or engaged in any job. Weild and Chataway (cited in Allen and Thomas, 2000:100) add that unemployment is a situation where someone does not work, either in paid employment or self-employment. Similarly, Mohr and Fourie (2008:499) regard it as a situation where persons 15 years and older, (a) are not in paid employment or self-employment; (b) were available for paid employment during the seven days preceding the interview; and (c) took specific steps during the four weeks preceding the interview to find paid employment. These broad definitions ease the requirement that persons must be available and actively looking for work. This is because in Ghana, work opportunities are limited, and potential workers may well give up after unsuccessful periods of looking for work (GSS, 2016).

Interestingly, in light of the above definitions, it can be said that unemployment is a situation where someone is not gainfully employed or engaged in any profit-making venture to generate

income and had also taken the necessary steps to find employment. Consistent with the preceding discussions, it can also be considered as a situation where people are without jobs and are willing to work and seeking work. However, different types of unemployment exist and this is explained below. Each type of unemployment has different causes and consequences.

2.2.1. Frictional unemployment

This type of unemployment arises due to the time it takes for someone to find a job or move from one job to another (Mohr and Fourie, 2008; Vuillemeijer and Wasmer, 2016). That is when individuals move from one job to another or who search for a job for the first time and do not find one. They further explain that this kind of unemployment occurs in societies where people move freely from one job to another. Nonetheless, the composition of frictional unemployment changes over time.

2.2.2. Seasonal unemployment

Seasonal unemployment often occurs because a certain occupation requires people to work for only a part of each year (Mohr and Fourie, 2008:500; Naftanaila et al., 2016:2). This often occurs in agriculture, hotels and restaurants and construction businesses. Others are also linked to increasing sales during Christmas and Easter seasons (e.g. fashion design and hairdressing). However, during the off-season people who depend on seasonal occupation are often unemployed.

2.2.3. Cyclical unemployment

This type of unemployment, which is also known as demand-deficiency occurs when the economy of a nation experiences a recession, that is where there is a downturn of economic activities (Diamond, 2012; Levine, 2013; Mohr and Fourie, 2008). As a result, sales drop and some workers lose their jobs because there is insufficient demand for the goods and services they produce.

2.2.4. Structural unemployment

This type of unemployment usually occurs when there is a mismatch between worker qualifications and job requirements and also when there is the difficulty to find jobs due to structural changes in the economy (Mohr and Fourie, 2008; Orlandi, 2012; Restrepo, 2015).

The next section focuses on the causes and consequences of youth unemployment in Ghana. The Population and Housing Census for 2010 shows that population in the age bracket 15-24 constitutes 20.0% of the total population. This means that Ghana has great potential for socio-economic development if the youth are engaged in productive ventures. On the other hand, other evidence from the 2010 Population and Housing Census further indicates that a large proportion of those in this age bracket are either unemployed or under-employed. This situation is attributable to a number of factors, discussed in the next section.

2.3. The causes of youth unemployment in Ghana

There are a number of factors that account for youth unemployment in Ghana. According to the Ministry of Manpower, Youth and Employment (cited in Twumasi, 2013:3) and Baffour-Awuah (2013:16) youth unemployment in Ghana is caused by inadequate planning of the education system for the integration into the trades or vocations and job placement, a mismatch between worker qualifications and job requirements, the near-collapse of Ghana's industrial base due to ineffective management of the divestiture process which resulted in the closure of many factories without a structural transformation of the economy to generate alternative jobs for people, the shrinking of public sector employment opportunities coupled with a relatively slow growth of the private sector and the lack of a coherent national employment policy and a comprehensive strategy to deal with the employment challenges. Furthermore, they argue on the one hand that the challenges of unemployment in Ghana are also a result of population growth and the poor macroeconomic performance over the past 50 years. This has serious social and economic implications if something is not done to salvage the situation.

2.4. The effects of youth unemployment

Youth unemployment has a negative effect not only on the future of the employability of the youth but also on their self-esteem, their role in society which can present a serious economic burden on the state finances and threaten the national security as well. Authors such as McClelland (2015) and Nedeljkovic (2014) argue that youth unemployment can lead to poverty, deskilling and social exclusion as well as the loss of motivation and mental health problems. The authors further assert that fresh graduates without working experience are often stuck in a vicious cycle.

They often do not have the required job experience needed to occupy certain job positions. Thus, prolonging their job search periods leads to gaps in their employment history, loss of

skills and productivity, and harms their future work prospects. In this sense, the youth who find it difficult to secure permanent jobs are bound to accept temporary and intern positions. However, temporary jobs are less protected, and often pay less, do not offer job-related training and social benefits. Finally, the unemployed youth become predisposed to poverty risk, lower wages and worst career opportunities as a result.

Unemployment among youth could also lead to a reduced level of happiness and mental health problems (Mullen, 1985). It is important to feel accepted in society when one is employed. Being jobless can cause economic, cultural and social exclusion or isolation within the society, as noted by Cloete (2015).

Several studies have shown that youth unemployment is associated with an increase in drug and alcohol use as well as higher levels of crime among the youth (see for example, Abomaye-Nimenibo, 2015). In Nigeria, unemployment coupled with the ever-widening social gap was what prompted the youth of the Niger Delta to pick up arms in protest and also contributed to the emergence of Boko Haram (Adamu, 2011). Similarly in Ghana unemployment coupled with poverty and inequality provide the grounds for crime, social chaos, conflicts and instability, as reported by Ghanaweb (2013).

Finally, high youth unemployment has a negative effect on economic growth and productivity (Putun and Karatas, 2017). Nedeljkovic (2014) further explains that a lot of talents and skills are lost since most university graduates do not find work and put their knowledge and skills to use to impact positively on economic growth. He goes on to say that having a huge share of unemployed youth, will not only lead to reduced productivity and Gross Domestic Product (GDP) but also run the risk of increasing the economic cost of a nation since more funds will be spent on social benefits and less money coming in as taxes.

Supporting this assertion, a survey conducted across 21 Member States of the EU showed that the cost of social welfare payments and the contribution to gross national product (GNP) that unemployed youth were unable to pay in 2009 amounted to more than €100 billion (O'Grady, 2009). In his book titled *Inequality, unemployment and contemporary Europe*, Sen (1997:160-163) summarised the key consequences of unemployment.

2.4.1. Loss of current output and fiscal burden

Unemployment involves the wastage of productivity power since a part of the potential national output is not realised as a result (Darity, 1999; Darity and Goldsmith, 1996; Nematili, 2006). It is worth noting not only the loss of income of the unemployed but also the impact that the lower volume of aggregate output has on other individuals or sectors. Hence unemployment affects the income of other individuals and other sectors in two different ways: it cuts down the national output and it increases the share of the output earmarked for income transfers.

2.4.2. Loss of freedom and social exclusion

Analysing poverty from a different perspective, the nature of deprivation of the unemployed takes into account the loss of freedom that goes far beyond the fall-off in income. Even though an unemployed person may be supported materially by social insurance, he/she does not get to exercise his/her freedom of decision. An attitudinal study conducted by Schokkaert and Van Ootegem (1990) has shown the extent to which loss of freedom and social exclusion is seen by many unemployed people in Belgium. The study exposed how deprived people do not enjoy opportunities that others can readily use. Hence, unemployment is seen as a major causal factor predisposing people to social exclusion (Atkinson and Hills, 1998; Gallie et al., and 2003). This exclusion applies not only to economic opportunities, such as job-related insurance, or pension and medical aid entitlements but also to social activities, such as community participation, which may be quite challenging for people with no employment. For many unemployed people, the seemingly innocuous question, "What do you do?" could invoke feelings of anxiety and inadequacy that lead to further feelings of social exclusion, caused by their economic exclusion from an earning environment.

2.4.3. Skills loss and long-run damage

People learn by doing and if they remain unemployed for long periods, they could lose their skills, hence their skills become depreciated in the long-run. This can be found especially among unemployed graduates. Besides the depreciation of skills as a result of non-practice, unemployment may lead to loss of cognitive abilities as a result of the unemployed person's lack of confidence and sensitive control (Sen, 1997:160-163).

2.4.4. Psychological harm

Unemployment can play havoc with the lives of people with no jobs and cause extreme suffering and agony. Empirical studies of unemployment (de Witte and Rothmann, 2012;

Kleftaras and Vasilou, 2016; Layton, 1988; Winefield et al., and 2017), revealed how serious the effects can be. This has caused an increased rate of suicide, damaged morale, psychological suffering and motivational impairment of persons who are unemployed.

2.4.5. *Ill health and mortality*

Unemployment could lead to clinically identifiable illnesses and to higher rates of mortality (Bambra and Eikemo, 2008; Bartley, 1994; Nandal, 2014; Novo, 2000). This could, to some extent, be the result of a loss of income and material means. However, the connection also works through depletion and lack of self-respect and collapsed motivation created by persistent unemployment.

2.4.6. *Motivational loss and future work*

The deterrent that is caused by unemployment can lead to a weakening of motivation and make the long-term unemployed more resigned and passive (Sen, 1997:160-163). Some have argued against this by suggesting that the unemployed may go into a more spirited response to overcome the problem (for example, under the theory of “reactance” outlined by Miron and Brehm, 2006). There is, however, considerable evidence suggesting that the more typical effect, especially of long-term unemployment, is one of motivational decline and resignation. This can yield a hardening of future poverty and further unemployment, as explained by the work of Darity and Goldsmith (1996). The search for jobs in the future can be detrimental due to high levels of motivational loss as a result of unemployment. Eli Ginzberg (1942, cited in Sen, 1997:162) argued in his book *Grass on the slag heaps: The story of the Welsh miners*, that the number of years spent out of work greatly affects the capacities and morale of the unemployed and the likelihood of going back to work is worrying. Recent studies by Goldsmith, Veum and Darity (1996a, 1996b cited in Sen, 1997:162) show that the motivational impact for young women is most important.

2.4.7. *Loss of human relations and family life*

Unemployment can be very disruptive to social relations (Kalil and Ziolo-Guest, 2008; McClelland, 2015; Murakami, 2012; Nandal, 2014; Sen, 1997; Ström, 2003). It can also destabilise the harmony and coherence within the family. To a certain extent, these consequences relate to the decline of self-confidence (in addition to the drop in economic means), deteriorating in psychological well-being, but the loss of organised working life can itself be a serious deprivation.

2.4.8. Racial and gender inequality

Unemployment can also be an important contributor to ethnic tensions as well as gender division (Adjeiwaa-Manu, 2017; Myers and Sabol, 1987). The minority groups especially from immigrant communities tend to be affected when there are no jobs. This situation further worsens when it becomes difficult for legal immigrants to be integrated into the normal life of society. Furthermore, it can trigger an identity crisis as a result of these disruptions (Schob, 2013).

From the foregoing, it can be said that the negative effects of unemployment to social ills such as ill-being, social exclusion, racism, drugs, gender inequality, crime and conflicts raise critical concerns to the unemployed youth and pose a serious threat to national security. Based on the discussion above, the next section pays particular attention to global and continental perspectives as well as Ghana's experiences on various measures implemented to generate employment for the youth. Parallel to this review, key lessons and success stories are highlighted.

2.5. Youth employment and skills development: Experiences from Ghana and beyond

Youth unemployment and underemployment are prevalent around the world because young people lack skills, work experience, job search abilities and the financial resources to find employment. In developing countries, this situation is exacerbated by poverty and the competitive pressures that result from a rapidly growing labour force. Moreover, the inadequacy of social protection schemes and active labour market policies means that young people in such economies have little support outside their family and friends.

Historically, training for employment, where individuals acquire skills through traditional apprenticeship or on-the-job training through reduced wages during the learning period has been a private issue. Thus throughout sub-Saharan Africa, traditional apprenticeships between a master craftsman and an apprentice are a common and principal medium for skills development. Traditional apprenticeship reform according to Walther (2008), generally appears in two models. The first type of reform changes the traditional apprenticeship into dual/reformed apprenticeship, in which apprenticeship is carried out in the workshop of a traditional master craftsman and is complemented by theoretical training at a public or private training centre. Studies by the OECD (2006) and Symonds et al. (2011) suggest that the

dual system improves skills significantly and contributes to social inclusion and to improved employment. The second type of reform improves the structure of apprenticeship, standardises certification and upgrades master craftsman training.

Recent studies on youth employment analysis have opened the view on links between skills development programmes and youth employability. The World Bank and OECD (2013:33) assert that skills possessed by a country's population provide the fundamental determinants of prosperity and well-being. However, it requires good information about: where skills development is most needed; how well the skills individuals have acquired are matched with those required in the labour market; and the returns on investments in skills in terms of their economic and social outcomes.

2.5.1. Youth employment and skills development: Global experiences

Globally, while skills development has a crucial role to play in enhancing youth employment, there are other factors that hinder youth in their quest to secure employment, particularly among marginalised groups. In this regard, more comprehensive approaches that target specific youth have proven to be successful in a number of countries over the world. In Sweden, pre-employment skills programmes such as vocational studies involving unpaid internships in structured work placements, occupied most students' time.

In Australia, new apprenticeship programmes which combine practical and structured training and school-industry programmes were introduced to students during their senior year of secondary school, giving the Australian youth relevant skills leading to recognised qualifications for more than 500 occupations. Germany for instance, in the 1990s, depended heavily on Vocational Education and Training (VET) or the dual system which combines firm-based training and vocational schooling to create occupational pathways for its youth to reduce youth unemployment (Heinz, 2002:2-3).

The United States of America, on the other hand, initiated several skills development programmes including the Youth Activities formula grant, Job Corps, Youth Build, Summer Youth Employment and Training, the Youth Opportunity Grant (YoG) programmes. These programmes were introduced to offer employment, job training, educational and social services that can help the youth to become economically self-sufficient. Some of these programmes which concentrated on specific job trades or targeted at risk-population, employed over 3

million youth (Fernandes-Alcantara, 2012:9-11). The literature reviewed (Filmer et al., 2014) revealed that the Entra 21 Youth Employment Programme which supported the youth in El Salvador, Dominican Republic, Peru, Panama, Colombia, Paraguay, Bolivia, and Brazil have generated significant impact on the employability of the youth.

The estimated job placement rate has increased by 68% in Peru and 41% in Paraguay, with high satisfaction levels of employers and beneficiaries (Puerto, 2007:5). However, in Panama, the literature (Puerto, 2007) revealed that job placement rates for women have been lower, that is 34% got a job as compared to 64% male participants. In Sao Paulo and Brazil both genders obtained the same placement rate. In terms of earnings effects, the literature again argues that average monthly wages were at least as high as the minimum wage in Peru, Bolivia, Dominican Republic, Panama, Paraguay and Brazil. Some active labour market programmes also seem to work well for youth. The Intervention Works Programme in Poland which was initiated in 1995 increased youth employment by 26% (O'Leary, 1998:19).

In Bulgaria, a programme for subsidised employment in public administration of youth school leavers has been in place since 2002. Falaris (2004) and the European Commission (2009) argue that the programme employed 909 youth out of 1,090 youth who were part of the programme during the half-year of 2002. In Latvia, a subsidised work experience programme initiated in 2004, trained students from secondary and vocational schools and provided vocational training. The literature (Falaris, 2004) shows that the programme was a success. However, there was room for organisational improvement. O'Higgins (2002:11) argues that results from a tracer study revealed that the Human Employment and Resource Training (HEART) reduced the unemployment rate in Jamaica. In addition, Holland (1995:5) states that in Jamaica, the HEART saw the unemployment rate from females and males declining from 36% to 26% and 62% to 47% respectively in the periods from 1982 to 1992. In Chile, skills development programmes have been implemented to improve the employability of the youth. The programme has been found to be viable since it is meeting the needs of the intended target groups and presenting them with opportunities to network, acquiring a variety of skills to improve their self-esteem. Hence, skills development programmes restore and build the confidence of the youth to the extent that some of them return to formal education (King and Palmer, 2006).

Success stories revealed by Hopenhayn (2002) indicate that in Chile, 35,000 young people benefited from the “Chile Joven” vocational training programme, and there was a 36% reduction in youth unemployment in Uruguay as a result of the introduction of the PROJOVEN vocational training Programme. Similarly, the literature (Hopenhayn, 2002) revealed that large economies such as China have implemented skills development programmes for its rural people. The International Institute for Education and Planning (2006) states in its newsletter that skills development implemented in China have proved to work since it provided technical skills to the poor farmers in China.

2.5.2. Youth employment and skills development: Continental experiences

In Africa, according to Johanson and Adams (2004: 206), Kenya recorded a reduction of youth unemployment by 50% as a result of the introduction of the Jua Kali Project that provides micro and small enterprise training and technology to the youth. In Senegal, Haan and Serriere (2002:43-45) revealed that the Fédération National de Professionnels de l’Habillement (FEDNAPH) Skill Training provided 6,000 unemployed youth with jobs in the clothing enterprise. Similarly, in Zimbabwe, Billing et al. (2001) indicate that 75 to 87% of the youth were employed as a result of the Informal Sector Training and Resource Network (ISTARN) initiative. In 1994, a number of strategies were pursued by the South African government to equip the youth to become economically independent. Formal education, vocational training, public employment and deployment, entrepreneurship, and job placement were some of the programmes introduced for the youth to access the labour market. Across the programmes, generally, the Expanded Public Works Programme (EPWP) managed to achieve an increased youth participation rate from 35% to 40% (Mayer et al., 2011:30).

Johanson and Adams (2004) are of the view that skills development shapes the growth of the informal sector, and is thus a permanent feature of African labour markets for the foreseeable future. They further argue that micro and small enterprises will remain the backbone of many developing economies and reaching the informal sector with skills development will be increasingly important to poverty reduction.

Evidently, skills development is gaining recognition as an unemployment reduction strategy. Taking into consideration the present situation in Ghana, the rate of unemployment is high to the extent that the youth with formal education do not get employed. However, it becomes even more challenging to those without formal education as they stand less of a chance of being

employed. Therefore, skills development would allow the youth in the Central Region to become employed and thereby be able to start their own businesses and even be able to provide employment to other people who are unemployed. Skills development addresses the issue of unemployment in the sense that a skill developed assures the development of capacities needed in the skilled labour force.

It also provides opportunities for the marginalised that are in need of skills in order to improve their socio-economic conditions. According to Johanson and Adams (2004:8), skills development interventions raise the income levels of individuals and the household as a whole. Min and Zhiyong (2005) argue that an individual or person's skills developed provides a practical approach to enhancing local economic development and gives the poor the opportunity to improve their own living standards. Hence implementing skills development programmes promotes the ability of people to access education and gain the knowledge required for their development, improves the quality of skills people possess in order to equip them with technical skills that match with labour market criteria and increase the opportunity of income generation and sustainable livelihoods.

2.5.3. Youth employment and skills development: Ghana's experiences

In Ghana, youth employment and skills development is one of the effective strategies to reduce unemployment. The Government of Ghana has recognised the threats which unemployment and vulnerable employment pose to national stability, economic growth and development, and has shown commitment to its obligation to provide decent work for all its citizens, as enshrined in the 1992 Constitution of the Republic of Ghana. It is accepted that skills developed do not only create opportunities to generate income, but also develop the human capital and enhance knowledge. Since the year 2000, the government has implemented a number of employment-generation projects and programmes.

These include continuation and expansion of the Skills Training and Employment Placement Programme (STEPP), the National Youth Employment Programme (NYEP), the Graduate Entrepreneurial and Business Support Scheme (GEBSS), Microfinance and Small Loans Centre, Rural Enterprise Programme, and Young Entrepreneurs Programme, among many others (ILO, 2015:15). Very often Skills Development Programmes are seen as a means of reducing the challenges of youth unemployment. Skills development is regarded as playing a

crucial role in Ghana's youth employability since the development of entrepreneurial skills for self-employment became a new focus in youth employment programmes as of 2006.

Johanson and Adams (2004:17) noted that skills are a very important means to increase incomes and sustainable livelihoods for the poor. This can be done by investing in the upskilling of socially vulnerable groups in the form of public, private and enterprise skills training. Amankrah and Burggraaff (2012) indicated that in Ghana training and equipment-for-credit for these opportunities have been supplied to a number of unemployed youth in 2011 by the many youth employment interventions after attaining training in various vocations in entrepreneurial skills.

They maintained that 457,779 youth have benefited from various youth employment programmes such as Youth Enterprise and Skills Development (YESDEP), Graduate Business Support Schemes (GEBSS), National Services Scheme (NSS) since June 2012 with about 40,000 from LESDEP. According to the Government of Ghana (GoG) (2008:10), through vocational training and capacity building, the National Youth Employment and Skills Development Programme has made it easy for unemployed youth to find productive jobs within the areas of agri-business (25,383), community education teaching assistants (33,374), health extension workers (15,000), community protection (3,047), waste and sanitation (9,000) internship (5,200) and other areas (16,881) since its inception. However, there are some self-initiated programmes that the youth engage in as a means of their livelihoods and for their survival.

Palmer (2007a) and NYEP Review Report in Gyampo (2012:17) on the other hand argue that the idea that youth employment and skills development solve un/underemployment in Ghana has not yielded the rightful results since it failed to address the multiple occupational pathways of the youth as a result of the skills mismatch. Reviews of the evaluation evidence by the World Bank and the OECD have come to similar conclusions (e.g., Betcherman et al., 2004; Dar and Tzannatos 1999; Martin and Grubb 2001). On balance, these programmes have not been a panacea for unemployment but when they are carefully designed, targeted, and implemented, they could improve the employment prospects for some workers. In their review, Betcherman et al. (2004) looked at the evidence on training for young people (usually targeted at those with low levels of education) and concluded that the impact of these programmes had not been very favourable. Their results supported other studies (e.g., Godfrey, 2003) indicating that it was

difficult to reverse education failures through training. According to impact evaluations, the relatively few examples of positive outcomes appear to be limited to comprehensive programmes that integrate training with other services such as remedial education, job search assistance, and social services.

In a comprehensive review of active labour market programmes (covering 130 studies – with most of the training programmes targeted at young people), De Koning (2005:24) finds that for training programmes, “the number of ... studies that point to positive effects is more or less the same as the number of studies showing insignificant or significantly negative effects.”

Kluve (2006) reaches similar conclusions in a review of 95 studies covering 137 countries. Of the 70 training programmes within these, 38 have positive impacts while 32 have zero or negative impacts. He concludes that, “training programmes seem to have relatively small effects at best, and often have a significant employment impact only in the longer run” programmes (of which a quarter was programmed targeting the young unemployed).

Some studies conducted in the United States of America show the difficulties around assessing “what works” in training programmes for unemployed youth. Freedman's (2003:11) evaluation tracked outcomes against control groups over a five-year period. Overall, impacts on earnings for education-focused programmes were mixed: four programmes found relatively large impacts over five years (between \$600 and \$900 per year) while three programmes found little or no effect. Outcomes for employment-focused programmes were more positive but also mixed. However, the evaluation concluded that there “were no observed differences in programme implementation that explain why some education-focused programmes succeeded for Young Adults while others did not”. Success did not appear to be linked to enforcement, the take-up of services, or childcare support.

Subsequent work by Greenberg et al., (2005) focused on the results from two of the most successful areas (Portland and Riverside) and used meta-analysis to compare this with data from twenty-four evaluations of similar programmes. They conclude that the success of those two areas may in part be attributed to programme design factors. However, these factors appeared to be different in each area: in Portland, sanctions and job search appeared to have positive impacts while vocational training had a negative effect; while in Riverside, job search and vocational training appeared positive with sanctions having a negative impact. Greenberg et al (2005) conclude that programme design may therefore partly explain impacts, but that

other contextual factors may have been more important. With the implementation of the Local Enterprise and Skills Development Programme (LESDEP) in Ghana, however, the situation of youth unemployment is expected to see a decline in the future. The questions that arise from the foregoing review are: Is there a need for LESDEP within the Central Region? How will LESDEP contribute towards meeting the challenge of youth unemployment? How does LESDEP promote sustainable livelihoods? What are the benefits derived from implementing LESDEP? It is against this backdrop that this study intends to contribute to understanding how LESDEP is reducing youth unemployment and promoting sustainable livelihood.

2.6. Conclusion

This chapter discussed key issues with regards to unemployment, types of unemployment, causes of unemployment, the effects of unemployment, youth employment and skills development and its experiences from Ghana and beyond.

The chapter then examined the negative effects of unemployment and the effects of skills development programmes being implemented and how they are contributing to meeting the challenges of unemployment. The chapter identified the inadequate planning of the education system for the integration into the trades or vocations and job placement; the mismatch between worker qualifications and job requirement; the near-collapse of Ghana's industrial base due to ineffective management of the divestiture process which resulted in the closure of many factories without a structural transformation of the economy to generate alternative jobs for people; the shrinking of public sector employment opportunities coupled with a relatively slow growth of the private sector; and the lack of a coherent national employment policy and a comprehensive strategy to deal with the employment challenges, as the causes of youth unemployment in Ghana.

In analysing the effects of youth unemployment on the youth from different perspectives, it has been revealed that youth unemployment subjects the youth to social ills such as poverty, deskilling, social exclusion, and mental health problems (depression). It further increases the crime rate and threatens the national security of a nation, reduces productivity and the gross domestic product. In the analysis of youth employment and skills development and its experiences from Ghana and beyond from different viewpoints, the chapter concluded that skills development is gaining recognition as an employment strategy worldwide. It is promoting the ability of the youth to access education, gain the knowledge required for

development, improve the quality of people's skills in order to equip the youth with technical skills that match with the labour market criteria, and increase the opportunity of income generation and sustainable livelihoods.

Having established the effects of youth unemployment and providing a clear understanding of the significance of skills development programmes in Ghana, the next chapter provides a detailed conceptual framework of the sustainable livelihoods approach.



CHAPTER THREE

THEORETICAL AND CONCEPTUAL FRAMEWORK

3.1. Introduction

This chapter provides a theoretical underpinning for skills development programmes for employment within a logical framework in relation to people-centred development theory and the sustainable livelihoods framework.

In order to achieve this objective, the people-centred development theory and its aim of improving individuals' livelihoods are discussed, arguing that development interventions should be people-centred and giving a brief review of how the Ghanaian government aims to achieve that. In addition, the chapter provides the linkages within the sustainable livelihoods framework. It further explains in detail the sustainable livelihoods framework and its linkages with the Local Enterprise and Skills Development Programme (LESDEP).

In the following sections, the researcher presents a discussion on, (a) the people-centred development theory; (b) the sustainable livelihoods framework; (c) the sustainable livelihoods approach for local enterprise and skills development programme – an essential element, for sustainable job creation; and (d) the operationalisation of key variables.

3.2. People-centred development approach

Development can mean different things to different people. The literature suggests that development is seen as (a) a process of historical change (Thomas, 2000; 2004); (b) a process of expanding the “real freedoms” that people enjoy (Sen, 2001:3); and (c) a process by which the members of the society increase their “resources” to produce “sustainable” and justly distributed improvements in their “quality of life” consistent with their own “aspirations” (Korten 1990:67). The failure of the competing paradigms (Modernisation and Dependency theories) informed development theories and practitioners to become more conscious that development cannot be brought about by merely focusing on theories and macro-strategies.

Therefore, development had to become more people- or human-centred. To reflect on the ‘new’ human orientation of development, according to Magezi (2017:10), the late 1980s saw a shift from the macro-strategies of modernisation and dependency to a micro-approach focus on people and the community. People increasingly became the focus of development to such an extent that ‘people-centred development’ became the catchphrase of the 1990s and the twenty-first century. In the context of Ghana, history shows that policy reforms have brought about a new paradigm shift to people-centred development.

This is evident in the Ghana Shared Growth and Development Agenda (GSGDA) and the Ghana National Youth Policy (GNYP) which focus on shared growth, investing in people (human development – expanding the choices available to people, productivity and employment generation) through various interventions (NDPC, 2014; MYS, 2010). Swart and Venter (2001) on the other hand argue that even though people-centred development considers individual, institutional and organisational issues in local development over the national strategies, it has its own challenges in terms of the actors or people involved in people-centred development at the grassroots and especially within the global context.

Korten, an advocate of people-centred development, asserts that development is a way whereby individual people or the community increase their personal and institutional capacities by bringing together resources (human, social, physical, financial, and natural) to create a sustainable livelihood that justifies a steady progression in their quality of life with their own aspirations (Korten 1990:76). This suggests that development interventions should be more people-focused and the people should own it.

The justification of people-centred development according to Dinbabo (2014) is that it does not only focus on beneficiary groups in development programmes or intervention but also builds and strengthens their capabilities in development interventions by empowering them and leading to self-transformation and self-reliance, thereby ensuring sustainability. In view of this, people-centred development embraces a diversity of methods and policies which place emphasis on empowerment, the provision of training in a variety of skills that considers social inclusiveness with regards to vulnerable groups in the development processes. These groups according to Roodt (2001) are made up of youth, women, children and the aged. In the context of Ghana, the high incidence of vulnerability among the youth is more pronounced in the rural households, low income or underemployed urban youth, youth with disability, and youth with

psycho-social problems (MYS, 2010:17). People-centred development, however, is necessary for any intervention aimed at improving the livelihoods of individuals or households and it is fundamental to the sustainable livelihoods conceptual framework. Furthermore, the people-centred development in the sustainable livelihoods perspective enables people or individuals to build and combine the capacities or resources they already possess to create sustainable livelihoods to better their lives. The following section presents the sustainable livelihoods approach and the operationalisation of key variables.

3.3. Sustainable Livelihoods Approach

The Sustainable Livelihoods Approach (SLA) can be described as a developmental and people-centred approach that concerns itself with what people have (assets or capitals) and what they can do (livelihood activities) to improve their way of life (Chambers and Conway, 1992; Bebbington, 1999, Dinbabo, 2014). In the past, both international and national organisations have used the concept of SLA and its application of livelihood analysis as a means of understanding and responding to the multidimensionality of poverty and food insecurity (CARE, 2002 cited in Biederlack and Rivers, 2009:25). Scoones (1998:5) defines livelihood as comprising the capabilities, assets (including both material and social resources) and activities required for a means of living and is sustainable when it can cope with, and recover from stresses and shocks, maintain or enhance its capabilities and assets, while not undermining the natural resource base. Chambers and Conway (1992:6) see it as people's capacity to maintain a living without destroying the environment for the next generation.

The SLA definition which is inspired by Amartya Sen's capabilities and entitlement approach (Sen, 1981a; 2000) explains a livelihood as the capabilities, assets (both material and social resource assets) and activities required to support the life of an individual (Chambers and Conway, 1992; Scoones, 1998). An individual's capability refers to what that individual can do with his or her 'entitlements' in order to attain what he or she deems a good quality of life (Sen, 1981b). Moreover, assets refer not only to financial capital but also to resources and social links. The SLA is however made up of several livelihood systems.

The livelihood systems according to CARE (2002 cited in Biederlack and Rivers, 2009:27) constitute several components. Key among these, is the livelihood strategy, as Chambers and Conway (1992) and DfID (2000) posited, constitutes the range and combination of activities

and choices that people undertake in order to achieve their livelihood goals. In other words, the activities individuals engage in to earn an income and a living (in this case through various types of vocational training, LESDEP beneficiaries will have a diverse range of activities that together provide food and cash to ensure sustainable living through secured jobs); assets and other resources and individual possessions; social networks and safety nets, the human and social capital that an individual possesses or can call on in times of need.

Additionally, the main aim of individual livelihood strategies and outcomes as explained by the SLA is to improve one's welfare by ensuring that: (a) the individual has enough to eat; (b) the individual's fluctuating income is stabilised; (c) his or her children are able to go to school; (d) the individual can have enough money for health, goods and services; and (e) the individual can better manage natural resources. In this regard, individuals utilise their skills and know-how to diversify income sources and offset risk. Furthermore, the individual is able to meet his or her needs through six tangible and intangible assets (livelihood assets).

these livelihood assets include *human capital* (skills, knowledge, ability to labour, nutritional status of adults and children); *financial capital* (financial resources, savings, credit and liquid assets); *natural capital* (land, types and quantities of crops grown and harvested); *physical capital* (assets available to individuals); *social capital* (informal community support networks, extended family structures, or community labour-sharing systems); and *political capital* (participation in community decisions and power relations. Furthermore, the levels of security derived from these assets are essentially referred to as livelihood strategies (Agbaam and Dinbabo, 2014; Biederlack and Rivers, 2009).

These livelihood assets are a set of factors that govern individual welfare. Hence, it is essential to consider the resources that must be put together to ensure sustainable livelihoods in order to reduce vulnerability (i.e reducing unemployment) and increase income among individuals or households. In Devereux's (2001:10) work, vulnerability denotes the external environment which consists of the trends (demographic trends, resource trends and trends in governance, economic indicators such as prices), shocks (human, livestock or crop health shocks, natural disasters/hazards like earthquakes or flooding; economic shocks; conflicts in the form of national or international wars) and seasonality (seasonality of prices of products or employment opportunities) and represents the part of the framework that lies furthest outside stakeholder's control.

These vulnerabilities increase the unemployed person's ability to find answers in addressing shocks and stress through resistance and resilience, hence, the availability of the livelihood assets in the form of the five capitals according to Norton and Foster (2001:1) helps to increase resistance and resilience to livelihood threats. Acquiring these livelihood assets, LESDEP beneficiaries will build resistance and resilience against shocks and stress through their respective livelihood strategies to reduce their vulnerability.

The livelihood assets, according to Shankland (2000) and Keeley (2001) are transformed by the institutions, organisations, policies and legislation that shape livelihoods. The structures (hardware), according to the UK's Department for International Development (DfID, 2000:5), constitute the private and public organisations that apply rules and regulations to deliver services and processes that constitute the 'software' that determine the ways in which structures and individuals operate and interact.

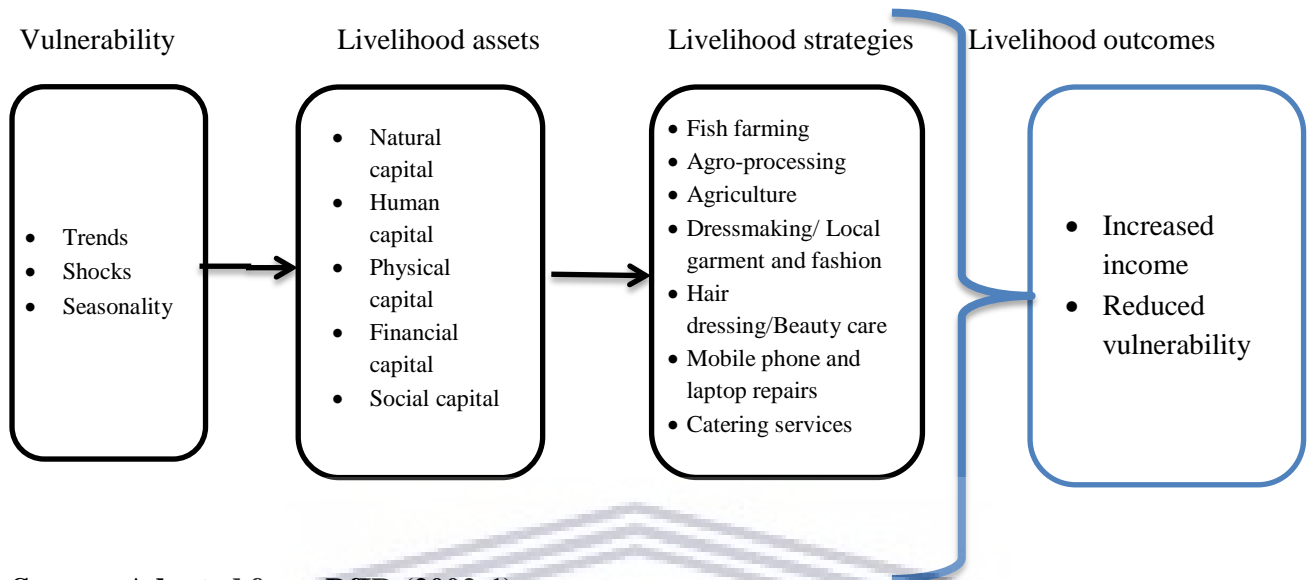
These policies, institutions and organisations of the SLA affect several choices of the poor and the livelihoods of individuals or households and are the last piece of the framework. Whereas the policies are categorised into macroeconomic, social and sectoral, the institutions and organisations are placed into the state, formal civil society, informal civil society and private sector. The policies, institutional, and economic environment, however, have a great influence on individual/household livelihoods (assets, strategies, and outcomes). This shows clearly how policies and institutions can affect the availability of assets, access to those assets, and the ability to utilise assets productively.

In the context of this research, the DfID SLA was adapted to evaluate the effectiveness of the LESDEP in reducing youth unemployment and promoting sustainable livelihoods in the case study area. The sustainable livelihoods framework brings in many considerations that are often not included in research such as LESDEP. At the same time, it may not be obvious how LESDEP might fit into this framework. LESDEP fits in by influencing the vulnerability context, through the linkages to the asset base, or as part of policies, institutions, and processes. In this sense, LESDEP is affected by the national government to the regional and municipal levels. These institutions form the structures through which the training and start-up equipment are given to the beneficiaries.

Finally, in the context of the framework, livelihood outcomes are the results of livelihood strategies, that is, a livelihood outcome is considered as what individuals or the unemployed get in the future through livelihood activities, such as more income (cash), increased well-being (non-material goods like self-esteem, health status, access to services, sense of inclusion), reduced vulnerability (better resilience through increase in asset status), improved food security (increase in financial capital in order to buy food), and a more sustainable use of natural resources (appropriate property rights) (Chambers and Conway 1992; DfID, 2000). The final stage of the programme is to ensure that the livelihood outcomes are met. This will ensure that the vulnerability that results in unemployment among the youth is addressed. For LESDEP to realise its livelihood objective, it needs to provide the unemployed with long-term and reliable sources of income, protect the natural resources environmentally and maximise opportunities of skills development programmes for the involvement of the unemployed in the region.

LESDEP can reduce vulnerability, such as when skills development programmes provide beneficiaries with the needed employment opportunities, at various competency levels, in the form of local garment production, fashion designing, agriculture, agro-processing, bead making, construction and fish farming. Skills development can also increase vulnerability, in the case where beneficiaries are unemployed, as well as not being provided with the requisite tools to work with. A case in point is the Technical and Vocational Education and Training in Zambia which was certificate-led. It was, however, a certificate without employment (Haan, 2001:122). LESDEP, through the provision of sustainable livelihoods, is aimed at making the youth in the Central Region employable, reducing their vulnerability, increasing their well-being thereby empowering them economically. The final stage of the programme is to ensure that the livelihood outcomes are met. This will ensure that the vulnerability that results in unemployment among the youth is addressed. The conceptual framework used is represented in Figure 2 below.

Figure 2: The Sustainable Livelihoods Framework (SLF) with LESDEP



Source: Adapted from DfID (2002:1).

The sustainable livelihoods framework which is people-centred focuses on the important aspects of life, namely what individuals can do to support their way of life and their families at present and in the future. Assets, as noted by DfID (2002), react with policies, institutions, and processes to shape the choices of livelihood strategies. These, in the long run, shape the livelihood outcomes, which are often the types of contributions that matter. Nonetheless, those outcomes are not necessarily the endpoint, as they feed back into the future asset base as discussed in the previous section.

The DfID sustainable livelihoods framework (SLF) presented earlier, is used in this research to determine whether LESDEP conforms to the livelihood outcomes of increased income for beneficiaries, reduced vulnerability, social inclusiveness, increased well-being, sustainable use of natural resources and more food security for the beneficiaries. This framework is also used to ascertain the outcomes of the people-centred development theory, which include, education and training, enterprise establishment, generation of employment opportunities, enhanced social networks and sources of sustainable livelihoods. The research focuses on the key elements of the sustainable livelihoods framework (natural capital, human capital, physical capital, financial capital and social capital).

3.4. The Sustainable Livelihoods Approach (SLA) to the Local Enterprise and Skills Development Programme (LESDEP)

The sustainable livelihoods approach (SLA) is a methodology which can best be used to analyse the effectiveness and impact that the Local Enterprise and Skills Development Programme (LESDEP) might have on the various forms of livelihoods of the unemployed youth in the Central Region of Ghana. The SLA presents a methodology that looks at the positive and negative effects or impact of LESDEP upon the livelihoods of individuals. That is, to determine if LESDEP is proven to be the source of sustainable livelihoods to most of the youth who benefited from the programme through the various vocational skills acquired.

Applying the SLA makes it possible to assess the effects or impacts of the LESDEP initiative on different livelihood strategies of individuals in the Central Region of Ghana. The impact of LESDEP and the reduction of youth unemployment include the creation of employment opportunities, the establishment of enterprises and the development of small, medium and micro-enterprises (SMMEs), training and education, social inclusiveness and empowerment of beneficiaries (LESDEP, 2010) and above all, reduced vulnerability. The SLA is used in this research to evaluate the effectiveness of the LESDEP in reducing youth unemployment and promoting sustainable livelihoods in the Central Region of Ghana and to ascertain whether LESDEP is a sustainable unemployment reduction strategy.

In the pursuit of reducing youth unemployment over the years, steps were taken continuously to understand the dynamics of unemployment and the strategies to reduce the challenges of youth unemployment in Ghana. Some initiatives, which include the Skills Training and Employment Placement (STEP) programme and the National Youth Employment Programme (NYEP) which were established in 2003 and 2006 respectively were restructured into the Ghana Youth Employment and Entrepreneurship Agency (GYEEDA) in 2012.

LESDEP is one of the effective strategies implemented to reduce youth unemployment in the Central Region of Ghana. A total of 2,113 unemployed youth were trained in the Central Region and provided with the requisite skills and tools to start their own businesses (*Ghana Business News*, 2012:1). However, this scenario is always not the case as most trainees are still walking about without full-time employment. Investing in education and skills for the youth to help economies achieve dynamic growth with quality jobs is a pressing priority throughout the globe. At the 2008 International Labour Conference (ILC), the International Labour

Organisation's (ILO) tripartite constituency of governments, employers and workers adopted a set of conclusions squarely focused on this challenge.

These conclusions, as revealed by the ILC report, offer useful directions for strengthening education, vocational training and lifelong learning as central pillars of employability for workers and sustainability for enterprises within the Decent Work Agenda (ILC, 2008:3). The conclusions as indicated, focused on how skills development can be an essential instrument to maximise opportunities for reducing social exclusion, enhancing employability and sustainability. These conclusions encompass the main components of LESDEP which are to promote opportunities, facilitate empowerment, and enhance security and social inclusiveness for beneficiaries.

Knowing the threat that unemployment and vulnerable employment pose to national stability in Ghana, the Government of Ghana in this regard, has shown commitment to its obligation to provide decent work for all its citizens. This is enshrined in the 1992 Constitution of the Republic of Ghana. It is believed that skills developed do not only create opportunities to generate income, but also develop the human capital and enhance knowledge. Since 2000, the government has implemented a number of employment-generation projects and programmes. These include the continuation and expansion of the Skills Training and Employment Placement Programme (STEPP), the National Youth Employment Programme (NYEP), the Graduate Entrepreneurial and Business Support Scheme (GEBSS), Microfinance and Small Loans Centre, Rural Enterprise Programme, and Young Entrepreneurs Programme, among many others (ILO, 2015:15). Very often these Skills Development Programmes are seen as a means of reducing the challenges of youth unemployment. Skills development is acknowledged as playing a crucial role in Ghana's youth employability since the development of entrepreneurial skills for self-employment became a new focus in youth employment programmes as of 2006 for sustainable livelihoods.

The sustainable livelihoods approach which is a systematic form of analysis seeks to assess the issues that affect how unemployed individuals put their lives together and sustain their families and which go beyond what is often regarded as economics earnings or social earnings to address livelihood security (Jamieson et al., 2004:16). Livelihood security in this sense is seen by Frankenberger and McCaston (1998:31) as adequate and sustainable access to income and resources to meet basic needs. In this regard, beneficiaries of LESDEP are able to meet their basic needs through the establishment of their own businesses. The focus of LESDEP as

livelihood security is on building the capacities of beneficiaries in various vocational skills. This would make them employable by starting their own businesses to have access to these resources to meet their basic needs. In this case, addressing the three components of livelihood security provides the unemployed youth with jobs, skills and safety nets (business establishments). However, this is not always the case that skills development will lead to the occupational pathways for the youth. It is in view of this that a policy agenda such as LESDEP that seeks to emphasise livelihood security must, however, benchmark itself on how quickly it is able to change the livelihood security of the unemployed youth in the Central Region of Ghana. Therefore, LESDEP can either reduce or increase the vulnerability of the unemployed if the requisite tools and skills are not in use.

LESDEP must shift a large number of unemployed youth to relatively more stable employment situations. In doing so, the effects of unemployment such as psychological harm, ill health and mortality as well as the loss of human relations and family life and social exclusion can be minimised (Sen, 1997). Even though LESDEP was not without implementation challenges, this research established that LESDEP could enhance the employability of the unemployed youth in the Central Region of Ghana when things are done differently.

Employability entails much more than the ability to get a job, but rather, having the capacity to network and market oneself, navigate through a career and remain employable throughout one's life. It requires the ability to ask questions, acquire new skills, identify and evaluate options, understand the rights at work (including the right to a safe and healthy work environment), adapt successfully to changing situations and the courage to innovate.

In light of the above revelations, it is worth noting that the government and other implementation agencies have a greater role to play in reducing the challenge of youth unemployment. The government must strengthen its collaboration with associations of artisans or business associations so that they play a more significant role in developing the skills of the youth.

In analysing the sustainability of the LESDEP implemented by the Government of Ghana, this research concluded that there were too many wastages in the system. This wastage includes having different organisations implementing the same initiatives towards the same objectives. In addition, there were gaps in the implementation process and framework in that some beneficiaries were not able to follow through to set up their own enterprises or businesses,

despite all the training given. Ineffective monitoring and tracking of the progress of beneficiaries was also a huge challenge.

Finally, graduates end up without an enterprise or business since they do not have places to work from or funds to establish their own businesses. In this regard, appropriate strategies are required to improve and expand the LESDEP programmes for the youth, tailored with labour reforms for the specific needs of the youth. It is also essential to note that such social protection measures are not regarded as a cost to the public, but rather as an investment in the social and economic development of societies and individuals (Cichon et al., 2004).

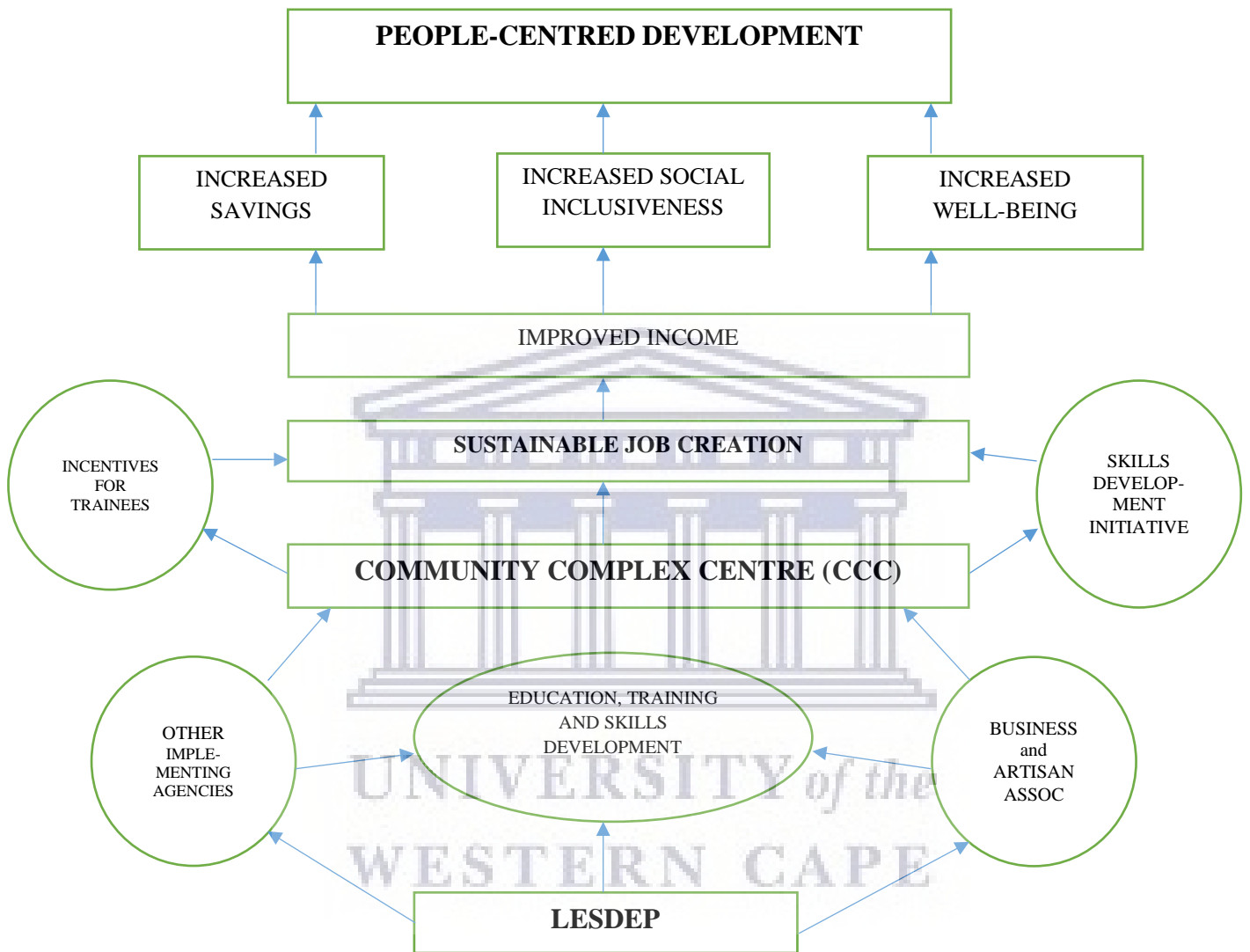
In this regard, investing in the youth could potentially have a positive impact on human development thereby enabling the youth to develop the full potential for personal growth and to make meaningful contributions to the society throughout their lifetimes. Increasing the quality of LESDEP alone will not be sufficient to generate employment but requires the development of good systems. Hence, this research recommends a more sustainable model, which is the Community Complex Centre (CCC) as an alternative model, which is illustrated below (see Figure 3). This CCC model proposes the establishment of training and employment centres in the communities to train and employ the identified unemployed youth.

The Ghanaian government will serve as a conduit to provide these centres with a network of services including contracts. These contracts, for example, will include the free school uniforms and school feeding programme, to name a few services. Trainees in dressmaking and catering services will be engaged in making the school uniforms and providing catering services to the school feeding programme in Ghana, respectively. The CCC will serve as a training facility handled by the government, in partnership with businesses or artisan associations and other relevant actors within the communities.

The partnerships among government, trade unions and other agencies can be instrumental in establishing enterprises for the graduates, using the money trainees would have accrued as a result of these contracts. This will provide an exit strategy for the youth to take up full employment after they graduate. In this case, the trainees would have a sustainable job to provide them with ready income to be able to meet their basic needs to support their families. This model seeks to address the issue of inefficiencies, vulnerability, job security, rural-urban migration, and inadequate training periods. This model would also promote effective monitoring and evaluation, proper record-keeping and tracking of beneficiaries, avoid losses and wastage when resources are pooled together, maximise the use of resources and remove

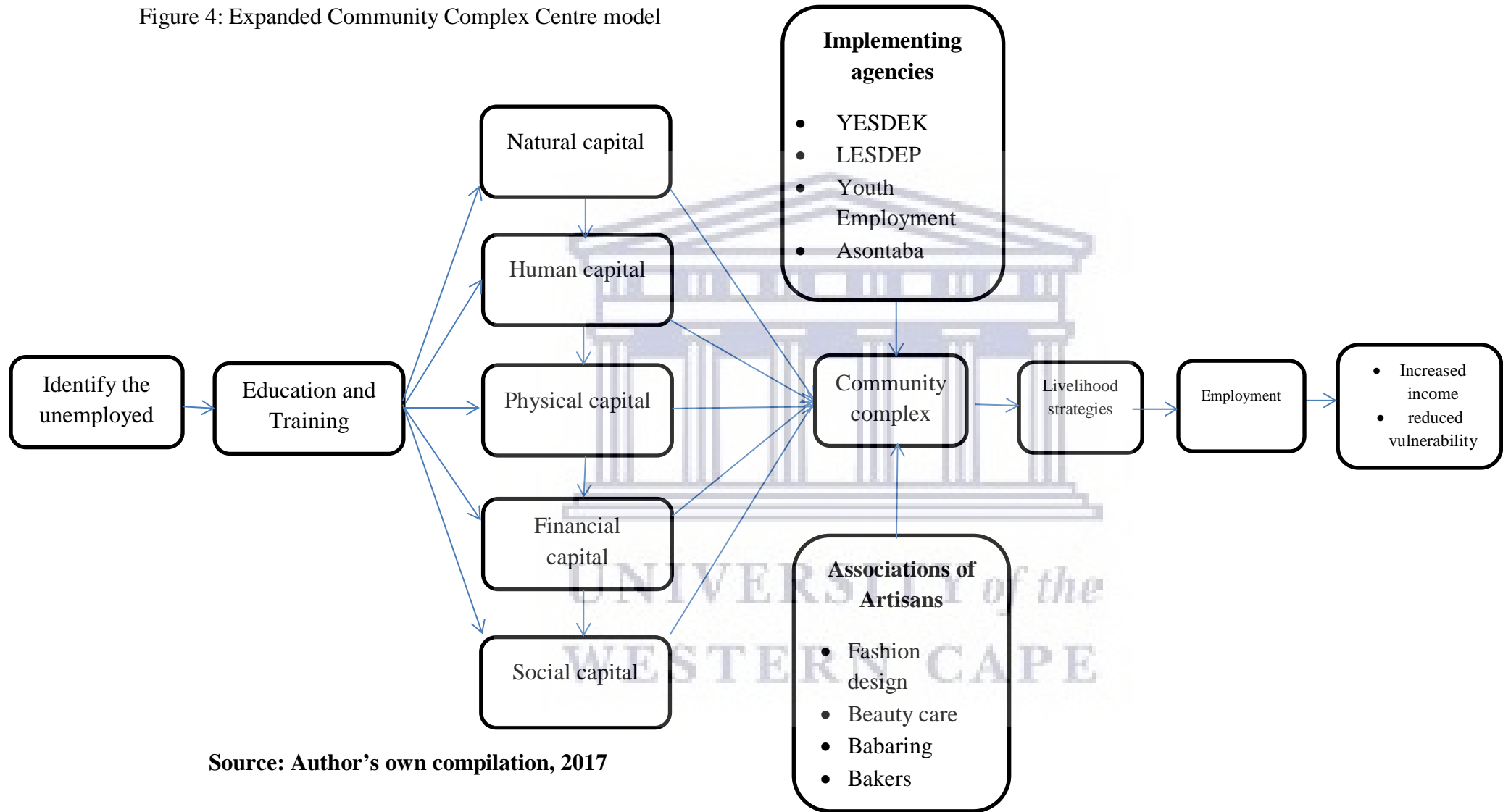
loan repayment barriers. Above all, it would provide skills, jobs and safety nets for beneficiaries of the programme.

Figure 3: Community Complex Centre (CCC) model



Source: Author's own compilation, 2017

Figure 4: Expanded Community Complex Centre model



Source: Author's own compilation, 2017

3.5. Operationalisation of key variables

Babbie and Mouton (2001) state that operationalisation is the final measurement of how various characteristics of a given variable in the real world will be known. The indicators considered in this research are education, occupational or competency type, and income. In this context LESDEP will be considered as the independent variable and employability as the dependent variable.

Livelihood assets form an important productive resource base and that access to and control of these assets is shaped by the policy processes and institutions towards realising livelihood outcomes. Based on the sustainable livelihoods approach (SLA), this research focuses on the changes in assets and resources induced by LESDEP in the livelihood opportunities of participant beneficiaries by taking account of the five capital assets envisioned by the SLA. The five capital assets (see Figure 2) contain the basic elements of the SLA that govern livelihood options available to individuals or households as a result of LESDEP skills development programmes and based on these human, social, financial, physical and natural assets.

Generally, skills development approaches are an articulation of knowledge, skills, and competencies, which connect education with work in an occupation; in other words, the term skills development is used to describe a wider array of institutions and activities influencing employment and earnings. Hence, it is expected that the impact of LESDEP will make it easier for individuals to find work and become more productive once in the labour market. Hence, increased livelihood assets lead to increased productivity and active participation in the labour market.

In the context of this research and in line with the theoretical and conceptual framework presented in the preceding section, the five key variables will be used as measures for employability. These variables will be measured by their corresponding set of defined indicators.

3.5.1. Natural capital

This refers to the elements of nature that directly and indirectly produce value or benefits to people. This includes ecosystems, species, freshwater, land, minerals, the air and oceans, as well as natural processes and functions (Goodwin, 2003; SEEA, 2014; Voora and Venema, 2008). This is measured in terms of the area of land available to the participant and that can be put to productive use such as building a shop to train other youth and to generate income.

3.5.2. Human capital

Human capital is defined as the stock of skills, knowledge, and abilities that the labour force possesses in education and training (CIPD, 2017; Goldin, 2014). This is measured by participants' educational background level (formal and drop out), skills and competencies (e.g. dressmaking, hairdressing and welding) resulting in generating income that ultimately improve participants' livelihoods.

3.5.3. Physical capital

Physical capital is generally defined as an asset that is used in production and which is manufactured by humans (Garzarelli and Limam, 2019; Kataria et al., 2012). This is measured by the ownership of the asset such as equipment (e.g. sewing machine, welding machine, hairdryer, tricycle, and outboard motor) that can facilitate the activities of the participants.

3.5.4. Financial capital

These are the financial resources available, for example regular remittances or pensions, savings and supplies of credit (Kataria et al., 2012; Majale, 2001). This is measured by considering the individual actual income levels and savings, remittances, and revenue from the business. Due to the location and occupational differences in sources of income, the size and distribution of income earned (income inequalities) will also be taken into account.

3.5.5. Social capital

Social capital is considered as social relationships and its major elements include social networks, civic engagement, norms of reciprocity, and generalised trust (Sato, 2013; Yasunobu and Bhandari, 2009). This is measured by the number of activities carried out by LESDEP to bring together other social groups to train and generate income. It measures the employment channels and networks available to participants such as the number of associations respondents belong to and active participation in the association.

3.6. Conclusion

This chapter sketched the conceptual and theoretical framework of the study. In this regard, the people-centred development theory and the sustainable livelihoods approach were explained in relation to LESDEP.

Furthermore, the chapter highlighted the key components of the sustainable livelihoods approach and LESDEP, which are to promote employment opportunities, facilitate empowerment, enhance security and bring about social inclusiveness for beneficiaries. The

chapter further highlighted ways that LESDEP could be improved in the near future as an unemployment reduction strategy if things are done differently. Finally, the chapter explained the operationalisation of the variables that were used in this research.

The following chapter, (a) gives a description and socio-economic overview of the case study area; and (b) provides the demographic profile of the Central Region of Ghana.



CHAPTER FOUR

DESCRIPTION AND SOCIO-ECONOMIC OVERVIEW OF THE CASE STUDY AREA

4.1. Introduction

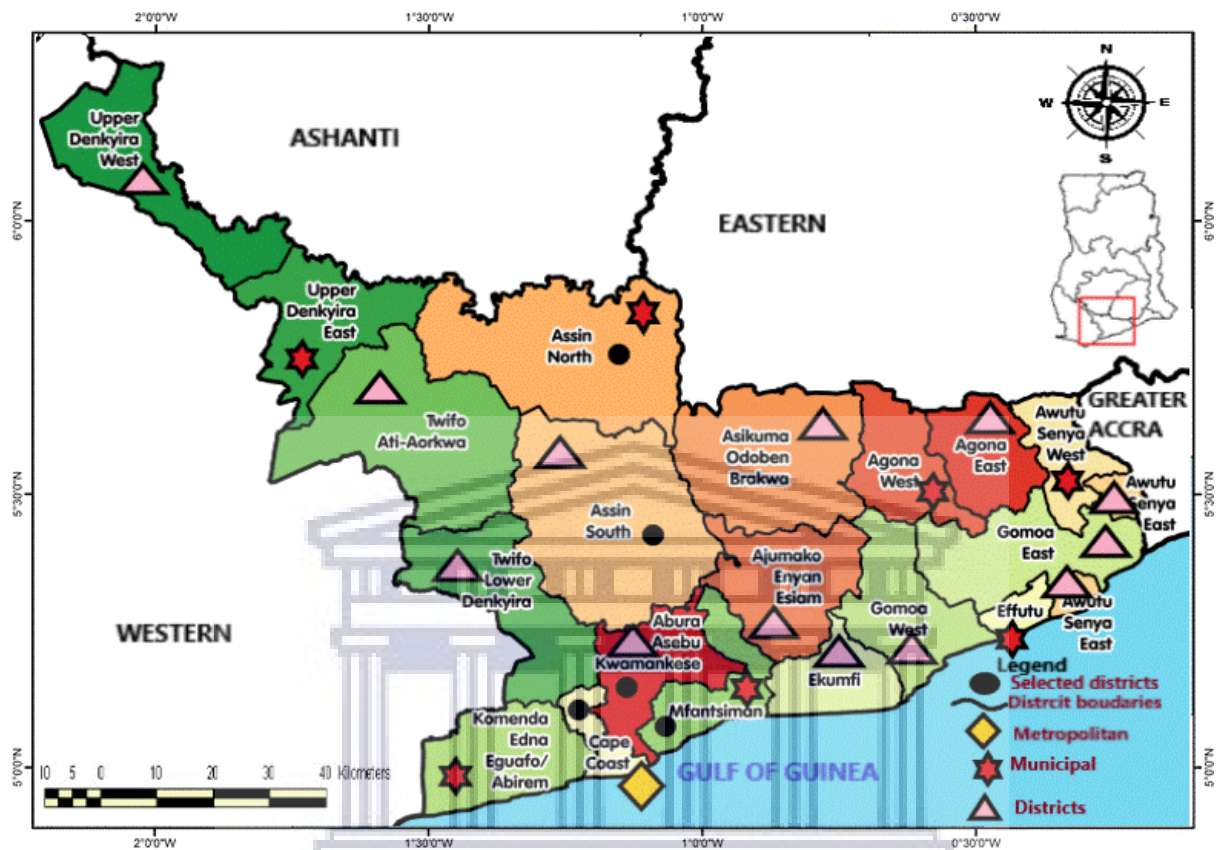
The Central Region of Ghana, which has the fastest growing population in the country, is relatively impoverished. Given the region's closeness to the three main regional population centres of Accra, Kumasi and Sekondi-Takoradi, it is imperative that targeted government interventions are undertaken to increase socio-economic development in the region to reduce unemployment, poverty and migration.

The objective of this chapter is to give a description and socio-economic overview of the Central Region where the research was carried out, to better understand the socio-economic dynamics of the region. In addition, it provides the region's demographic profile. This chapter, (a) presents the background to the Central Region; and (b) provides the demographic profile of the region.

4.2. Background to the Central Region

The Central Region, which is one of the ten administrative regions of Ghana, has Cape Coast as its capital. It also constitutes one metropolitan area, seven municipalities and twelve districts. The region covers an area of 9,826 sq km land area, making it the third smallest in the area after Greater Accra and Upper East Regions. It is bordered with the Western Region on the west, Ashanti Region and Eastern Region on the north and Greater Accra Region on the east, as depicted in Figure 5 below. On the south is the 168 km length Atlantic Ocean coastline (GSS, 2013a).

Figure 5: Administrative map of Central Region showing metropolitan area, municipalities and districts



Source: Author's own construction (GSS, 2013a:1).

4.3. Population by district, urban and rural distribution

Typically, the region is rural in nature, though there has been an increase in the urban population from 28% in 1960 to 47.1% in the latest 2010 population and housing census. The GSS (2013b:12) posits that the most urbanised districts, which are about two-thirds urban, are Cape Coast, Awutu-Efutu-Senya and Agona. The region has a population of 2,201,863 (Ankomah et al., 2010), which accounted for 8.9% of Ghana's population. Of this figure, Mfantseman Municipal has the largest share of 8.9%, followed by Cape Coast Metropolitan (7.7% of the population), Assin North Municipal (7.3%), Abura-asebu-Kwamankese and Assin South having recorded 5.3% and 4.7% respectively as shown in Table 1.

Table 1: Population by district, urban and rural distribution

Metro/Mun/District	Total population	% share of Population	Urban	Rural
Komenda-Edina-Eguafo-Abirem Municipal	144,705	6.6	35.7	64.3
Cape Coast Metropolis	169,894	7.7	76.7	23.3
Abura-Asebu-Kwamankese	117,185	5.3	33.6	66.4
Mfantseman Municipal	196,563	8.9	50.4	49.6
Ajumako-Enyan-Essiam	138,046	6.3	31.9	68.1
Gomoa West	135,189	6.1	42.6	57.4
Effutu Municipal	68,597	3.1	93.3	6.7
Gomoa East	207,071	9.4	52.4	47.6
Ewutu Senya	195,306	8.9	73.6	56.6
Agona East	85,920	3.9	43.4	56.6
Agona West Municipal	115,358	5.2	76.6	23.4
Asikuma-Odoben-Brakwa	112,706	5.1	48.1	51.9
Assin South	104,244	4.7	***	100.0
Assin North Municipal	161,341	7.3	35.8	64.2
Twifo-Hemang-Lower Denkyira	116,874	5.3	25.2	74.8
Upper Denkyira Municipal	72,810	3.3	44.4	55.6
Upper Denkyira West	60,054	2.7	***	100.0
Total	2,201,863	100.0	47.1	52.9

Source: 2010 Population and Housing Census (GSS, 2013a:34).

To further understand the population distribution, the region, however, presents a marked diversity of districts regarding the proportion of the population living in urban areas. As illustrated in Table 1, only six out of the 17 districts have over one-half of the population living in urban areas. The most urbanised district in the region in 2010 was Effutu with 93.3% of the population living in urban localities. In contrast, two districts, Assin South and Upper Denkyira West, have no urban populations. These two districts, in addition to two others in the Upper West Region, are the only districts in Ghana with no urban populations.

4.4. Age structure by age and district

Even though variations exist among the districts, according to GSS (2013b), the region as a whole and all the districts depict typical youthful populations. For the region, the proportion of the population under 15 years is 39.5% compared to a national average of 34.4%. However, as shown in Figure 6, there exist inter-district differentials in the proportion of population under 15 years which are relatively high in three districts, Asikuma-Odoben-Brakwa (43.5%), Assin South (42.9%), and Assin North (42.0%), but which is low in Cape Coast (28.3%) and Effutu (33.1%).

Figure 6: Age structure by age and districts



Source: 2010 Population and Housing Census (GSS, 2013a:36).

4.5. Ethnic groupings

The GSS (2013b) further indicates that the region is composed of different ethnic groupings. The Akans (Fantis) constitute 81.7% of the population, the Ewes form 6.2% and the Guans 5.3%, who constitute the largest ethnic group in the Effutu District (58.5%) and 28.5% in Ewutu Senya Municipal (GSS, 2013b:30).

4.6. Religious groupings

The Ghanaian population has different religious affiliations. According to the GSS (2013b), the Christian religion is categorised into four: Catholic, Protestants, Pentecostal-Charismatic and other Christians. The largest religious group is the Pentecostal-Charismatics who constitute 29.8% of the population. The Protestants represent 21.0% and the Catholics 11.1%.

Other groups constitute 21.4% of the population. Muslims are 8.6% of the population in the Central Region. Finally, about 7% (6.6%) have no religious affiliation.

4.7. Literacy rate

It is worth noting that the adult literacy rate in the Central Region is above 50% (*Modern Ghana*, 2016). Cape Coast and Abura-Asebu-Kwamankese have the highest (75.3%) and lowest (45.2%) literacy rates respectively. The report further argues that there is a larger proportion of males (68.9%) than females (46.3%). In addition, the report reveals that while about 50% of the people in the Central Region had attained a formal education, close to 40% have not had any formal education (*Modern Ghana*, 2016). However, very few had gone beyond attaining tertiary levels. GSS (2013b) further asserts that literacy rates in the Central Region are higher (82.0%) at the urban localities than those in the rural (74.6%) rates in all the districts, with the exception of two districts where rural rates are higher: Abura-Asebu-Kwamankese (74.6% rural, 63.3% urban) and Gomoa West (68.0% rural, 64.9% urban).

4.8. Marital status

In Ghana, according to Nukunya (2003:11), other ethnic groups, considers marriage obligatory. It is a function that must be performed within an individual's lifetime. The underlying reason for marriages includes the desire to maintain lineages, the need to have a spouse as a companion and the prestige attached to the institution of marriage (GSS, 2013b). The GSS report further revealed that socially, marriages were said to provide economic and human capital, and hence suggests the concept of wealth in people and assets. Previously, when the search for marriage partners was assisted by parents and extended family, early marriage was the norm and the near-universality of marriage has been documented by several researchers (see Childs, 2003; Lesthaeghe, 1971)

Three systems of marriage exist in Ghana. These include the Customary, Ordinance and Islamic marriages (Oti Adinkrah, 1980). These three systems of marriage are considered distinct and have specific implications and expectations. However, Ghanaian marriages are customarily and legally sanctioned unions between a man and a woman so that children born or adopted become legitimate children of the couple (GSS, 2013b).

The 2010 National Population and Housing Census Analytical Report revealed that in the Central Region, 40.9% were never married; 5.8% were in an informal/consensual union; and 40.6% were married. In addition, 2% were separated, 5% were divorced and 5.7% were widowed (GSS, 2013c:99). Nearly all the inhabitants within the Central Region, with the

exception of the regional capital, Cape Coast, are in a form of marital union (*Modern Ghana*, 2016), thus, married or living together in a consensual union. However, Cape Coast has more 'never-married' people (40.5%) compared to other districts, ranging between 23.0% and 30.8% (*Modern Ghana*, 2016:9).

4.9. Employment status of persons 15 years and older

A substantial proportion of the population 15 years and above within the region are self-employed without employees (*Modern Ghana*, 2016). The report further states that employees account for 12.6% of the region's working population. In Cape Coast district, on the other hand, the proportion is much higher (33.1%). In addition, the self-employed persons with employees and apprentices account for 5.1% and 3.4% respectively. In contrast to this assertion, GSS (2013b) reports that two-thirds of employed persons in the Central Region (65.2%) are self-employed without employees, and 16.5% are employees.

Consequently, among both males and females, according to GSS (2013b: 2), six out of every ten persons (70%) are economically active (i.e. those employed or unemployed) and 30% are not economically active (i.e. not working and not looking for work). It is also important to know that economically active persons in the region are highest in Upper Denkyira West (77.6%), Assin North (76.5%) and Upper Denkyira East (76.4%) and lowest in two urbanised districts, Cape Coast (49.6%) and Effutu (52.1%) (GSS, 2013a).

Economically, it is common to find people in both the formal and informal job sectors in the region. There are no large industries in the region, with the exception of a private company – the 'Ameen Shangari' soap factory. Some of the few available banks also serve as employment outlets to inhabitants. The region is a coastal town and predominantly a fishing region due to its location. Within the informal sector, agriculture, especially fishing remains the main economic activity in the region. It employs more than two-thirds of the workforce in the region.

The Central Region experiences a bimodal rainfall pattern averaging 1000 mm to 2000 mm with the coast having the least. The major season spans from April to July and the minor season, from September to November. The region has a mean monthly temperature ranging from 24⁰C (minimum) in August to about 30⁰C (maximum) from March to April (GSS, 2013b:2). This period marks the onset of farming activities within the region. Cereals such as maize and inland valley rice, cassava, cocoyam and vegetables such as tomatoes, peppers,

cabbages and lettuce, amongst others are the food crops cultivated in the region. Cash crops in the region are limited to citrus, cocoa, oil palm and coconuts.

Furthermore, according to GSS (2013b:13) the region is endowed with rich natural resources such as gold, beryl, and bauxite in the Upper Denkyira District; petroleum and natural gas at Saltpond; kaolin in the Mfantseman Municipality; diamonds at Nwomaso, Enikokow, Kokoso (all in the Asikuma-Odoben-Brakwa District); clay including pigment clay in all districts; tantalite and columbite at Nyanyano in the Awutu-Effutu-Senya Municipality; quartz, muscovite and other minerals like mica, granite, feldspar as well as timber in all the forest areas; rich fishing grounds along the coast; forests and rich arable land are in abundance.

In his public speech, the central regional minister, Honourable Aquinas Tawiah Quansah noted that road infrastructure in the Central Region is generally poor (Ghanaweb, 2014), thus impacting negatively on agricultural production and post-harvest losses. He explained further, indicating that farmers had to walk on foot, travelling long distances with headloads of foodstuff to sell and sometimes end up losing their capital as a result and finally ending up in abject poverty. The Central Region is divided into two sections, namely the coast and the hinterlands. The coast constitutes undulating plains with isolated hills and occasional cliffs characterised by sandy beaches and marsh in certain areas, while the hinterland consists of the land rises between 250 metres to 300 metres above sea level (GSS, 2013a).

Despite being the educational centre of Ghana and a region of excellence due to the acclaimed international tourist attraction, the Central Region is the fourth poorest in the country (Mahama, 2014). In addition, reflecting on the national figure, 5.7% (GSS, 2013c), the region experiences high levels of unemployment at 8.1% (GSS, 2013a). The youth in this regard have seen themselves participating in various commercial activities, particularly buying and selling, the erection of kiosks, containers, table-top retail activities, hawking, trading in second-hand goods, truck pushing, small-scale mining, shoe-repairing, and involvement in other youth and skills development programmes including the LESDEP.

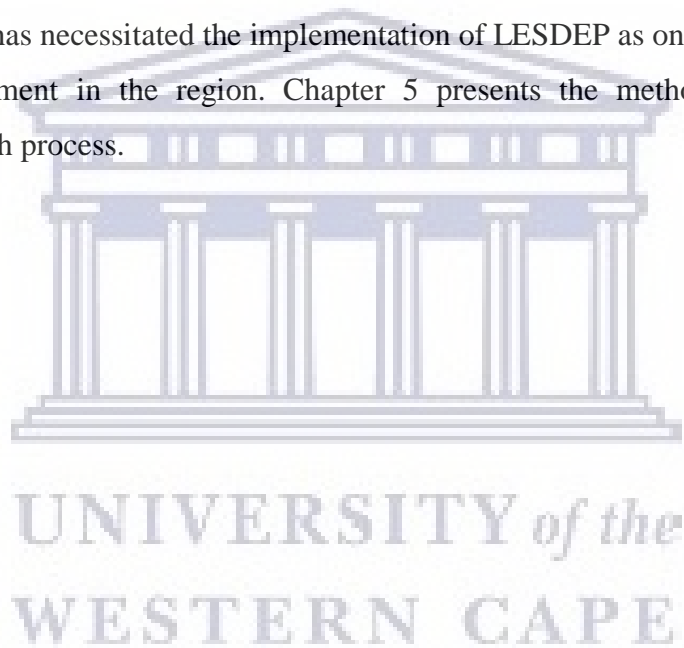
4.10. Conclusion

With the objective of investigating the need for LESDEP within the Central Region and to provide a socio-economic overview of the case study area, this study made an analysis of the socio-economic situation of the Central Region. The analysis provided a clear picture of the region's population size, urban and rural distribution, and age structure by age and by district. In this regard, the analysis concluded that the region is rural in nature and the population is

youthful. In terms of religion, the majority of the people are Christians, with the Akans dominating the ethnic groupings.

The region has a high literacy rate with most of the people being self-employed. Furthermore, there are more male economically active persons than females. A number of the people in the region are engaged in both formal and informal jobs as their means of livelihood. As a coastal region, fishing and farming are the main economic activities of the people. Poor road infrastructure has impacted negatively on agriculture leading to high post-harvest losses in the region.

Even though the region is richly endowed with natural resources, it is the fourth poorest region in Ghana. It is also bedevilled with a high unemployment rate as compared to that of the national figure. This has necessitated the implementation of LESDEP as one of the strategies to reduce unemployment in the region. Chapter 5 presents the methodological issues governing the research process.



CHAPTER FIVE

METHODOLOGY AND ECONOMETRIC MODEL

5.1. Introduction

This chapter outlines the methodological approaches which were used in this study. The chapter highlights the inquiry procedures that were applied in evaluating the effectiveness of the LESDEP programme in reducing youth unemployment and promoting sustainable livelihoods in the Central Region of Ghana.

It focuses on the strategies employed to gather data, considering the mixed-method (quantitative and qualitative) to social research. It covers the research design, the sampling techniques employed, data collection methods (for example questionnaire and interviews), and data analysis.

The chapter further presents the research design applied in the study. It specifies the research methods, outlining both quantitative and qualitative methods applied. It then discusses the data analysis techniques used, before concluding the chapter.

5.2. Research design

Research design is a type of inquiry within quantitative, qualitative, and mixed-method approaches that provides specific direction for procedures in a research study (Creswell, 2014). According to Babbie and Mouton (2001:74), research design provides a “blueprint” of how research should be conducted. Philliber et al. (1980) attest that it deals with four problems: what questions to study, what data is relevant, what data is to be collected, and how to analyse the data. Nachmias and Nachmias (2008:77-78) also indicate that research design is “a logical proof that allows the researcher to draw inferences concerning causal relations among the variables under investigation”. In this research, the entire framework of the research design outlines the research methodology, the focus area of data collection, data collection tools and the process of data analysis. In this regard, a mixed-method research (MMR) was adopted for purposes of this research.

5.3. Mixed method research (MMR) design

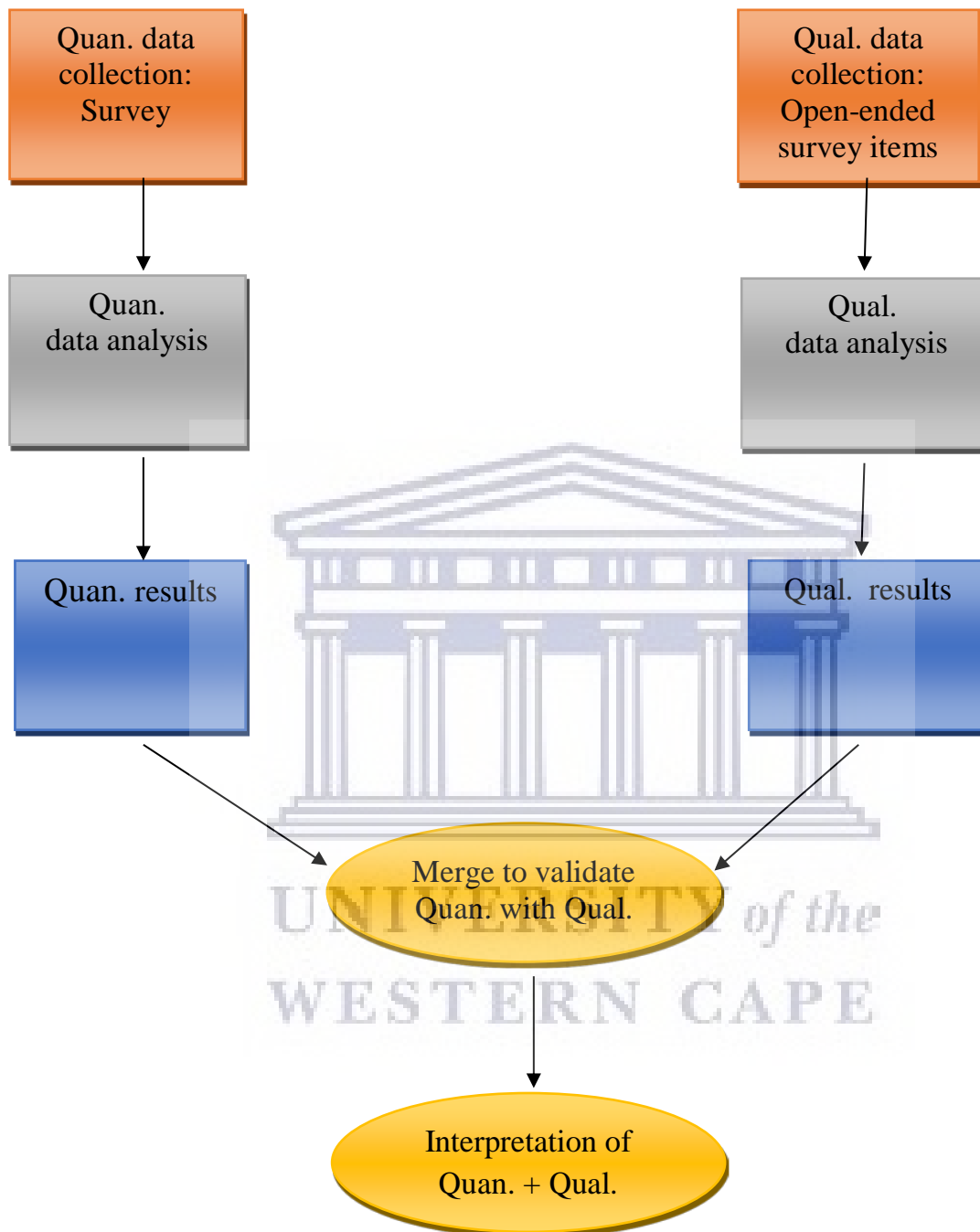
The mixed-method research (MMR) design has been described in different ways that make it a difficult concept to understand (Niglas, 2009 cited in Almalki, 2016:4). It has been referenced as “empirical research that involves the collection and analysis of both quantitative and qualitative data” (Ivankova et al., 2006:2). Johnson et al. (2007:123) defined it as “the type of research that the research or team of researchers combine the elements of both quantitative and qualitative research methods for the broad purpose of the breadth and depth of understanding and corroboration”. Johnson and Onwuegbuzie (2004) are of the view that the method offers researchers the opportunities to compensate for the inherent method weaknesses, or inherent method strengths, and offset inevitable method biases.

Creswell (2014) noted that the MMR approach allows for a better understanding of research problems than either approach alone. He also presented some core characteristics which emphasise the key elements within MMR. He indicated that researchers gather and analyse both quantitative and qualitative data in a sequential and/or simultaneous and rigorous manner which integrates the two forms of data. However, the manner in which this data is mixed will depend upon the nature of the inquiry and the philosophical perspective of the individual conducting the research.

Greene et al. (1989) indicated that there are five different reasons for the integration of both quantitative and qualitative research data. They explained that triangulation gives the opportunity for convergence and corroboration of results that are drawn from different research approaches. They further indicated that complementarity seeks elaboration, enhancement, illustration, clarification of the results from one approach with the results from the other (Greenberg et al., 2005:258). Nonetheless, within the MMR there are sequential explanatory mixed-method, sequential exploratory mixed-method convergent parallel or concurrent mixed-method, embedded mixed-method and multiphase mixed-method options.

For the reasons stated above, and because MMR provides good advantages to research inquiry, this research found it suitable to employ the convergent parallel/ concurrent mixed-method design to gather and analyse both quantitative and qualitative data (discussed in detail in Chapters six and seven respectively), as depicted in Figure 7.

Figure 7: Convergent parallel mixed-method design



Source: Creswell, 2014:15.

The Convergent Parallel Mixed-Method is a type of concurrent mixed-method research design where the researcher merges the quantitative and qualitative data to provide a comprehensive analysis of the research problem (Creswell, 2014). In this design, the author noted that quantitative and qualitative data are collected at the same time by the researcher, but

separately from one another, and analysed separately. The results are then compared together. The main objective is to triangulate the findings from both forms of data, thereby confirming both quantitative and qualitative findings, or generating insights in need of further research.

Based on the above understanding of convergent parallel mixed-method design, in this study quantitative and qualitative data were collected concurrently, analysis was done separately and results were presented sequentially to seek similarities and differences among the beneficiaries and non-beneficiaries of LESDEP. The objective was to evaluate LESDEP and its relationship with the programme outcomes. This study used econometric tools doing an econometric analysis of the field survey conducted, to analyse and interpret the impact of LESDEP on youth employability, followed by a qualitative analysis of the information gathered from field interviews and focus group discussions.

As outlined above, whereas quantitative data collection was carried out by conducting interviews, with personnel from the LESDEP coordinating unit, beneficiaries and non-beneficiaries of the LESDEP in the five districts, qualitative data was collected through focus group discussions with beneficiaries of LESDEP.

Through a qualitative approach, semi-structured interviews were used in the research in order to deepen the understanding of LESDEP. However, the combination of these approaches consequently balanced the limitations of each methodology (Simmons, 1985; Denzin, 1989 cited in Shen, 2009: 67). Furthermore, both approaches have their relative strengths and weaknesses and thus in conducting the research, the weaknesses of one are compensated by the relative strengths of the other (Babbie, 2008). This approach helped the researcher to explain or conceptualise research findings as well as examine in detail any unexpected results from the quantitative study as a result of helping to make it easy to report research findings. Leedy (1993) argues that several studies can be improved significantly if mixed-method research is employed. A discussion of both quantitative and qualitative research design in social research follows.

5.3.1. Quantitative research design

Creswell (1994:2) describes quantitative research design as a means of testing objective theories by examining the relationship among variables. These variables are then measured with numbers and analysed with statistical procedures, in order to determine whether the

predictive generalisations of the theory hold true. Quantitative research design places more emphasis on the quantity of the construct that is assigned to numbers (Babbie and Mouton, 2001: 49). It is also worth noting that quantitative research design makes use of experimental designs to decrease error, biases and irrelevant variables in information gathering.

It also depends on a deductive reasoning procedure of analysis that moves from general to specific, usually, from an existing premise (theory, hypothesis) to a logical conclusion (Leedy, 1997:107). The purpose of the quantitative research approach is to give an explanation and prediction in order to make generalisations (Leedy, 1997:106). Researchers employ this methodology in order to objectively measure the relevant variables. This takes into account the concepts, variables, and hypotheses that are spelled out before the start of the research, which remains still throughout the research process (Leedy, 1997:106).

This research study used a quantitative approach to assess the LESDEP, as well as its relationship to programme outcomes. Machin (2002) argues that a quantitative approach allows for the quantification of variables. In addition, Babbie and Mouton assert that whereas the quantitative approach focuses on the use of numerical data, the qualitative approach emphasises an insider perspective of a particular social phenomenon (Babbie and Mouton, 2001). This was performed during this study by conducting personal interviews with LESDEP personnel, and the administration of questionnaires with beneficiaries and non-beneficiaries of LESDEP.

5.3.2. Qualitative research design

According to Creswell (2014:4) qualitative research is a means of exploring and understanding the meaning that individuals or groups ascribe to a social or human problem. This process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particular themes, and the researcher making interpretations of the meaning of the data. Denzin and Lincoln (2005) observed that the design is multi-approach in focus and character, including data gathering that describes the unstated knowledge and meanings of a person in his/her natural setting. For qualitative research to be informative, scientific values such as reflexivity and reliability need to replace objectivity, validity and generalisation, which are features describing positivism (Tobin and Begley, 2004). In view of the above, it can be concluded that the qualitative research design is based on individual experience. Qualitative research, however, employs the

inductive reasoning procedure of analysis, enabling observations of particular phenomena to be generalised (Leedy, 1997:107).

The advantages of the qualitative approach for this research study can be summed up as: (a) the context and associations of the natural settings are very important since they influence the meanings and understandings of participants being studied; (b) the research emphasises interactions that allow inductive analysis to be utilised and multiple realities obtained through unwritten understanding; and (c) the research design appears to consider realities that cannot be predicted denoting knowledge, since the outcomes are negotiated with potential participants who interpret their realities in various forms, which may have consequences for employment reduction and LESDEP.

Through a qualitative approach, semi-structured interviews were conducted with two focus groups in order to deepen the understanding of LESDEP. Chadwich et al. (1984) observed that a qualitative research approach is considered a way of assessing the validity of ideas about reality and its existence through a systematic process. Babbie and Mouton (2001) however, are of the view that qualitative research requires an emphasis on building rapport, trust and participation as the procedures of eluding error and establishing validity in research. The reasons for using the qualitative research design in this research, were:

- i. to understand the multiple realities of unemployment and LESDEP from the LESDEP participants' point of view;
- ii. to overcome some of the precincts connected with quantitative approaches which underlie unemployment and LESDEP in Ghana;
- iii. to utilise an inductive method amongst beneficiaries of LESDEP, attempting to provide an in-depth understanding of LESDEP and how it has reduced youth unemployment, learning about their experiences in the Central Region; and
- iv. to collect data that is very detailed and informative.

Whereas in quantitative research approach, the data generated is translated into numbers and results are presented statistically in order to disseminate research outcomes, qualitative research design involves interpreting the narratives of respondents and using a more explanatory approach (Leedy, 1997:109).

In view of the above, quantitative and qualitative methodologies have their advantages and disadvantages. Quantitative methodology has the advantage that the validity of the hypothesis may oversimplify reality. Qualitative methodology, in contrast, allows for an in-depth understanding of reality while being disadvantaged by limited generalisation (Simmons, 1985). The combination of these approaches will consequently balance the limitations of each methodology (Simmons, 1985; Denzin, 1989 cited in Shen, 2009: 67). Leedy, (1993) argued that several studies can be improved significantly if mixed-method research is employed. Creswell and Clark, (2007) were of the view that bias is reduced when the mixed-methods approach is applied. This research study used a combination of both the quantitative and qualitative approaches to empirical research in order to collect comprehensive information with regards to the research objectives. Both approaches have their relative strengths and weaknesses and thus in conducting the research, the weaknesses of one will be complemented by the relative strengths of the other (Babbie, 2008).

5.4. Sampling techniques and criteria

Sampling, according to De-Graft Acquah (2013), is the fraction of a population selected for research. Leedy (1993), on the other hand, defines it as a section of the population needed for information to be gathered in a specific issue. The number of individuals that constitute the sample is known as the sample size.

5.4.1. Sampling techniques and criteria in quantitative research

This research largely targeted unemployed youth within the Central Region of Ghana. According to the GSS (2013b:62), about 55,751 people are unemployed within the region. However, this research considered a total number of 1,369 participants (519 beneficiaries of LESDEP and 850 non-beneficiaries of LESDEP). The choice of this population size was based on the data gathered from the LESDEP secretariat in the region.

In order to obtain a sample population or size, quantitative sampling techniques were used. A quantitative sampling technique as indicated by Babbie and Mouton (2001:169-175) is the process of employing probability sampling methods such as simple random, systematic random, stratified and cluster or multi-stage method to select a sample population.

In this regard, five districts were randomly selected out of the twenty districts that make up the Central Region. The selected districts are Cape Coast, Assin South, Assin North, Mfantseman and Abura Asebu Kwamankese Metropolitan, Municipal and Districts

respectively. According to LESDEP secretariat, those who qualified for the programme in the five districts are 1,369 people, and they, therefore, make up the sampling population and in addition, the sampling frame. Thereafter, stratified sampling was used, as those who qualified are categorised into two strata, namely those who qualified and benefited, and those who qualified but did not benefit. Stratified sampling can be described as a sampling process where the researcher divides the population into homogeneous subgroups or strata so that each unit belongs to a single stratum and then selects units from those strata (Teddlie and Yu, 2007).

From the five selected districts, those who qualified and benefited, and those who qualified but did not benefit were 519 and 850 respectively. From these numbers of participants, simple random sampling was used to select the sample size for the questionnaire administration. Through the Raosoft software, the sample size for the research was calculated. According to MacIntosh (2006), the Raosoft sample size calculator implements standard statistical formulae to determine sample sizes for a given confidence level for attribute sampling. It requires the input of population size and several assumed values: means and standard deviations. Using the Raosoft sample size formula model, the following sample size was calculated:

Table 2: Sampled population

PROGRAMME BENEFICIARIES	POPULATION IN THE FIVE DISTRICTS	SAMPLE SIZE IN THE FIVE DISTRICTS	RESPONDENT IN REACHED/ CONTACTED	RESPONSE RATE
Qualified and benefited	519 (<i>N</i>)	221(<i>n</i>)	156	70.6%
Qualified but did not benefit	850 (<i>N</i>)	265 (<i>n</i>)	194	73.2%
Total	1369 (<i>N</i>)	486 (<i>n</i>)	350	72%

Source: Author's own construction, 2017.

The homogeneity of the population allowed the researcher to obtain a total of 221 beneficiaries and 265 non-beneficiaries from the stratum in the 5 selected districts to make up the sample for the research. Both the beneficiaries and non-beneficiaries were given equal

chances to be part of the sample by utilising the stratified random sampling technique. While the quantitative sampling techniques allow for more samples to be considered, the qualitative sampling technique allows for small samples. It also allows for a representative sample to be drawn from a population so that the outcome of the research can be generalised.

In terms of the numbers calculated above, Raosoft (2004:1) indicated that the sample size n and margin of error E are given by

$$N = Z(c/100)^2 r(100 - 4r)$$

$$n = N_{X / ((N-1)E^2 + X)}$$

$$E = \text{Sqrt}[(N-n)X / n(N-1)]$$

Where N is the population size, r is the fraction of responses that we are interested in and $Z(c/100)$ is the critical value for the confidence level c . In order to have equal chances of representation, the sample size was determined at a 95% confidence level and a 5% margin of error.

5.4.2. Sampling techniques and criteria in qualitative research

Qualitative sampling techniques according to Marshall (1996) are a sampling procedure that allows the usage of non-probability sampling methods such as purposive or judgmental sampling, snowball sampling, and quota sampling to select the sample population. The purposive sampling procedure, a non-probability sampling technique was used in order to categorise a sample of respondents whose knowledge the researcher employed to assist to decide who or what questions were the most suitable for inclusion in the research (Russell-Bernard, 2000; Wallimann, 2006). The purposive sampling technique allowed the researcher to select participants who were interested in and wanting to be part of the research process. The sample population was informed by respondents who have knowledge and experience in unemployment and LESDEP concerns within the Central Region. Through the purposive sampling technique, LESDEP officials, individual participants (beneficiaries of LESDEP) were selected to be part of the research to constitute both personal interviews and focus group discussions, respectively. Wallimann (2005) posits that there are several techniques employed to evaluate a correct sample size; nonetheless, a small sample will give an equitable representation of the total if the population is homogeneous. Babbie and Mouton, (2001)

asserted that the non-probability sampling technique is easier, cheaper, and quicker compared to the probability sampling technique. In this regard, the individuals who participated were made up of 6 LESDEP officials from the regional secretariat of the LESDEP institution and 7 participants each in 2 focus group discussions.

5.5. Data collection methods

As indicated earlier, a mixed-method approach was used for this research. Various data was collected using several methods. These include literature review, semi-structured questionnaire to gather quantitative and qualitative data, interviews and focus group discussions and secondary data analysis. Participant observation was also used to collect qualitative data since the approach was useful to the research of this nature. Moreover, focus group discussions and personal interviews were used with the view of adding to and authenticating quantitative findings. The relevant data for the research was collected using quantitative and qualitative tools such as the questionnaire and triangulation respectively.

5.5.1. Questionnaire development

In order to have an effective data collection for this research, it became necessary to design a suitable data collection instrument to solicit for information required from respondents. During the questionnaire development, the researcher consulted extensively with his supervisor, the literature, different data sources, and other researchers. The objective was to develop an appropriate set of questions, both quantitative and qualitative, and questions considering a wider conceptual framework of the research. The topics which were finally selected for the questionnaire were based on the recommendations from the researcher's supervisor, the literature, and other researchers. However, guided by the researcher's supervisor, the questions were examined and modifications made for the study.

Questionnaires (surveys for both beneficiaries and non-beneficiaries of LESDEP, LESDEP Institution) and interview guides (focus group discussion) were developed to cover different areas of the research: (a) demographic characteristics of respondents; (b) human capital; (c) financial capital; (d) physical capital; (e) social capital; (f) natural capital; (g) challenges of beneficiaries; and (h) institutional challenges confronting the LESDEP programme in the study area.

5.5.2. Internal consistency reliability test

Before the questionnaire was finally administered, an internal consistency reliability test was performed on the various Likert-type scales questions to check their internal consistency

reliability. Gliem and Gliem (2003:7) assert that it is important to note that when using Likert-type scales it is imperative to calculate and report Cronbach's alpha coefficient for internal consistency reliability for any scales or subscales one may be using. Internal consistency reliability in research measures the correlations between items on the same test (Trochim William, 2006). That is, it measures whether several items that propose to measure that same general construct produces similar scores.

The internal consistency reliability was done in this research in order to obtain a reliable instrument for scores on similar items to be related thereby contributing to unique information for the data collection and analysis. The internal constituency is usually measured with Cronbach's alpha. The Cronbach's alpha is simply an estimate of reliability, specifically used for measuring internal consistency reliability of a data collection instrument (Brown, 2002). It is worth noting that even though a high value for Cronbach's alpha may show a good internal consistency of the item in the scale, it does not mean the scale of measure is homogeneous or unidimensional (Gliem and Gliem, 2003:5). The Cronbach's alpha is given as:

$$\alpha = \frac{K}{K - 1} \left(1 - \frac{\sum_{i=1}^K \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

where K is the number of components (K -items or tests), σ_X^2 the variance of the observed total test scores, and $\sigma_{Y_i}^2$ the variance of component i for the current sample of persons. Alternatively, Cronbach's α can also be defined as:

$$\alpha = \frac{K}{(\bar{v} + (K - 1)\bar{c})}$$

where K is as above, \bar{v} the average variance, and \bar{c} the average of all covariance between the components across the current sample of persons. The *standardized Cronbach's alpha* can be defined as:

$$\alpha_{standardized} = \frac{K \bar{r}}{(1 + (K - 1)\bar{r})}$$

where K is as above and \bar{r} the mean of the $K(K - 1)/2$ non-redundant correlation coefficients (i.e., the mean of an upper triangular, or lower triangular, correlation matrix). Cronbach's α is related conceptually to the Spearman-Brown prediction formula. Both arise from the basic classical test theory result that the reliability of test scores can be expressed as the ratio of the true-score and total-score (error plus true score) variances:

$$\rho_{XX} = \frac{\sigma_T^2}{\sigma_X^2}$$

Gliem and Gliem (2003) further noted that the Cronbach's alpha reliability coefficient ranges from 0.00 to 1.0. That is 0.00 indicates that there is no consistency in the measurement. In addition, the closer Cronbach's alpha coefficient is to 1.0, a perfect or greater internal consistency in the measurement exists and finally, a more realistic consistency measurement is 0.70 which indicates a good scale that one can form a composite of the scale. Which means that 70% of the variance in the scores is reliable variance. Hence there is 30% error variance in the scale.

George and Mallery (2003 cited in Gliem and Gliem, 2003:6) provide the following rules of thumb for interpreting alpha for dichotomous or Likert scale questions: “ $\alpha \geq 0.9$ – Excellent, $\alpha \geq 0.8$ – Good, $\alpha \geq 0.7$ – Acceptable, $\alpha \geq 0.6$ – Questionable, $\alpha \geq 0.5$ – Poor, and $\alpha < 0.5$ – Unacceptable”. However, other research suggests that an α score of 0.6 indicates acceptable reliability (Kolassa, 2016).

Nunnally and Bernstein (1994:265) further suggest that in the early stages of research, modest reliability of 0.7 will be enough. In any case, values exceeding 0.80 are often a waste of time and funds. In contrast, where measurements on individuals are of interest, reliability of 0.80 may not be nearly sufficient enough. Although with a reliability of 0.90, the standard of error of measurement is almost one-third as large as the standard deviation of test scores; reliability of 0.90 is the minimum that should be tolerated, and a reliability of 0.95 should be considered the desirable standard.

5.5.2.1. *Internal consistency reliability test*

As noted from the preceding session, the Cronbach's alpha assesses the reliability of the summative rating scales composed of the variables or items specified in a scale. The scale derived from the chosen items or variables for the internal consistency reliability test appears to be reasonable as shown in the tables explained and presented below based on the above rule of thumb.

5.5.2.2. *Human capital*

As illustrated in Table 2, the test denotes the additive scale. From the results, 0.3378 is the average interim correlation, and 0.7812 is the alpha coefficient for the test scale based on the

7 items on the scale. This means that there is 78% of the variability in a composite score by combining those seven items. Hence the reliability test is 78% and 22% variance error. Based on the rule of thumb the internal consistency reliability for human capital is a good and acceptable standard of measurement.

Table 3: Human capital reliability statistics

Test scale =			mean (standardised items)			
Item	Obs	Sign	Item-test correlation	Item-rest correlation	Average interitem correlation	Alpha
Q37_praccy~t	350	+	0.7113	0.575	0.3213	0.7396
Q39_mdsele~p	350	+	0.6941	0.5522	0.3266	0.7442
Q41_intlev~p	350	+	0.7347	0.6065	0.3141	0.7332
Q42_addski~r	350	+	0.7325	0.6034	0.3148	0.7338
Q43_lesdep~k	350	+	0.5852	0.4133	0.36	0.7714
Q45_usfski~s	350	+	0.6124	0.4471	0.3516	0.7649
Q46_skills~p	350	+	0.5326	0.3492	0.3761	0.7834
Test scale					0.3378	0.7812

Source: Author's own construction, 2017.

As depicted in Tables 3 and 4, financial capital and physical capital recorded an average interim correlation of 0.8762 and 0.9303 and an alpha coefficient of 0.955 and 0.9756 respectively, Which signifies 95% and 97% of the internal consistency reliability for both financial capital and physical capital respectively. This result further shows that there is 5% (financial capital) and 3% (physical capital) variance error. Based on the rule of thumb, it is concluded that these measurements for the internal consistency reliability for financial capital and physical capital are excellent and a desirable scale of measurement.

Table 4: Financial capital reliability statistics

Test scale =			mean (standardised items)			
Item	Obs	Sign	item-rest correlation	item-rest correlation	average interitem correlation	Alpha
Q50_levfin~p	350	+	0.9327	0.8512	0.9483	0.9735
Q51_paybkmy	350	+	0.9663	0.9232	0.8518	0.92

Q53_tmpayb~y	350	+	0.9745	0.9414	0.8284	0.9062
Test scale					0.8762	0.955

Source: Author's own construction, 2017.

Table 5: Physical capital reliability statistics

Test scale =			mean (standardised items)			
Item	Obs	Sign	item-rest correlation	item-rest correlation	average interitem correlation	Alpha
Q57_equipe~s	348	+	0.9662	0.9245	0.9604	0.9798
Q60_costequp	348	+	0.9846	0.965	0.9066	0.951
Q61_repntpr	348	+	0.9787	0.9518	0.924	0.9605
Test scale					0.9303	0.9756

Source: Author's own construction, 2017.

Similarly, Table 5 also shows a tolerable reliability measurement of 0.90. In this regard, 90% internal consistency reliability is recoded with 10% error variance. Based on the rule of thumb, it is an acceptable scale of measurement.

Table 6: Social capital reliability statistics

Test scale =		mean (standardised items)
Average interitem correlation:		0.5283
Number of items in the scale:		2
Scale reliability coefficient:		0.9013

Source: Author's own construction, 2017.

5.5.3. Questionnaire pre-testing

Pre-testing as defined by Hilton (2017) and Willis (2016) is a method of checking that questions work as intended and are understood by those individuals who are likely to respond to them. The research questionnaire was pre-tested once during the course of its development in line with the acceptable practices of conducting survey research. The pre-testing was done in December 2015 in two districts. This was done to assess the suitability of the questions, adequacy and completeness of the questions, sequencing of the questions and respondents' understanding of the questions. Experiences from the pre-testing informed the development

of the final questionnaire for the research. The final questionnaire was used to train the research assistants.

5.5.4. Recruitment and training of research assistants

Knowing the significance of using high calibre personnel, training and motivation in carrying out successful research, the researcher developed a simple plan to recruit, train and motivate the research assistants. A total of six research assistants were recruited and trained for the data collection exercise. As part of the preliminary activities for the research, the researcher organised a 2-day training session on methods and procedures for the selected research assistants from the Department of Agriculture from the research districts. The training focused on the objectives of the research, personnel understanding of the interview questions and interview techniques. Research assistants were also cautioned to be neutral, considering that the data collection exercise fell within an electioneering year.

5.5.5. Quantitative data collection

5.5.5.1. Questionnaire

For the purpose of this research, questionnaires were found to be useful because they give detailed information which is more specific. The questionnaire was used to collect quantitative data from respondents in order to inform inferences and generalisations from the findings. A questionnaire as defined by Brace (2004) is the medium of communication between the researcher and the subject, albeit sometimes administered on the researcher's behalf by an interviewer; or it is a formalised set of questions for obtaining information from respondents (Malhotra, 2004). The overriding objective is to translate the researcher's information needs into a set of specific questions that respondents are willing and able to answer. Lewis-Beck et al. (2004) assert that questionnaires are mostly used in data gathering from respondents for research.

In this research, a questionnaire with both open-ended and close-ended questions were used in obtaining relevant information such as demographic characteristics, livelihood assets and specific areas of skills development of LESDEP from the targeted 221 beneficiaries and 265 non-beneficiaries. The use of the questionnaire was informed by the fact that it saves cost and time, and it is easy to administer since fewer personnel are required for data collection, processing and analysis (Bourque and Fieldler, 2003; Babbie and Mouton, 2001:258-268).

Out of a total of 486 questionnaires administered, 350 were successfully completed. According to Reja et al. (2003), whereas open-ended questions have the merits of enabling

the researcher to assess the participant's true feeling of a phenomenon and allows for more information to be gathered from respondents, the closed-ended questions are more easily analysed and more specific. However, they also have their own limitations. Open-ended questions are difficult to compare and answers tend to lose some of their meaning when recoding is done. In close-ended questions simplicity and limitations of respondents' answers may not offer respondents the choices to mirror the real feelings and also do not allow respondents to give explanations whether they understood the questions or do not have an opinion.

In the context of this research, the questionnaire was relevant in collecting quantitative data such as demographic characteristics of respondents (e.g. age, gender, marital status, family size, education), livelihood assets (human capital, natural capital, physical capital and financial capital), challenges within the region, business development, primary and secondary livelihoods, economic activities of respondents, income, remittances, revenue from business, tax obligation, individual savings, employment channels and networks, meals eaten a day and challenges of participants from the targeted beneficiaries and non-beneficiaries of LESDEP.

5.5.6. Qualitative data collection

5.5.6.1. Triangulation

According to Denzin and Lincoln (2005), this approach has turned out to be a very relevant practice in a qualitative study to aid in evaluation, reduce bias and to increase the quality of data and social science. It helps to ensure the reliability of data and obtaining broader suitability of research results. Denzin (1987 cited in Jennings, 2001:151) recognises four types of triangulation: data triangulation; investigator triangulation; theory triangulation and methodological triangulation. Data triangulation was employed in this research to enable the researcher to obtain several sources of data (e.g. journals, project documentations, internet, and library books).

However, the theory triangulation was also used to obtain relevant data on various theories, concepts from the viewpoint of people-centred development, sustainable livelihood, youth employment and skills development literature and to analyse data. Subsequently, using multiple methods, method triangulation was used to gather data on LESDEP and skills development, and that included personal interviews, semi-structured interviews, participant observation and focus group discussions. However, whereas there has been a wider acceptance of triangulation in various research outcomes by both academics and policy-

makers (Torrance, 2012), others have also criticised it due to its nature of combining different approaches, which can be awkward and for the fact that the research outcome may be unreliable. Denzin (1987 cited in Jennings, 2001:151) comments in support of triangulation, stating that there is no single procedure that sufficiently ensures data reliability, thus the need to utilise multiple approaches.

Furthermore, triangulation was also used in this research to give an in-depth understanding of the role LESDEP has played in reducing youth unemployment from various viewpoints, attempting to reflect on several and varied realities. Employing triangulation enables the researcher to combine multiple approaches to gather data from various sources as indicated above. This further enables the researcher to verify research outcomes so as to ensure consistency, whereas a single approach would not have mirrored the exact exhibition of questions within this research. It also afforded the researcher the flexibility of data gathering from the participants' views and helped in the acquisition of well-informed data and the credibility of the research outcomes.

5.5.6.2. Literature review

Through literature review, Mouton (2001) argued, the existing body of knowledge can be built upon it, while it also helps researchers to avoid duplication. Through the literature review, the researcher was able to place this research in context, demonstrate the utilisation of an appropriate theoretical and conceptual framework, while also helping to address the issues and concepts surrounding the topic. The literature review focused on literature drawn from academic sources such as articles, books, journals, internet sources, etc., as well as relevant project documentation from the Municipal LESDEP secretariat and officials in the Central Region of Ghana.

5.5.6.3. Secondary analysis

Secondary analysis (Donnellan and Lucas, 2013; Johnston, 2014; Payne and Payne, 2004) is the re-analysis of either qualitative or quantitative data already gathered in previous research, by a different researcher, normally wishing to address a new research question. Thus it involves the investigation and re-examination of documents and information gathered by other authors. It is also an empirical exercise and a systematic method with procedural and evaluative steps, just as in collecting and evaluating primary data.

A secondary analysis was suitable in this research as it facilitated the integration of ideas found in previously published and unpublished research reports, technical reports and

statistical reports, journal articles, and through the internet search. Secondary data analysis is flexible and can be used in several ways. This prevented duplication by the researcher in the research process. Secondary data analysis also offers methodological benefits and can contribute to research by generating new knowledge (Heaton, 2008; Johnston, 2012; Thomas, 2009).

5.5.6.4. Interviews

These are qualitative interviews between an interviewer and the respondent, which are flexible and iterative as noted by Herbert et al. (cited in Babbie and Mouton 2001:289). This was done to gather detailed information on LESDEP from members of the secretariat and officials. This technique afforded the researcher the opportunity to gain more understanding on the implementation of the programme as well as the institutional challenges confronting the programme in the Central Region. In total, a number of 1 regional office and 5 Metro/Municipal/District officers from the LESDEP secretariat in the region were considered for the interviews using semi-structured benchmarks.

5.5.6.5. Focus group discussions

As described by Leedy and Ormrod (2010:146), a focus group is a term referring to a research interview undertaken with a group with similar identity (livelihood). Patton (1990) indicated that it helps create discussion amongst participants, mainly those from diverse settings who may have different interests and purposes with regards to a phenomenon being considered. It gave group members equal opportunity to comfortably express their views, discover new things or ideas as it promotes cross-fertilisation of ideas and to provide detailed and relevant information that was not captured by the questionnaire.

The technique assisted the researcher to gain a detailed understanding of some of the issues raised in the questionnaire as well serve as a way of verifying the patterns of information provided in the questionnaire. According to Patton (1990:335) and Bryman (2004:349) the size of a focus group is between six and eight and between six and ten respectively. In total, two focus group discussions were organised comprising seven beneficiaries and non-beneficiaries in a group and at least one hour was spent with each group. The risk involved in using larger groups is the possibility of many participants becoming passive and sometimes marginalised due to the domineering nature of people in the discussion process.

The researcher used both in-depth and a retrospective questioning to enable a beneficiary group of the LESDEP to reflect on the situations before and after the implementation of the

programme and to determine whether or not there had been any positive impact on beneficiaries. This technique helped the researcher to gain a deeper understanding of the impact of LESDEP and also served as a way of validating the information provided by the questionnaire administered.

5.6. Data analysis and presentation of findings

The significance of data analysis in this research was to provide the stage for transferring data to information (Kultar, 2007), reducing the size of the data to a practicable proportion and to facilitate the identification of different patterns and themes in the data (Majesky, 2008). In this research, a comparative analysis was done by comparing the two groups (beneficiaries and non-beneficiaries of the programme) using an inferential statistics such as Pearson's Chi-square test, Mann-Whitney/Wilcoxon rank-sum test, the probit regression and marginal effect analysis. The aim of doing a comparative analysis was to seek explanations for similarities and differences between the two groups in terms of the predefined employment indicators. In this sense, it made it easier to see the contribution of the LESDEP on youth employment.

5.6.1. Data cleaning

In spite of the relevance of data collection and analyses, data quality remains a major challenge for almost all researchers. Before data finally finds its way into a database, it goes through various steps which include both human interactions and computation (Hellerstein, 2008). Data errors may occur during the course of data collection, entry and storage processes. Inaccurate data can considerably misrepresent the analyses of research results, and as a result, lose the potential benefits of information gathered.

Having this in mind, and knowing the importance of data cleaning, the data captured was cleaned to check for errors, inconsistencies, and corrections or modifications effected to improve the quality of the data for use. According to Chapman (2005:4), data cleaning is the process of verifying the inaccurate, incomplete, or unreasonable data and improving the quality of the data. The author went further to indicate that, it involves format checks, completeness checks, reasonableness checks, limit checks, review of the data to identify outliers or other errors, and assessments of data by subject area experts.

The process here in this regard involves checking of spelling, coding and recoding of variables, creation of new variables and categorising variables. However, the original information is maintained and not altered.

5.6.2. Quantitative data analysis

The data collected from the questionnaires was coded and entered into STATA 14.0 for analysis, as it is an absolute tool for quantitative analysis across all disciplines (Kohler and Kreuter, 2005). A code as described by Robson (1993:385) comprises symbols applied to a set of words in order to group them. In addition, results from the analysis were presented statistically, using descriptive statistics such as cross-tabulations, graphs, charts and frequency distribution. Inferential statistics were also employed.

In particular, the Pearson's Chi-square test, Mann-Whitney/Wilcoxon rank-sum test, probit regression and marginal effects, was done to establish the differences and similarities between the two groups (beneficiaries and non-beneficiaries of the programme) with respect to the association between LESDEP and enterprise establishment, the relationship between LESDEP and shop ownership and the relationship between LESDEP and association membership. The t-test was also utilised to compare the average incomes of LESDEP beneficiaries and non-beneficiaries. This quantitative analysis allowed the researcher to visually assess the similarities and divergences between the two groups.

The Pearson's chi-square test according to Bless et al. (2006:168-187), is a test of significance of the observed differences and a measure of correspondence between facts and theory. Thus, it is aimed at comparing the observed and expected frequencies, to assess if the observed data supports the hypothesis. Therefore, it addresses itself to random independent samples or groups. The general expression of the chi-square test is given as:

$$\chi^2 = \sum \frac{(\text{Observed frequency} - \text{Expected frequency})^2}{\text{frequency}}$$

They further indicated that a significance level of 0.05 (5%) is used for the test at 1 degree of freedom. Furthermore, the general decision rule of the Pearson's chi-square test is that, if the level of significance value is higher than the significance level, the null hypothesis is accepted in favour of the alternative which further suggests that there is no significant difference between the two groups. Likewise, if the significance level is lower or equal to 0.05, then the null hypothesis is rejected in favour of the alternative which suggests that there is a significant difference between the two groups being studied.

The Mann-Whitney U-test, a non-parametric test is used to test the hypothesis or compare the differences between two independent samples that are unmatched data and are from populations with the same distribution (StataCorp, 2013:1803). In this research, it is used to

compare whether or not differences exist between the beneficiary group and non-beneficiary group of LESDEP with regards to skills development training duration and savings ability of respondents. This was done by using the Wilcoxon rank-sum test, which is also known as the Mann-Whitney two-sample statistic.

The Mann-Whitney U-test was the most suitable test used since the two groups were independently derived, with the group variable (LESDEP status) being normal and the test variable (skills development training duration or respondents) being ordinal. Since both samples are greater than 20 (>20), the large sample case test is used. A significance level of 0.05 (5%) is employed for the test. As the general decision rule, the null hypothesis is not rejected if the significance value is higher than the given level of significance (GraphPad Statistics Guide, 2017; Klotz, 2006; Minitab Express, 2017). Likewise, it is rejected in favour of the alternative hypothesis if the significance value is less than or equal (\leq) to the given level of significance (0.05 or 5%). In this regard, the Mann-Whitney U-test for large samples is given by the following equation:

$$U_1 = R_1 - n_1 \frac{(n_1 + 1)}{2} \quad \text{where} \quad [1]$$

n_1 = sample size for 1, R_1 = sum of rank sample 2

$$U_2 = R_2 - n_2 \frac{(n_2 + 1)}{2} \quad \text{where} \quad [2]$$

n_2 = sample size for sample 2, R_2 = sum of rank sample 2

The sum of equation [1]+[2] is then given as:

$$U_1 + U_2 = R_1 - n_1 \frac{(n_1 + 1)}{2} + R_2 - n_2 \frac{(n_2 + 1)}{2} \quad [3]$$

The primary objective of the study is to establish whether or not there is a relationship between skills development programmes (LESDEP) and employability on relevant covariates. To do this, the research adopted a dichotomous response model consistent with the literature (Ugwuanyim and Ogbonna, 2016: 1) on the effects of skills development programmes and employability since the variables are binary as explained in the next section. Consequently, the probit regression model was used in this research. It was used to test whether or not there is a relationship between participating in LESDEP and employment. The probit regression, which is a nonlinear probability model is a kind of regression generally used where the dependent variable can only take two values, for instance, yes or no (Agresti, 2002). It is the

most common method for the estimation of models with a dichotomous dependent variable (Williams, 2018a).

In this study, employment is a dependent and a binary variable. It is important to note that if the regressand has a binary/dichotomous (0, 1) outcome, a binary response model is often employed to estimate the variable. Here the aim is to find the probability of something happening. Hence, a qualitative response regression model where the dependent variable is binary is often known as a probability model (Gujarati and Porter, 2009:542).

A dichotomous response model as indicated by Ugwuanyim and Ogbonna (2016) is a model whereby, the regressand takes on only two values. The regressand which is employed in this sense has only two options; either the beneficiary is employed or unemployed. The category employed is assigned a value of 1 and 0 if unemployed. Thirteen independent variables are considered in this study. These include LESDEP/employment status (LD_i) Age (AG_i) of respondents, Duration of training (DT_i) of respondents, Savings ability (SA_i) of respondents, Other sources of livelihood (OS_i) Geographical area (GA_i) of respondents, respondents' Spouse economic activity (SP_i), Number of dependants (ND_i) of respondents, Marital status (MS_i) of respondent, Educational background (ED_i) of respondents, Gender (GD_i) of respondents, Professional association (PA_i) Participation in the labour market by respondents, Access to land and land converting to shop (LA_i) by respondents.

Using a simple regression analysis model, the probit regression analysis model was employed due to the dependent variable being binary in nature as indicated above. The probit analysis is a specialised regression model of binomial response variables and a method of fitting a line to the data to compare the relationship of the response variable or dependent variable (Y) to the independent variable (X). The empirical model (Nagler, 1994:2; Rabe-Hesketh and Everitt, 2004:107) is expressed as follows:

A dependent variable y is called binary if :

$$y \in \{0,1\}$$

Let X_i be the i -th row of X. These are the covariates for subject i . β is the conformable parameter vector such that

$$X_i = \beta_1 + \beta_2 X_{i2} \dots \dots \dots + \beta_p X_{ip}$$

$Y_i | X, i = 1, \dots, n$ are assumed independent with

$$P(Y_i = 1 | X) = \phi(X_i \beta)$$

where ϕ is the cumulative density (or distribution) function of the standard normal distribution.

$$Y_i = \begin{cases} 1 & \text{if employed} \\ 0 & \text{if otherwise} \end{cases}$$

$$X_i = [1, LD_i, AG_i, DT_i, SA_i, OS_i, GA_i, SP_i, ND_i, MS_i, ED_i, GD_i, PA_i, LA_i]$$

where

LD_i is LESDEP status of respondents for subject i

AG_i is Age of respondents for subject i

DT_i is Duration of training of respondents for subject i

SA_i is Savings ability of respondents for subject i

OS_i is Other sources of respondents livelihood for subject i

GA_i is Geographical area of respondents for subject i

SP_i is respondents' Spouse economic activity for subject i

ND_i is Number of respondents' dependants for subject i

MS_i is Marital status of respondents for subject i

GD_i is Gender of respondents for subject i

PA_i is Professional association and participation in the labour market for subject i

LD_i 1 if subject i is LD, else 0 (a dummy variable as well)

In this case,

ϕ

$$\begin{aligned} (Y_i = 1 | LD_i, AG_i, DT_i, SA_i, OS_i, GA_i, SP_i, ND_i, MS_i, ED_i, GD_i, PA_i, LA_i) \\ = \phi(\beta_i + \beta_2 LD_i + \beta_3 AG_i + \beta_4 DT_i + \beta_5 SA_i + \beta_6 OS_i + \beta_7 GA_i + \beta_8 SP_i \\ + \beta_9 ND_i + \beta_{10} MS_i + \beta_{11} ED_i + \beta_{12} GD_i + \beta_{13} PA_i + \beta_{14} LA_i) \end{aligned}$$

To further determine whether the model fits better, the linktest was done (see Appendix xii). This was done to detect misspecification errors or whether the model lacks some independent variables. The linktest according to StataCorp, (2013:1046) is based on the idea that a regression or regression-like equation is properly specified. In this sense, one should be able to find no additional independent variables that are significant except by chance. StataCorp (2013) further explained that one kind of specification error is known as a link error. This means that the dependent variable needs a transformation or 'link' function to properly relate to the independent variables. Hence, the link test is to add an independent variable to the equation that is especially likely to be significant if there is a link error. StataCorp, (2013) expressed the linktest as:

$$y = f(X\beta)$$

to be the model and $\hat{\beta}$ be the parameter estimates. Linktest calculates

$$\hat{y} = X\hat{\beta}$$

and $\hat{y}^2 = \hat{y}^2$

The model as indicated by StataCorp (2013) is then refitted with two variables, and the test is based on the significant \hat{y}^2 .

However, the analysis with the probit regression encountered a problem in relation to endogeneity which might be caused by selection bias. To remove selection bias based on unobserved factors these methods require some potentially strong assumptions. The main assumption found in applied work is that there exists an *instrumental variable* that does not alter outcomes conditional on LESDEP (and other covariates of outcomes) but is nonetheless a covariate of LESDEP.

Baum et al., (2012) point out that when we define D as an observed binary variable: the outcome to be explained. Let X be a vector of observed regressors, and β a corresponding coefficient vector, with ϵ an unobserved error. In a treatment model, X would include a binary treatment indicator T. In general, X could be divided into X_1 , possibly correlated with ϵ , and X_0 , which are exogenous. A binary choice or 'threshold crossing' model estimated by maximum likelihood is $D = I(X\beta + \epsilon \geq 0)$ where $I(\cdot)$ is the indicator function.

The authors further pointed out that this latent variable approach is that employed in a binomial probit or logit model, with Normal or logistic errors, respectively. Although

estimation provides point and interval estimates of β , the choice probabilities and marginal effects are of interest: that is, $\Pr[D = 1|X]$ and $\partial\Pr[D = 1|X]/\partial X$. In contrast to the threshold crossing latent variable approach, a linear probability model (LPM) assumes that $D = X\beta + \varepsilon$ so that the estimated coefficients $\hat{\beta}$ are themselves the marginal effects. With all exogenous regressors, $E(D|X) = \Pr[D = 1|X] = X\beta$. If some elements of X (possibly including treatment indicators) are endogenous or mismeasured, they will be correlated with ε . In that case, an instrumental variables approach is called for, and we can estimate the LPM with 2SLS given an appropriate set of instruments Z (Baum et al., 2012). As the LPM with exogenous explanatory variables is based on standard regression, the zero conditional mean assumption $E(\varepsilon|X) = 0$ applies. In the presence of endogeneity or measurement error, the corresponding assumption $E(\varepsilon|Z) = 0$ applies, with Z the set of instruments, including the exogenous elements of X . In this case the instrumental variable thus isolates a part of the variation in LESDEP program placement that can be treated as exogenous. This is explained in the next section.

5.6.3. Endogeneity

Given the large body of literature that examines the relationship between skills development programmes and employability, there exists a number of unobservable factors that might be correlated with both the measure of LESDEP and the outcome variables as stated above. The exclusion of these unobserved variables factors may lead to omission variable bias. When overlooked, the probit regressions may yield biased and inconsistent estimates as a result of the potential endogeneity, which may be caused by the omitted variables. However, the reverse causality may also be a problem.

In order to address the potential endogeneity and derive estimates that are endogeneity-robust, the study employed the two-stage least squares (2SLS) estimation technique, which involves the use of instrumental variables (IVs). The choice of instrumental variables for the 2SLS estimation is informed by the works of (Guha and Ghosh, 2009; Meng, 2013; Ravallion, 2007), which provides insights into suitable instruments for programme evaluation. The authors explain how exogenous factors such as variations in age, savings, training durations and type of apprenticeship can have a positive influence in employability, whereas heterogeneous geographic conditions (geographical area) may result in a greater effect on LESDEP.

It is worth noting that all inferential statistics were computed at the *** $p < 0.01$ (1%), ** $p < 0.05$ (5%), * $p < 0.1$ (10%) significance levels.

In addition, the marginal effect (margins, $dydx(*)$) was also used to give further explanation to the results of the probit regression analysis since the probit regression analysis cannot be interpreted directly. The marginal effects as posited by Williams (2018b) measure that expected an instantaneous change in the dependent variable as a function of change in a certain explanatory variable whereas keeping all other covariates constant. Williams (2018b) further noted that the marginal effect measurement is required to interpret the effect of the regressors of the dependent variable. Williams (2018b:2) expressed the marginal effects as follows:

The dependent variable y is modelled as follows:

$$y = E(y|x) + \varepsilon$$

where $E(y|x)$ is the conditional mean function, x is the vector of the explanatory variables, and ε is the error term. The conditional mean function is given by

$$E(y|x) = F(\beta'x)$$

where F denotes a cumulative distribution function and β denotes the parameters. Hence

$$\Pr(y = 1) = F(\beta'x)$$

Marginal effect is a measure of the instantaneous effect that a change in a particular explanatory variable has on the predicted probability of y when the other covariates are kept fixed. They are obtained by computing the derivative of the conditional mean function with regards to x given by

$$\begin{aligned} \frac{\partial E(y|x)}{\partial x} &= \frac{\partial F(\beta'x)}{\partial \beta'x} \\ &= f(\beta'x)\beta \end{aligned}$$

where $f(.)$ is the density function that corresponds to the cumulative function $F(.)$. The marginal effects are nonlinear functions of the parameter estimates and levels of the explanatory variables. Therefore, they generally cannot be inferred directly from the parameter estimates.

5.6.4. Qualitative data analysis

In order to analyse the data generated from the focus group discussions (FGDs), the interviews were recorded, transcribed and analysed in the form of narratives. Firstly, the information from the transcripts was categorised into themes in order to draw out common themes and essential patterns. These themes were further presented in the form of text and narratives based on empirical evidence. Two focus group discussions (FGDs) were conducted in all. Similarly, data from interviews were analysed qualitatively in the form of narratives. Participant observation was used to complement the focus group discussion and interviews. Spradley (1980) argues that the importance of participant observation is to enable the researcher to describe events and objects in a realistic and precise manner distinct from the qualitative approach such as unstructured and semi-structured interviews. The list of participants who took part in the research and method of data gathering is presented below.

Table 7: List of research participants and data collection methods

Research Design	Data Collection Method	Participants
Quantitative	Questionnaire	350 participants Beneficiaries (154) Non-beneficiaries (196)
	Focus group discussion	11 participants (Beneficiaries group)
Qualitative	Personal interviews	LESDEP officials (4)
	Participant observation	

Source: Author's own construction, 2017.

The qualitative analysis afforded the researcher the opportunity to analyse data collected from the officials from the regional LESDEP secretariat. The qualitative analysis enabled the researcher to gain a better understanding of LESDEP and to gather credible information from the participants in order to substantiate the information provided in the questionnaire. Data triangulation was also another method employed to analyse and compare data gathered from journals, project documentations, internet, and library books. This enabled the researcher to gather credible and reliable data from different sources. Participant observation, however, was another method that enabled the researcher to analyse data collected on the flow of events (meetings), the interactions, information flow and communication channels in the natural social settings of the LESDEP. The purpose of the mixed-method approach of this research

was informed by the fact that it facilitated the multiple purposes of triangulation, expansion and complementarity.

5.7. Ethics statement

The research upheld all the ethical considerations and spelled out the aim of the research to participants. Creswell (2014) reveals that it is necessary that researchers protect their research participants, develop a relationship of trust with them, promote the integrity of the research, and guard against misconduct and impropriety. In this regard, participation was voluntary and participants could withdraw at any time. Likewise, the research had no intention to cause any harm to the individuals involved. Participants involved in focus group discussions were asked not to divulge the confidentiality of group discussions.

The research sought consent from the Central Regional Coordinating Council as well as the programmes coordinating unit. The research further ensured that participants' anonymity was protected. Finally, approval was sought from the Senate of the University of the Western Cape, the Economics and Management Sciences Faculty Board and the Institute for Social Development before the research commenced. The researcher also undertook to submit the research findings to all relevant bodies and will also make the research available to the information bank of the University of the Western Cape.

5.8. Time frame

The research which started in January 2017 gathered data from both beneficiaries and non-beneficiaries of LESDEP, LESDEP officials and a focus group discussion at the Central Region of Ghana.

The actual data collection started in January 2017 and ended in June 2018 on data validation. The quantitative stage of the study included closed-ended questionnaires which were administered to both beneficiaries and non-beneficiaries as well as the officials of the LESDEP programme. The questionnaire covered a number of subjects, with regards to human capital, social capital, financial capital, physical capital and natural capital. The questionnaire further explored other issues such as the demographics of the participants.

The qualitative stage of the study involved the use of FGDs to collect qualitative data from beneficiaries of the LESDEP programme. The FGDs allowed the researcher to gain detailed

understanding of the LESDEP programme and how it operates. The FGDs helped to provide relevant insights of the LESDEP by highlighting issues relating to the quality of the trade machines, beneficiary selection process, the constraints and suggested ways of improving and sustaining the LESDEP programme.

5.9. Limitation of the study

The study examined the effects of LESDEP on youth employability with the aim of contributing to the understanding and knowledge on how LESDEP is reducing youth unemployment and promoting sustainable livelihoods based on the research carried out in the Central Region of Ghana. Although this study was not conducted nationwide, it provides useful insights with regards to the dynamics of and challenges that exist within the LESDEP programme.

Further, due to the fact that the questionnaire was administered to participants, in some instances, it was challenging meeting the participants at home for the interview. To overcome these challenges, several follow-ups by student researcher and research assistants employed were made to participants' homes to have them interviewed. In addition, telephonic interviews were also made to interview participants who travelled outside the region and were not returning any time soon. As a result, adequate data was collected for the study which recorded a response rate of 72%. Furthermore, the data gathered limited the findings of the study to more females than the males and this did not allow for the disaggregation by gender with regards to the regression results.

Finally, this inquiry was not devoid of challenges. The challenge encountered by the researcher was how respondents tried to link the research with politics even though the objectives of the research was explained to them. This, however, gave the student researcher another opportunity to further explain to the respondents that this is research being carried out for an academic purpose. However, recommendations will be made to the appropriate offices for consideration. Therefore, the research does not have any linkage with politics. Apart from this challenge, the officials from LESDEP and respondents cooperated until the end of the research.

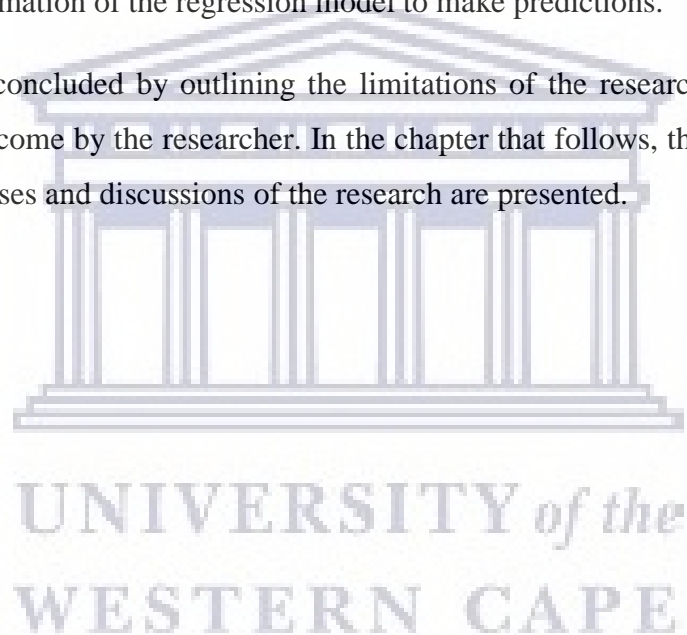
5.10. Conclusion

The central aim of this chapter was to demonstrate the procedures adopted to investigate how LESDEP has contributed to youth employment in the Central Region. The chapter discusses the methods used for the research. It further describes the research design, thus the mixed-

method design which was used for the study and provided a need for its use, contending that the application has a great potential of strengthening the rigour and enriching the analysis of the research findings.

This was followed by a discussion of the research methods used to carry out the study. This includes the sampling techniques, data collection and analyses procedures, questionnaire development, internal consistency reliability test, questionnaire pre-testing as well as recruitment of research assistants for the study. Similarly, the econometric model used for the research was indicated. This includes inferential statistics such as Pearson's Chi-square test, Mann-Whitney U-test, Probit and IV 2SLS regression models and simple descriptive analysis like a pie chart, histogram and cross tabulations. The chapter also provided the variables that were used for the estimation of the regression model to make predictions.

Finally, the chapter concluded by outlining the limitations of the research and how these challenges were overcome by the researcher. In the chapter that follows, the key findings of the quantitative analyses and discussions of the research are presented.



CHAPTER SIX

EMPIRICAL EVIDENCE AND DISCUSSION: QUANTITATIVE FINDINGS

6.1. Introduction

The youth unemployment challenge in Ghana requires a multi-dimensional approach to generate employment opportunities for social cohesion and inclusion. High youth unemployment rates in Ghana indicates the youth do not have either the requisite knowledge and skills needed for work or are looking for work that is non-existent. This threatens a country's national security and hinders development and growth. The commitment by successive governments to providing job opportunities for the youth in Ghana is evident in the constitution and the National Youth Policy of Ghana. These documents demand the need to equip the youth with requisite knowledge and skills.

In this regard, this chapter presents the empirical research findings and analysis of data collected from the research conducted. The research aimed at evaluating the effectiveness of the LESDEP programme in reducing youth unemployment and promoting sustainable livelihoods in the Central Region of Ghana. Both quantitative and qualitative data was collected from respondents and analysed. This chapter details the quantitative analysis on the following: the demographic characteristics of respondents, the impact of LESDEP on youth employment. The chapter also analyses the impact of LESDEP on human, social, financial and physical capital accumulation. Based on the preceding analysis, the chapter then examines the effects or impact of livelihood outcomes of LESDEP on beneficiaries and non-beneficiaries. In the next section, the demographic characteristics of respondents are presented.

6.2. Demographic characteristics of respondents

6.2.1. Age and sex structure of respondents

According to GSS (2013b:33), one of the most important characteristics of a population is its age and sex structure. Age and sex influence many demographic trends. Understanding the age and sex structure of a population yields insights into changing population compositions and highlights. As shown in Tables 8 and 9, the Central Region has different sex and age groupings respectively that are involved in the various skills development activities. The data

presented below illustrates the percentages of the respondents interviewed during the research by age and sex structure. From Table 8 below, it is evident that out of the total of 350 respondents interviewed, there are more females –71.7% more than the males (28.3%) in terms of sex structure. In this regard, both beneficiary (80% females and 20% males) and non-beneficiary (64.9% females and 35.1% males) groups recorded similar higher female percentages than males.

Hence, it is concluded that the higher percentage of females recorded shows that there are more female respondents involved in skills development activities or the females are more responsive to self-employment than males within the Central Region. The Central Region 2010 Population and Housing Census Analytical Report supported the above assertion that there are more females than males in the Central Region (GSS, 2013b:37). A study conducted by Palmer (2007b) concluded that females are more likely to be found in Ghana's informal economy than men. Drawing on the conclusions from the GSS (2013b) and Palmer (2007b), the research concludes that LESDEP is gender-biased. The evidence of Figure 8 is that the males, in particular, are not being served well by the skills development system in its current form.

Furthermore, the results from Table 9 below show the age groupings of beneficiary and non-beneficiary. The baseline age for this research was 15 to 35 years. However, all respondents who were present or showed interest to be interviewed fell within the ages of 19 to 35 years. The proportion of beneficiaries under the following age groupings recorded; 74% (19-24), 39% (25-30) and 38% (31-35). Similarly, non-beneficiaries recorded 26% (19-24), 60% (25-30) and 62% (31-35).

The beneficiary group results show a relatively higher percentage within the age grouping of 19-24. This further indicates that the beneficiary group has more participants within the age grouping of 19 to 24 than the non-beneficiary group. The results further indicate that the non-beneficiary group also has a relatively high percentage and more participants in both the age groupings of 25 to 30 (60%) and 31 to 35 (62%) as compared to that of the beneficiary group: 25 to 30 (40%) and 31 to 35 (38%). With the higher percentage of 89 recorded by the age grouping 25 to 30, the research concludes that most of the youth participating in skills development activities in the region falls within the ages of 25 to 30.

This results further reveal that the population of the research respondents are youthful. As indicated in Table 9, the median age for both beneficiary and the non-beneficiary groups is

28 to 30 years respectively. Consequently, the mean age is 28 years for the beneficiary and 30 years for the non-beneficiary group. The results in Table 8 further indicate that the non-beneficiary group have the highest median and mean compared to the beneficiary group. Furthermore, in Table 10 below, age and sex structure by the district is presented.

Table 8: Sex structure of respondents by LESDEP status

Programme status	Female (%)	Male (%)	Total
Beneficiary	125 (80.13)	31 (19.87)	156 (100)
Non-beneficiary	126 (64.9)	68 (35)	194 (100)
Total	251 (71.7)	99 (28.3)	350 (100)

Source: Author's own construction, 2017.

Table 9: Age structure of respondents by LESDEP status

Age	Beneficiary (%)	Non-beneficiary (%)	Total
19-24	43 (74.14)	15 (25.86)	58 (100)
25-30	55 (39.86)	83 (60.14)	138 (100)
31-35	58 (37.66)	96 (62.34)	154 (100)
Total	156 (44.57)	194 (55.43)	350 (100)
Median	28	30	
Mean	28	31	

Source: Author's own construction, 2017.

6.2.2. Age and sex structure by District/Municipal/Metropolitan

As shown in Table 9 below, a cross-tabulation of age grouping by metropolitan/municipal/district, evidence shows that there are variations of the age groupings among the metropolitan, municipal and districts. The proportion of the respondents ranging from 19 years to 24 years is relatively high in Assin North (39.7%) and Mfanseman (32.8%) but low in Cape Coast (13.8%) and Abura Asebu Kwamankese (13.8%). However, Assin South recorded no population in this age group.

Moving further, the proportion of the respondents that fall within the age grouping 25 years to 30 years was high in Assin North (33.3%) in Mfantseman (25.4%) but low in Abura Asebu Kwamankese (18.1%), Cape Coast (17.4%) and Assin South (5.8%).

Finally, with regards to the age grouping ranging from 31 years to 35 years, the percentage was high in Cape Coast (33.8%). Mfantseman, Assin North, Abura Asebu Kwamankese and Assin South constituted 22.7%, 16.2%, 14.9% and 12.3% respectively.

This implies that the majority of the youth within the ages of 19 years and 24 years can be found in Assin North followed by Mfantseman. Similarly, the majority of the youth within the ages of 25 years to 30 years can be found in Assin North followed by Mfantseman, Then again, the majority of the youth within the ages of 31 years to 35 years can be found in Cape Coast followed by Mfantseman.

Table 10: Age and sex structure by District/Municipal/Metropolitan

Age Group	Respondent Metropolitan/Municipal/District (%)					Total
	Cape Coast	Mfantseman	Assin North	Assin South	Abura Asebu Kwamankese	
19-24	13.8	32.8	39.7	0.00	13.8	100
25-30	17.4	25.4	33.3	5.8	18.1	100
31-35	33.8	22.7	16.2	12.3	14.9	100
Total	24	25.4	26.9	7.7	16	100

Source: Author's own construction, 2017.

6.2.3. Marital status of respondents by LESDEP status

Table 10 depicts the marital status of the respondents interviewed. As shown in Table 10 below, whereas the beneficiary group 37% were in a committed relationship, 62% were single, 53% reported widowed/widower and 33% were divorced. For the non-beneficiary group, 63% were in a committed relationship, 38% were single, 47% reported widowed/widower and 67% were divorced. This implies that the majority of non-beneficiaries were in a committed relationship, compared to the beneficiaries. In the same vein, more beneficiaries were single compared to non-beneficiaries. This further explains that the majority of beneficiaries who were involved in skills development activities were in a committed relationship, followed by beneficiaries who had a single majority.

Table 11: Marital status of respondents by LESDEP status

Marital status of respondents	Frequency			Percentage		
	Total	Beneficiary	Non-beneficiary	Total	Beneficiary	Non-beneficiary
Committed relationship	232	85	147	66.29	37	63
Single	98	61	37	28.00	62	38
Widow/Widower	17	9	8	4.86	53	47
Divorced	3	1	2	0.86	33	67
Total	350	156	194	100		

Source: Author's own construction, 2017.

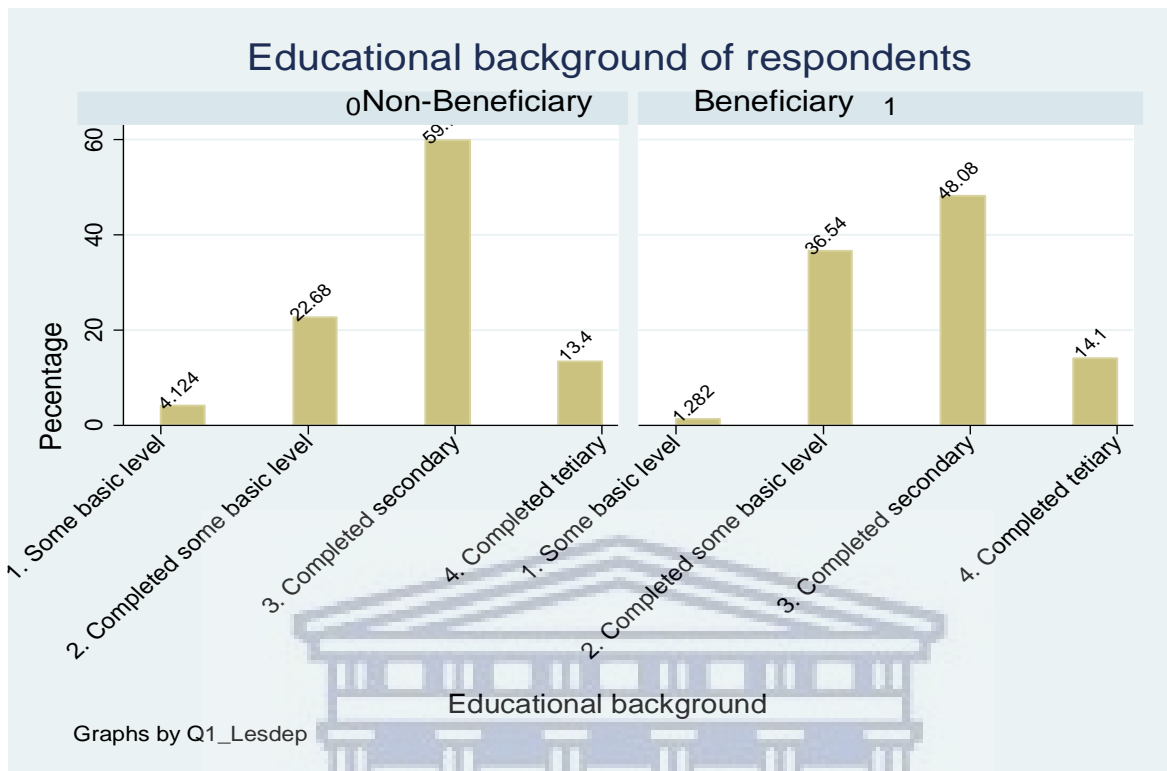
6.2.4. Educational level of respondents

The research also reveals in Figure 8 that the majority of the respondents had some form of formal education. For the beneficiary group, 48% had completed secondary school, 37% completed some basic schooling, 14% completed tertiary studies and 1% had some basic schooling. In the non-beneficiary group about 60% attained secondary schooling, 23% completed some basic level schooling, 13% attained tertiary education and 4% had some basic level education. This further implies that all the respondents can read, write and calculate. Additionally, to be employed means respondents must be educated by acquiring knowledge and skills that will be enough to work to earn an income to sustain their families.

The implications of the low level of education recorded at the basic school level could have serious effects on a family's welfare and building sustainable livelihoods to earn income. This is because education has been found to play an important role in driving employment growth and an increase in income (Mensah 2014). In addition, Hulten (2017) concluded that the upward trend of educational attainment and the demand for more complex cognitive skills are connected to the structural changes in the economy. The paper further suggests that service sectors where employment increased, were where those with highly skilled, highly educated professionals are located.

From the above assertions, it is worth noting that with skills development activities, a participant will need some form of education in order for him or her to understand what is being taught during training and refresher courses so that he or she can implement exactly what was taught to improve his or her well-being.

Figure 8: Educational background by LESDEP status



Source: Author’s own construction, 2017.

6.2.5. Religion of respondents

The religious groupings of the respondents are shown in Table 12. The groupings are categorised into Christianity, Islam, Other religions, Traditionalist/Spiritualist and No religion. Christianity is characterised into Catholics, Protestants, Pentecostal-Charismatics and other Christian.

From Table 12 below, it is clear that the majority of the religious group is Christianity constituting 62% followed by other Christian groups (23%). The respondents with Islamic religion represents 28% of the sampled population. The traditionalist/spiritualist and the respondents with no religion are made up of 1% and 6% respectively.

Table 12: Religion of respondents

Religion of respondents	Frequency	Percentage
Christianity	217	62
Islam	28	8
Other Christians	79	23
Traditional/spiritualist	2	1
No religion	24	6
Total	350	100

Source: Author's own construction, 2017.

6.2.6. Ethnicity of respondents

Table 13 illustrates the various ethnic groupings of the respondents interviewed. Out of the total of 350 respondents interviewed, 82% are Akans (Fanti), 6% are Ewe, 5% Guan (Nzema), 4% other tribes and 2% are Ga Dangbe, in that order. The 82% majority recorded could be attributed to the fact that the region is composed mainly of Akans (Fantis).

Table 13: Ethnicity of respondents

Ethnicity of respondents	Frequency	Percentage
Akan (Fanti)	287	82
Ga Dangbe	8	2
Ewe	22	6
Guan (Nzema)	19	5
Other tribes	14	4
Total	350	100

Source: Author's own construction, 2017.

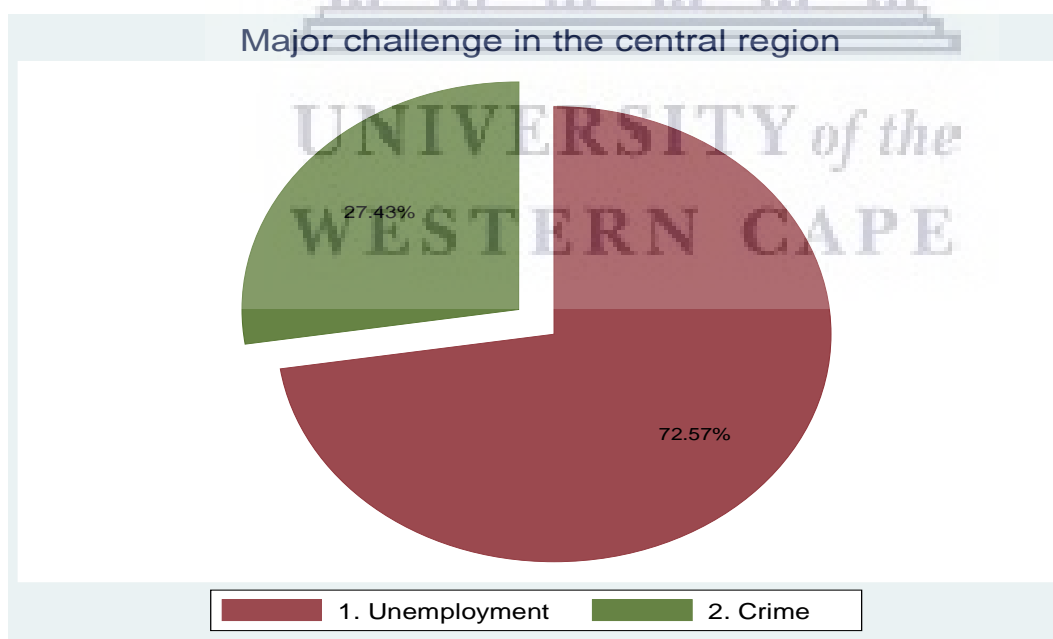
The findings from Tables 12 and 13 above confirm the report by the 2010 Central Region Population and Housing Census Analytical Report that the Christians and Akans form the majority of the religious and ethnic groupings in the Central Region respectively (GSS, 2013b:30-31). Also, this finding further suggests that even though the respondents might have differences with regards to religion and ethnicity, they have lived and worked peacefully together without any problems within the region. It is also worth noting that even though Ghana is a predominantly Christian nation, Moslems are highly recognised. In this regard, both Christians and Moslems enjoy Christmas and Eid festivals together as well as other Christian and Moslem festivals and these periods are celebrated as national holidays. These occasions have also contributed to their peaceful coexistence.

6.2.7. Major challenges in the region

Figure 9 below shows the major challenges within the Central Region. The findings from the figure below indicated that, out of the 350 respondents interviewed from the sampled population, the majority of the respondents (72.6%) were of the view that unemployment is a huge challenge in the Central Region, whereas 27.4% suggested that crime is the major challenge in the region. This implies that there is a need for a quick intervention to create job opportunities for the youth in the region to solve the problem of unemployment as well as crime. Even though crime might not seem to be the major challenge, it also needs addressing.

The findings further answer the second objective of the research, which is to establish the need for LESDEP within the Central Region. The relatively high unemployment rate indicated in Chapter four to a large extent, corroborates with these research findings that the major challenge in the region is unemployment. Hence the need for LESDEP in the Central Region to generate employment opportunities for the youth for a sustainable livelihood. Table 14 in the next section presents the number and type of vocational skills acquired by beneficiaries and non-beneficiaries as a result of the Local Enterprise and Skills Development Programme and master craftsmen apprenticeship training respectively.

Figure 9: Major challenges in the region



Source: Author's own construction, 2017.

6.2.8. Skills acquired by respondents during vocational skills development training in the Central Region

The impact of LESDEP on human capital or skills acquisition was measured using the number of respondents in a particular skills development activity. Table 12 below indicates the number and type of skills acquired by respondents during vocational skills development training from Local Enterprise and Skills Development Programme and Madam Apprentices by beneficiaries and non-beneficiaries respectively. It can be observed from Table 12 that out of a total of 350 respondents interviewed, 156 beneficiaries have acquired different vocational skills as a result of the training obtained from the LESDEP, whereas 194 non-beneficiaries have also acquired similar vocational skills training through an informal apprenticeship. Furthermore, the table shows that beneficiaries and non-beneficiaries acquired different vocational skills during their training processes to accumulate human capital.

Out of the total of 156 beneficiaries trained in different vocational skills, 76 acquired skills in dressmaking, 62 in hairdressing, 6 in barbering, 1 in bead making, none in carpentry and joinery, 5 in catering services, 5 in mobile phones and repairs and 1 in machine operation. Similarly, from a total of 194, dressmaking recorded 116, hairdressing 72, barbering 1, bead making none, carpentry and joinery 1, catering services 2, mobile phones and repairs and machine operation recorded nothing with regards to non-beneficiaries. It is worth noting that skills attained do not only create the chances to be employed to generate income, on the other hand also to improve the human capital and enhance the knowledge of the individual.

Evidence by Kongo and Urban (2015) suggests that human capital expansion contributes to economic growth and development. As shown in the table generally, the research concludes that both beneficiaries and non-beneficiaries have gained knowledge and skills in different vocational skills to become employable through a sustained livelihood to contribute to their economic, social, and cultural advancement.

In contrast, Chawla et al. 2010 (cited in Kongo and Urban, 2015:9; Palmer, 2007b) argued that human capital does not always have a positive impact on employment creation or venture performance. Table 15 in the next section presents the current employment status of beneficiaries and non-beneficiaries to further clarify whether skills acquisition does or does not have a positive effect on employment or venture performance.

The table further shows that dressmaking and hairdressing were the highly trained skills and the least trained skills were barbering, bead making, carpentry and joinery, catering services, mobile phone and laptop repairs and machine operation.

Table 14: Number and type of skills acquired by respondents during vocational skills development training in the Central Region

No	Type of skills acquired	Number Trained	
		Beneficiary	Non-beneficiary
1	Dressmaking	75	116
2	Hairdressing	62	74
3	Barbering	6	1
4	Bead making	1	0
5.	Carpentry and joinery	0	1
6.	Catering services	5	2
7.	Mobile phone and laptop repairs	5	0
8.	Machine operator	1	0
Total		155	194

Source: Author's own construction, 2017.

6.2.9. The impact of LESDEP on beneficiaries

6.2.9.1. Current employment of respondents by LEDEP status

This research seeks to find out whether the beneficiaries and non-beneficiaries are employed or unemployed. In this regard, whether the respondents are applying the knowledge and skills gained to work or are in an idle situation. Generally, it is hypothesised that beneficiaries of LESDEP stand the more chances of being employed than non-beneficiaries as a result of participating in the LESDEP programme. This is in respect of the fact that by obtaining training, knowledge and skills and start-up capital from LESDEP, beneficiaries should be employed.

Table 15: Current employment rate of respondents by LESDEP status/gender

LESDEP status	Employment status of respondents				Total
	Employed	Percentage	% Females	% Males	
Beneficiary	128	41.8	45%	33%	156
Non-beneficiary	178	58.2	55%	67%	194
Total	306	87			350

Source: Author's own construction, 2017.

From the results above, it is evident that the majority of the beneficiary and non-beneficiary groups are both employed. On the other hand, some considerable differences can still be observed. In this regard, the non-beneficiary group had a higher employment rate or more participants being employed than the beneficiary group. A confirmation of the above results can also be inferred in Tables 21 and 22, which shows that beneficiaries of LESDEP were less likely to be employed as compared to non-beneficiaries. However, in order to ascertain whether the observed differences in employment rate is statistically significant, the Pearson's chi-square test was employed to test the hypothesis. The hypotheses tested are as follows;

H₀ = There is no significant difference between the employment rate of the beneficiary and non-beneficiary group

H₁ = There is a significant difference between the employment rate of the beneficiary and non-beneficiary group

The Pearson's chi-square test is the suitable statistical tool because both groups' variable (LESDEP status) and the test variable (the employment rate) are nominally scaled and also since the independent samples were randomly derived. The decision rule central to the chi-square test remains as indicated above. The results of the chi-square test are/are presented in Appendix (VII). The results of the Pearson's chi-square test conducted account for a Pearson's chi-square value of (7.4) at 1 degree of freedom and a significance value of (0.007).

Bless et al. (2006:168-187) indicated that a significance level of 0.05 (5%) is used for the test at 1 degree of freedom. They also indicated that the general decision rule of the Pearson's chi-square test is that, if the level of significance value is higher than the significance level, the null hypothesis is accepted in favour of the alternative which further suggests that there is no significant difference between the two groups. Likewise, if the significance level is lower or

equal to 0.05, then the null hypothesis is rejected in favour of the alternative which suggests that there is a significant difference between the two groups being studied.

In line with the decision rule stated above, since the significance value is less than the level of significance (0.05), the null hypothesis is rejected in favour of the alternative. This suggests that there is a significant difference between the two groups or in other words the difference between the two groups is significant. Hence in view of the results from the research above, it can be concluded that more non-beneficiary groups got employed as compared to the beneficiary group. Similarly, in terms of gender disaggregation, more females than males of non-beneficiaries were employed compared to the beneficiary group. Therefore, the suggestions that participating in LESDEP leads to total employment is not always the case and cannot be accepted, however, there is also the likelihood that a number of LESDEP participants will get employed.

6.2.9.2. Association membership of respondents by LESDEP status

The impact of LESDEP on association membership was measured by asking respondents whether or not they belong to an association. Generally, LESDEP carried out its activities to bring together beneficiaries in order to allow most of them to belong to their respective associations so as to obtain some beneficial services and to maintain good networks. This network will help respondents to promote their businesses, share ideas, help one another through contracts from their respective vocations as well as benefit from refresher training on their vocations and other training on different sustainable livelihoods.

In addition, association membership promotes collective action. Collective action occurs when people come together voluntarily to solve a common problem (Shiferaw et al, and 2006). Studies by (Olson, 2009) revealed that farmer organisations serve the interests of their members to advance economic benefits to all members of the group. Studies by Baah (2008) and Wang (1979) also showed that associations have facilitated extension service delivery, provision and delivery of inputs to their members.

In a similar vein, research conducted by (Criscuolo, 2002) further indicated that artisan associations or collective action for that matter have supported the rise of small businesses in Italy. In this regard, collective action is needed by individuals for common interest and adherence to rules, this is evident from the above submissions that confirm that collective action could facilitate the rise of small enterprises in different sustainable livelihoods in the Central Region of Ghana.

Table 16: Association membership of respondents by LESDEP status

	Association membership of respondents (%)				Total
	Membership	Percentage	Non-membership	Percentage	
LESDEP status					
Beneficiary	90	58	65	42	155
Non-beneficiary	150	77	44	23	194
Total	240	69	109	31	349

Source: Author's own construction, 2017.

From Table 16 illustrated above, it is evident that whereas a majority of the non-beneficiary group belongs to an association, a similar majority of beneficiary group do not belong to any association. Nevertheless, to be able to conclude that there is any relationship between association membership of respondents and LESDEP status a statistical test is applied. In this regard a hypothesis testing using Pearson's chi-square test, is done. The Pearson's chi-square test is used because it is the suitable tool for both the group variable (LESDEP status) and the test variable (association membership of respondents) and moreover they are nominally scaled and the independent samples randomly derived. The hypothesis tested is stated as follows:

$H_0 =$ There is no relationship between association membership and LESDEP status

$H_1 =$ There is a relationship between association membership and LESDEP status

The results from the chi-square test shown in Table 16 above indicate Pearson's chi-square value of (14.9) at 1 degree of freedom and a significance value of (0.000). The results of the chi-square test are presented in Appendix (VIII). In line with the general rule, as explained in section 5.7, since the significance value is less than the level of significance, the null hypothesis is rejected in favour of the alternative hypothesis. This results further suggest that there is an association between association membership and LESDEP status and the difference between the two groups is significant. In this case, from the results reported above, that more non-beneficiary group are members of an association than the beneficiary group. Hence, the suggestion that participants of LESDEP stand more chances of belonging to an association is therefore not established.

6.2.9.3. Skills development training duration of respondents

The impact of the skills development training duration on the respondent was measured by asking respondents whether the duration of training was appropriate, less appropriate and very appropriate. It is expected that the length or duration of training of respondents coupled with

start-up capital equipment affects participants' competencies in various vocational skills to enable them to establish their own businesses to work effectively and efficiently to make a living. Research by Fitzenberger et al. (2010) confirmed the statement above that the longer the training duration the higher the employment rate in the medium and long term.

It is hypothesised that the longer participants stay on to learn an apprenticeship, their chances of acquiring adequate knowledge on the specific vocation and subsequent establishment of a business or get employed. Table 17 illustrates the results of whether or not differences exist between the beneficiary group and non-beneficiary group with regards to apprenticeship training duration.

Table 17: Skills development training duration of respondents by LESDEP status

Skills development training duration of respondents	LESDEP status	
	Beneficiary	Non-beneficiary
Appropriate	10 (6.4%)	30 (15.5%)
Less appropriate	109 (70%)	43 (22.2%)
Very appropriate	37 (24%)	121 (62.4%)
Total	156 (100%)	194 (100%)

Source: Author's own construction, 2017.

As shown in Table 17 above, it can clearly be seen that whereas the majority of the beneficiary group indicated that the training duration is less appropriate, a similar majority of the non-beneficiary group reported that the training duration is very appropriate. Nonetheless, some differences exist in each category. In this regard, since the variable to be tested is ordinal and the samples were independently and randomly derived, the Mann Whitney U-test is the suitable tool used to test the hypotheses as to whether or not statistically significant differences exist between the skills development training duration in both groups. The decision rule central to the test is explained in the preceding section (see section 5.7 above). The hypotheses to be tested are stated as follows:

H₀ = There is no difference in skills development training duration between the beneficiary and non-beneficiary group.

H₁ = There is a difference in skills development training duration between the beneficiary and non-beneficiary group.

The Mann Whitney U-test results as presented in Appendix (IX) indicates a z value of (5.2) and a p-value of (0.0000). Clearly, the test shows a highly significant difference between the two groups, and since this significance value is less or lower than the giving level of significance (0.05 or 5%), the null hypothesis is rejected. Even though the results from the mean ranks indicate that the non-beneficiary group is higher than the beneficiary group, there is no statistical evidence to conclude that the difference is significant. This implies that the difference in skills development training duration between the beneficiary and non-beneficiary group is significant. Hence, the main hypotheses which state that the skills development training duration is very appropriate in non-beneficiary as compared to the beneficiary group are not rejected.

6.2.10. Savings ability of respondents by LESDEP status

The relevance of savings is to help respondents to become financially secure and provide safety nets in times of emergencies to their businesses. Thus, savings are an important buffer for times of financial emergency (Dolphin, 2012). In this regard the impact of savings on respondents was measured by asking respondents whether or not they save, sometimes save or do not save. It is generally expected that respondents that received skills training and start-up support from LESDEP, have improved savings ability as compared to respondents who did not receive any support from LESDEP. Table 18 presents the saving abilities of respondents interviewed.

Table 18: Savings ability of respondents by LESDEP status

Savings	Non-beneficiary	Beneficiary
Do not save	52 (27.37%)	47 (31.76%)
Sometimes save	3 (1.58%)	8 (5.41%)
Save	135 (71%)	93 (62.84%)
Total	190 (100%)	148 (100%)

Source: Author's own construction, 2017.

From the results shown above in Table 18, it is observed that the ability of savings in a majority of respondents in both the beneficiary and non-beneficiary group is saved. However, a slight difference exists within the various categories. Therefore, to be able to conclude whether or not there is any statistical difference between the groups with regards to savings, the Mann Whitney U-test is the suitable tool used to test the hypotheses since the variable to

be tested is ordinal and the samples were independently and randomly derived. The decision rule central to the test is explained in the preceding section (see section 5.7 above). The hypotheses to be tested are stated as follows:

H₀= There is no difference between the savings ability of respondents and LESDEP status

H₁= There is a difference between the savings ability of respondents and LESDEP status

The results of the Mann Whitney U-test as presented in appendix (X), shows a z value of (1.4) and a p-value of (0.2). In view of this, since this significance value is higher or greater than the giving level of significance (0.05 or 5%), the null hypothesis is not rejected. This results further implies that the difference between the two groups is statistically not significant. Thus, there is not enough evidence to conclude that statistical differences exist between the two groups with regards to the results of the mean ranks. Even though the mean rank of the non-beneficiary group is greater than that of the beneficiary group. The result further suggests that the difference in savings ability between the beneficiary and non-beneficiary group is not significant. Hence, the main hypotheses which state that respondents that received skills training and start-up support from LESDEP have improved savings ability as compared to respondents who did not receive any support from LESDEP are rejected. A confirmation of the above results can also be inferred in section 5.7 in the methodology chapter of the thesis.

6.2.11. Probit regression analysis on the effects/impact of LESDEP on beneficiaries

The fourth objective of the study is to look into the probit econometric model and undertake predictions. Proponents of resource development often extol the positive effects socio-economic variables will have on employment. However, job creation is often dependent on several socio-economic variables, including government initiatives such as LESDEP. In this regard, a probit regression was done to determine whether respondents' LESDEP status has any effect on employment, thus whether or not beneficiaries of the LESDEP were employed after the inception of the LESDEP programme. Hence, a probit regression was done to test whether there is a significant relationship between involvement in LESDEP and the chances of employability as shown in Table 19.

A probit regression as indicated by Moore (2013) is a regression model whereby the dependent variable can take two values that are being employed or unemployed. The results

from the probit regression show an LR chi-square of 109% with a p-value of 0.000, indicating that the model as a whole is statistically significant and it fits better than a model with no predictors.

However, the coefficients from the output of the probit regression in Table 19 cannot be interpreted in a standard way (Long and Freese, 2001; Long, 2014). One of the methods that can be used to interpret the probit regression is the marginal effects. Thus, the marginal effects were done to interpret the probit regression analysis to give a better understanding of the probit regression analysis. The results of the analysis which was based on 12 variables are presented in Table 21.

The employment variable is a binary variable taking the value of one if the individual is employed and zero if the individual is unemployed. The study therefore, analysed the effect or impact of LESDEP on employability. A number of the following covariates or explanatory variables were included in the analyses: previous training, ethnicity age, gender, savings, educational background, more than one livelihoods, training duration, dressmaking apprenticeship, hairdressing apprenticeship and access to land were considered in the regressions analysis (see marginal effects, Table 21).

Table 19: Probit regression analysis of the effects/impact of LESDEP on beneficiaries

Explanatory variable	Coef.	Std. error	Prob>z	[95% Conf. Interval]	
				Lower	Upper
LESDEP	-0.33*	0.18	0.07	-0.69	0.03
Precious training	0.64	0.55	0.63	-0.43	1.71
Ethnicity	0.04	0.08	0.24	-0.11	0.18
Age	0.36*	0.02	0.07	-0.00	0.08
Gender	0.37*	0.19	0.06	-0.02	0.75
Savings	-0.18	0.18	0.31	-0.53	0.17
Educational background	0.17	0.18	0.35	-0.18	0.51
More than one livelihood	-0.44**	0.17	0.01	-0.76	-0.11
Training duration	0.62**	0.17	0.00	0.28	0.96
Access to land	-0.76**	0.20	0.00	-1.16	-0.37
Dressmaking	0.82*	0.46	0.07	-0.08	1.72
Hairdressing	0.72	0.47	0.13	-0.20	1.63
Constant	-1.44	1.02	0.16	-3.44	0.55
LR chi2	109%				
Prob>chi2	0.0000				
Pseudo R2	0.2362				
No. of observations	334				

Standard errors clustered at the individual level in parentheses. Significant levels at; *** p<0.01 (1%), ** p<0.05 (5%), * p<0.1 (10%).

Source: Author's own construction, 2017.

6.2.12. Linktest analysis of the probit regression analysis of the effects/impact of LESDEP on beneficiaries

In addition, a linktest was also done to ascertain whether the dependent and independent variables were correctly specified within the probit regression analysis. The result of the linktest is presented in Table 20.

In order to have the best fit probit regression model, the linktest was done. The linktest according to StataCorp (2013) is used to detect a specification error, and this is done after the probit stata command. In view of this, the linktest was done to reveal whether there is a problem with the probit regression model specification. The results of the linktest are illustrated in Table 20 below.

Table 20: Linktest analysis on the probit regression analysis on the effects/impact of LESDEP on beneficiaries

Change in employment	Variable coefficient	Standard error	Prob>z
_hat	1.00	0.11	0.00
_hatsq	0.07	0.14	0.62
Constant	-0.04	0.11	0.73

Source: Author's construction, 2017.

From the table above, it is clearly observed that the linktest has a linear predicted value squared ($_hatsq$) p-value of 0.62. Firstly, the results show that $_hatsq$ result is insignificant. In line with the decision rule stated above (see section 5.6.1), the probit model fits better or best fits since the p-value is higher than the level of significance (0.05 or 5%). It implies that if the dependent and independent variables are correctly specified, the $_hatsq$ should not be a statistically significant contributor to any change in employment. This further means that the variables specified in the probit regression model are good predictors of the dependent variable employment.

6.2.13. Marginal effects analysis on the effects/impact of LESDEP on beneficiaries

In conducting the empirical analysis to determine the effect of some socio-economic variables including LESDEP on employability, the marginal effects were done to contribute to the interpretation of the probit regression model results (see Table 21). The marginal effect according to Long (2014) and Long and Freese (2001) is a measure of the

instantaneous effect that a change in a particular explanatory variable has on the predicted probability of when the other covariates are kept fixed.

The marginal effects were done to make the results of the probit regression more understandable or tangible. The results of the analysis are shown in Table 21.

Table 21: Marginal effects analysis on the effects/impact of LESDEP on beneficiaries

Explanatory variable	Coef.	Std. error	Prob>z	[95% Conf. Interval]	
				Lower	Upper
LESDEP	-0.10*	0.05	0.07	-0.20	0.01
Precious training	0.19	0.16	0.63	-0.13	0.51
Ethnicity	0.01	0.02	0.24	-0.03	0.05
Age	0.01*	0.01	0.07	-0.00	0.02
Gender	0.10*	0.06	0.06	-0.00	0.22
Savings	-0.05	0.05	0.31	-0.16	0.05
Educational background	0.05	0.05	0.35	-0.05	0.15
More than one livelihood	-0.13**	0.05	0.01	-0.22	-0.04
Training duration	0.18**	0.05	0.00	0.09	0.28
Access to land	-0.23**	0.06	0.00	-0.34	-0.12
Dressmaking	0.24*	0.14	0.07	-0.02	0.51
Hairdressing	0.21	0.14	0.13	-0.06	0.48
LR chi2	109%				
Prob>chi2	0.0000				
Pseudo R2	0.2362				
No. of observations	334				

Standard errors clustered at the individual level in parentheses. Significant levels at; *** p<0.01 (1%), ** p<0.05 (95%), * p<0.1 (10%).

Source: Author's own construction, 2017.

From Table 21, the results from the marginal effects clearly show that being a beneficiary of LESDEP decreases the probability to be employed or get self-employed by -0.1 or 10%. This implies that LESDEP has a negative effect or impact on employment in the Central Region, even though it shows positive at 0.1 or 10% (0.07). These results further suggest that there is an inverse relationship between LESDEP and employment.

This can be attributed to the progress by the Ghanaian government towards meeting the Millennium Development Goal Eight (Global Partnership for Development), which is to develop and implement strategies for decent and productive work or employment opportunities for the youth in Ghana. Despite this progress, the objective had not been met.

Palmer (2007a) and Adams (2007) attested to this by indicating that the progress has been weak.

A confirmation of the above assertion can be inferred from Darvas and Palmer (2014). The study reveals that the assumptions by politicians and policy-makers that the provision of skills to youth will ease unemployment and underemployment, remain an unfulfilled promise. Hence, it can be concluded that participating in LESDEP does not necessarily lead to the creation of employment opportunities for the youth in the Central Region.

As explained in 6.2.12, the marginal effect tells how the dependent variable changes when a specific independent variable (explanatory variable) changes when all things are held constant (Long and Freese, 2001; Long, 2014). Table 21 also shows that a one-unit change in age increases the probability of one getting employed or self-employed by 0.01 or 1%. This result implies that there is a positive relationship between age and employment.

This further confirms the results shown in section 6.2.1, which indicates that most of the respondents involved in skills development activities or who are self-employed in the Central Region are in the age group of 25 to 30 years. A confirmation of this positive impact can also be found in a 2016 World Bank document, which showed that youth between the ages of 15 to 24 years in Ghana are less likely to work than others (Banerjee and Blau, 2013; ILO, 2017a, 2017b; World Bank, 2016).

Similar research by Lee et al. (2008) and Sewdas et al. (2017) which supports the above position, posits that there are several factors influencing older people to continue working. The authors revealed that the factors include financial incentives, healthcare benefits and an opportunity to socialise, hence, earning extra income, staying mentally healthy and being productive. In spite of age-related differences in abilities, the skills acquisition literature asserts that the older adults (25-35 years) are able to learn new skills, even though it takes them longer than younger adults between the ages of 15 to 24 years (Charness and Czaja 2005 cited in Lee et al 2008:17).

Furthermore, it is evident that age is not the only factor influencing individuals' employment by participating in skills development activity or programmes. However, the length of training, or duration of training for that matter, to qualify for a particular vocation is also relevant for participants to acquire adequate knowledge and skills (Kirby, 2015). The purpose of skills training is to increase the youth's human capital to qualify for specific vocations to

subsequently transfer to work activities or become self-employed. The study results showed that the longer a trainee stays on the job to learn a particular apprenticeship, the higher their chances of being employed.

From the results illustrated in Table 21, it is clear that the longer the duration of training for the trainees or apprentices, the probability of getting employed or being self-employed by 0.62 or 62%. This implies that participants who stay on their apprenticeship for longer periods or learn a particular vocational skill are bound to gain adequate knowledge and skills to enable them to establish their own business, in other words, to be self-employed.

Acquaah-Harrison's (1997) research on apprenticeship systems of wayside seamstresses from selected neighbourhoods in Accra also noted that the maximum length of training for any vocational skills should not exceed five years for all vocations, as this is backed by the Ghana Apprentice Training Regulations 1978 Legislative Instrument, 1151. Thus, most apprentices work with their master craftsmen or their apprenticeship employers for a number of years before starting their apprenticeship (Thornton et al, 2018).

In this regard, individuals will gain adequate knowledge and skills in particular skills development training when they are trained within a period of five years rather than for six months or less (short term). Recent studies analysing the impact of training programme type and duration on the employment chances of the unemployed in Ireland and Germany include the work of McGuinness et al. (2014) and Kluge et al. (2013) respectively. Both studies, which provided more evidence on training duration and employment outcomes concluded that longer training duration (about 2 years) have positive and increased employment outcomes on respondents who participated in the skills development programme. This means that the longer the training duration, the more likely respondents will be employed than a shorter training duration. Furthermore, these studies have shown that the improved savings ability of respondents is a factor that can contribute to one's chances of being employed in the Central Region. Savings plays a relevant role in personal growth, promotes economic independence among respondents and contributes towards development. Through savings, respondents will be able to accumulate capital leading to investment, economic growth and ultimately development. Peprah et al. (2015) concluded in their research that savings increase the probability of self-employment decisions among Ghanaian University students.

In a similar vein, a report by Graham et al. (2016) concluded that in South Africa the savings behaviour of the youth contributed to youth employability. In other words, an individual could

be employed if he or she develops the attitude of saving. The results from this study show that there is no relationship between savings ability and employment and confirms the results from the Pearson's chi-square results in section 6.2.9.

The study included additional control variables that may affect employment: previous training, ethnicity, gender, educational background, more than one livelihood, access to land, dressmaking and hairdressing apprenticeship in the model. With regards to gender, the study result found a positive and statistically significant result with a marginal effect of 0.10 or 10% on employment, where the effect is more pronounced in females than in males, which implies that females are more likely to be employed within the informal sector compared to the males, as the study results implied. This result further confirms the results from section 6.2.1 which indicates the female majority with regards to the demographic characteristics of respondents.

Furthermore, participants with more than one livelihood, access to land and dressmaking apprenticeship have a statistically significant advantage and negatively impact on employment, with a marginal effect of -0.44 or 44% (more than one livelihood), -0.76 or 76% (access to land), and 0.24 or 24% (dressmaking apprenticeship). With regards to access to land, studies have shown that access to land can contribute to participants' employability (Ghebru et al., 2018; Kosec et al., 2018). Similarly, evidence presented by Owusu, (2001) gives credence to the above results that irrespective of the equipment support provided to participants by government to establish the own businesses, beneficiaries rely on multiple sources of livelihood to stay employed and to make enough income to support their businesses.

As presented in Table 21, the results further suggest that participants within the dressmaking apprenticeship were more likely to be employed compared to those within the hairdressing apprenticeship. This research, however also revealed that a respondent's previous training, ethnicity, savings, hairdressing apprenticeship and educational background show an 'insignificant effect' or a 'no relationship' on employment/self-employment. Hence, these had not contributed to a change in employment or self-employment. Furthermore, the two-stage least squares (2SLS) were employed to address the endogeneity issues with the probit regression analysis, as discussed in the next section.

6.2.14. Instrumental variable (2SLS) regression analysis of LESDEP on employability probability

With regards to the above analysis, potentially there exists a number of unobservable factors that might be correlated with the measure of LESDEP and the outcome variable. The exclusion of these unobservable factors known as instrumental variables may lead to omission bias. And when overlooked, the probit regression may yield biased and inconsistent estimates and in the reverse causality may be an issue. Consequently, these causality issues may affect the interpretation of the correlation between LESDEP and employability as regards the above probit regression analysis.

To address the potential endogeneity and derive estimates that are endogeneity-robust, the study employed the two-stage least squares (2SLS)/IV model estimation technique, which involves the use of instrumental variables (IVs). Recent studies by Shimamura and Lastarria-Cornhiel (2010) point out that there are two conditions for instrumental variables to be valid. First, instrumental variables have to be associated with the LESDEP programme. Secondly, the instrumental variables per se should have no association with the outcome, but if they do, the impact is only through participation in the LESDEP programme. In other words, instrumental variables must influence LESDEP participation, but they have to be independent of employability.

In the IV model, the study instrumented the geographic distribution of LESDEP using the geographic placement of LESDEP in the area where the respondents live. The choice of this instrumental variable for the 2SLS estimation is informed by the works of Ravallion (2007). This variable geographical area was generated by collapsing individual communities to measure as a binary variable in the sample across all five districts in this study. For example, the geographic boundaries for programme eligibility will often coincide with local political jurisdictions, entailing current or past geographic differences in (say) local fiscal policies and institutions that cloud identification.

Motivated by the foregoing assertions, the instrument for LESDEP in the 2SLS estimation is geographical area. The study argues that the exclusion restriction for using this instrument also holds as the main channel through which the exogenous variables can affect employability or employment. The results from the IV model is presented in Table 22. The main objective is to establish whether or not employment is associated with participating in the LESDEP programme or individuals are more likely to be employed by participating in the LESDEP programme.

From Table 22, the 2SLS results of the study found that LESDEP has a negative and significant coefficient (5% level) indicating that individual participants are 14% less likely to be employed by participating in the LESDEP programme. The gender of respondents have positive and significant coefficients (10% level) indicating that the probability of females participating in the LESDEP programme is that they are 15% more likely to be employed. The training duration of participants is positive and a significant determinant of employability (5% level). Access to land also has negative and a significant coefficients (5% level) indicating that participants with access to land are 28% less likely to be employed by participating in the LESDEP programme. Dressmaking and hairdressing apprenticeships have positive and significant coefficients (10% level) indicating that dressmaking and hairdressing apprentices are 27% and 25% more likely to be employed respectively by participating in the LESDEP programme. Finally, the geographical area where individuals live has an insignificant negative coefficient for participating in the LESDEP programme, to be employed. Robustness and selectivity checks were also done to verify robustness of the results (see Table 23).

Table 22: Instrumental variable (2SLS) regression analysis of LESDEP on employability probability

Explanatory variable	Coef.	Std. error	Prob>z	[95% Conf. Interval]	
				Lower	Upper
Geographical area	-0.14	0.30	0.69	-0.73	0.46
LESDEP	-0.14**	0.07	0.45	-0.27	0.00
Previous training	-0.15	0.21	0.92	-0.27	0.56
Ethnicity	-0.00	0.03	0.51	-0.06	0.06
Age	0.01	0.01	0.38	-0.01	0.03
Gender	0.15*	0.09	0.09	-0.03	0.33
Savings	-0.03	0.07	0.70	-0.17	0.11
Educational background	0.09	0.06	0.15	-0.03	0.22
More than one livelihood	-0.19*	0.09	0.06	-0.38	0.00
Training duration	0.19**	0.07	0.00	0.08	0.33
Access to land	-0.28**	0.10	0.01	-0.48	-0.07
Dressmaking	0.28*	0.14	0.07	0.01	0.54
Hairdressing	0.26*	0.14	0.09	-0.01	0.53
Constant	0.29	0.48	0.53	-0.66	1.23
LR chi2	124%				
Prob>chi2	0.0000				
Pseudo R2	0.2529				
No. of observations	243				

Standard errors clustered at the individual level in parentheses. Significant levels at; *** p<0.01 (1%), ** p<0.05 (5%), * p<0.1 (10%).

Source: Author's own construction, 2017.

6.2.15. Robustness and selectivity checks

The study conducted a robustness and selectivity check to verify the robustness of the study results. A robustness check is an exercise done to examine how certain core regression coefficient estimates behave when the regression specification is modified by adding or removing regressors (Lu and White, 2014). The authors further point out that a finding that the coefficients do not change much is taken to be evidence that these coefficients are robust. The study examined the robustness of the study results to different measures of employability. Consequently, the results here support the conclusion of the negative effect of LESDEP on employability. Specifically, in both the 2SLS regression and the robust checks, the study found the LESDEP to be negatively associated with employability.

Table 23: Instrumental variable (2SLS) regression analysis of LESDEP on employability probability (robustness and selectivity checks)

Explanatory variable	Coef.	Std. error	Prob>z	[95% Conf. Interval]	
				Lower	Upper
Geographical area	-0.14	0.34	0.65	-0.79	0.53
LESDEP	0.14**	0.07	0.05	-0.27	-0.00
Previous training	0.15	0.22	0.92	-0.29	0.59
Ethnicity	-0.00	0.31	0.49	-0.06	0.06
Age	0.01	0.01	0.32	-0.01	0.03
Gender	0.15*	0.09	0.92	-0.03	0.33
Savings	-0.03	0.08	0.68	-0.18	0.12
Educational background	-0.09	0.06	0.14	-0.03	0.22
More than one livelihood	-0.19**	0.10	0.05	-0.39	0.01
Training duration	0.19**	0.06	0.02	0.08	0.32
Access to land	-0.28**	0.09	0.07	-0.47	-0.08
Dressmaking	0.28**	0.15	0.04	-0.02	0.58
Hairdressing	0.26*	0.15	0.06	-0.04	0.55
Constant	0.28	0.45	0.56	-0.59	1.17
LR chi2	91%				
Prob>chi2	0.0000				
Pseudo R2	0.2529				
No. of observations	243				

Standard errors clustered at the individual level in parentheses. Significant levels at; *** p<0.01 (1%), ** p<0.05 (5%), * p<0.1 (10%).

Source: Author's own construction, 2017.

Various studies have been conducted by Palmer (2007a) to establish the relationship between skills development and self-employment. In his research, Palmer (2007a) established that skills development and employment/self-employment is highly dependent on the delivery

context of training as well as the type of enabling or disabling environments within which the training translated into employment outcomes (economic growth and employment creation).

In this regard, the quality of training is important in achieving self-employment or getting the youth employed. However, one will wonder what the impact will be on the proficiency of graduates being churned out by the programme when the entire duration of the actual training for the trainees of LESDEP lasted for six months or even less (Korboe, 2014).

In this sense, it is worth noting that beneficiaries of LESDEP cannot only be employed just for the fact that they have been provided with skills and start-up equipment. On the other hand, they will be needing a place of work, that is, shops or other supporting measures that will help them operate their various vocations and also to remain in business regularly. In support of this assertion, Palmer (2007a) noted that developing the skills of unemployed youth is one thing, but if these youths cannot make use of these skills due to the absence of other supportive measures, skills development cannot lead to productive employment outcomes. Despite the importance of education to employability, it is worth noting that this study result did not show any statistically significant pathway to employment. Hence the results of this study suggest that there is no relationship between LESDEP and employment with regards to the informal sector economy.

The foregoing would create numerous challenges that will lead to increased vulnerability, reduced income and self-esteem, and social exclusion to the youth in the Central Region of Ghana. Contrary to the fact that participating in the LESDEP programme increases the chances of individual beneficiaries to become employed or self-employed, it is worth noting that, the results of the quantitative analysis did not make a solid theoretical argument for the people-centred development theory. Hence, this research agrees with the position by Palmer, (2007a) and Haan, (2001) that skills development initiatives do not lead to productive employment outcomes to the Ghanaian youth. Rather, LESDEP creates vulnerability and predisposes the youth in the Central Region to social exclusion drawing from the conclusions from Sen (1997). This further suggests that the LESDEP does not appear to be cost-effective.

6.2.16. Challenges of the LESDEP programme beneficiaries

The fifth objective of the study was to identify the challenges of LESDEP and provide practical recommendations to government, policy-makers, and other stakeholders' ways of improving the programme's efficiency in the near future. In this regard, various concerns raised by both beneficiary and non-beneficiary groups with respect to the challenges facing

the LESDEP programme and its sustainability are enumerated and ranked below. The issues raised by the respondents is outlined below in Table 20. The table provides the responses to questions on the challenges of the LESDEP programme of beneficiaries and these are ranked in the order of importance.

Table 24: Responses by beneficiaries on challenges of the LESDEP programme

Challenge	Affirmative response	No response	Rank
Politics	139 (48%)	128 (52%)	1 st
Sale of unused equipment supplied to beneficiaries	121(45%)	146 (55%)	2 nd
Favouritism and false promises	5 (2%)	262 (98%)	6 th
Faulty and non-durable equipment	89 (33%)	178 (67%)	3 rd
Equipment perceived as a political gift and ineffective monitoring	46 (17%)	221 (83%)	4 th
Migration of beneficiaries	14 (5%)	253 (95%)	5 th
Poor publicity and sensitisation	3 (1%)	264 (99%)	7 th

Source: Author's construction, 2017.

From Table 24, it is evident that politics is the highest of the challenges listed among the challenges facing the LESDEP programme and its sustainability. It is ranked at 48%. This is followed by the sale of unused equipment supplied to beneficiaries (45%), faulty and non-durability of equipment supplied to beneficiaries (33%), equipment perceived as political gifts (17%), migration of beneficiaries to other areas due to marriages (5%), favouritism and false promises (2%) and poor publicity and sensitisation, in that order. This implies that the LESDEP programme is challenged with the influence of politics as well as favouritism and false promises. These challenges have the potential of derailing the LESDEP programme and making its implementation very difficult if not addressed.

Recent studies and contributions (Acemoglu et al., 2001, Barrientos and Pellissery, 2012; Kelsall and Booth, 2013; Hickey et al., 2015) established the dominant influence of politics on all social interventions, including social protection. The question is why? Awortwi and

Aiyede (2017) argue that politicians who engage in patronage politics, often exploit and take advantage of the poor during the implementation of social interventions, hence gaining the net benefit for themselves.

Thus, while implementing social interventions, individuals with similar political affiliations are considered to benefit from certain social interventions over others. This implies that government initiatives benefit those who might have political affiliations with the government of the day. As a result, beneficiaries perceive the start-up equipment as political gifts. Hence, the beneficiary's failure to honour the repayment agreement for the start-up equipment distributed to them.

This research also revealed that several participants who benefited from the LESDEP programme did not use but sold the start-up equipment which was distributed to them to set up their own businesses after graduation while some migrated to other communities as a result of marriages. This is proof that the training providers did not track the training outcomes thoroughly, and the lack of evaluation of employment outcomes of the LESDEP graduates was a contributing factor. This research established that the quality of the start-up equipment supplied to beneficiaries was not good. This means that beneficiaries will always have their equipment broken down and spending most of their valuable time having it repaired. Therefore, they will not be able to make enough savings to repay their loans.

6.3. Conclusion

This chapter analysed the effects or impact of the Local Enterprise and Skills Development Programme (LESDEP) in reducing youth unemployment and promoting sustainable livelihoods in the Central Region of Ghana by using a quantitative approach. In view of this, a simple descriptive analysis including frequencies, cross-tabulations and inferential statistics such as chi-square test, Mann Whitney U-test, and a probit model with marginal effects were adopted in the analysis. The evidence presented in this chapter found higher female participation in skills development activities in the Central Region than the males. In addition, the beneficiary group reported a higher percentage in the 19 to 24 years age category compared to the non-beneficiary group. In a similar vein, the non-beneficiary group reported a higher percentage within the age groupings of 25 to 30 years and 31 to 35 years than the beneficiary group and with the highest median and mean than the beneficiary group.

With regards to the district's distribution, the majority of the youth within the age group of 19 to 30 years were found to be in the Assin North and Mfantseman Municipalities respectively. This situation means that there are more youth within the age category of 19 to 30 years in the Assin North and Mfantseman Municipalities compared to the other districts. In relation to marital status, the majority of the respondents involved in skills development activities within the Central Region were found to be in committed relationships. Amongst the religious groups in the Central Region, Christianity was found to be the dominant practice. Despite the fact that there is a diversity of religions within the region, the religious groups have shown respect for each other and this has contributed to the positive coexistence between all the religious bodies within the region. Unemployment, on the other hand, was reported to be a huge challenge in the region. In terms of human capital, the majority of both beneficiary and the non-beneficiary groups were found to be involved with dressmaking and hairdressing.

Using the probit regression and the marginal effects as well as the 2SLS models, LESDEP, gender, more than one livelihood, training duration, access to land, dressmaking and hairdressing apprenticeship significantly predicted a change in employment or employment status of respondents. Interestingly, the model showed that beneficiaries of the LESDEP programme were less likely to be employed by 11% (marginal effects) to 14% (2SLS) as compared to non-beneficiaries, even though the results were statistically significant. Furthermore, more than one livelihood and access to land were significantly less likely to affect respondents' employment status negatively by 18% and 27% respectively. For beneficiaries, 13%, 39% and 47% between the age groups of 19 to 24, 25 to 30 and 31 to 35 respectively were currently employed. Whereas 22%, 35.2% and 43% between the age groups of 19 to 24, 25 to 30 and 31 to 35 respectively were currently employed with regards to non-beneficiaries. However, gender, training duration, dressmaking and hairdressing apprenticeships were more likely to affect respondents' employment status positively by 15%, 19%, 27% and 25% respectively. Drawing from the conclusions from the chapter's analysis, the implications are that the LESDEP skills development does not lead to employment opportunities but rather predisposes the youth to social exclusion. The next chapter presents a discussion of the qualitative approach to this research.

CHAPTER SEVEN

EMPIRICAL EVIDENCE AND DISCUSSION: QUALITATIVE FINDINGS

7.1. Introduction

The main objective of this chapter is to present the qualitative analysis of the assessment of the effectiveness of the Local Enterprise and Skills Development Programme (LESDEP) in reducing youth unemployment and promoting sustainable livelihoods in the Central Region of Ghana. The analysis was based on the Focus Group Discussions (FGDs) with the beneficiaries and in-depth interviews with officials of the LESDEP.

The approach helped the beneficiary group to reflect on their situation before and after the LESDEP programme. The approach further enabled the researcher to gather detailed information on the effect of LESDEP on youth unemployment. Contrary to the previous section, this section focuses mainly on the beneficiary group for the purpose of the qualitative analysis. Given the relevance of assessing the effects of government's interventions on beneficiaries, this research undertakes a qualitative approach to examine the effect of the LESDEP on youth unemployment based on the employment indicators as discussed in the preceding chapter.

7.2. Results and discussion

The analysis of the data collected from the FGDs and the in-depth interviews was done using sub-categories, categories and subsequently themes. Participants of the in-depth interviews comprise four officials from the LESDEP secretariat (1 Regional official, 1 Metropolitan official, 1 Municipal official and 1 District official) and eleven beneficiaries of the LESDEP. Using Atlas Ti version eight, three themes with several categories emerged for the qualitative analysis. Theme one relates to the contributions of the LESDEP, while theme two relates to the effects of the LESDEP on beneficiaries. Theme three presents the constraints of the LESDEP programme from the point of view of both beneficiaries and the LESDEP officials. These are presented in Table 25 and discussed in detail afterwards.

Table 25: Themes, sub-categories and categories

Theme	Sub-categories	Categories
Opportunities of the LESDEP	Programme objectives	Human capital
	Drivers of employment	Social capital
		Financial capital
		Natural capital
		Physical capital
Effects of LESDEP on beneficiaries	Vulnerability	Improved living conditions and livelihoods
		Improved food security
		Crime reduction
		Reduced stress
		Challenges saving with the banks
Constraints of the LESDEP programme	Challenges to the LESDEP programme	Inadequate publicity
		The fallout of the LESDEP
		Inadequate government support
		Monitoring and Evaluation
		Politics
		Equipment durability

7.2.1. Theme one: Opportunities of the LESDEP

The above theme describes the LESDEP programme objectives as well as the drivers of employment as presented by the beneficiaries. The beneficiaries construed the programme's objectives in terms of building and sharpening the human capital of beneficiaries for self-employment. This assists in understanding the new ways the government is providing employment opportunities through LESDEP for the unemployed youth within the Central Region of Ghana.

7.2.1.1. Sub-category: Programme objectives

Critical to the objectives of the LESDEP programme is creating opportunities that seek to provide unemployed youths with the requisite knowledge and skills, tools and training that will eventually render them self-employed. As indicated by LESDEP (2014), its programme is an enterprise development initiative which has the single-minded aim of empowering the young minds with entrepreneurial skills to make them employable. This is being done through helping the youth to build businesses out of small or medium-sized, simple, low technology and environmentally friendly equipment. Participants interviewed shared similar views with regards to the objectives of the LESDEP. This was the responses of almost every participant interviewed in the research. One participant noted:

The main aim of LESDEP programme is to create opportunities for the youth. These opportunities include providing them with entrepreneurial skills in different vocations as well as trade machines so that beneficiaries can establish their own businesses to become self-employed (P13: LESDEP staff).

Another participant highlighted the objective of LESDEP by saying:

The aims and objectives of LESDEP are to provide employment opportunities for the unemployed in my district. This is done through various skills development vocations (P14: LESDEP staff).

Furthermore, another participant stated:

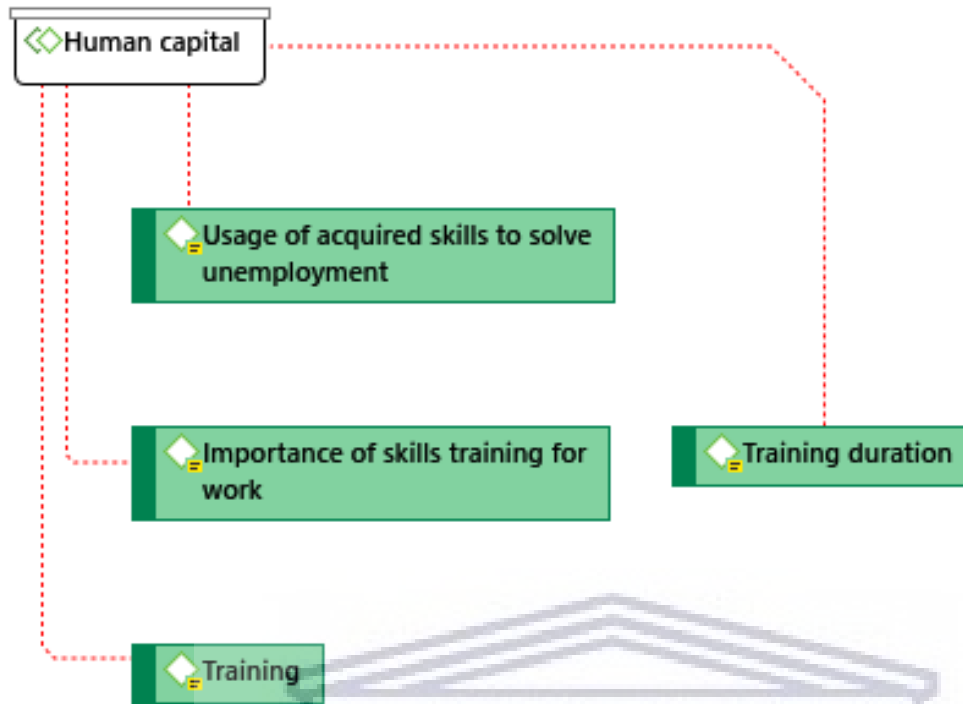
The aim of LESDEP is to provide the youth with knowledge and skills in different vocations to become employable (P4: LESDEP beneficiary).

Clearly, and from the above responses, LESDEP is aimed at providing the unemployed youth with employable skills to help them establish their own businesses and ensuring that they have sustainable livelihoods. A report by GhanaWeb (2012) points out that the programme has supported quite a number of unemployed youth including persons living with disabilities with start-up kits and equipment to enable them to establish their own businesses in Ghana. According to Mr George Darke, the Business and Development Manager of the LESDEP, the programme set up over 30,000 businesses across the country in 2012 (Online, 2012). This shows that the Ghanaian government is committed to reducing the rate of youth unemployment in Ghana. Through the LESDEP initiative, the youth are encouraged to take advantage of the programme to enrich their lives by becoming adequately employed.

Gradually, this youth empowerment programme has trickled down to other African countries and made its mark. This endeavour has generated more than 200,000 jobs on the continent (LESDEP, 2014). Thus, LESDEP is serving its purpose as a potential skills development initiative that would provide the youth with business opportunities, making them employable and self-employed. It also helps them to contribute to their full personal development and the social and economic development of the nation at large through the payment of taxes and levies.

In order to achieve the above objective, beneficiaries expressed the strategy for the implementation of the above objective in terms of the human capital component of training, the importance of skills training for work, use of the acquired skills to solve unemployment and the duration of the training period, as illustrated in Figure 10.

Figure 10: Human capital and the LESDEP training programme



Source: Author's construction, 2017.

A skilled workforce is an essential requirement for the growth of a country's economy as well as individual's social advancement and training therefore becomes increasingly significant (Aigbavboa et al., 2016). This is because training and skills development can be influential factors in small and medium enterprise (SME) development and sustainability as learning can contribute to better skilled labour, who are adept in their jobs (Rajaram, 2017). Participants' responses generated interesting knowledge on why training is important. A participant indicated that it is important to have adequate knowledge and skills, for that matter, training for a particular vocation before getting employed. He explained:

Vocation like dressmaking involves taking measurements and calculations. In this sense, adequate knowledge is needed to enable people to be knowledgeable in taking simple calculations and measurements (P3: LESDEP beneficiary).

Another participant noted:

Training is always needed for one to gain adequate knowledge and skills in a particular vocation or trade (P8: LESDEP beneficiary).

The above quotes clearly confirm that the LESDEP programme aims at ensuring that all beneficiaries become employable through trade-specific training. This implies that training and competence development in the youth is an investment in human capital. Training, however, will increase the beneficiary's chances of being employed. To become employable ensures that beneficiaries can contribute to the economic, social and cultural advancement of themselves, their families and the nation as a whole. Recent studies maintained that training is highly instrumental in improving productivity and enhancing the capabilities of the youth (Almendarez, 2013; Xiao, 2002). This further implies that people who acquire knowledge and skills enhance their abilities to deal with unstable economic hardships.

A study by Statistics South Africa (Stats SA, 2014) pointed out that, skills development and other kinds of human capital are widely recognised as a key factor in economic growth. Brewer (2013) referred to employability as skills, knowledge and competence that enhance an individual's ability to secure and retain a job. This is due to the fact that the process of training is being able to help the workforce in securing employment and participate in the global market. Hence, training is central to investments in developing human capital and generating economic growth.

The vocational skills acquired has the potential to assist beneficiaries in securing sustainable employment needed to improve their livelihoods since unemployment has serious social consequences. It is for this reason that LESDEP offered specialised vocational skills training services to registered unemployed youth who want to benefit from the trade machines in order to establish their own businesses. The interviewed participants indicated that acquiring knowledge and skills stands one in good stead in the desire to become employable within the Central Region. They further added that acquiring this knowledge and these skills in a particular field gives them mastery of their vocation and the skills can be used to develop others to become self-employed.

Participants' responses show that the unemployment rate in Ghana is alarming and white-collar jobs are hardly attainable by the current unemployed youth (P1: LESDEP beneficiary). In this sense, it is very important to have the skills and training that will enable them to become self-employed. Self-employment is very important in order to have a sustained job to meet people's basic needs.

In addition, a participant reiterated the importance of acquiring the knowledge and skills in a particular field of interest before becoming employable. The participant noted that in order to

become employable, adequate knowledge and skills are needed in a specific trade, which will also enable them to be able to train others (P6: LESDEP beneficiary). The participant further stated that even though some of them might have previous knowledge and skills in their specific vocations, they still needed to improve their knowledge and skills within their vocations.

Clearly, the above is an indication that knowledge and skills acquisition is very important to enhance the expected labour market outcomes of LESDEP beneficiaries. The LESDEP provided trained beneficiaries with trade machines as a package to empower and encourage the beneficiaries toward the establishment of their own businesses for a sustainable livelihood. This is done in order to enhance their career development, and to have access to regular, reliable and sustainable incomes.

In addition, the beneficiaries will be less vulnerable thereby improving their social cohesion. Hence, knowledge and skills acquired in the process of training are essential for the establishment and success of new businesses (Cadle and van Rooyen, 2011). Some beneficiaries expressed that the establishment of a self-owned business promotes community development and on the other hand, empowers others within the same social economic setting as a result of the training acquired.

Participants further revealed that they have used the knowledge and skills acquired to train other unemployed youth who are now practising their various vocations in different locations, which in turn has contributed to enhancing their career development and improving their lives (P8: LESDEP beneficiary). It is also worth noting that other beneficiaries volunteered to give back to the youth in their communities by training those with financial constraints who were willing to learn a vocation, free of charge (P3: LESDEP beneficiary; P6: LESDEP beneficiary).

Whereas some beneficiaries are able to establish businesses from the programme, it is interesting to note that other beneficiaries of the programme have not been able to establish their own businesses. This was attributed to a few reasons. Most of the participants interviewed asserted that the lack of a working space coupled with the expensive building materials contributed to their inability to establish their own businesses (P6: LESDEP beneficiary; P8: LESDEP beneficiary).

The above assertions indicate that many beneficiaries are making use of the knowledge and skills acquired from the LESDEP programme to establish businesses. These acquired skills which translate to the establishment of businesses are continuously transferred to empower other individuals through the attainment of similar training. On the other hand, other participants remained unemployed because of their inability to apply the acquired skills to establish a business due to financial challenges.

Recent studies have shown that businesses play a significant role in economic development, the reduction in the levels of unemployment and poverty and the promotion of entrepreneurship activity (Prempeh, 2015; Sitharam and Hoque, 2016). Chimucheka and Rungani (2012) reported that the inability to access finance for starting, operating and expanding businesses, has always been attributed to financial constraints. These financial constraints can seriously affect businesses' survival, technological upgrades, increased capacity, improved management systems, increased productivity, increased profitability and even the expansion of markets.

In addition, it is important to examine the training duration or the training time for beneficiaries. Training duration refers to the time it took beneficiaries to graduate from the vocational training to their expected productive employment outcomes. This would further help to understand whether beneficiaries had ample time to learn their respective vocations since time spent acquiring skills can be determinate of the individuals' employability (ILO, 2010). In view of this, participants were asked if the duration of training was enough for them to acquire the requisite knowledge and skills for their specific vocations. In the opinion of participants, the six months' training time offered by LESDEP was short and not enough for them to acquire the knowledge and skills levels needed to enable them to become employable (P9: LESDEP beneficiary). It was thus suggested that the training time be extended, up to three years to allow participants to attain adequate knowledge and skills (P10: LESDEP beneficiary).

Evidently, the training duration for the LESDEP programme is not sufficient for beneficiaries to master their respective vocations, as indicated by participants. This implies that many beneficiaries will be unemployed since they would not have acquired adequate knowledge and skills in a specific vocation to establish productive businesses to make them employable. Among the barriers that impede the progress of employability skills training programmes, recent studies by Puad (2015) found in Malaysia that employability was low among

participants of skills training programmes with a short training duration. In related research conducted in France, Ferracci et al. (2017) also noted that individuals enrolled in human capital intensive training programmes experienced long unemployment spells because of short training duration (3-5 months). In effect, training for employment programmes that have short durations do not lead to employability (Blander and Groenez, 2016).

From the above discussion, it clearly shows that LESDEP is not only limited to the initiative that promises the enhancement of social cohesion and economic empowerment through the establishment of self-owned businesses but the acquired skills are transferred via apprenticeship to other unemployed individuals. However, many beneficiaries also expressed their dissatisfaction about the training duration.

7.2.1.2. Sub-category: Drivers of employment

This section focuses on the factors that aim at contributing to employment generation among the LESDEP beneficiaries as identified by participants interviewed. The drivers of employment were described as the factors that affect the beneficiaries' labour market outcomes positively. Four factors were identified by the beneficiaries as contributing significantly, facilitating and creating an environment for opportunities that will finally lead to employment and sustainable livelihoods for beneficiaries. These factors include: social capital, financial capital, natural capital and physical capital.

These factors identified were categorised and interpreted accordingly as social capital, which have bearing on contract opportunities, benefits for joining an association, the reason for joining the association, forms of association enrolment, association and network, and fostering unity. Financial capital, on the other hand, was grouped into government support, savings, and the effect of working location on income, financial stability, beneficiaries' motivation for saving, savings options, beneficiary savings ability, financial stability and financial assistance. Natural capital was interpreted as benefits from access to land by the beneficiary; and physical capital relates to publicity and education, information on LESDEP and the usefulness of trade machines and LESDEP and enterprise establishment. The drivers of employment, as well as their identified categories, are discussed in detail in the next section.

7.2.1.2.1 Category 1: Social capital

The literature recognises social capital as the practice of developing and maintaining relationships that form social networks willing to help each other (Uphoff et al, 2013). These networks build social cohesion and provide social support to individuals. For participants of

the LESDEP, membership of an association provides connections and access to resources and other benefits that enhance participants' ability to become self-employed. In this regard, social capital affects economic and business performance (Aldridge et al., 2002). They further indicate that bridging social capital (that is network and contacts with friends of friends) is most relevant when searching for employment, hence, the importance of social capital in societal well-being. Relevant to this study is the examination of those drivers that facilitate access to employment opportunities to the beneficiaries of the LESDEP.

The evidence of the social capital benefits is proven by this study. Social capital can benefit enterprises by fostering the diffusion and knowledge, and enhancing economic development due to the level of trust within networks (Egbert, 2009; Mačerinskienė and Aleknavičiūtė, 2011). Research findings prove that these facts are true in Tanzania, Kenya, Uganda, Rwanda, Burundi and the Democratic Republic of Congo (Egbert et al., 2011). In Ghana, Barr (2000) found that social networks are a major determinant for Ghanaian manufacturing enterprise performance. Thus, entrepreneurs with more social networks, have more productive and successful enterprises.

Acknowledging the benefits derived from social capital, participants stated that they have wider networks. These networks, according to participants, are depended on for knowledge sharing with regards to their specific vocations (P5: LESDEP beneficiary). Friends are able to link each other up with job opportunities, as noted by participants. Even though participants seem to benefit from social networks, other participants were unable to benefit from social networks (P5: LESDEP beneficiary).

Furthermore, professional associations play major roles in beneficiaries' businesses. One of the opportunities enjoyed by members is meeting other people who have been in the business for long and are able to share their knowledge with others. Through this, contract opportunities become available to members. These contract opportunities come in the form of, for example, school uniforms which are contracted to beneficiaries by other members within the association.

When asked if beneficiaries have access to contract opportunities as a result of being a member of the association, a participant admitted:

Through the networks within the association, I do get some contracts (P1: LESDEP beneficiary)

Another participant who was sub-contracted by a friend in the association disclosed:

A friend invited me recently to assist her to produce choir robes for their church and I earned some income from assisting her complete that work (P11: LESDEP beneficiary).

In view of the above quotations, it is important to note that networking has become an important part of the everyday activities of the self-employed. The easier way to expand one's business is to build on the relationships with people within one's specific area of vocation so that one can draw mutual benefits with regards to job opportunities.

The study further inquiries about the role of LESDEP and association membership of respondents. Since several benefits such as knowledge, and economic development can derive from association membership, respondents were asked whether LESDEP facilitated their association membership. One participant, on the contrary, noted:

I would not say that due to participating in LESDEP my networks have increased, rather joining the association has increased my networks (P11: LESDEP beneficiary).

In addition, a participant stated:

In terms of networks, LESDEP has not played any significant role with the exception of the association (P10: LESDEP beneficiary).

The above quotes suggest that LESDEP has not played any significant role in linking beneficiaries with professional associations. This confirms evidence from the interviews conducted with the staff of the LESDEP secretariat. One of the participants indicated:

LESDEP did not link beneficiaries to any professional association because the main aim of LESDEP was to support beneficiaries with trade machines in order for them to establish the own business to better their lives (P15: LESDEP staff).

Evidently, the quotation above implies that the focus of LESDEP is to ensure that beneficiaries are supported with start-up kits in the form of trade machines after training to set up their own businesses in the long run to advance their lives as well as the lives of their

families. Hence, linking beneficiaries to professional associations was not part of the LESDEP's objective.

In another vein, professional associations play a major role in fostering social cohesion and unity among its members. In this regard, beneficiaries would have a united front and bargaining power in dealing with their daily activities. One of the participants noted:

*With unity and being together, a lot of things can be achieved
(P7: LESDEP beneficiary).*

Another participant added:

*I joined the association because together we can gain a lot more
than being alone (P9: LESDEP beneficiary).*

Another way beneficiaries derive benefits from membership of professional associations is by learning from each other through sharing of ideas and experiences, training, as well as certification of their apprentices. Studies by Aldridge et al. (2002) and Israel et al. (2009) show that social capital is an important variable for educational attainment. Explaining these benefits, a participant disclosed:

*Joining an association has enabled me to gain or acquire adequate
knowledge of my kind of business. It has also helped in sharing our
views and helping each other and getting new styles in terms of my
trade (P2: LESDEP beneficiary).*

In a similar response, a participant added:

*Joining the association is good and important. The association is
there to help members by providing us with the right form of
equipment and accessories to work with. They also train our
apprentices and provide them with certificates, other livelihood
training as well as take care of their members' welfare. And since
I joined I have benefited a lot from the association in terms of
different styles from other members (P4: LESDEP beneficiary).*

Clearly, the above quotations confirm the relevance of social capital to employment opportunities for the LESDEP beneficiaries. Brook (2005), George and Chaze (2009) and

Hoogendoorn (2017) assert that social capital is seen as a positive asset for individuals searching for job opportunities. This implies that active membership in professional associations contributes to individuals' social capital. In support of the statement above, Haan (2002) argues that social capital can facilitate skills acquisition and create more avenues for employment. A case in point is the financial inclusion approach adopted by Plan UK, using savings groups to enable individuals to access financial and other services to enhance youth employability (Markel et al., 2014). In this regard, participating in these groups may help an individual to develop skills or strengthen and extend networks which may assist in acquiring a job that would enable beneficiaries to stay in business and participate adequately in the labour market.

7.2.1.2.2 Category 2: Financial capital

Another important driver of employment is financial capital. This category as described here represents any form of funding that helps to build capital or wealth for individuals to invest in their businesses and thereby create job opportunities for themselves and others. It further captures participants' ability to save, the motive to save, the effects of working location on income, financial assistance and remittances. In order to attain financial security or financial freedom, beneficiaries must develop and cultivate the habit of saving. Savings is an important source of capital formation.

Le Roux (2010) indicated that savings play an important role in financial security. Financial security is thus the state of having constant income or other resources to sustenance, a standard of living now and in the foreseeable future (Ahmad and Sabri, 2014). It helps cover future expenditure for the household. In this sense, beneficiaries can access their savings for future use in order to invest in businesses or are able to cater for their basic needs as well as those of their families. Loke et al. (2015) opined that in the United States of America, the MyPath Savings financial capability youth initiative affected financial behaviours and attitudes among youth who are employed and earning a regular income. This resulted in a significant increase in youth financial knowledge, financial self-efficacy, and the frequency of savings. Thus, savings are highly relevant to an individual's needs, ensuring individuals financial security, business and entrepreneurship development as well as future economic growth (Dupas and Robinson, 2013; Karlan et al, 2014; Rikwentishe et al, 2015). Peprah et al. (2015) also established that in Ghana savings and entrepreneurial traits increased the self-employment

decision among university students. Participants in this regard were thus asked the reasons why they saved, which generated mixed responses among them. One participant explained:

Since everyday income is not guaranteed, it is important for me to save the little I get daily from my business to enable me to build more funds for my business (P7: LESDEP beneficiary)

Another participant indicated:

Savings are very important. Since I started saving I have been able to accumulate some funds which I will reinvest into my business. Savings have helped me because I am able to save the money I get rather than spending it on things that are not necessary (P2: LESDEP beneficiary).

Despite the importance of savings as indicated from the above quotations, there are other barriers affecting an individual's inability to save. Dupas and Robinson (2013) found that in Kenya most self-employed persons do not save due to high transaction costs (opening fees and minimum balance requirements) for savings accounts. In addition, savings accounts are only meant for savings cooperatives which are urban and employment-based, hence they are rarely available to rural self-employed individuals. In Ghana, Amu and Amu (2012) observed that individuals do not save, due to reasons of low income, illiteracy and political instability. LESDEP participants described barriers to savings as low-interest rates on savings, difficulty in accessing loans due to high interest rates and low income from the business. From participants' viewpoints, they were reluctant to save due to low interest rates on savings and high interest rates on loans offered to them by the financial institutions. In this regard, most of them prefer keeping their money to themselves or reinvesting into their business as a means of a revolving fund.

An exploration into the beneficiary's motive for saving might help to understand how individuals build capital for their businesses. Many empirical studies suggest that the reasons people save are due to precautionary motives (Baldé, 2011; Giesbert et al., 2011; Heng-fu, 1995). That means that people save in anticipation of uncertain and difficult times where there is the risk of reduced income, safety nets/insurance and exchange rate volatility. In this regard, the respondents were asked to indicate why they saved or invested.

The findings correspond to the assertions by the above authors that the most important reasons why people save are to prepare for the likelihood of a financial crisis, basic needs, wastage, investments and safety nets/insurance. Participants stated that they decided to save with the bank to build capital to invest into their businesses because they were unable to receive financial support from anyone (P9: LESDEP beneficiary). Similarly, instead of wasting their meagre income on unnecessary spending, saving it with the bank was preferable (P9: LESDEP beneficiary).

Location is an important feature of a business that affects customer patronage behaviour (Hyun, 2010, cited in Ezema, 2016). Rational location decisions are of utmost importance to a business concern and this could have either a positive or negative effect on individuals' income due to its patronage. John et al. (2015) point out that, a better location gives businesses greater chances of attracting favourable opportunities, profitability, successful operations and overall faster business growth. Hence, selecting an appropriate workspace for business is key to increased productivity, sales and income. The views of the level of patronage of respondents' services as well as income and their location were sought during the study. Participants revealed that their current location had a positive effect on their business because of regular patronage of their services by their customers.

Following the responses of participants, their present location contributed to a considerable increase in income compared to someone living in a remote area (P1: LESDEP beneficiary). Another participant asserted that even though there was competition in their present working location, their services were still patronised by their customers (P2: LESDEP beneficiary), thereby maintaining a steady income to sustain themselves and their families. Although, location affected some participants' business positively, it was not the case for other participants. This could be attributed to both competitiveness and professionalism. According to Ezema (2016:1), every consumer is expectant and looks forward to a favourable deal from their suppliers. Therefore, understanding and meeting these expectations and satisfying them become crucial in capturing and retaining the customers, thus gaining a competitive advantage.

Most often customers make comparisons and expect their suppliers to be professional. This could affect the business relationship between the customers and the supplier. Essentially professionalism is among the consistent attributes and behaviours that include altruism, excellence, skilfulness, dutifulness, and accountability that generates trust between people

and it is a key to business growth and success (Brennan and Monson, 2014; Porcupile, 2015). Suppliers must therefore build a strong relationship with their customers. In view of the above, a participant disclosed that the dominance of individuals in her trade within her present location has affected the patronage of her services negatively (P11: LESDEP beneficiary). Consequently, she intends to move to the city where she is sure that her business and services rendered to customers would flourish.

Recognising the significant role played by small and medium enterprises (SMEs) in a nation's economic development, the question arises about the real contributing factors towards the excellent performance among top SMEs in today's rapidly changing business world. The need for and access to financial assistance will enable participants to remain in business, increase their productivity, and therefore contribute to economic development. Financial assistance is seen as any type of monetary help that a person or an organisation receives. This includes government support, grants and remittances. It is important to note that obtaining financial assistance can boost and enhance the growth of participants' businesses (Watson et al, 1998).

Rungani and Potgieter (2018) established that in South Africa financial support was the determinant of the success of small, medium and micro-enterprises (SMMEs) for both private and public sectors. A broad range of studies based on various surveys have also highlighted that access to finance is one of the main challenges in the way of a business's growth and development, especially in the case of small and medium enterprises (Beck et al., 2008; Beck and Demirguc-Kunt, 2006; Peachey and Roe, 2004).

Abor and Biekpe (2006) revealed that in Ghana access to finance has been identified as a dominant constraint facing the Ghanaian small and medium enterprises (SMEs) sector. In this regard, participants were asked if they received any financial assistance in the form of government support, grants or remittances to boost or promote their businesses. The findings agree with the assertions that access to finance, either government support or grants, are the major challenges facing Ghanaian SMEs and businesses.

Despite the fact that access to finance will help promote participants' businesses, participants noted that LESDEP did not offer them financial support, but rather provided them with trade machines on credit with monthly repayment schedules (P1: LESDEP beneficiary). They however look forward and will appreciate it if any financial institution will come to their aid to offer them financial support to enable them to expand their businesses (P7: LESDEP beneficiary).

Grants are also the key to the financial flow, mainly to help individuals to finance their basic needs, savings, and investments. Receiving grants could help beneficiaries to invest and expand their businesses. In a similar vein, participants revealed that they did not receive any grants from the LESDEP (P2 and P5: LESDEP beneficiaries).

The remittance could be another good source of income that would enable beneficiaries to expand their businesses. This study examined how participants could raise money through remittances to finance their businesses. Glytsos (2002) opined that remittances have large effects on growth, the standard of living and capital formations. Andersson (2009) found that remittances have increased the percentage share of new SMEs in the middle-income countries relative to low-income countries. Unfortunately, participants' responses show that they did not receive any remittances from either the government or any investor into their businesses (P9 and P11: LESDEP beneficiaries).

Evidently, financial capital, which is an important driver of employment, is inadequate among beneficiaries. A recent study by Hartšenko and Sauga (2013) concluded that financial assistance increased the productivity of Etonian SMEs, thereby contributing to economic development. In addition, Hartšenko and Sauga argue that government financial support helps to promote businesses and accelerates economic growth. However, in Ghana, the most significant institutional weakness facing SMEs is access to financial support (see Abor and Biekpe, 2006; Aryeetey et al., 1994). The findings of this study also found and confirm the above assertions that access to financial support is a big challenge to participants to promote their businesses.

7.2.1.2.3 Category 3: Natural Capital

Under this category, participants described that the ability of beneficiaries to have access to land to establish their businesses has contributed to them being employed. It is expected that having access to land could help beneficiaries with resources to raise structures or stores to establish their own businesses and workspaces. In line with the sustainable livelihoods framework, land thus plays a significant role in business establishment and the promotion of individuals' livelihoods. Zindiye et al. (2012) found in their study in Zimbabwe that access to land has resulted in the positive performance of enterprises or businesses. This was attributed to the provision of a workspace as a component that has played a pivotal role in its operations. In Ghana, access to land and tenure are key considerations as the majority of the population are engaged in small and medium scale businesses (Alhassan, 2006).

The majority of the population depend solely on primary land activities; either farming or other small and medium scale enterprises for their sustenance. Customary, statutory, and common practice are the three legal land regimes recognised in Ghana. However, about 80% of lands in Ghana are in the custody of customary authorities, hence they wield the most significant influence in land ownership and use arrangements (Rünger, 2006). Rünger further asserts that according to customary law principles in Ghana, all subjects of the stool and lineage members, regardless of sex, have inherent rights of access to the lands held by the stool or family head in trust.

Most participants who were interviewed and had access to land through relatives and lease stated that access to land has played a significant role in keeping them employed since they were able to raise structures or shops for their workspace. According to some participants, due to their access to land, they were able to build shops that enabled them to start their own businesses, and raise their daily income to meet their basic needs for themselves and that of their families (P1: LESDEP beneficiary; P3: LESDEP beneficiary; P5: LESDEP beneficiary; P8: LESDEP beneficiary). They further pointed out that they do not pay rent for their lands since it is owned by their families and plans are underway for expansion of their businesses. Studies have also shown that having access to land through inheritance or lease increases the chances of the youth to be employed (Ghebru et al., 2018; Kosec et al., 2018).

7.2.1.2.4 Category 4: Physical Capital

This category conveys the participants' description of their ability to access certain services from the LESDEP that would make them employable. These services as described by participants are in the form of information flow (communication) to stimulate the interest of prospective beneficiaries, trade machines and business establishment. Information flow or communication plays a significant role and promotes awareness and sensitises people on the services they could access in order to contribute and improve their livelihoods (Masiulienė, 2015). Communication, on the other hand, involves the process by which information is transmitted and understood between two or more people (McShane and Glinow, 2002). However, effective communication involves a sender and a receiver, and the transmission of a message from one person to another including the sharing of meaning between parties purported to be communicating. Thus, communication can be enhanced through different forms which includes publicity systems and education through the radio, television stations and the district assemblies.

Participants' responses show that they registered to be part of the LESDEP programme from the information they got through radio and television stations as well as LESDEP offices (P4: LESDEP beneficiary; P6: LESDEP beneficiary). They added that interested persons were directed to the LESDEP offices within their respective districts in order to be registered.

Participants noted that, even though the awareness was created about the LESDEP programme through radio and television stations as well as the district offices, the information and education of the LESDEP programme was inadequate. Hence LESDEP should intensify the publicity to stimulate the interest of the youth so that many can get involved in the LESDEP programme in the near future (P4: LESDEP beneficiary; P8: LESDEP beneficiary).

The LESDEP has shown it is a good initiative that has the potential of providing the youth with employment opportunities through the provision of start-ups. The available literature shows that start-ups contribute to job creation and are an integral part of entrepreneurship (Preisendörfer et al, 2012; Schott, 2013). Van Stel and Storey (2004) established in their research that start-ups contributed positively to employment growth in Great Britain and migrated from a managed to a more entrepreneurial economy (Audretsch and Thurik, 2001). This implies that there is a dynamic relationship between start-ups and employment/self-employment.

A recent study by Owusu-Ansah (2012) in Ghana noticed that not only do start-ups influence the career intentions and aspirations of tertiary students but they also influence their career intentions and aspirations towards self-employment. In realising this objective, participants acknowledged the fact that LESDEP provided beneficiaries with trade machines in different vocations to establish or set up their own businesses.

This is to ensure that they become employable to improve upon their lives and their livelihoods. Most participants who were interviewed indicated that apart from delivering value to the customers, the trade machines provided to beneficiaries by LESDEP enabled them to establish their own businesses to transform and improve their lives and livelihoods. According to some participants, the assistance LESDEP offered them in the form of trade machines has enabled them to start their own businesses to earn a sustainable income (P5: LESDEP beneficiary; P4: LESDEP beneficiary).

The findings further reveal that the support given to the unemployed youth who were part of the LESDEP programme was inadequate to enable them establish their own businesses in

order to become self-employed (P13: LESDEP beneficiary). Furthermore, the support was also not enough to meet the demands of the registered unemployed youth (P13: LESDEP official).

7.2.2. Theme two: Effects of LESDEP on beneficiaries

The implementation of the LESDEP has benefited quite a number of youth within the Central Region who sought to use the skills acquired to start their own businesses to improve upon their lives as well as the lives of their families. In this regard, LESDEP is of the view that beneficiaries' conditions will change from worse to good in terms of the beneficiaries' living conditions and their daily meal intakes. The above theme represents the effects of the LESDEP programme on beneficiaries' lives. The effects of the programme on beneficiaries' lives were further interpreted by participants as reducing vulnerability.

7.2.2.1 Sub-category: Vulnerability

The sub-category represents the effects of the LESDEP programme on beneficiaries. The effects of the LESDEP programme on beneficiaries presents itself in the form of positive or negative effects on the lives of beneficiaries. In this sense, the LESDEP programme can lead to reduced vulnerability or could also predispose beneficiaries to vulnerability. Thus the LESDEP programme seeks to reduce youth vulnerability and increase their exposure to favourable and endowing atmospheres where activities create numerous livelihood opportunities, ranging from skills-building to promoting positive desired outcomes in line with the sustainable livelihoods framework.

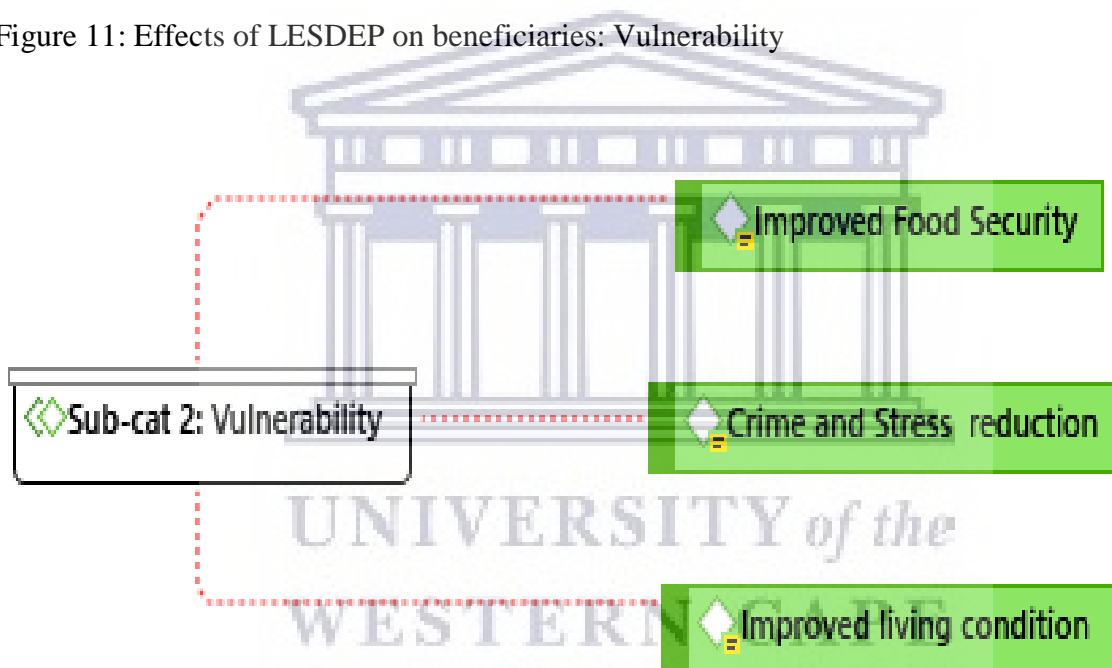
LESDEP can reduce vulnerability, when skills development reduces the susceptibility to unemployment by providing beneficiaries with employment opportunities, for instance in the local garment and fashion manufacturing industry, agriculture, agro-processing, bead making, construction and fish farming, and established businesses. However, LESDEP can also increase vulnerability, when beneficiaries are not engaged in any productive activity after acquiring these skills and are idle, as well as not being provided with the requisite tools to work with.

A case in point is the Technical and Vocational Education and Training in Zambia which was certificate-led. It was, however, a certificate without employment (Haan, 2001:122). LESDEP through the provision of a sustainable livelihood, will make the youth in the Central Region employable, reduce beneficiaries' vulnerability, increase their well-being thereby empowering the youth economically. Vulnerability has been defined in numerous ways.

Vulnerability is the degree of loss to a given element or set of elements at risk resulting from the occurrence of a hazard of a given magnitude in a given area (Fuchs et al., and 2012; Paul, 2014; Schneiderbauer and Ehrlich, 2014; Sterlacchini, 2011).

While Damas and Md. Israt (2004) argue that vulnerability is composed of economic, social, cultural, political and environmental factors, Du et al. (2015) and Pooyan (2004) suggest that vulnerability is the diminished capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard or disaster. In the context of LESDEP, when beneficiaries are isolated from risk of income as a result of unemployment and food security, shocks or stress and crime and improved living conditions as a result, they are predisposed to vulnerability as shown in Figure 11.

Figure 11: Effects of LESDEP on beneficiaries: Vulnerability



Source: Author’s construction, 2017.

7.2.2.1.1 Category 1: Improved living conditions and livelihoods

This category expresses participants’ description of the positive effects of the LESDEP programme on beneficiaries. Participants felt the implementation of the LESDEP programme has brought about positive changes in their lives. Most beneficiaries who took the opportunity given to them by the LESDEP now have a workspace where they can work and service their

customers to earn income. Participants indicated that their living conditions have improved, and are able to meet their family's basic needs and educate their children. A participant noted:

My living condition has improved. I am able to get enough money to take care of my family's basic needs and pay for my children's school fees and trained some at the university (P1: LESDEP beneficiary)

The positive effect of the LESDEP on beneficiaries was further explained by participants as being able to provide shelter for themselves and their families. One participant stated:

I have been able to purchase land to provide shelter for myself and my family (P10: LESDEP beneficiary)

Another participant indicated that her living condition has changed as a result of the implementation of the LESDEP programme. She indicated:

My living condition has changed as a result of being employed. I had to struggle to be trained since I lost my parents. Life has not been easy for me but through the assistance from the LESDEP, I can take care of myself from the income I earn from my business and life is now ok for me. I earn enough to assist my husband to take care of our children's basic needs and education (P11: LESDEP beneficiary).

Furthermore, a participant was of the view that having a place of work was an improvement in her life.

...having a place to work from and earning some income to me is an improvement in my life (P9: LESDEP beneficiary.)

In another vein, a participant indicated she felt matured and independent being employed and her lifestyle had changed in terms of how she dresses. She indicated:

Now that I am employed, I feel very independent and matured. My finances have improved and I can take care of my family's basic needs and I've been able to rent a room for my family unlike

previously when I was leaving with my mother. My lifestyle has also changed in terms of my dressing (P2: LESDEP beneficiary).

The above quotes reveal that the implementation of the LESDEP programme has made a significant change in the lives of beneficiaries. This positive change in the lives of beneficiaries has made them become independent. It further reveals that the LESDEP programme has enabled beneficiaries to take care of their basic needs, providing shelter for their family and educating their wards.

7.2.2.1.2 Category 2: Improved food security

In terms of improved food security, it also emerged that the LESDEP programme is enhancing the abilities of beneficiaries to sustainably meet their food and nutrition security challenges. Food security is “when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life” (Du Toit, 2011; FAO, 2008; Ministry of Foreign Affairs of the Netherlands, 2012). Participants were of the view that their daily meal intake has improved and they could afford three square meals in a day as compared to two meals previously as a result of the implementation of the LESDEP programme. A participant explained:

My daily meal intake has also improved. I could eat what I want and how many times I want. I eat three times a day unlike previously when I could not. I could also eat enough as compared to previously (P2: LESDEP beneficiary).

Another participant indicated she could afford three square meals a day and eat what she desired compared to previous times when she was not working. She stated:

I could eat what I want and how many times I want. I eat three times a day unlike previously when I could not. I could also eat enough as compared to previously (P9: LESDEP beneficiary).

Contrary to the above quotations however, a participant disclosed that nothing has changed with respect to her daily meal intake. She stated:

Nothing has changed (P1: LESDEP beneficiary).

Even though the LESDEP programme seems not to have an effect on all beneficiaries, as reported by other participants, the programme is making a positive impact on their lives with regards to food and nutrition security. This is evident as many participants noted they could afford three square meals a day unlike before.

7.2.2.1.3 Category 3: Crime and stress reduction

Crime and stress, as expressed by participants refer to the inability to have regular employment to earn income. For participants, the issue of unemployment exposes the youth in the Central Region to crimes and stress. This could pose a serious threat to the individual, society and the nation as a whole. In relation to crime, there are greater chances of individuals without employment committing crimes than those with regular employment. Ajimotokin et al. (2015) suggest that individuals without steady income as a result of unemployment could have the higher motivation to commit crime than those with a steady income, therefore their unemployment can lead to crime (Papps and Winkelmann, 2000). In this case, crime is reduced since beneficiaries with steady employment could be earning enough income to support themselves and their families, and hence will not be involved in criminal activities. Participants indicated that the implementation and the support LESDEP provided to the unemployed youth is helping to reduce the crime rate within the Central Region. A participant noted:

I think LESDEP will go a long way to bring the crime rate down, that is when the youth are employed (P4: LESDEP beneficiary).

The above quote suggests that having regular employment that provides participants with regular income reduces crime.

Also, a close examination of the effects of unemployment shows that being employed reduces stress. Drydakis (2015) and Lazar (2006 cited Kidwai and Sarwar, 2015) points out that a person's stress levels can be high due to poor financial status as a result of unemployment. This implies that having regular employment reduces a persons' stress level. A participant indicated that her ability to have regular employment has reduced her stress level. She said:

My stress level has reduced as to result of the LESDEP. I am now employed as a result of the support they provide me. I get my regular income from the work I do to support myself and my family (P3: LESDEP beneficiary)

Contrary to the above quotation, another participant also indicated that her stress level has increased due to her inability to have regular employment:

Even though I was supported by the LESDEP with a trade machine to start my own business, I am still unemployed since I don't have a place of work to service people to earn some income. This has contributed to my increased stress levels (P6: LESDEP beneficiary).

From the above quotes, it is evident that not only does regular employment reduce crime, it also contributes to the reduction in psychological effects or harms such as stress for individuals.

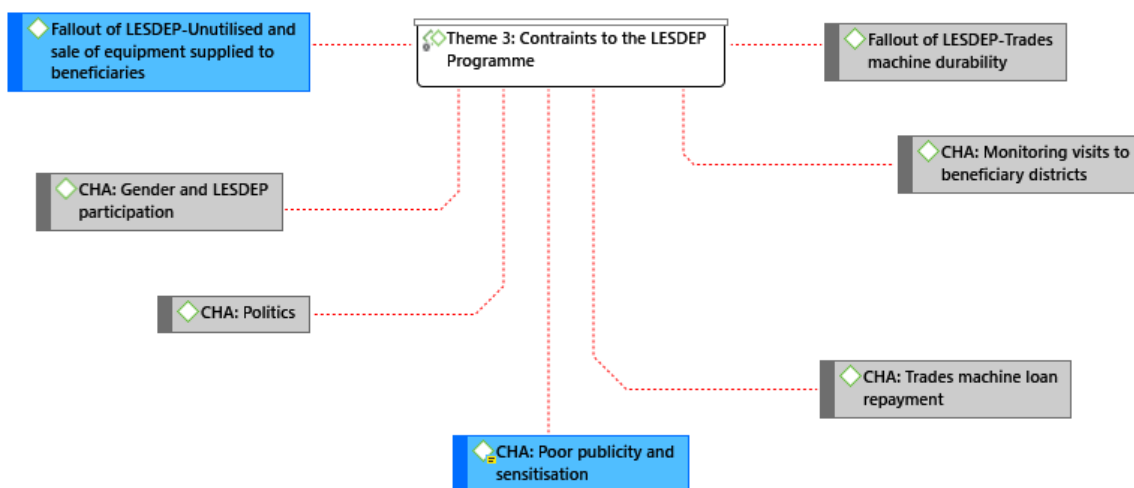
7.2.3. Theme three: Constraints to the LESDEP programme

This study also examined the factors impeding the implementation of the LESDEP programme in the Central Region and this is the focus of this section. A number of factors were found to be impeding the smooth implementation of the programme and this was discussed under the various sub-categories.

7.2.3.1. Sub-category: Challenges to the LESDEP programme

The implementation of the LESDEP programme was not devoid of challenges. This section presents the research findings on the challenges confronting beneficiaries and the LESDEP institution during the implementation of the programme in the Central Region. The following category presented in Figure 12 highlights the challenges affecting the LESDEP programme in the Central Region.

Figure 12: Categories generated for constraints to the LESDEP programme



Source: Author's construction, 2017.

During the study, it was established that the implementation of the LESDEP programme was also challenged due to the influence of politics. The influence of politics on government interventions could affect its implementation positively and negatively. Hickey et al. (2015) opined that politics plays a significant role in shaping the possibilities for inclusive development. However, Hickey (2007:2) questioned under what conditions governments and political elites implement and sustain social protection interventions. Such conditions entail the identification of the right people for social protection programmes when they are adequately assisted, and the sustainability of the programme is assured.

Interrogating this question with respect to LESDEP will help understand the effects of politics on social protection/interventions/LESDEP. In line with the sustainable livelihoods framework (see Chapter 3), implementing agencies and political office bearers implementing policies, provide social services to the populace. These services include skills training to the unemployed and trade machines to support beneficiaries to set up their own businesses.

However, the implementing agency (LESDEP), in delivering its mandate through the distribution of resources, experienced some form of bias in the policy implementation process as noted by participants interviewed. These policies which were likely to favour the party faithful have a great influence on individual/household livelihoods. Most of the participants interviewed were of the view that politics took the centre stage during the implementation process which affected the programmes' sustainability. As reported by participants, the programme was over-politicised due to the fact that those who benefited were affiliated to the political party in power (P7: LESDEP beneficiary; P10: LESDEP beneficiary).

Similarly, beneficiaries were handpicked by the political leaders within their communities through the selection and distribution of the trade machines process (P11: LESDEP beneficiary; P15: LESDEP official). This left other unemployed youth vulnerable and socially excluded since they did not have affiliations with the party in power. Furthermore, the equipment loan recovery was affected as a result of the negative political influence of the programme since most of the beneficiaries perceived the support to be a political gift from the implementing agency.

Start-ups or equipment loans play a vital role in the socio-economic transformation of the livelihoods of participants of LESDEP. However, their acquisition and repayment were

characterised by numerous challenges, including high levels of default among beneficiaries, which were attributed to political influence and the perceived political gifts of the start-ups by beneficiaries as indicated in the above quotation. Valadez and Bamberger (1994) opine that the political environment, project design, implementation methods, and organisational decisions affect a programme's sustainability. When sustainability is ignored, the quality of service delivery declines. The authors further indicated that when programme benefit allocations are made on political grounds, it often has a negative effect on the economically, socially, or politically weaker groups. This suggests denying access to the disadvantaged groups whose participation depends on such services. Stokes et al. (2013) found that in Singapore a housing improvement programme that was implemented by the government for housing improvement was used as a tool to reward its constituents, thus denying the access by those who voted for the opposing party. In Ghana, ES (2017) also reported that LESDEP was implemented to reward party foot soldiers and functionaries.

In addition, no proper data or documentation was put in place to monitor and track beneficiaries, thereby affecting the repayment agreement since none of the beneficiaries paid back the start-up loans, thus collapsing the programme (ES, 2017). Political influence therefore has a great impact on a programme's sustainability. In support of the above quote, another participant also indicated that as a result of political influence during the selection and distribution of items to beneficiaries of the LESDEP programme, participants were unwilling to repay the equipment loans as agreed due to beneficiaries' perceived political gifts of the support provided by LESDEP. He stated:

I agree with the submission made by the beneficiaries that the implementation of the programme was clouded with politics and transparency. In view of this, the sustainability of the programme was affected immensely since the programme relies on a revolving fund to purchase more items for others to benefit. I was challenged with the beneficiary's unwillingness to pay the agreed monthly contributions towards the repayment of the trade machine loan due to their perceived political gift of the trade machines (P14: LESDEP official).

Clearly, from the above quotations, there is sufficient evidence that there was political interference during its service delivery, the beneficiary's selection process, distribution of the

trade machines and the entire implementation of the LESDEP programme. This gives credence to the above assertions that the unwillingness of beneficiaries to repay their equipment loans as a result of political influence and perceived political gift of the trade machines impeded the successful implementation of LESDEP programme, compromised with the sustainability of the programme and exposed other unemployed youth within the region to social exclusion and inequalities.

In spite of the support provided by LESDEP to beneficiaries to facilitate their employability, the beneficiaries indicated that they were still unemployed. The issue of unemployment and the reasons assigned are further examined in this study. Because the trade machines were distributed to beneficiaries to get them employed, participants were asked about why they were not employed. One participant of LESDEP was of the view that the quality of the trade machines that were distributed to them was compromised. As a result, breakdowns often affected their work output. A participant stated:

The trade machine could not help me enough since it frequently breaks down. The trade machine quality was inferior. I had to spend most of my valuable time looking for someone to fix it for me (P8: LESDEP beneficiary).

Furthermore, another participant noted:

The trade machines distributed to the beneficiaries were not good at all. It was not of good quality (P13: LESDEP official).

In a similar vein, a participant disclosed:

The trade machines distributed to beneficiaries were not durable. It is difficult to get the parts to get it fixed whenever its breaks down. This has rendered me unproductive since I do not work nowadays (P9: LESDEP beneficiary).

The distribution of the trade machines to beneficiaries plays a significant role in providing the beneficiaries of the LESDEP programme with the needed support that could help them to establish their own businesses to become employed. However, participants noted that there were challenges surrounding the trade machines distributed to beneficiaries. A participant noted:

Truly most of the beneficiaries did not use the trade machines, but rather sold them (P2: LESDEP beneficiary).

Another participant stated:

Actually, some of the trade machines fell into the wrong hands. Some of the beneficiaries who collected the trade machines only registered for someone who never got the trade's machine (P7: LESDEP beneficiary).

From the above quotes, it is evident that the quality of the trade machines distributed to beneficiaries to get them employed was compromised. As a result, it rendered the beneficiaries unemployed. In addition, other beneficiaries sold the trade machines. It also appears that some individuals just took advantage of the programme. They were no longer interested in the programme; rather they were interested in what they would get from the programme.

In terms of gender and LESDEP participation, it appeared that the female participants' composition of the LESDEP programme was more than their male counterparts. Palmer (2007b) found that in Ghana females were more likely to be found working in the informal sector than men since females are more responsive to skills development programmes than males. This was explained by a participant:

In terms of interest shown to be part of the LESDEP programme the number of females involved is higher compared to males (P6: LESDEP beneficiary).

Another participant noted:

Since the majority of females are receptive to the skills development programme than men, females always find themselves to be part of any programme like the LESDEP programme (P8: LESDEP beneficiary).

Yet another participant commented:

Probably the publicity and awareness creation of the LESDEP programme was not made well and explained enough to get people to come forward to register and be part of the programme (P5: LESDEP beneficiary).

Further, a participant stated:

Maybe the way the selection process was done. This could have gone the way of the females than the males, making females the majority of the programme than the males (P12: LESDEP beneficiary).

It is clear that the LESDEP programme prioritised females rather than males in the Central Region. This was due to the fact that the selection process was not done well and publicity was inadequate. Furthermore, most of the programmes introduced by the LESDEP in the Central Region was female-dominant and this also contributed to the female dominance in the LESDEP programme. This is more evident in the informal sector such as the traditional apprenticeships in dressmaking and hairdressing.

In terms of publicity and sensitisation about the LESDEP programme, participants indicated that it was inadequate and that the agency must do more to get the youth involved in the programme. A participant said:

Adequate publicity, sensitisation and education are needed in order to generate interest of the youth to participate in the LESDEP programme (P4: LESDEP beneficiary).

Furthermore, participants maintained that in order to attract more youth and improve the gender balance and LESDEP participation for females, LESDEP must intensify its publicity to increase the area of coverage. A participant stated:

I think the LESDEP has to do more to increase the interest of the youth through adequate publicity and advertisements (P8: LESDEP beneficiary).

Ahmed and Ashfaq (2013) define publicity as a paid form of sponsored communication that reaches many people through various traditional media platforms. These media include television, newspapers, commercial radio advertisements, magazine mail, outdoor advertising or modern media such as blogs, websites and text messages.

From the previous section, it is evident that participants' knowledge about the LESDEP programme became possible through television and radio announcements as well as from the offices of the LESDEP officials. It is worth noting that well-executed publicity has a great impact on generating the interest of the general public on a particular programme. Hence, the content of the information should be well packaged, devoid of obstruction or interruptions to catch the attention of the general public. Schumann and Thorson (1990 cited in Tavassoli and Shultz 2005) point out that programme-interrupting advertisements, for instance, using the television, annoy viewers desired to continue watching a particular programme on television. From the quotes above, it is clear that LESDEP has not done enough to sensitise the general public about the LESDEP programme to get more people enrolled in the programme. Furthermore, for effective publicity, LESDEP officials must devise proper means of communicating or sensitising LESDEP programmes to the general public.

Another major constraint confronting LESDEP programmes is monitoring, which had a major setback on loan recovery and tracking of beneficiaries. This is as a result of a lack of resources to carry out the related activities. Monitoring is seen as a process that provides information and ensures the use of such information by management to assess project effects and their impact (Kessler and Tanburn, 2014). They further stated that it aims at determining whether or not the intended objectives have been met in order to make informed decisions. Most of the participants who were interviewed indicated that the lack of funds made it difficult to run the office as well as its programmes. A participant noted:

We undertake monthly and weekly monitoring activities. However, the regional office hardly releases funds for the smooth running of the programme and carrying out monitoring activities (P12: LESDEP official).

Another participant reiterated:

The district assemblies hardly release funds for the LESDEP programme to organise meetings, workshops and monitoring

activities. Also, the inability of the programme to provide official vehicles to carry out monitoring activities is also hindering the progress of work (P15: LESDEP official).

Furthermore, a participant disclosed:

Previous expenses incurred by the LESDEP district offices have not been reimbursed by the LESDEP secretariat. This in effect is hindering the progress of work (P14: LESDEP official).

The above quotes are clear indications that the lack of funds and inadequate vehicles to carry out monitoring activities in the districts affected LESDEP's programme and the achievement of its objectives.

7.4. Conclusion

In an attempt to provide the youth in the Central Region with decent job opportunities to address the issue of unemployment, a number of skills development programmes, including LESDEP, were introduced by different government regimes. This was aimed at addressing the negative effects of unemployment namely, social exclusion, crime, stress and poor well-being within the Central Region. A qualitative analysis was done in this chapter to extensively discuss the opportunities of the LESDEP programme, its effects on beneficiaries and constraints to the LESDEP programme. Central to the objective of LESDEP was to provide the youth within the Central Region with employable skills and start-ups to get them employed through the business establishment. However, the findings of this research revealed that these LESDEP objectives were not fully achieved.

Overall, the qualitative analysis established that while the LESDEP programme has the potential of addressing the issue of youth unemployment within the Central Region it was not devoid of challenges that could hamper the achievement of the set objectives of the programme. The findings of the study found a number of positive effects of the programme. Savings were found to be an important factor in financial security among beneficiaries. In addition, savings helped increase the decision-making around self-employment among the beneficiaries. It was further revealed that the provision of start-ups to the unemployed youth was increasing the career decisions among the beneficiaries in the Central Region to be self-employed.

However, on the other hand, the main constraints have been the training duration as well as the publicity of the LESDEP programme, which was found to be inadequate. Political influence was also found to be a serious danger to the LESDEP programme sustainability and the dangers of rendering the youth unemployed. Finally, the study established that a lack of financial access was another challenging factor affecting the beneficiaries of LESDEP.

The next chapter presents a discussion of the integration of both quantitative and qualitative research findings, conclusion and recommendations.



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CHAPTER EIGHT

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

8.1. Introduction

This chapter presents a summary of both the quantitative and qualitative results of the research findings as well as some theoretical reflections based on the information gathered from the respondents. It also provides a few policy recommendations based on the findings and data collected on the LESDEP's implementation and the various challenges confronting beneficiaries and the LESDEP institution. Finally, the chapter ends with concluding remarks.

This research was designed to achieve a number of objectives. The first objective was to review the existing literature, contextualise and define the concepts of youth unemployment, skills development and sustainable livelihoods. Theoretically, an extensive set of literature was reviewed on the concept of the people-centred development theory as well as the sustainable livelihoods framework/approach and its linkages with the Local Enterprise and Skills Development Programme (LESDEP) in order to achieve this objective.

The people-centred development in the sustainable livelihoods perspective enabled participants to build and combine their capacities or resources to create sustainable livelihoods to better their lives in the region. Secondly, the literature was reviewed on youth unemployment, skills development initiatives from both Ghana and beyond to establish the extent of youth unemployment in the Central Region of Ghana, as well as measures taken to solve the situation. It was established that the rate of youth unemployment in the region was high as compared to the national figure. Similarly, this was found to be the case among other skills development initiatives implemented by the Ghanaian government and LESDEP to reduce youth unemployment.

The second objective of the study was to investigate the need for LESDEP within the Central Region and to provide a socio-economic overview of the study area. After an extensive literature review on youth unemployment as indicated above, the study revealed that the rate of youth unemployment in the Central Region was high and this necessitated the implementation of the LESDEP programme. In addition, the review provided a clear picture

of the region's population size, rural and urban distribution as well as the age and gender structure and concluded that the region is rural and the population is youthful.

The third objective of the study was to evaluate the impact of LESDEP towards reducing unemployment of both individuals/beneficiaries and their households. In order to achieve this objective, a survey was conducted on both beneficiaries and non-beneficiaries of LESDEP to collect quantitative and qualitative data using questionnaires and focus group discussions (FGDs) respectively. The findings of the survey revealed that out of the 350 participants interviewed, 306 were employed. Of this figure, 260 (85%) females and 46 (15%) males were currently employed. Thus, those currently employed were made up of 128 (41.8%) beneficiaries and 178 (58.2%) non-beneficiaries. The non-beneficiaries reported a higher percentage as compared to the beneficiary group.

While the results for females indicated 37.7% for beneficiaries and 62.3% for non-beneficiaries, the result for males showed 65.2% and 34.8% for beneficiaries and non-beneficiaries respectively. However, the majority of participants were found to be involved in dressmaking or fashion designing and hairdressing. The findings of the research further showed that factors such as 'the ability to save' and 'age' contributed positively to employability for both beneficiaries and non-beneficiaries. However, non-beneficiaries were more likely to be employed due to the number of years spent on apprenticeships to become a master craftsman/woman.

The focus group discussions (FGDs) also revealed that the conditions of participants had improved and they were able to meet their family's basic needs such as settling medical bills, paying their wards' school fees for both basic school, secondary school and university and providing them with a decent shelter. It was interesting to note that apart from the skills development initiatives being used by participants to sustain their livelihoods, they were also engaged in other trading businesses to better their lives. In addition, the FGDs revealed a number of setbacks that impeded the sustainability of the LESDEP programme. These setbacks included inadequate training periods, institutional logistical challenges, political influence, inadequate monitoring, poor quality of trade machines, poor publicity, lack of equipment loan recovery and lack of finance. An interesting perception about the participants that is worth noting is that some of the beneficiaries perceived the support being provided to them in the form of trade machines as political gifts and were unwilling to repay their equipment loans.

The fourth objective of the study was to determine the effects of some socio-economic variables, including LESDEP, on employability. A probit regression model specification, as well as the marginal effects, were used to achieve this objective, generating 13 socio-economic independent or explanatory variables (including LESDEP) for the regression. Based on the results, the model accurately predicted that 25% of beneficiaries were more likely to be employed. That implied that participating in the LESDEP programme did not necessarily increase the chances of beneficiaries becoming self-employed.

The fifth and final objective of the study was to identify the opportunities and challenges of LESDEP and provide practical recommendations to government, policy-makers, and other stakeholder on ways of improving the programme's efficiency. Based on the research findings, appropriate recommendations were made for the sustainability of such programmes in the near future (see section 8.6).

The chapter begins by discussing skills development and its implications as a strategy for youth employment. It further gives a brief reflection of the theoretical framework linkages with LESDEP towards providing the youth within the Central Region with employment opportunities and sustainable livelihoods.

8.2. Skills development: A strategy for youth employment and its implications

Profound global changes in the use of skills development to reduce youth unemployment have urgent implications on how institutions or government support programmes are implemented, how young people are trained and prepared for the labour market (Ignatowski, 2017). The author further suggests that the rising consciousness of the value of skills development is deeply intertwined with training and technical skills development of the youth. Therefore, it is important to note that the youth need skills that include attitudes, behaviours and personal qualities that would enable them to effectively navigate their environment, work with others, perform well and achieve their livelihood goals.

Globally, the current context of complex economic challenges, skills and employability have emerged as areas of high importance for policy-makers. The International Labour Conference (ILC) issued a resolution in 2012 with a call for action to tackle the issue of the youth unemployment crisis through a set of policy measures which includes skills development. The resolution provides guiding principles and a package of interrelated policies for countries wanting to take immediate and targeted action to address the crisis of youth labour markets

(Comyn and Brewer, 2018). Indeed, youth unemployment has long-lasting consequences not only for the youth but also for their families and communities. In recent times, governments have primarily engaged with the issue of skills development by focusing on reducing youth unemployment through vocational skills training. In this regard, successive Ghanaian regimes implemented various active labour market programmes such as the Integrated Community Centres for Employable Skills (ICCES) and the Skills Training and Entrepreneurship Programme (STEP), as a means to provide the youth with skills and with a view to making them employable, preferably self-employed.

This is aimed at improving the youth employability by offering them different vocational skills training experiences to allow them to participate actively in the labour market in order to reduce the issue of unemployment among the youth in the Central Region and Ghana as a whole. For the Ghanaian government, building a consistent and measurable business or enterprise case for investment in skills development is crucial. However, the structure of skills development in Ghana is disorganised, with government programmes spread across several different ministries (Ansah and Ernest, 2013). In this regard, the government's resources are wasted as well as making duplication of work in all ministries easy.

Skills development in the informal sector increases productivity, quality, diversity and occupational safety and improves health, thereby increasing incomes and reducing unemployment among individuals and their families (Bisariya and Mishra, 2015a; Carton and King, 2003). Furthermore, it increases productivity that leads to positive knock-on effects on enterprises (Palmer, 2007a). Skills development also helps to develop social capital.

Assaad (1993) and Hart (1973) point out that training paves the way for a gradual building up of informal business and social networks with suppliers, customers, other apprentices, masters and trade associations and can help develop business skills and experience (McGrath, 1999). These assumptions, which are common in many developing countries including Ghana, are not really supported with much evidence (Bridgstock, 2009; Palmer, 2007c). Other studies also show that even though skills development programmes have the potential of reducing youth unemployment, they have failed to address the occupational pathways of the youth (Allais, 2012; Johanson and Adams, 2004).

Based on the above assertions, it became necessary to carry out a study on the Local Enterprise and Skills Development Programme (LESDEP) in the Central Region of Ghana. LESDEP was one of the many skills development programmes implemented by the Ghanaian

government to reduce unemployment and its consequences among the youth in the Central Region and in Ghana as a whole. The programme which was designed under the Ghana National Social Protection Strategy supported unemployed youth with skills, through skills training and trade machines as start-ups to set up businesses in order to become self-employed and have a sustained livelihood.

Though skills are increasingly seen as benefiting youth in all domains of life, these skills are poorly understood, not well assessed, and too often overlooked in policy and institutional contexts, including education, training and the workplace. Interestingly, the findings of this study show that beneficiaries were less likely to be employed compared to non-beneficiaries. The results of the study for both quantitative and qualitative data analysis are presented in the next section with linkages to the sustainable livelihoods framework.

8.3. Theoretical reflection of the sustainable livelihoods framework/approach and linkages with LESDEP

The sustainable livelihoods framework which is a people-centred development approach, seeks to promote an individual's choices and a diversity of opportunities. Thus it looks at more aspects of people's lives, than how many live on purchasing power and recognises people themselves whether poor or not, as actors with assets and capabilities and who can act in pursuit of their own livelihood goals (Adato and Meinzen-Dick, 2002). These are done through a combination of activities and choices that individuals carry out so that they can achieve their life goals or objectives.

This way individuals are able to access different levels and a combination of assets which influence the choices of their livelihood strategies. Thus, it enables an individual's livelihood strategies to be identified in order to be strengthened and made sustainable (Krantz, 2001; Ludi and Slater, 2008; Majale, 2002). The sustainable livelihoods approach (SLA), consequently focuses on increasing individuals' capacities and the abilities to improve their lives (Ashley and Carney, 1999; UNDP, 2015). However, on the other hand, the need to improve livelihoods must be based on the understanding of what is needed and this must include the diverse range of factors and processes that make up a livelihood (Morse and McNamara, 2013; Serrat, 2017).

8.3.1. Livelihood assets

The sustainable livelihoods framework details how diverse livelihoods are achieved through access to a variety of resources made up of human, social, natural, physical and financial assets. As described by Scoones (1998) and Adato and Meinzen-Dick (2002) these resources are used to achieve a livelihood. Therefore, the findings of this study are aligned to the above thoughts as it was established that both beneficiaries and non-beneficiaries of LESDEP enhanced their livelihoods with regard to improving their human, social, natural, physical and financial assets or capitals.

The importance of human capital in enhancing the skills of participants cannot be overemphasised. According to human capital theory, the better educated or trained, the higher and individual's productivity (Atchoarena et. al. 2003).

In relation to human capital, the findings of the study show that both beneficiaries and non-beneficiaries of LESDEP acquired the level of skills in different vocations which enable them to be self-employed to improve their lives. This is because investing in human capital is one way to help individuals become more competent in their interactions with the work environment and maintain employability by ensuring that they have the necessary skills to compete for jobs within the labour market.

Studies have shown that vocational skills development in this regard, are central to youth employment and self-employment (Bisariya and Mishra, 2015b) and prepare the youth mostly in the formal and informal economy (self-employment/entrepreneurship) in order to reduce unemployment and poverty. Research has shown that human capital investment improves the performance of employees in any organisation (Boselie et al., 2001; Kawaguchi, 2003; Lynch, 1994). In a similar vein, it enhances entrepreneurial decisions and performance of the youth or individuals, since entrepreneurship is a fundamental characteristic of modern knowledge-based economic activities (Blanchflower, 2000).

Evidently, out of the total of 350 respondents interviewed, 156 beneficiaries and 194 non-beneficiaries acquired skills in different vocational skills. This means that respondents of both groups have the capabilities, assets and activities (which are the specific vocations) to support themselves to attain a good life. It is worth noting that investing in the human capital of the youth is essential. Thus implies that LESDEP, as well as skills development programmes,

have contributed to the value of human resources of the youth in the Central Region and Ghana as a whole.

This further indicates that the youth would have access to and make use of a range of skills or activities available to them to sustain their livelihoods, thereby reducing unemployment and crime within the region. However, the better the training and the more useful the skills are, in terms of human capital, the higher the income and returns and the better the individual livelihoods are likely to be. Notwithstanding the importance of human capital, it was also evident that the six-month training duration for beneficiaries, as compared to the 2-years duration for non-beneficiaries was less appropriate. This implies that beneficiaries were less likely to be trained compared to non-beneficiaries.

The findings further established that among the respondents who acquired skills in various vocational skills, the majority of them were in committed relationships (see Table 11) with regards to their marital status and have attained secondary education. Furthermore, the findings of the study revealed that the average age of the respondents was between the ages of 28 and 31 years for the beneficiary and non-beneficiary groups respectively, as shown in Table 9.

In addition, the findings of the study also showed that females were the majority within both beneficiary and non-beneficiary groups. While beneficiary groups were made up of 80% females and 20% males, the non-beneficiary group reported 91% for females and 9% for males. Of about 250,000 youth who enter the labour market every year, 53% are females (GSS, 2012). It has been reported that even though there is ample room for gender equity in the well-paid careers, women, however, are still in the lower paid jobs in the major economic sectors (Morgan, 2013). This has been attributed to the fact that of the 53%, some of them are dropouts with lower educational levels or backgrounds and could not be employed in formal sector jobs.

In addition, the old adage that presumes that women's office is the kitchen, due to a number of socio-cultural norms or beliefs within the societies, holds them back to pursue their dreams (Baffour-Awuah, 2011). This partially accounts for why women sometimes find themselves in the informal sector of the economy. The desire by government to improve the living conditions for such people, led to the implementation of skills development policies such as technical vocational education and training (TVET), National TVET Policies for Women, Women in Technical Education Department (WITED) and the Girl's Educational Unit (GEU)

with the main aim of targeting females in order to get them self-employed and socially inclusive. This implies that women were more likely and will be encouraged to enrol or turn to skills development activities, than their male counterparts. This also explains why the number of women involved in the LESDEP programme is higher than males.

Similarly, in terms of social capital, Bisariya and Mishra (2015a) assert that skills development or skills training can also help to develop social capital and strengthen knowledge about informal sector associations, rural organisations and governance. It has also been found that in Australia vocational education and training (VET), which is a skills development programme, has improved the social capital of participants of the programme (Priest, 2008). Participants are able to link up with others to work together and to find employment opportunities.

Recent research indicates that 80% of students from adult literacy and numeracy classes in Australia had an improvement in networks, and enhanced interactions with others (Balatti et al., and 2006). The findings of this research also found that there was a significant relationship between association membership and LESDEP status. It was evident that both beneficiaries and non-beneficiaries were members of the association. This implies that beneficiaries, as well as the non-beneficiaries group, were able to network with other participants to find or explore more job avenues with regards to their specific vocations.

Table 16 shows that 58% of beneficiaries and 77% of the non-beneficiary group belonged to the association. However, beneficiaries were less likely to have more networks to draw on employment opportunities as compared to the non-beneficiary group. The qualitative data analysis also confirms the results from Table 16, indicating that beneficiaries were less likely to belong to association as compared to a non-beneficiary group.

In a similar vein, the accessibility to natural capital in the form of land aided participants in their quest for sustainable employment. Land ownership became an important element for business establishment and ownership by participants. Through land access, participants were able to work regularly to earn some income in their own places of work. This provided them with some form of job security in relation to their places of work as a result of their ability to build shops for themselves. Although some participants had access to land, not all participants had access to land to establish their businesses.

Most of the participants who had their own shops benefited from family lands while others leased lands in order for them to put up shops for themselves. The limited access to land affected other participants' livelihoods since they were unable to build their own shops and earn a regular income and as a result, remained unemployed. In addition, the location of their shops affected patronage of their activities and regular income which also affected their savings ability. However, it is worth noting that land remains crucially important and a productive asset that underpins livelihood engagements, especially in the non-farm sector.

The effect of physical capital on participants' livelihoods was also examined in this study. It was evident that physical capital in relation to shops, trade machines as well as access to information contributed to the enhancement of participants' livelihoods. The availability of shops and trade machines enhanced participants' ability to work and earn income to improve their lives as well as the lives of their families. Even though information access enabled participants to enrol with the LESDEP programme, not all participants were fortunate to be involved due to inadequate information, inadequate trade machines as well as political influence and favouritism which affected the selection of the beneficiary's process. Furthermore, the inadequate logistics in terms of vehicles affected the monitoring of the equipment loan recovery activities of the officials of the LESDEP. As a result, they were unable to monitor and track the activities of the beneficiaries. This means the government was unable to retrieve most of the huge investments made to support the programme, which affected the sustainability of the programme.

It is also important to note that the impact of financial capital on participants' livelihood outcomes was also explored. Usually, the ability to save and access credit or finances influences people's ability to accumulate the needed financial resources to improve their businesses and livelihoods. Financial capital in terms of savings, credit and remittances are required by participants in order to increase their enterprise's productivity, and become self-employed to sustain their livelihoods. It was established that the effect of savings on employability was significant, thereby indicating that participants with improved savings ability were more likely to be employed. Empirical evidence shows that financial capital promotes business establishments, accelerates economic growth and provides sustainable livelihoods for individuals. However, lack of access to finance or credit affected the participants' ability to establish and expand their businesses. This further contributed to the challenges of unemployment among participants within the region. The literature shows that savings and access to finance enhance business and economic growth.

In spite of the importance of skills development initiatives in providing the youth within the Central Region with employment opportunities to improve their lives, it sadly also predisposed the youth in the region to vulnerabilities (lack of training, unemployment, social exclusion). These vulnerabilities rendered beneficiaries unemployed and exposed them to social exclusion.

8.3.2. Vulnerabilities context

Vulnerabilities are often outside people's control and usually, that affects them negatively. However, LESDEP opportunities in relation to the vulnerability context are improved by the external factor of the environment, as indicated by Adato and Meinzen-Dick (2002). Relating to vulnerabilities, the findings of this study showed that beneficiaries of LESDEP were often challenged by factors such as quality of trade machines, financial access, and unemployment which impacted negatively on their livelihoods.

The findings of the study further found that the majority of the participants were artisans and that their activities are seasonal and also determined by trends with regards to income. In this regard, respondents indicated that their activities increased during the period of Christmas and Easter festivities as well as wedding occasions when the season is at its peak, while it falls during the off-seasons. These vulnerabilities, therefore, affected their business profits, reduce their incomes, thereby impacting on their livelihoods. In addition, the locations that some of the beneficiaries found themselves, also had a negative impact on their income.

8.3.3. Strategies and livelihood outcomes

Strategies are a variety and combination of activities beneficiaries engage in, in order to sustain their livelihoods. The findings of this study confirm the findings of Meert et al. (2005) and Weltin et al. (2017), which indicate that diversification is the main strategy used by individuals to help support themselves and their households. The majority of beneficiaries were found to be using activities such as dressmaking or fashion designing and hairdressing as their livelihoods strategies.

The other few used strategies such as barbering, bead making, catering services, mobile phone repairs and machine operations as their source of livelihoods. In addition, other strategies including buying and selling were used as another means by beneficiaries to sustain their livelihoods. The researcher further found that diversification was a strategy often used by

beneficiaries of LESDEP, and not to wait for the peak seasons during Christmas and Easter before they can earn some income or a livelihood, but alternatively to do the trading by selling foodstuff or other dressmaking and hairdressing accessories to customers to make a living. Moreover, diversification as a strategy, in particular, was used as a measure to reduce risk.

8.3.4. Sustainability

A livelihood is considered sustainable, when it is resilient in the face of external shocks and stresses, if it is independent of external support, if it is able to maintain the long-term productivity of natural resources and if it does not undermine the livelihood options of others (Scoones, 1998). In spite of the success and positive results reported in various evaluation studies on skills development interventions, the problem of sustainability has lately drawn the attention of researchers and practitioners (Bambara et al., 2009; Greenberg, 2004).

With regards of LESDEP sustainability, the findings of the study established that the quality of government support, as well as the trade machine were compromised; beneficiaries were unwilling to repay their equipment loans due to these being perceived as political gifts; the selection of beneficiaries was based on political loyalty; and the whole implementation processes affected the LESDEP programme's sustainability. Even though these factors are facilitators of sustainable implementation of government support programmes, Bambara et al. (2012:5) suggest that sustainability is not only about the duration of implementation, but also involves quality, integrity, and contextual factors of that implementation. Hence, in order to promote an enabling environment in the informal sector, including having an explicit strategy and supporting decent work, it is crucial, if training and skills development in Ghana is to be translated into positive developmental outcomes.

In order for LESDEP to be sustainable, future development must be efficient and based on sound procedural principles and not target and reward specific people due to their loyalties to the government. Only then will the potential benefits of the sustainability of government employment strategies or interventions be evident.

The theoretical framework applied in the study has revealed that livelihoods can be enhanced through diversification of resource portfolios such as human, natural, social, physical and financial capital.

8.4. Summary of findings

The main objective of the study was to evaluate the effectiveness of the LESDEP programme in reducing youth unemployment and promoting sustainable livelihoods in the Central Region of Ghana. Using the mixed-method analysis to social research, the effect of LESDEP on youth employment and the promotion of sustainable livelihoods was evaluated, based on the following defined indicators: human capital (skills acquisition), social capital (association membership and social networks), financial capital (income and savings), physical capital (equipment and access to information), and intended livelihood outcomes (improvement in well-being/ living standards, food security).

The research findings of the quantitative and qualitative methods established that the LESDEP programme is providing the youth within the Central Region with decent employment opportunities and good sources of sustainable livelihoods. However, the programme failed to address the issue of employability, since other beneficiaries were still unemployed after the inception of the programme. Rather, it has predisposed the youth to the challenges of unemployment, social exclusion and vulnerability. This was due to the numerous challenges relating to the programme implementation process.

Through various vocational skills training efforts, participants' human capital was enhanced. The study established that 156 LESDEP beneficiaries and 194 LESDEP non-beneficiaries have acquired various vocational skills through skills development programmes. It was also evident 71.7% of females were more likely to participate in skills development programmes as compared to 28.3% of males. This result further corroborates the findings from the qualitative results that suggest that participants have acquired knowledge and skills through different vocational skills. A participant noted:

It is always important to be trained in a particular skill before you can be employed. The training itself is very important in every skill such that it will enable you to gain adequate knowledge and skills in a specific trade towards employment. Even though I had previous knowledge as to how to make dresses, I was not experienced enough, hence I needed more training to gain adequate knowledge and skills in dressmaking. I have become more knowledgeable and able to train others as well due to my training (P6: LESDEP beneficiary).

However, not all beneficiaries were currently employed. Regarding the current employment status of participants and in line with the theoretical framework adopted in Figure 2, the outcome of the study shows that 41.8% of beneficiaries and 58.2% of non-beneficiaries were currently employed. Furthermore, the results from the regression analysis in Tables 21 and 22 reveal that a statistically significant but negative relationship exists between LESDEP and employability. This confirms the qualitative findings, indicating that beneficiaries were less likely to be employed as compared to non-beneficiaries. A participant remarked:

Despite the fact that LESDEP is supporting us beneficiaries with trade machines with the sole aim to establish our own business and to become employable, the support is inadequate. Hence most beneficiaries are unemployed. It is also worth noting that some beneficiaries did not use the trade machines, rather sold them (P2: LESDEP beneficiary).

In relation to social capital, the study found in Table 16 that both beneficiaries and non-beneficiaries were members of an association. However non-beneficiaries were more likely to belong to an association as compared to beneficiaries; that is, 58% beneficiaries and 77% non-beneficiaries were members of the association. Relevant to this study, the findings of social capital falls in line with the theoretical framework underlying this research which is strongly linked with the asset base of the framework. This assertion corroborates with Haan and Serriere, (2002:151), who suggest that social capital can facilitate skills acquisition and open more employment opportunities through social networks and groups. This finding also confirms the qualitative findings that suggest that social capital can widen a beneficiary's social networks. A participant responded:

Yes, I can say that my networks have increased such that I have had new friends who have been able to teach me new designs with regards to my trade or vocation. I have also had the opportunity to share my ideas with others too. However, this network has not provided me with any employment opportunity (P4: LESDEP beneficiary).

Furthermore, both the quantitative and qualitative results showed that the programme implementation challenges like political influence, inadequate monitoring, and non-durability

of trade machines, perceived political gifts of trade machines, migration of beneficiaries, poor publicity and equipment loan recovery were the major set-back of the LESDEP programme.

Having said that, the qualitative results were able to bring to light detailed information relating to the programme implementation process, thus helping to understand the dynamics of the LESDEP programme, more so than the quantitative results. Through the focus group discussions, participants were able to express themselves easily with regards to the services received from the LESDEP programme. Similar to the quantitative results, the qualitative results corroborated the findings of the quantitative results. Thus a combination of both the quantitative and qualitative results revealed that the research findings were corroborative, thus giving credence to the research design adopted for this study.

The justification for combining both quantitative and qualitative strategies, as indicated by Greene et al. (1989 cited in Bryman, 2006:9), is that emphasis is placed on seeking mutual corroboration between the two strategies, and this approach allows for a more complete synergistic utilisation of data than to do separate quantitative and qualitative data collection and analysis alone (Creswell, 2014). Hence, mixed-method research provides a better understanding of the research problem than either approach alone. Furthermore, regarding participating in the LESDEP and the chances of employability, both results from the quantitative and qualitative findings were mutually corroborative. The probit regression with marginal effect and the 2SLS models indicated that beneficiaries were less likely to be employed than the non-beneficiaries. In another vein, 86% of females were more likely to be involved in skills development programmes as compared to their male counterparts in relation to gender and LESDEP participation. In addition, the indicators which include LESDEP training duration, savings, geographical area and professional association showed similarity and differences between the probit regression model and the FGDs.

There were significant differences when comparing the indicators from the probit regression model and the FGDs. The similarity and differences further confirmed the plausibility of the research design adopted for this study. This goes to confirm that integrating quantitative and qualitative data in the form of mixed-method in this study has a great potential of strengthening the rigour and enriching the analysis of the research findings (Creswell, 2014). Furthermore, it helps facilitate deeper and greater understanding of the implementation and effectiveness of the LESDEP programme.

From the probit and 2SLS regression models and the FGDs, key factors that affected employability, were found to be LESDEP, gender, more than one livelihood, training duration, access to land, dressmaking and hairdressing. While most participants were of the view that increased social networks have not enhanced any job opportunity for them, a few indicated that their social networks have provided them with some job opportunities in terms of contracts and subcontracts from their friends in similar vocations. The quantitative and qualitative data analysis confirmed that a statistical significance difference existed between the beneficiary and non-beneficiary groups. Evidently, most of the beneficiaries and non-beneficiaries were members or belonged to an association, the beneficiary group less so than the non-beneficiary group. The implications are that most of the participants would have the opportunity to explore more job opportunities from their networks.

With regards to human capital, the research findings established that out of 350 respondents, the majority have acquired different vocational skills through skills development initiatives. However, the participants found to be involved in dressmaking and hairdressing/styling, formed the majority.

8.5. Conclusion

Drawing on the evidence presented in the above chapters, it is apparent that previous governments in Ghana have shown commitment to providing employment opportunities to the youth in the Central Region and Ghana as a whole. This was done through the implementation of numerous skills development programmes including the LESDEP. The LESDEP which has that potential of creating employment opportunities for the youth in the Central Region, however, was not devoid of challenges, hindering its implementation.

Overall, it was observed that the savings ability of participants and the period participants spent undergoing training before becoming a master craftsman or woman can affect their employability. Furthermore, the study established that even though the government had invested so much into the LESDEP programme, the beneficiary group members were less likely to be employed.

Finally, the study established a number of issues with regards to the programme implementation process that need immediate attention. This includes inadequate training periods, institutional logistical challenges, political influence, inadequate monitoring, and

non-durability or quality of trade machines, perceived political gifts of trade machines, poor publicity, weak equipment loan recovery as well as lack of access to finance.

8.6. Recommendations

Based on the research findings discussed above, a few policy recommendations are provided in this section in order to ensure the effective programme implementation of the LESDEP programme in the foreseeable future.

8.6.1. Training period

It has emerged from the preceding discussions that the training period of six months offered to beneficiaries by the LESDEP is too short. Hence it is recommended that trainees are allowed to spend more time, from 2 to 3 years to learn a specific vocation. This is to ensure that beneficiaries spend adequate time to acquire the specific knowledge and skills that will make employable.

A comprehensive approach is required to integrate young women and men into the labour market, including relevant and quality skills training, labour market information, career guidance and employment services, recognition of prior learning, incorporating entrepreneurship with training and effective skills forecasting. Improved basic education and core work skills are particularly important to enable youth to engage in lifelong learning as well as transition to the labour market.

8.6.2. Logistical challenges

The study findings showed that the LESDEP institution was challenged with a lack of resources (notably financial and material) to carry out its activities. It is therefore recommended that in order for the agency to be able to carry out its monitoring activities adequately, the government provides the LESDEP agency with adequate resources to enable it to undertake planned activities effectively since its operations are within the rural areas. More so, this will enable the offices of the LESDEP to track their clients who have relocated to other areas in order to undertake loan recovery activities.

8.6.3. Inclusion of other stakeholders

It was also observed that there were several professional bodies working within the framework of the LESDEP to reduce the issue of youth unemployment through the introduction of skills development initiatives within the Central Region. This in a way creates the problem of duplication of efforts, which wasted time and resources. It is recommended that the implementing agencies identify and harmonise their activities, pool resources together and include these professional bodies in selecting beneficiaries, training and distributing trade machines to beneficiaries. This effort will help resolve the duplication of activities and maximise the use of the resources. Thus, it requires a redesigning of the LESDEP programme through a well carried out needs assessment and translated into programme content and methodology that goes beyond politics.

8.6.4. Separation of politics

Even though politics plays a crucial role in skills development investments, its negative effects are enormous if its role is not well defined. It is suggested that, in order to prevent beneficiaries perceiving the trade machines supplied to them as political gifts and also to ensure the sustainability of the LESDEP programme, politics of selection and distribution of trade machines to beneficiaries must be separated from the programme implementation.

8.6.5. Quality/durability of trade machines

The study findings established that the trade machines supplied to beneficiaries were not durable or of high quality. This has contributed to inefficiencies as well as unemployment since this equipment frequently breakdown. It is therefore recommended that instead of purchasing less durable equipment that comes at a cheaper cost, the government identifies qualified organisations that could supply higher quality trade machines that are very durable and affordable. This will enable beneficiaries to remain employed.

8.6.6. Savings behaviour

The study further recommends that savings behaviour among the youth should be encouraged by the implementing an agency of the LESDEP in order to enable the youth to build financial capital for future use, since capital formation is very important to business growth and economic development. Building an attitude of saving would contribute to youth employability and enhanced financial security, as confirmed by empirical evidence.

8.6.7. Publicity/awareness creation

This study recommends that adequate resources are provided to the LESDEP secretariat to enable it to carry out adequate publicity to create the awareness of the programme to get more youth involved or to participate in the LESDEP programme. This could be in the form of information vans, community radio announcements in order to cover wider areas, as well as radio and television programmes on the LESDEP programme.

In conclusion, this study achieved its aim of evaluating the effectiveness of skills development and employment programmes in reducing unemployment and promoting sustainable livelihoods in the context of a developing country. Hence, it is envisaged that the recommendations offered above would be given the required attention by the Ghanaian government for the effective implementation of the LESDEP programme in the foreseeable future.

Furthermore, an important area that could be considered for further study is how the information flow/publicity could affect the enrolment or involvement of youth participation in the LESDEP programme.

8.7. Contributions to knowledge

The results of this research contribute to existing knowledge methodologically and theoretically and also in terms of policy-making and implementation. Methodologically, the procedure adopted for selecting LESDEP beneficiaries by implementation agencies where beneficiaries were handpicked was not the ideal way and as such, needs revising. Thus, this method contributes to the existing methodologies that contributed to the failures of pro-poor interventions targeting unemployed youth. Theoretically, an extensive selection of literature was reviewed on the concepts of skills development, and sustainable livelihoods and its relations on youth employability, contributing to existing and ongoing research on how to provide decent employment opportunities through various social interventions to the unemployed youth in society in a socially inclusive way. In general, the institutional structures of the sustainable livelihoods framework adopted for the purposes of this research have broadened the researcher's understanding of the dimensions of access to employable skills for sustainable livelihoods. In this regard, the analytical framework is likewise important to other researchers in the quest for evaluating the effectiveness of social interventions on

beneficiaries. With regards to the academic contribution, researchers and students will in all likelihoods find the effective application of the people-centred development theory and sustainable livelihoods framework educative.

Finally, the study has shed light on the challenges that constrain the LESDEP. The challenges indicated in the study are very important to both policy-makers and implementers because they highlight particular concerns that need to be addressed if youth unemployment is to be reduced, in Ghana and beyond.



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APPENDICES

APPENDIX I

Number	Variable	Coding categories	Codes
1.	Questionnaire number		Questnum
2.	Date of interview		Dateofinterview
3.	Respondent district/municipality/metropolitan	Cape Coast Metro.....1 Mfantseam Mun.....2 Assin North Mun.....3 Assin South Dist.....4 Abura Asebu Kwanamke Dist.....5	District
4.	Respondent community		Community
5.	What is your religion	Christianity.....1 Islam.....2 Traditional/spiritualist..3 No religion.....4	Religion
6.	What is your ethnicity	Akan.....1 Ga Dangme.....2 Guan-Nzema.....3 Other Tribes.....4	Ethnicity
7.	Q1_Are you a LESDEP Beneficiary	No.....0 Yes.....1	Q1_statuspnt
8.	Q2_Gender of Respondent	No.....0 Yes.....1	Q2_gender
9.	Q3_What is your marital status	Committed Relation....1 Single.....2	Q3_marristat_Cat_4

		Widown/Widoer.....3 Divorced.....4	
10.	Q4_How old are you		Q4_age
11.	Q5_What is your highest level of education	Some basic level.....1 Completed Some basic..2 Completed secondary...3 Completed tertiary.....4	Q5_Education_cat4
12.	Q6_What is the major challenge within the District/Munucipality/Metropolitan	Unemployment.....1 Crime.....2	Q6_mchllmun
13.	Q7_Have you ever received apprenticeship training	No.....0 Yes.....1	Q7_preapptr
14.	Q8_Specify the apprenticeship received	Dressmaking.....1 Hairdressing.....2 Barbering.....3 Beadmaking.....4 Carpentry and joinery..5 Catering services.....6 Mobile phone and laptop repairs.....7 Machine operator.....8	Q8_trtype
15.	Q9_Specify which organisation offered you the training		Q9_typforg
16.	Q10_Do you currently engage in any economic activity	No.....0 Yes.....1 Sometimes.....2	Q10_egeconact

17.	Q11_Do you have more than one livelihood source	No.....0 Yes.....1	Q11_mrlivso
18.	Q12a_Indicate your primary source of livelihood		Q12a_prelielihood
19.	Q12b_Indicate your secondary source of livelihood		Q12b_seclivelihood
20.	Q13_How many dependants do you cater for		Q13_numdepend
21.	Q14_What is your spouse's level of education	Some basic level.....1 Completed Some basic.2 Completed secondary...3 Completed tertiary.....4	Q14_spouleveducation
22.	Q15_Is your spouse engaged in any economic activity	No.....0 Yes.....1 Sometimes.....2	Q15_spegecontact
23.	Q16_Do you receive any remittance	No.....0 Yes.....1 Sometimes.....2	Q16_rremittance
24.	Q17_Approximately how many remittances do you receive (Ghana Cedis)		Q17_amountremittance
25.	Q18_How often do you receive remittances	Daily.....1 Weekly.....2 Monthly.....3 Quarterly.....4 Annually.....5	Q18_oftrremittances
26.	Q19_ Do you send any remittance	No.....0 Yes.....1	Q19_sendremittance

		Sometimes.....2	
27.	Q20_ Approximately how much remittances do you send (Ghana Cedis)		Q20_ amountsdremittance
28.	Q21_ How often do you send remittances	Daily.....1 Weekly.....2 Monthly.....3 Quarterly.....4 Annually.....5	Q21_ oftsndremittances
29.	Q22_ What is type of remittance do you receive	Family remittance...1 Community remit....2 Migrant remittance...3 Social remittance....4	Q22_ typremitreiv
30.	Q23_ Do you receive any government grant	No.....0 Yes.....1 Sometimes.....2	Q23_ revgorngrant
31.	Q24_ What is your current monthly income from business (Ghana Cedis)		Q24_ mthlybussincom
32.	Q25_ Is your current income from business enough to meet your basic needs	No.....0 Yes.....1 Sometimes.....2	Q25_ incombsneed
33.	Q26_ Do you save	No.....0 Yes.....1 Sometimes.....2	Q26_ savings
34.	Q27_ How much of your income do you save	Half of my income...1 One third of my income.....2	Q27_ incomsaved

		One fourth of my income.....3 None of my income.4	
35.	Q28_Do you pay tax	No.....0 Yes.....1 Sometimes.....2	Q28_tax



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APPENDIX II

PROJECT TITLE

THE ROLE OF LOCAL ENTERPRISE AND SKILLS DEVELOPMENT PROGRAMME IN REDUCING YOUTH EMPLOYMENT AND PROMOTING SUSTAINABLE LIVELIHOODS IN THE CENTRAL REGION OF GHANA

PARTICIPANTS' QUESTIONNAIRE

QUANTITATIVE

As required by the postgraduate programme in the University of the Western Cape (UWC), there is the need to undertake research work. It is for this reason that I have chosen to evaluate the effectiveness of the Local Enterprise and Skills Development Programme (LESDEP) in the reduction of youth unemployment and promoting sustainable livelihoods in the Central Region of Ghana. In order to arrive at a fruitful outcome in this research, there is the need to ask certain questions which would generate responses relevant to the research. Respondents should however take note of the fact that there would be relevant precautions taken to protect their privacy and contribution to this research.

SECTION A: Respondent background information

1. Gender

1	Male	2	Female
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2. Marital status

1	Married	2	Single	3	Divorced
4	Widowed/widower	5	Cohabiting	6	Other

3. Age

1	
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4. Educational background

1	None	2	Some basic level	3	Completed basic
5	Completed secondary	6	Technical/vocational	7	Some University
8	Completed University	9	Postgraduate	10	Other

5. What is the major challenge within the municipality?

1	Unemployment	2	Crime
---	--------------	---	-------

6. Have you ever received apprenticeship training?

1	Yes	2	No
---	-----	---	----

7. Specify the apprenticeship training received.

1		2		3	
---	--	---	--	---	--

8. Specify the organisation that offered you the training.

1		2		3	
---	--	---	--	---	--

9. Do you currently engaged in any economic activity?

1	Yes	2	No	3	Sometime
---	-----	---	----	---	----------

10. Do you have more than one livelihood sources?

1	Yes	2	No
---	-----	---	----

11. If yes specify by indicating in the box below

1	Primary livelihood	2	Secondary livelihood

12. Indicate the number of your dependants

1	
---	--

13. Indicated yours spouse's level of education

1	None	2	Some basic level	3	Completed basic
5	Completed secondary	6	Technical/vocational	7	Some University
8	Completed University	9	Postgraduate	10	Other

14. Is your spouse engaged in any economic activity?

1	Yes	2	No	3	Sometime
---	-----	---	----	---	----------

15. Do you receive any remittance?

1	Yes	2	No	3	Sometime
---	-----	---	----	---	----------

16. Approximately how many remittances do you receive?

1	
---	--

17. How often do you receive remittances?

1	Daily	2	Weekly	3	Monthly
4	Quarterly	5	Annually	6	Other

18. Do you send any remittance?

1	Yes	2	No	3	Sometime
---	-----	---	----	---	----------

19. Approximately how much remittances do you send?

1	
---	--

20. How often do you send remittances?

1	Daily	2	Weekly	3	Monthly
4	Quarterly	5	Annually	6	Other

21. What kind of remittance do you receive?

1	Family	2	Community	3	Migrant worker
4	Social worker	5	Other		

22. Do you receive any government grant?

1	Yes	2	No	3	Sometime
---	-----	---	----	---	----------

23. What is your current monthly income from business?

1	
---	--

24. Is your current income from business enough to meet your basic needs?

1	Yes	2	No	3	Sometime
---	-----	---	----	---	----------

25. Do you save?

1	Yes	2	No	3	Sometime
---	-----	---	----	---	----------

26. How much of your income do you save?

1	Half	2	One third	3	One fourth
4	None				

27. Do you pay tax?

1	Yes	2	No	3	Sometime
---	-----	---	----	---	----------

28. If yes to question 27 above, how much?

1	
---	--

29. Have you currently or ever been involved in any Skills Development Programme?

1	Yes	2	No
---	-----	---	----

30. If yes to question 29 above, the type of Skills Development Programme?

1	
---	--

31. How long did the training last?

1	
---	--

32. Did you have any employment before the training?

1	Yes	2	No
---	-----	---	----

SECTION B : THE VALUE OF PARTICIPATING IN LESDEP/SKILLS DEVELOPMENT

HUMAN CAPITAL

33. Which year did you participate in LESDEP/Skills Development?

1	
---	--

In a scale from 1-5, please rate the programme. Where 1 is the weakest point and 5 the strongest point.

34. Is there a local programme office in the municipality?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

35. Do you think the programme is important for the youth of the country?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

36. Does the programme accommodate all unemployed youth within the community?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

37. Do you have any information on the mode of selection?

1	<i>Yes</i>	2	<i>No</i>
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38. Do you think the mode of selection into the programme is open and transparent?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

39. What is your living condition now compared to before joining the programme?

1	<i>Very bad</i>	2	<i>Fairly bad</i>	3	<i>Neither good nor bad</i>
4	<i>Fairly good</i>	5	<i>Very good</i>	6	<i>Don't know</i>

40. How would you rate the interest level of the youth in LESDEP?

1	<i>Very low</i>	2	<i>Low</i>	3	<i>High</i>
4	<i>Very high</i>	5	<i>Don't know</i>		

41. To gain employment the youth require additional training and skills?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

42. Did you acquire any additional skills as part of LESDEP programme ?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

43. What skill were you trained on?

1	
---	--

44. Do you think the skills taught as part of the programme are useful?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

45. Have these skills been useful to you specifically?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

46. In what ways have you applied these acquired skills?

.....
.....
.....
.....
.....

47. Are you employed?

1	<i>Yes</i>	2	<i>No</i>
---	------------	---	-----------

SECTION C: FINANCIAL CAPITAL QUESTIONS

48. Did you receive any financial support from the programme?

1	<i>Yes</i>	2	<i>No</i>
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49. Do you feel the level of finance enable you to start your business?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

50. Are you required to pay back this money?

1	<i>Yes</i>	2	<i>No</i>
---	------------	---	-----------

51. How long are you required to pay back the money?

1	
---	--

52. Do you think the time given to pay back is enough?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

FOOD SECURITY QUESTIONS

52. How many times do you eat?

1	
---	--

54. How many meals consume in a day?

1	
---	--

55. Has there been change in the number of meals you consume after the programme?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

SECTION D: PHYSICAL CAPITAL QUESTIONS

56. Did you receive any equipment/tools from the programme(LESDEP)/self acquired?

1	<i>Yes</i>	2	<i>No</i>
---	------------	---	-----------

57. Do you feel the equipment/tools is enough to start your business?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

58. Are you required to pay back the cost of the equipment/tools?

1	<i>Yes</i>	2	<i>No</i>
---	------------	---	-----------

59. If yes to Que 61, how long are you required to pay back the cost of the equipment?

1	
---	--

60. Do you think the cost of this equipment is competitive or equivalent to the market value of it?

1	<i>Very high</i>	2	<i>High</i>	3	<i>Don't know</i>
4	<i>Low</i>	5	<i>Very low</i>		

61. Do you think the time given to pay back the equipment cost is enough?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

SECTION E: SOCIAL CAPITAL QUESTIONS EMPLOYMENT CHANNELS

62. Did the programme/area of skill introduce you to people within your chosen profession?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

63. Did you meet any other beneficiaries from the programme?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

SECTION F: NATURAL CAPITAL

64. Do you own or have access to land?

1	<i>Yes</i>	2	<i>No</i>
---	------------	---	-----------

65. What is the total area of land do you own or have access to?

1	
---	--

66. What is the area of land converted to a shop?

1	
---	--

67. Were you able to establish working relationship with the other members of the programme?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

68. Have the other beneficiaries been supportive to you in anyway

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

69. What about the other people you met in this programme have they been supportive?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

70. Can you specify the ways in which they have been supportive?

.....

71. Does the programme office continue to offer support for your business/activity?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

72. Do you belong to any professional association? Eg GPRTU

1	<i>Yes</i>	2	<i>No</i>
---	------------	---	-----------

73. Did the programme/ area of skill motivated or influence your joining of the association?

1	<i>Strongly disagree</i>	2	<i>Disagree</i>	3	<i>Don't know</i>
4	<i>Agree</i>	5	<i>Strongly agree</i>		

74. Do you occupy any position in the association?

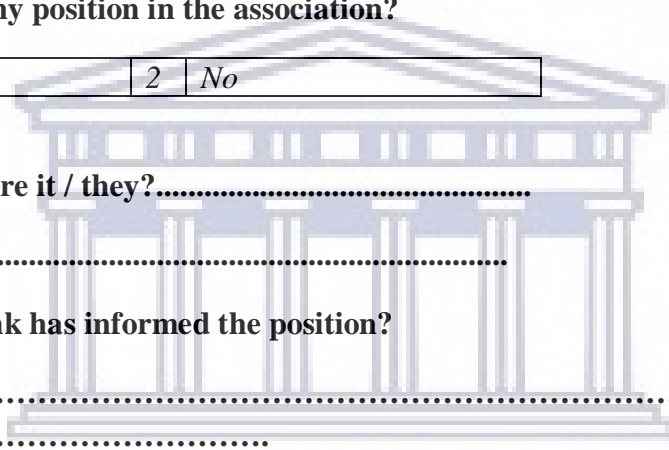
1	<i>Yes</i>	2	<i>No</i>
---	------------	---	-----------

75. If Yes, what is / are it / they?.....

76. If No. why?.....

77. What do you think has informed the position?

.....



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SECTION G: FACTORS CONTRIBUTING EFFECTIVE IMPLEMENTATION AND CHALLENGES

78. What do you think are the enabling environment for effective implementation of LESDEP?

a.

b.

c.

79. What do you think must be done to ensure the sustainability of LESDEP?

a.

b.

c.

80. How would you consider the time for the training and the duration of the programme?

1	<i>Appropriate</i>	2	<i>Not appropriate</i>
---	--------------------	---	------------------------

81. What do you think are the challenges facing the LESDEP programme?

a.

b.

c.



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APPENDIX III

PROJECT TITLE

THE ROLE OF LOCAL ENTERPRISE AND SKILLS DEVELOPMENT PROGRAMME IN REDUCING YOUTH EMPLOYMENT AND PROMOTING SUSTAINABLE LIVELIHOODS IN THE CENTRAL REGION OF GHANA

FOCUS GROUP DISCUSSION QUESTIONNAIRE

As required by the postgraduate programme in the University of the Western Cape (UWC), there is the need to undertake research work. It is for this reason that I have chosen to evaluate the effectiveness of the Local Enterprise and Skills Development Programme (LESDEP) in reduction of youth unemployment and promoting sustainable livelihoods in the Central Region of Ghana. In order to arrive at a fruitful outcome in this research, there is the need to ask certain questions which would generate responses relevant to the research. Respondents should however take note of the fact that there would be relevant precautions taken to protect their privacy and contribution to this research.

Human capital

1. What kind of employment are you engaged in and why?
2. What do you understand by skills development and Local Enterprise and Skills Development (LESDEP) in the Central Region?
3. What information do you have about LESDEP in the Central Region?
4. What do you know about the activities of LESDEP in the Central Region?
5. What do you know about their mode of selection?
6. Why do you need training and skills to be employed?
7. What ways have you applied your skills and competencies acquired?
8. What are your views about LESDEP/skills development as an employment strategy for the youth in the Central Region?
9. What are your views about the interest shown by the youth in the Central Region concerning LESDEP/skills development?
10. What are your views about you being employed as a result of LESDEP/skills development?

Financial capital

11. What financial support did you receive from LESDEP or the organisation that offered you the training?
12. How has this financial support benefited you?
13. What are the terms of agreement between you and the LESDEP/or the organisation that offered you the training in terms of financial support repayment?

14. What do you use the remittance you receive for?
15. Why do you send remittance to?
16. What do you use the grants you receive for?
17. What financial changes have you experience since you started your own business and what are your success stories?
18. What are your views about your present income?
19. What are your views on your income with regards to your location?
20. What are your views about savings?
21. What enable you to start save?

Physical capital

22. Can you briefly explain how ownership of assets/equipment has influence or facilitate your business?
23. What are your views about the cost of the equipment?

Social capital

24. What do you understand about joining association?
25. Can you explain how your became part of an association?
26. Can you explain how the association has increased your network and employment channels?
27. Can you explain how LESDEP or skills development has increased your networks and employment channel?
- 28.
29. Can you explain how access to land has improved/ played a role in your business development/establishment?

Food security/outcomes

30. Can you explain how your living conditions are now as a result of being employed/unemployed?
31. Can you explain the changes in your daily meal intake as a result of being employed/unemployed?

APPENDIX IV



INSTITUTE
FOR SOCIAL
DEVELOPMENT



University of the Western Cape

Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone : (021) 959 3858/6 Fax: (021) 959 3865

E-mail: pkippie@uwc.ac.za or mdinbabo@uwc.ac.za

Letter of consent for Participants

Title: The Role of Local Enterprise and Skills Development Programme in Reducing Youth Unemployment and Promoting Sustainable Livelihoods in the Central Region of Ghana

Researcher: Kwesi Aloysius Agwani

1. I confirm that I have had the opportunity to ask questions relating to the research , and have received satisfactory answers to my questions, and any additional details I wanted.
2. I understand that my participation in this research is voluntary. I am free not to participate and have the right to withdraw from the study at any time, without having to explain myself I am aware that this interview might result in research which may be published, but my name may be/ not be used.
3. I understand that if I don't want my name to be used that this will be ensured by the researcher. I may also refuse to answer any questions that I don't want to answer. I understand that the information derived from this research is confidential and treated as such.
4. I agree that the data collected from me to be used in the future research.
5. I agree to take part in the above research project.

Name of the participant:.....Signature..... Date

If you have any questions about the research study itself, please contact my supervisor Prof. Mulugeta F. Dinbabo at The Institute for Social Development (ISD), University of Western Cape on phone number +27219593855, his email address is: mdinbabo@uwc.ac.za

APPENDIX V



INSTITUTE
FOR SOCIAL
DEVELOPMENT



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E-mail: pkippie@uwc.ac.za or mdinbabo@uwc.ac.za

Letter of consent for LESDEP coordinating unit

Title: The Role of Local Enterprise and Skills Development Programme in Reducing Youth Unemployment and Promoting Sustainable Livelihoods in the Central Region of Ghana

Researcher: Kwesi Aloysius Agwani

6. I confirm that I have had the opportunity to ask questions relating to the research , and have received satisfactory answers to my questions, and any additional details I wanted.
7. I understand that my participation in this research is voluntary. I am free not to participate and have the right to withdraw from the study at any time, without having to explain myself I am aware that this interview might result in research which may be published, but my name may be/ not be used.
8. I understand that if I don't want my name to be used that this will be ensured by the researcher. I may also refuse to answer any questions that I don't want to answer. I understand that the information derived from this research is confidential and treated as such.
9. I agree that the data collected from me to be used in the future research.
10. I agree to take part in the above research project.

Name of the participant:.....Signature..... Date

If you have any questions about the research study itself, please contact my supervisor Prof. Mulugeta F. Dinbabo at The Institute for Social Development (ISD), University of Western Cape on phone number +27219593855, his email address is: mdinbabo@uwc.ac.za

APPENDIX VI



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E-mail: pkippie@uwc.ac.za or mdinbabo@uwc.ac.za

Letter of consent for Focus group discussion participant

Title: The Role of Local Enterprise and Skills Development Programme in Reducing Youth Unemployment and Promoting Sustainable Livelihoods in the Central Region of Ghana

Researcher: Kwesi Aloysius Agwani

11. I confirm that I have had the opportunity to ask questions relating to the research , and have received satisfactory answers to my questions, and any additional details I wanted.
12. I understand that my participation in this research is voluntary. I am free not to participate and have the right to withdraw from the study at any time, without having to explain myself I am aware that this interview might result in research which may be published, but my name may be/ not be used.
13. I understand that if I don't want my name to be used that this will be ensured by the researcher. I may also refuse to answer any questions that I don't want to answer. I understand that the information derived from this research is confidential and treated as such.
14. I agree that the data collected from me to be used in the future research.
15. I agree to take part in the above research project.

Name of the participant:.....Signature..... Date

If you have any questions about the research study itself, please contact my supervisor Prof. Mulugeta F. Dinbabo at The Institute for Social Development (ISD), University of Western Cape on phone number +27219593855, his email address is: mdinbabo@uwc.ac.za

APPENDIX VII

Current employment rate of respondents by LESDEP Status

Q48_Are you employed	Q1_Lesdep		Total
	0	1	
0. No	16 8.25	28 17.95	44 12.57
1. Yes	178 91.75	128 82.05	306 87.43
Total	194 100.00	156 100.00	350 100.00

Pearson chi2(1) = 7.4042 Pr = 0.007



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APPENDIX VIII

Beneficiary group current employment status by age group

Q48_Are you employed	RECODE of Q4_age (Q4_How old are you)			Total
	1. 19-24	2. 25-30	3. 31-35	
0. No	15 53.57	10 35.71	3 10.71	28 100.00
1. Yes	28 21.88	45 35.16	55 42.97	128 100.00
Total	43 27.56	55 35.26	58 37.18	156 100.00



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APPENDIX IX

Non- Beneficiary group current employment status by Age group

Q48_Are you employed	RECODE of Q4_age (Q4_How old are you)			Total
	1. 19-24	2. 25-30	3. 31-35	
0. No	4 25.00	6 37.50	6 37.50	16 100.00
1. Yes	11 6.18	77 43.26	90 50.56	178 100.00
Total	15 7.73	83 42.78	96 49.48	194 100.00



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APPENDIX X

Association of membership of respondents by LESDEP status

Q71_Do you belong to any professiona l association ?	Q1_Lesdep		Total
	0	1	
0. No	44 22.68	65 41.94	109 31.23
1. Yes	150 77.32	90 58.06	240 68.77
Total	194 100.00	155 100.00	349 100.00

Pearson chi2(1) = 14.8734 Pr = 0.000



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APPENDIX XI

Training duration of respondents by LESDEP

Two-sample Wilcoxon rank-sum (Mann-Whitney) test

Q1_Lesdep	obs	rank sum	expected
0	194	38476	34047
1	156	22949	27378
combined	350	61425	61425

unadjusted variance 885222.00

adjustment for ties -155258.78

adjusted variance 729963.22

Ho: $Q79_{ti} \sim t(Q1_Les \sim p == 0) = Q79_{ti} \sim t(Q1_Les \sim p == 1)$

z = 5.184
Prob > |z| = 0.0000



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APPENDIX XII

Savings ability of respondents by LESDEP status

Two-sample Wilcoxon rank-sum (Mann-Whitney) test

Q1_Lesdep	obs	rank sum	expected
0	190	33222.5	32205
1	148	24068.5	25086
combined	338	57291	57291

unadjusted variance 794390.00

adjustment for ties -263814.66

adjusted variance 530575.34

Ho: $Q26_sa \sim g(Q1_Les \sim p == 0) = Q26_sa \sim g(Q1_Les \sim p == 1)$

z = 1.397
Prob > |z| = 0.1624



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APPENIX XVI

Instrumental variables (2SLS) regression

Instrumental variables (2SLS) regression	Number of obs	=	243
	Wald chi2(13)	=	90.57
	Prob > chi2	=	0.0000
	R-squared	=	0.2529
	Root MSE	=	.42469

employment_dummy	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
Geo_dum	-.1350171	.337803	-0.40	0.689	-.7970987	.5270646
Q1_Lesdep	-.135122	.067502	-2.00	0.045	-.2674234	-.0028206
Ethnicity	-.0030066	.0310938	-0.10	0.923	-.0639493	.0579361
Q7_preapptr	.1476058	.2235854	0.66	0.509	-.2906135	.5858252
Q4_age	.0087943	.0099634	0.88	0.377	-.0107336	.0283222
Q2_gender	.1532737	.0913155	1.68	0.093	-.0257014	.3322489
Q26_savings_dum3	-.0289833	.0750972	-0.39	0.700	-.1761712	.1182046
postbasic	.0942005	.064942	1.45	0.147	-.0330836	.2214845
Q11_mrlivso_dum2	-.1898349	.1014157	-1.87	0.061	-.388606	.0089362
Q79_timetrprgm_dum3	.1985284	.0617587	3.21	0.001	.0774837	.3195731
Q62_accland	-.2752384	.0985172	-2.79	0.005	-.4683286	-.0821481
Q8_type_apprentiniceship_dum1	.2787785	.1546367	1.80	0.071	-.024304	.5818609
Q8_type_apprentiniceship_dum2	.2587897	.1504933	1.72	0.086	-.0361716	.5537511
_cons	.2866194	.4509345	0.64	0.525	-.5971961	1.170435

Instrumented: Geo_dum

Instruments: Q1_Lesdep Ethnicity Q7_preapptr Q4_age Q2_gender Q26_savings_dum3 postbasic
 Q11_mrlivso_dum2 Q79_timetrprgm_dum3 Q62_accland Q8_type_apprentiniceship_dum1
 Q8_type_apprentiniceship_dum2 Religion Q14_spou_Edu

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APPENDIX XVII

Robustness and selectivity checks: Instrumental variables (2SLS) regression

Instrumental variables (2SLS) regression Number of obs = 243
 Wald chi2(13) = 124.28
 Prob > chi2 = 0.0000
 R-squared = 0.2529
 Root MSE = .42469

employment_dummy	Robust				
	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
Geo_dum	-.1350171	.3031793	-0.45	0.656	-.7292376 .4592034
Q1_Lesdep	-.135122	.0689641	-1.96	0.050	-.2702891 .0000452
Ethnicity	-.0030066	.0303505	-0.10	0.921	-.0624925 .0564794
Q7_preapptr	.1476058	.2124624	0.69	0.487	-.2688128 .5640245
Q4_age	.0087943	.0088709	0.99	0.322	-.0085924 .026181
Q2_gender	.1532737	.0910466	1.68	0.092	-.0251743 .3317218
Q26_savings_dum3	-.0289833	.0696526	-0.42	0.677	-.1654999 .1075333
postbasic	.0942005	.0632596	1.49	0.136	-.0297862 .2181871
Q11_mrlivso_dum2	-.1898349	.0982697	-1.93	0.053	-.38244 .0027702
Q79_timetrprgm_dum3	.1985284	.0655246	3.03	0.002	.0701026 .3269542
Q62_accland	-.2752384	.10228	-2.69	0.007	-.4757034 -.0747733
Q8_type_apprentinceship_dum1	.2787785	.1354058	2.06	0.040	.013388 .5441689
Q8_type_apprentinceship_dum2	.2587897	.1377364	1.88	0.060	-.0111687 .5287482
_cons	.2866194	.4810973	0.60	0.551	-.6563141 1.229553

Instrumented: Geo_dum
 Instruments: Q1_Lesdep Ethnicity Q7_preapptr Q4_age Q2_gender Q26_savings_dum3 postbasic
 Q11_mrlivso_dum2 Q79_timetrprgm_dum3 Q62_accland Q8_type_apprentinceship_dum1
 Q8_type_apprentinceship_dum2 Religion Q14_spou_Edu

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APPENDIX XVIII

STATA inferential and descriptive statistics commands

clear all

set more off

set maxvar 6000

DATA ANALYSIS OF PHD RESEARCH

use "D:\PhD Documents\Dataset\SPSSdataset\phdresearchdataset2.dta",

INTERNAL CONSISTENCY RELIABILITY TEST

***Human Capital

alpha Q37_praccythcount Q39_mdselecttp Q41_intlevythlesdep Q42_addskillstr
Q43_lesdepraddsk Q45_usfskills Q46_skillsusfpp, asis casewise detail item std

***Financial Capital

alpha Q50_levfinsupp Q51_paybkmy Q53_tmpaybkmy, asis casewise detail item std

***Physical Capital

alpha Q57_equipenbuss Q60_costequp Q61_repntpr, asis casewise detail item std

***Social Capital

alpha Q67_wrlmmpg Q68_bbsuppg, asis casewise detail item std

RECODING AND CATEGORISING OF VARIABLES

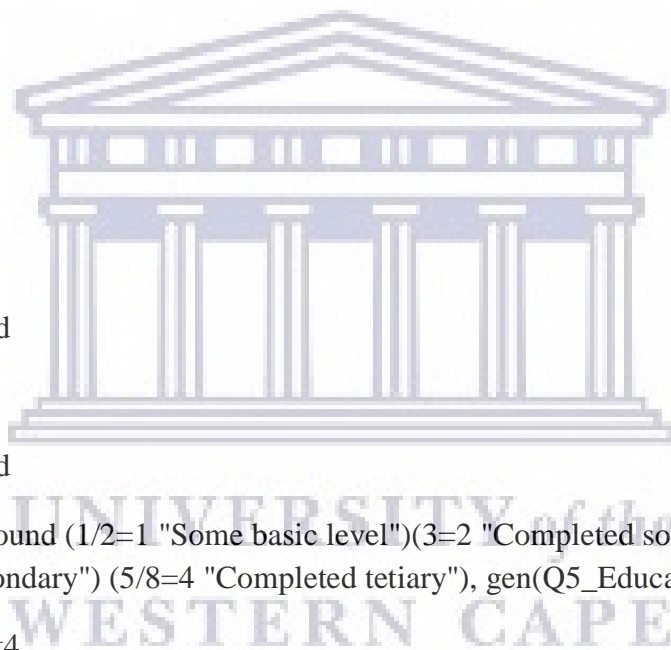
```

g agegroups=0
replace agegroups=. if Q4_age==.
replace agegroups =1 if Q4_age >34
tab Q4_age
numlabel, add
tab Q4_age
recode Q4_age (19/24=1) (25/30=2) (31/35=3), gen(Q4_agegrp_cat_4)
label define Q4_agegrp_cat_4 1 "19-24" 2 "25-30" 3 "31-35"
label values Q4_agegrp_cat_4 Q4_agegrp_cat_4
tab Q4_agegrp_cat_4
numlabel, add
tab Q4_agegrp_cat_4

tab Q5_edubackground
numlabel, add
tab Q5_edubackground
recode Q5_edubackground (1/2=1 "Some basic level")(3=2 "Completed some basic level")
(4=3 "Completed secondary") (5/8=4 "Completed tertiary"), gen(Q5_Education_cat4)
tab Q5_Education_cat4

tab Q3_marristat
numlabel, add
recode Q3_marristat (1=1 "Married") (2/5=0 "not other"), gen(Q3_married_dum)
recode Q3_marristat (1 5=1 "committed relationship") (2=2 "single") (3=3
"Widow/Widower") (4=4 "Divorced"), gen(Q3_married_cat_4)
tab Q3_married_cat_4
tab Q25_incombscneed
numlabel, add

```




```
recode Q14_spouleveducation (1/3 =0 "none - basic") (4/9 =1 "Seconadry and Higher") (-9=.), gen(Q14_spou_Edu)
```

```
recode Q5_Education_cat4 (1/2 =0 "Basic and below") (3/4=1 "Seconadry plus"), gen(Q5_Education_dum)
```

```
gen Q1_Lesdep = 0
```

```
replace Q1_Lesdep = 1 if Q1_statuspnt ==1
```

```
tab Q1_Lesdep
```

```
recode Q26_savings (0=0 "Do not save") (2=1 "Sometimes save ") (1=2 "Save") (-9=.), gen(Q26_savings_reg)
```

```
recode Q15_spegeconact (0=0 "No") (2=1 "Sometimes") (1=2 "Frequently") (-9=.), gen(Q15_spegeconact_reg)
```

```
recode Q23_revgorngnant (0=0 "No") (1/2=1 "Yes") (-9=.), gen (Q23_revgorngnant_reg)
```

```
recode Q16_rremittance (0=0 "No") (1/2=1 "Yes") (-9=.), gen (Q16_rremittance_reg)
```

```
encode Q9_typforg, gen (Q9_typforg_reg)
```

```
encode Q12a_prelielihood, gen (Q12a_prelielihood_reg)
```

```
tab Q12a_prelielihood_reg
```

```
numlabel, add
```

```
recode Q12a_prelielihood_reg (-9=.) (2=0 "Not Applicable") (3=1 "Bakery") (4 15=2 "Babering and Hair Styling") (5=3 "Bead Making") (6=4 "Carpentary and Joinery") (7/9=5 "Catering Services") (10/11 18/19=6 "Dressmaking") (12=7 "Electronics Repairs") (13=8 "Food Vending") (14=9 "Hairdressing") (16=10 "Juice Extraction") (20=11 "Trading") (21=12 "Trycycle Operator"), gen (Q12a_prelielihood_Cat4)
```

```
tab Q12a_prelielihood_Cat4
```

```
numlabel, add
```

tab Q12a_prelikelihood_Cat4

encode Q12b_seclivelihood, gen (Q12b_seclivelihood_reg)

tab Q12b_seclivelihood_reg

numlabel, add

tab Q12b_seclivelihood_reg

recode Q12b_seclivelihood_reg (-9=.) (2=1 "Bakery") (3/4=2 "Babering") (3/4=3 "Babering") (5=4 "Batik Making") (6=5 "Beads Making") (7 9/10 12/13=6 "Bridal Dressing/Decorations") (11 19=7 "Dressmaking") (14=8 "Farming") (15=9 "Food Vending") (16/18=10 "Hairdressing") (20=11 "Mobile Phone and Laptop Repairs") (21=12 "Oil Palm Processor") (22=13 "Perdicure/Manicure") (23=14 "Photography") (24=15 "Soap Making") (25=16 "Teaching") (26=17 "Trading") (27=19 "Welding"), gen (Q12b_seclivelihood_Cat4)

tab Q12b_seclivelihood_Cat4

numlabel, add

tab Q12b_seclivelihood_Cat4

CREATING Y VARIABLES FOR REGRESSION

gen Q33_prveemstatus_dum =0

replace Q33_prveemstatus_dum =1 if Q33_prveemstatus ==1

label var Q33_prveemstatus_dum "Previous employment dummy for probit regression"

gen Q48_employstat_dum =0

replace Q48_employstat_dum =1 if Q48_employstat ==1

label var Q48_employstat_dum "Current employment dummy for regression"

```
tab Q48_employstat_dum
```

```
tab Q33_prveemstatus_dum
```

```
codebook Q24_mthlybussincom
```

```
sum Q24_mthlybussincom, det
```

```
sum Q24_mthlybussincom
```

```
gen Q24_mthlybussincom_reg =.
```

```
replace Q24_mthlybussincom_reg = Q24_mthlybussincom if Q24_mthlybussincom >=0 &  
Q24_mthlybussincom <99
```

```
sum Q24_mthlybussincom_reg
```

```
recode Q5_edubacground (1/3 =0 "Basic") (4/8=1 "beyond basic"), gen(postbasic)
```

```
label var postbasic "Education secondary and above"
```

```
gen change_in_employment = Q48_employstat_dum- Q33_prveemstatus_dum
```

```
list change_in_employment
```

```
tab change_in_employment
```

```
recode change_in_employment (-1/0=0 "negative or no change") (1=1 "Postitive change"),  
gen(employment_dummy)
```

```
label var employment_dummy "Dummy for positive change in employment after training"
```

```
tab employment_dummy
```

```
tab employment_dummy
```

```
recode Q8_trtype (1 4=0 "Dressmaking") (2 3=1 "Hairdressing") (4=2 "Capentary" ) (6=3  
"Catering Service") (-9 7=4 "ICT") (8=5 "Agriculture"), gen (Q8_type_apprenticeship)
```

```
replace Q8_trtype = 2 in 51
```

```
replace Q24_mthlybussincom=. if Q24_mthlybussincom <=-1
```

```
replace Q27_incomsaved=. if Q27_incomsaved<=-1
```

```
replace Q11_mrlivso=. if Q11_mrlivso<=-1
```

```

replace Q15_spegeconact=. if Q15_spegeconact<=-1
replace Q62_accland=. if Q62_accland<=-1
replace Q30_skildevprg=. if Q30_skildevprg<=-1
replace Q38_mdselect=. if Q38_mdselect<=-1
replace Q28_tax=. if Q28_tax<=-1
replace Q49_finsupp=. if Q49_finsupp<=-1

```

CONVERTING INCOME VARIABLES TO STRING

```

//decode Q24_mthlybussincom, gen(Q24_mthlybussincom_decoded)
//ssc install sdecode
//sdecode Q24_mthlybussincom, gen(Q24_mthlybussincom_sdecoded)
gen Q24_mthlybussincom_new = .
//replace Q24_mthlybussincom_new = Q24_mthlybussincom_sdecoded if
Q24_mthlybussincom_sdecoded >=0 & Q24_mthlybussincom_sdecoded !=99
sum Q24_mthlybussincom_new, detail

```

DEMOGRAPHIC STATISTICS OF RESPONDENTS

```

tab Q4_agegrp_cat_4 Q2_gender, row //(Age and sex structure of beneficiaries)
tab Q4_agegrp_cat_4 Q1_Lesdep,ro
tab Q4_agegrp_cat_4 Q1_Lesdep Q2_gender ,ro
tab Q1_Lesdep Q2_gender, ro
tab Q3_married_cat_4 Q1_Lesdep, row
tab Q5_Education_cat4 Q1_Lesdep, row

```

```

tab Q4_agegrp_cat_4 district, ro
tab Q8_trtype //(Skills acquired by beneficiaries during LESDEP programme)
tab Q8_trtype Q1_Lesdep, row
tab Religion
tab Religion Q1_Lesdep, row
tab Ethnicity
tab Ethnicity Q1_Lesdep , row
| 55.43 44.57 | 100.00

```

```

tab Q8_trtype //(Skills acquired by beneficiaries during LESDEP programme)
replace Q8_trtype=. if Q8_trtype <=-1
tab Q8_trtype Q1_Lesdep, row
tab Q26_savings_reg Q1_Lesdep,col

```

PLOTTING OF GRAPHS

```

graph pie, over(Q2_gender) pie(_all, explode) plabel(_all percent) title(Gender of
respondents)

graph pie, over(Q2_gender) plabel(_all percent) by(, title("LESDEP Status by gender")
subtitle("Non-Beneficiary Beneficiary")) by(Q1_Lesdep)

graph pie, over(Q6_mchllmun) pie(_all, explode) plabel(_all percent) title(Major challenge
in the central region) legend(cols(3))

//histogram Q5_Education_cat4, bin(10) percent fcolor(blue) lcolor(black) addlabel xlabel(,
angle(horizontal) valuelabel alternate) title(Educational level of repondents)

histogram Q5_Education_cat4, bin(10) percent addlabel addlabopts(mlabangle(forty_five))
ytitle(Pcentage) xtitle(Educational background) xlabel(, labels angle(forty_five)
valuelabel) by(, title("Educational background of respondents") subtitle(" Non-Beneficiary
Beneficiary", ring(0))) by(, legend(off)) by(Q1_Lesdep) subtitle(, span)

```

CREATING GEOSPACIAL VARIABLES FOR REGRESSION

```

encode community, gen (geospacial_variables)

tab geospacial_variables

numlabel, add

tab geospacial_variables

recode geospacial_variables (2 7/9 11/12 15/17 23/24 27 29 31 35 38/39 41/42 47 48/52
55/58 61 65/66 68/70 72/75 = 1 "Urban") (14 18/19 21/22 25 28 30 33 37 44 46 53/54 67
71= 2 "Peri urban") (1 3/6 10 13 20 26 32 34 36 40 43 45 59/60 62/64 = 3 "Rural"), gen
(geotype_reg)

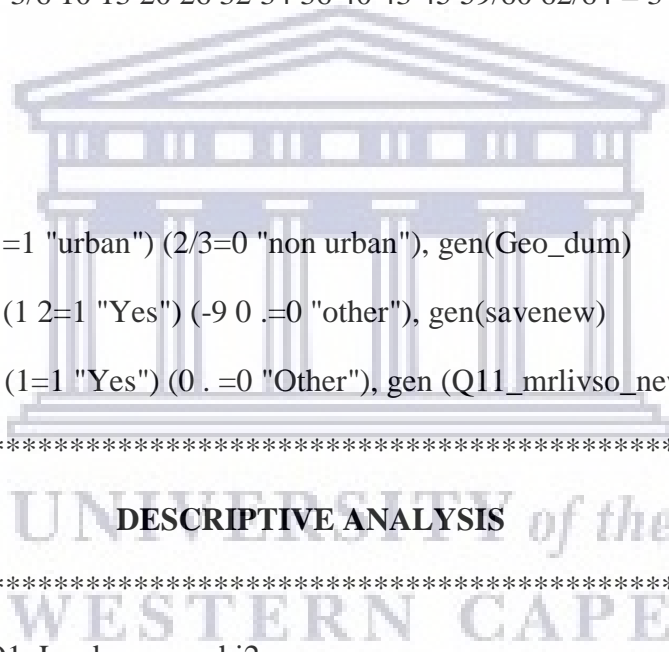
tab geotype_reg

recode geotype_reg (1=1 "urban") (2/3=0 "non urban"), gen(Geo_dum)

//recode Q26_savings (1 2=1 "Yes") (-9 0 .=0 "other"), gen(savenew)

//recode Q11_mrlivso (1=1 "Yes") (0 . =0 "Other"), gen (Q11_mrlivso_new)

```



DESCRIPTIVE ANALYSIS

```

tab Q48_employstat Q1_Lesdep, row chi2

tab Q48_employstat Q1_Lesdep, col chi2

```

CURRENT EMPLOYMENT STATUS BY GENDER

```

***dummy for female**

gen currempstat_LesstatFem=.

replace currempstat_LesstatFem=1 if Q1_statusppnt==1 & Q2_gender==0 &
Q48_employstat_dum==1

```

```

replace currempstat_LesstatFem=0 if Q1_statuspnt==0 & Q2_gender==0 &
Q48_employstat_dum==1

tab currempstat_LesstatFem

***dummy for male***

gen currempstat_LesstatMale=.

replace currempstat_LesstatMale=1 if Q1_statuspnt==1 & Q2_gender==1 &
Q48_employstat_dum==1

replace currempstat_LesstatMale=0 if Q1_statuspnt==0 & Q2_gender==1 &
Q48_employstat_dum==1

tab currempstat_LesstatMale

*****Currentl employment status by age group
tab Q48_employstat Q4_agegrp_cat_4, ro

*****Current employment status for Beneficiary group by age group
tab Q48_employstat Q4_agegrp_cat_4 if Q1_Lesdep==1, ro

*****Current employment status for Non- Beneficiary group by age group
tab Q48_employstat Q4_agegrp_cat_4 if Q1_Lesdep==0, ro

tab Q2_gender Q48_employstat, row

//prtest Q48_employstat_dum, by (Q1_Lesdep)// (performing a two-sample test of
proporting)

tab Q5_Education_dum Q1_Lesdep, row chi2

tab Q5_Education_dum Q1_Lesdep, col chi2

replace Q71_pfssassoc=. if Q71_pfssassoc<=-1

tab Q71_pfssassoc Q1_Lesdep, col chi2

tab Q79_timetrprgm Q1_Lesdep

recode Q79_timetrprgm (-9 = 0 "Appropriate") (0 = 1 "Less Appropriate") (1 = 2 "Very
Appropriate"), gen (Q79_timetrprgm_cat)

tab Q79_timetrprgm_cat Q1_Lesdep, col

histogram Q79_timetrprgm_cat, bin(10) percent addlabel normal ytitle(Percentage) ylabel(,
angle(forty_five)) xtitle(Skills development training duration of participants) xlabel(,

```

```
angle(forty_five) valuelabel) by(, title("LESDEP status") subtitle("Non beneficiary  
Beneficiary")) by(Q1_Lesdep)
```

```
///In meeting the critria for Mann-Whitney U-test, the variables are ordinaly scaled, have  
two categorical variables, have independence of observations and variables not normally  
distributed//
```

```
ranksum Q79_timetrprgm_cat, by(Q1_Lesdep)
```

```
median Q79_timetrprgm_cat, by(Q1_Lesdep) exact
```

```
histogram Q26_savings_reg, bin(10) percent addlabel normal ytitle(Percentage) ylabel(  
angle(forty_five)) xtitle(Respondents savings ability) xlabel(, angle(forty_five) valuelabel)  
by(, title("LESDEP status") subtitle("Non beneficiary Beneficiary")) by(Q1_Lesdep)
```

```
ranksum Q26_savings_reg, by(Q1_Lesdep)
```

```
tabstat Q48_employstat_dum, by (Q1_Lesdep) stats (mean sd p50 min max n) long
```

```
tabstat Q24_mthlybussincom_reg, by (Q1_Lesdep) stats (mean sd p50 min max n)
```

```
tabstat Q4_age, by (Q1_Lesdep) stats (mean sd p50 min max n)
```

```
tabstat Q13_numdepend, by (Q1_Lesdep) stats (mean sd p50 min max n)
```

```
tab Q11_mrlivso
```

```
tabstat Q48_employstat_dum Q12b_seclivelihood_reg Q24_mthlybussincom_reg Q4_age  
Q13_numdepend, by(Q1_Lesdep) stat(min mean sd p50 max n) col(stat) long format
```

```
///Challenges of beneficiaries
```

```
replace Q80a_challglesdep=. if Q80a_challglesdep<=-1
```

```
tab Q80a_challglesdep Q1_Lesdep, col
```

```
replace Q80b_challglesdep=. if Q80b_challglesdep<=-1
```

```
tab Q80b_challglesdep Q1_Lesdep, col
```

```
replace Q80c_challglesdep=. if Q80c_challglesdep<=-1
```

```
tab Q80c_challglesdep Q1_Lesdep, col
```

```
replace Q80d_challglesdep=. if Q80d_challglesdep<=-1
```

```
tab Q80c_challglesdep Q1_Lesdep, col
```

```
replace Q80e_challglesdep=. if Q80e_challglesdep<=-1
```



```

tab Q80e_challglesdep Q1_Lesdep, col
replace Q80f_challglesdep=. if Q80f_challglesdep<=-1
tab Q80f_challglesdep Q1_Lesdep, col
replace Q80g_challglesdep=. if Q80g_challglesdep<=-1
tab Q80g_challglesdep Q1_Lesdep, col
replace Q80h_challglesdep=. if Q80h_challglesdep<=-1
tab Q80h_challglesdep Q1_Lesdep, col
tab Q1_Lesdep Q48_employstat if Q1_Lesdep >=0 & Q33_prveemstatus>=0, col chi
tab Q33_prveemstatus Q48_employstat if Q1_Lesdep >0 & Q33_prveemstatus>=0 , col chi
tab Q2_gender Q48_employstat if Q1_Lesdep >0 , row chi
tab Q2_gender Q48_employstat, row chi
tab Q5_Education_cat4 Q1_Lesdep
tab Q1_Lesdep Q71_pfssassoc if Q1_Lesdep >=0 & Q71_pfssassoc >=0, row chi
tab Q1_Lesdep Q25_incombscneed, row chi
tab Q79_timetrprgm Q1_statuspnt, row chi
tab Q1_statuspnt Q48_employstat , row
tab Q1_statuspnt Q33_prveemstatus, row
tab Q33_prveemstatus Q48_employstat, row
//tab Q24_mthlybussincom_decoded district
tab Q26_savings_reg Q1_Lesdep, row
tab Q54_dailymeal Q1_Lesdep, row
tab Q55_chgnummeals Q1_Lesdep, row
mean Q4_age
sum Q4_age, detail

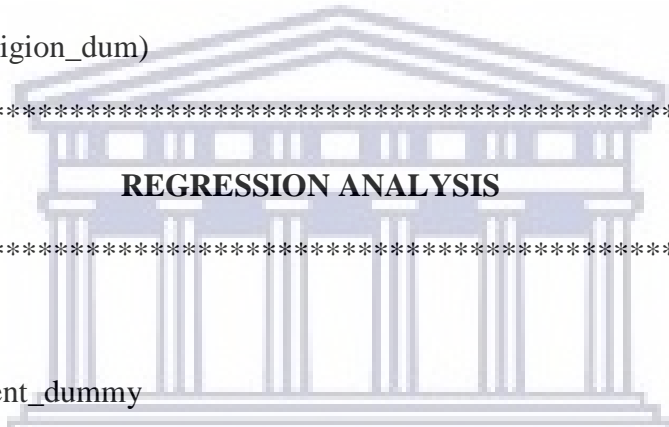
*****Dummies for Regression
tab Q4_agegrp_cat_4, gen (Q4_agegrp_dum)

```

```

tab Q79_timetrprgm_cat, gen (Q79_timetrprgm_dum)
tab Q26_savings_reg, gen (Q26_savings_dum)
tab Q11_mrlivso, gen(Q11_mrlivso_dum)
tab Geo_dum, gen (Geo_dummy)
tab Q15_spegeconact, gen (Q15_spegeconact_dum)
tab Q3_married_cat_4, gen (Q3_married_dum)
tab Q5_Education_cat4, gen (edu_dum_new)
tab Q8_type_apprenticeship, gen (Q8_type_apprenticeship_dum)
tab Q9_typforg_reg, gen (Q9_typforg_dum)
tab Religion, gen (Religion_dum)

```



REGRESSION ANALYSIS

```

global ylist employment_dummy
global xlist Q1_Lesdep Ethnicity Q7_preappr Q4_age Q2_gender Q26_savings_dum3
postbasic Q11_mrlivso_dum2 Q79_timetrprgm_dum3 Q62_accland
Q8_type_apprenticeship_dum1 Q8_type_apprenticeship_dum2

```

*****Regression*****

```
regress $ylist $xlist
```

*****Probit model*****

```
probit $ylist $xlist
```

PROBIT MODEL CURRENT BEST FIT PROBIT REGRESSION

xi : probit employment_dummy Q1_Lesdep Ethnicity Q7_preapptr Q4_age Q2_gender
Q26_savings_dum3 postbasic Q11_mrlivso_dum2 Q79_timetrprgm_dum3 Q62_accland
Q8_type_apprenticeship_dum1 Q8_type_apprenticeship_dum2

linktest

MARGINAL EFFECTS

margins, dydx(*)

INSTRUMENTAL (2SLS) VARIABLE REGRESSION

ivregress 2sls employment_dummy Q1_Lesdep Ethnicity Q7_preapptr Q4_age Q2_gender
Q26_savings_dum3 postbasic Q11_mrlivso_dum2 Q79_timetrprgm_dum3 Q62_accland
Q8_type_apprenticeship_dum1 Q8_type_apprenticeship_dum2 (Geo_dum = Religion
Q14_spou_Edu)

IV (2SLS) REGRESSION (ROBUSTNESS AND SELECTIVITY CHECKS

ivregress 2sls employment_dummy Q1_Lesdep Ethnicity Q7_preapptr Q4_age Q2_gender
Q26_savings_dum3 postbasic Q11_mrlivso_dum2 Q79_timetrprgm_dum3 Q62_accland
Q8_type_apprenticeship_dum1 Q8_type_apprenticeship_dum2 (Geo_dum = Religion
Q14_spou_Edu), vce (robust)