

sustainable industrial development in the construction sector for urban youth employment creation

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- Feature of construction activity of benefit to developing countries: employment generation.
- Pre-requisites to realise this:
 - appropriate procurement approaches
 - choice of suitable technologies
 - developing the necessary skills.
- Location-specificity means jobs created where project is undertaken, benefiting community.
- **Is Ghana making good use of employment generation possibilities of projects undertaken?**

Summary, as in abstract

- Urban youth unemployment a critical national and global problem.
- Construction not popular career choice...
 - it has a poor social image
 - seen to be dirty, physically demanding, low paying, dangerous, demeaning.
- Surveys show construction workers among happiest. Reasons:
 - they feel accomplishment from creating useful, tangible assets
 - they value camaraderie with colleagues on site
 - they appreciate variety of types of items they work on.
- **How can construction leverage on its true profile to fashion a compelling message for urban unemployed youth?**
- **Presentation considers options for harnessing job-creation capabilities of construction to address some realities of Ghana's urban development challenges.**

1. What is the level of demand for construction work in Ghana? Is there potential to provide more jobs?

2. What is the employment and skills situation in construction industry in Ghana?

3. What is the structure of the construction workforce? Does it match industry's requirements? Are there shortages in any segment(s)?

4. What formal and informal initiatives are underway to develop the required construction skills?

5. What is the urban youth employment situation? Is it unique to Ghana?

6. How can the urban youth be encouraged and assisted to take up construction as a career in Ghana?

7. What impact has existing skills development programmes had on the urban youth unemployment situation? What else needs to be done?

8. How can the construction industry be developed to provide jobs, improve its performance, enhance quality of life of citizenry.

9. What is the future?

Questions the presentation seeks to answer

Develop construction industry to create jobs, enhance performance and make it attractive to potential employees to enhance quality of life of the population and address youth unemployment.

Key source of information

STUDY ON SKILLS AND MARKET ASSESSMENT OF THE CONSTRUCTION SECTOR IN GHANA

Prepared for
State Secretariat for Economic Affairs
Federal Department of Economic Affairs, Education and Research
Switzerland

George Ofori
London

14 September 2017

Construction, economy, employment

- Output, employment multiplier effects for 27 EU countries and 13 other major countries in 1995 to 2009 analysed.
- Together, countries accounted for over 87% world gross product in the period.

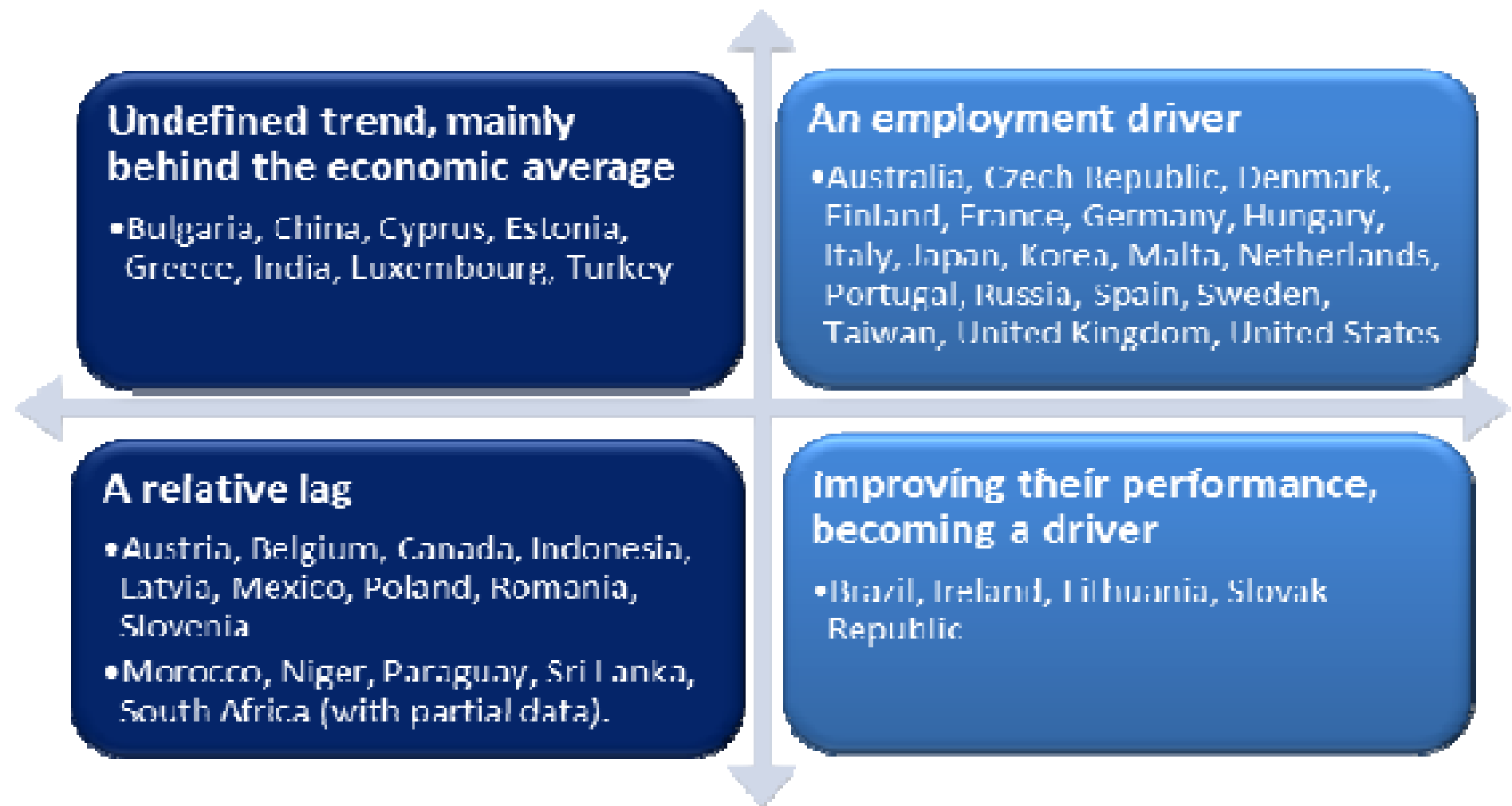
Main findings:

- total output multipliers in construction higher than for whole economy
- total employment multipliers in construction lack simple patterns; they are higher in high income countries
- declining trends of total employment and output multiplier effects at overall level and in construction.

- Construction industry was 4.5% (Bulgaria) to 10.4% (Spain) of overall gross output in 1995; 4.2% (Taiwan) to 14.6% (Spain) in 2009.
- On value added, construction was 4.2% (United States) to 10.1% (Korea) in 1995; from 2.2% (Taiwan) to 10.8% (Spain) in 2009.

- For each additional million dollars spent, construction generated gross output expansion of 3.92 units in 1995, 3.45 times in 2006, 3.74 times in 2009 in HIC; output expansion of 3.63 times in 1995, 3.06 in 2006, 3.45 in 2009 in MIC.
- Thus, potential impact of an additional monetary unit of expenditure on total output growth decreased over time in both HIC and MIC.

Construction sector role on employment



Source: Authors' calculations based on data from WIOD and EORA.

Source: Ernst and Sarabia, 2015

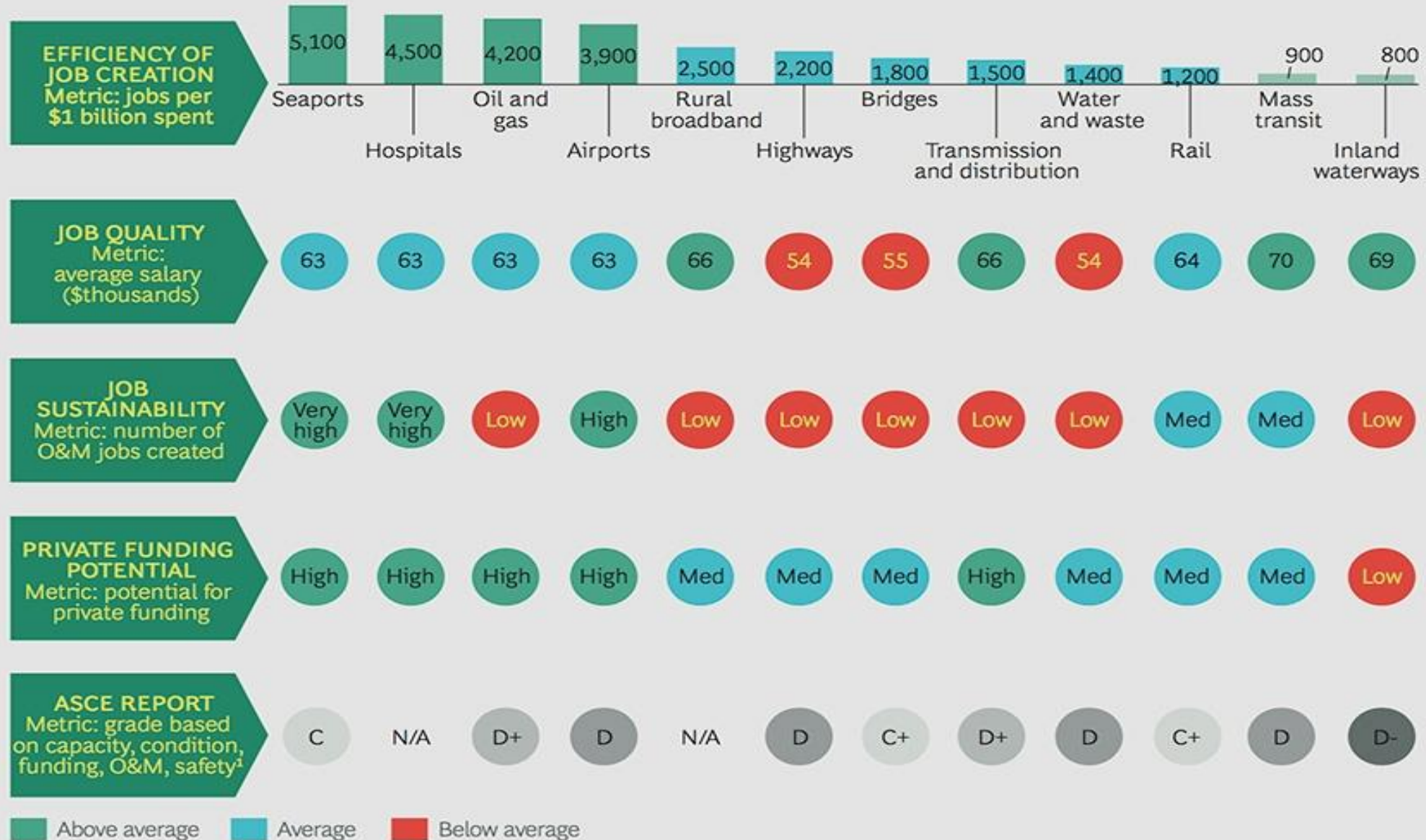
Construction, economy, employment ..2

- Total employment multiplier effects showed similar patterns at overall and construction sector levels. All employment multiplier effects declined in HIC and MIC.
- Total effects indicate:
 - another million dollars spent at overall level in HIC would have created 57.9 new jobs (FTEW) in 1995 and 22.2 in 2009 (-61.2 per cent).
 - equivalent in MIC would be 542 new jobs and 169 (-68.8%) in same period.
- Direct, indirect effects dropped less than total effects: 59.8% and 60.4% in HIC; and 64.7% and 64.6% in MIC, respectively.
- Induced effects decreased more than total effects: 63.6% in HIC, 73.1% in MIC.

Total jobs number includes direct, indirect, induced jobs:













- **Direct job** is job created by the actual government expenditure; wages are paid for from project funds
- **Indirect job** is job created by the expenditures the suppliers make to produce the materials used for the project. The cost of this would be included in the cost of the materials.
- **Induced job** is job created elsewhere in economy as increases in income from direct government spending lead to additional increases in spending by workers, firms.

Job Creation, Quality, and Longevity Vary Greatly by Sector



Investing \$1 Trillion in a Balanced Portfolio Would Deliver 3 Million Jobs

POTENTIAL PORTFOLIO INVESTMENT ALLOCATIONS

| | | JOB PER \$BILLION INVESTED | INVEST IN SECTORS WITH HIGHEST CRITICALITY (ASCE GRADE OF D+ OR BELOW) | INVEST PRIMARILY IN JOB-CREATING SECTORS BUT COVER CRITICAL GAPS | INVEST IN JOB-MAXIMIZING SECTORS ONLY |
|-------------------------------|---|-------------------------------|--|---|---|
| Airports |  | 3,900 | \$130 billion | \$120 billion | \$250 billion |
| Bridges |  | 1,800 | — | \$57 billion | — |
| Highways |  | 2,200 | \$130 billion | \$120 billion | — |
| Hospitals |  | 4,500 | — | \$120 billion | \$250 billion |
| Inland waterways |  | 800 | \$350 billion | \$57 billion | — |
| Mass transit |  | 900 | \$130 billion | \$57 billion | — |
| Oil and gas |  | 4,200 | \$80 billion | \$120 billion | \$250 billion |
| Rail |  | 1,200 | — | \$57 billion | — |
| Rural broadband |  | 2,500 | — | \$57 billion | — |
| Seaports |  | 4,400 | — | \$120 billion | \$250 billion |
| Transmission and distribution |  | 1,700 | \$80 billion | \$57 billion | — |
| Water and waste |  | 1,700 | \$130 billion | \$57 billion | — |
| TOTAL JOBS CREATED | | | 1.6 million | 3.0 million | 4.4 million |

An additional \$350 billion in investment would be required to achieve 4 million jobs when optimizing for a balanced portfolio

Table 3. Comparative analysis of the employment impact of a ten billion CFA franc investment programme in the building construction sector in Cameroon

| EMPLOYMENT RESULTS | BEF | | BMF | | BLF | |
|--------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | Total no. of jobs | Direct employment | Total no. of jobs | Direct employment | Total no. of jobs | Direct employment |
| Farming and fishing | 11 484 | | 6 651 | | 9 711 | |
| Forestry | 252 | | 118 | | 168 | |
| Mining industry | 11 | | 7 | | 5 | |
| Food industry | 955 | | 556 | | 817 | |
| Wood industry | 179 | | 83 | | 112 | |
| Other manufacturing industries | 820 | | 576 | | 839 | |
| Construction and public works | 1 993 | 1 800 | 1 576 | 1 498 | 1 180 | 1 021 |
| Commercial services and trade | 2 348 | | 1 476 | | 2 260 | |
| Non-tradable services | 749 | | 431 | | 630 | |
| Total | 18 791 | 1 800 | 11 475 | 1 498 | 15 723 | 1 021 |

Legend: BFE: Building with elementary finish; BMF: Building with moderate finish; BFL: Building with luxury finish. Source: Yemene (2010).

Table 1. Financial and economic cost comparison of labour-based and equipment-based road construction in Lesotho and Zimbabwe

| | Lesotho | | | | Zimbabwe | | | |
|-----------------------------------|----------------|--------|--------|--------|----------|--------|-------|--------|
| | 1994 | | 2004 | | 1994 | | 2004 | |
| | LB | EB | LB | EB | LB | EB | LB | EB |
| Financial cost USD/Km | 45,082 | 96,089 | 89,357 | 92,113 | 13,681 | 15,427 | 7,551 | 8,176 |
| Labour component USD/Km | 19,385 | 5,765 | 39,317 | 7,369 | 4,378 | 2,006 | 3,171 | 1,553 |
| Labour component shadow factor | 0.52 | 0.52 | 0.50 | 0.50 | 0.40 | 0.40 | 1.00 | 1.00 |
| Equipment component USD/Km | No information | | | | | | 1,057 | 4,579 |
| Equipment component shadow prices | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 |
| Economic cost USD/Km | 35,777 | 93,322 | 69,698 | 88,428 | 11,054 | 14,224 | 9,665 | 17,333 |

“Government leaders, politicians, social activists, trade unions and business leaders all understand the importance of job creation. **Jobs, or the lack of them, can make or break governments, can lay the foundation for peace or unrest, determine whether globalization is fair or unjust.** Political leaders often promise job creation in political speeches, industry executives promise that foreign direct investment will create new jobs, the international development community assures policy makers in developing countries that skills development, self-employment and public works projects will bring jobs. ...all agree to the importance of job creation, few remember to count how many jobs will be ...created as a result of ...policies.”

...Terje Tessem, Chief of Development and Investment Branch, ILO, 2015

“Employment impact assessments can be a reality check on those who make ...promises as to the job creating potential of ...‘pet’ policy. They can also be a mechanism for real job creation by providing politicians, policy makers, business leaders, social partners and civil society with ...evidence required to engage dialogue in favour of job creation.”

...Terje Tessem, Chief of Development and Investment Branch, ILO, 2015

“The issue of youth unemployment is not a new one ...The scale of the problem can be seen over the past 30 years, where the youth unemployment figure has failed to fall below 500,000. More recently, the global financial crisis has been cited as one of the primary causes for youth unemployment, affecting not only school leavers, but increasing numbers of graduates.”
(CIOB, 2013)

“**For young people, long term unemployment can have scarring effects that last a lifetime, harming aspirations and confidence, and we acknowledge that construction, as a major contributor towards GDP and jobs, has a role in supporting young people.**” (CIOB, 2013)

Construction, economy, employment ..3

Categories of employment-intensive investment programmes:

- Sectoral infrastructure investment programmes: priority given to implementing good quality assets; objective of job creation is important, but secondary – employment is optimised without compromising quality of infrastructure. Works done by SMEs or CBOs using labour-intensive methods.
- Local area-based development programmes: have infrastructure components, implemented, funded by local government. Multi-sectoral programmes: with job creation, there is a broader objective of local economic development and optimising use of local resources.
- Public employment programmes (PEP): such as public works programmes (PWP) and employment guarantee schemes (EGS), can help protect vulnerable groups, while developing infrastructure, assets, services. May in response to crisis, as part of counter-cyclical employment policy, or to reduce inequalities. Primary objective: both employment generation and income support.



(Ernst et al., 2015)

Construction, economy, employment ..4

Broad categories of employment impact assessments:

1. Examines project data to compare technology choice: labour-based and equipment-based methods for infrastructure work
2. Analyses employment impact of infrastructure components of certain sectors of a public investment programme or public budget as a whole
3. Builds on methodologies, results of Categories 1 and 2. Methods used (e.g., input-output models, social accounting matrices) evaluate actual or potential impact of infrastructure programmes on some macro-economic variables such as employment creation, GDP, household income and consumption, private investment, public finance deficit, balance of payments, multiplier effects
4. "Socio-economic impact" studies (using, e.g. cost-benefit analysis; economic, econometric analysis) analyse longer-term potential impact of a better infrastructure available to beneficiaries including:
 1. economic effects (market access, trade, investment, productivity, supply and price effects)
 2. social effects (connectivity; access to health, education services; food, energy security)
 3. labour market effects.

Construction, economy, employment ..5

Integrating employment criterion into planning, programming and budgeting work:

1. assess at design stage, technological options; adopt most employment-generating approaches when it is technically feasible and cost-effective
2. define technical, engineering standards in relevant fields of activity
3. reflect employment considerations in tendering and contract documents; use appropriate procurement approach
4. set up monitoring mechanisms to optimise use of locally available labour and resources in new work and maintenance

5. work with key institutions to integrate sector-specific goals (eg., roads, irrigation, environmental protection, etc.) into overall development goals and commitments

6. identify (broadly) constraints to meeting employment targets and develop ways and means for overcoming such constraints (eg. training, strengthening SMEs, professionals, trade associations, community-based organisations; providing them access to relevant project information)

7. put into effect broad policies and measures to realise goal.

Table A2.1 Score card report for three infrastructure sectors in Ghana

| <i>Areas of Assessment</i> | <i>Roads and Bridges</i> | | <i>Electrical Power</i> | | <i>Potable Water</i> | |
|---------------------------------|--------------------------|--------------|-------------------------|--------------|----------------------|--------------|
| | <i>Score</i> | <i>Grade</i> | <i>Score</i> | <i>Grade</i> | <i>Score</i> | <i>Grade</i> |
| Capacity | 3.09 | D2 | 3.37 | D1 | 3.07 | D2 |
| Condition | 2.84 | D3 | 3.25 | D1 | 2.9 | D3 |
| Funding | 2.52 | D3 | 2.86 | D3 | 2.60 | D3 |
| Future Need | 2.61 | D3 | 2.90 | D3 | 2.72 | D3 |
| Operation and Maintenance | 2.93 | D2 | 3.16 | D2 | 2.77 | D3 |
| Public Safety | 2.76 | D3 | 2.96 | D2 | 2.80 | D3 |
| Resilience | 2.79 | D3 | 3.09 | D2 | 2.76 | D3 |
| Innovation | 2.76 | D3 | 3.01 | D2 | 2.71 | D3 |
| Average | 2.79 | D3 | 3.07 | D2 | 2.78 | D3 |
| Overall Cumulative Score | 2.89 D3 | | | | | |

Source: GhIE (2016)

Table A2.2 Annual budgetary allocations to MWRWH and MRH for infrastructure projects, 2009-16 (GHC million)

| | <i>2009</i> | <i>2010</i> | <i>2011</i> | <i>2012</i> | <i>2013</i> | <i>2014</i> | <i>2015</i> | <i>2016</i> |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Ministry of Water Resources Works and Housing | 285.93 | 178.01 | 558.63 | 283.18 | 598.90 | 531.39 | 463.10 | 1,418.58 |
| Ministry of Roads and Highways | 386.37 | 352.13 | 335.96 | 907.79 | 706.72 | 779.28 | 931.66 | 624.62 |

Source: Ministry of Finance, Budget statements of Ghana, 2009 to 2016.

| | | | | |
|--|--|---|---|--|
| <p>Today's youth generation is the largest cohort of young people ever: 1.2 billion people aged 15-24 (Beyond 2015, 2013).</p> | <p>In 2012, almost 75 million young people were unemployed worldwide (World Bank, 2012b).</p> | <p>By the end of the century, 41% of the world's youth will be African (Mo Ibrahim Foundation, 2012).</p> | <p>Half the world's unemployed are young people; youth are 3 times more likely to be unemployed than adults (UNESCO, 2012).</p> | <p>Investment in young people has significant economic, social and human gains in the short and long term.</p> |
| <p>Young people are essential partners across all aspects of international development, from formulating goals and designing policy to implementing programmes and adopting lessons learned.</p> | <p>Young people, especially women and those from marginalised groups, are more likely to work in the informal sector or in unsafe and exploitative conditions.</p> | <p>Young people need training that meets the demands of the private sector, both to find jobs and to create their own businesses.</p> | <p>Development assistance through governments, NGOs and private sector can support youth entrepreneurship, apprenticeships, on-the-job training, and other non-traditional routes into work.</p> | <p>Young people have expressed their priorities and made a case for ... issues that matter to them and to society, including good governance, quality and relevant education, access to affordable healthcare, access to decent work and progress toward sustainability.</p> |
| <p>“Young people are active partners in development... Youth movements and activists are channelling their productivity toward supporting their communities ...to benefit every generation. They are strong partners in sustainable and rights-based development. It is critical, therefore, to foster their meaningful participation from the grassroots through institutionalised support mechanisms.”</p> | | | <p>“Governments have a responsibility to ensure the rights of young people at work, including hiring and firing practices and collective bargaining, consistent with international conventions.” (from Perezniето and Harding; ODI, 2018)</p> | |

UN estimates: **15-24 year-old age group in Africa will increase by 6 million annually over next decade.** Potential for demographic dividend but will require substantial structural change in education, economic opportunities to attain.

Inter-related factors behind youth unemployment and underemployment include:

1. limited formal jobs in an economy
2. poor-quality or limited education, skills
3. social and cultural marginalisation.

“Youth is a time of transition — from school to work, dependence to autonomy, and into sexual maturity. It is a critical period of life... in terms of physical and emotional development, capacity to learn, and opportunities and pressures to form relationships and households. Investing in this age cohort is an effective development strategy because it generates changes that will last throughout their lifetime.”

Over 230 million youth in Africa aged 15-24 in 2015; 490 million under age of 15. Africa’s youth population expected to double by 2050.

Estimated: over next decade, only 25% of region’s youth will find a wage job; like their parents, most will be working in family farms and household enterprises.

Some 45% of youths in Sub-Saharan Africa work in own-account production, with limited gender variation. In low-income African countries, 10% of workers are in wage employment in formal sector.

Establishing accurate labour force data is a challenge, given complex patterns of economic activity and hidden underemployment; but Sub-Saharan Africa has a greater proportion of youth in labour force than any other region.

Young people are better placed to access certain opportunities than others. Their age means they have less experience, but they are able to compensate for this through their mobility. They also own, or have access to, less capital – financial, physical and social.
(Darko and Lowe, 2016)

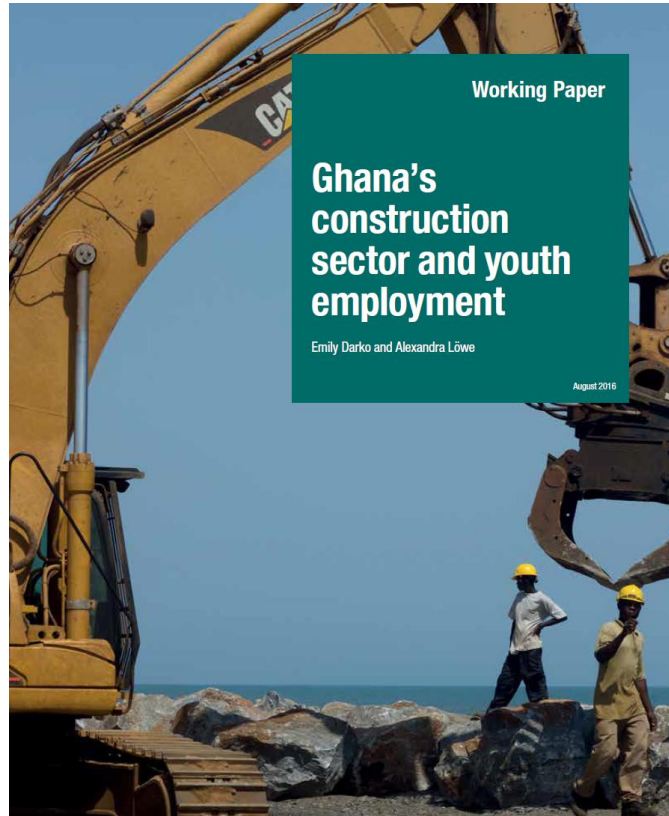
“Young people are diverse, with distinct needs, interests, challenges and transitions to work shaped by their context, abilities, wealth, and age, gender. While the links between poverty, inadequate education, and lack of economic opportunities are strong for both young women and young men, each group faces distinct constraints. Young women in Africa are disproportionately affected by social norms that operate through ... discrimination, care responsibilities, job segregation, and violence to create barriers to education, financial inclusion, employment, and business opportunities.” (ODI, 2018)



SUSTAINABLE DEVELOPMENT GOALS

| | | | | | |
|---|---|---|---|---|---|
|  <p>SUSTAINABLE DEVELOPMENT GOALS</p> | <p>1 NO POVERTY</p>  | <p>2 ZERO HUNGER</p>  | <p>3 GOOD HEALTH AND WELL-BEING</p>  | <p>4 QUALITY EDUCATION</p>  | <p>5 GENDER EQUALITY</p>  |
| <p>6 CLEAN WATER AND SANITATION</p>  | <p>7 AFFORDABLE AND CLEAN ENERGY</p>  | <p>8 DECENT WORK AND ECONOMIC GROWTH</p>  | <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>  | <p>10 REDUCED INEQUALITIES</p>  | <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>  |
| <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>  | <p>13 CLIMATE ACTION</p>  | <p>14 LIFE BELOW WATER</p>  | <p>15 LIFE ON LAND</p>  | <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>  | <p>17 PARTNERSHIPS FOR THE GOALS</p>  |

- Construction employs 2% of young people in Ghana and provides more training and apprenticeship opportunities to young people than any other sector (Owusu, 2012; GSS, 2013).
- Construction sector has a large skills gap, due in part to training quality, and there is significant unmet demand for skilled artisans.
- Study: number of skilled artisans in Ghana declined between 1960 and 1984, from 70,600 to 37,000 (Offei-Nyako et al., 2014).
- World Bank estimated shortfall of 60,000 artisans and tradespeople in construction; suggested a further 250,000 skilled artisans would be required by 2020 (Darvas and Palmer, 2014).
- Characteristics of Ghana's construction industry make it an ideal sector through which to address Ghana's youth development and unemployment challenges.
- In Ghana's construction sector, young people's opportunities are constrained by their ability to afford and access high-quality training and the tools necessary for their chosen trade (GSS, 2013).
- Of young people working in construction in Ghana, less than 3% are women. Nevertheless, this report refers to young people of both genders when discussing young people or youth, even though the majority may be male. Difficulties faced by female youth are discussed in a separate section.



(Darko and Lowe, 2016)



CONSTRUCTION YOUTH TRUST

A charity helping young people in England and Wales to build better futures by giving them access to training, education and employment opportunities in the construction industry.

- Vision: a construction industry which inspires and enables young people to overcome barriers and build better futures.
- Aim: to inspire and enable young people to overcome barriers and discover a career in construction.
- Each, it works with over 4,000 young people; many of whom are the hardest to reach. They are from challenging backgrounds including young offenders, care leavers, the long-term unemployed and also those who are just unaware of the opportunities available to them within the construction industry.
- With support of some major construction companies, Construction Youth Trust achieves this by delivering two main programmes which provide practical training and education as well as careers advice; Budding Builders which focuses on the trades, and Budding Brunels which focuses on the professions.



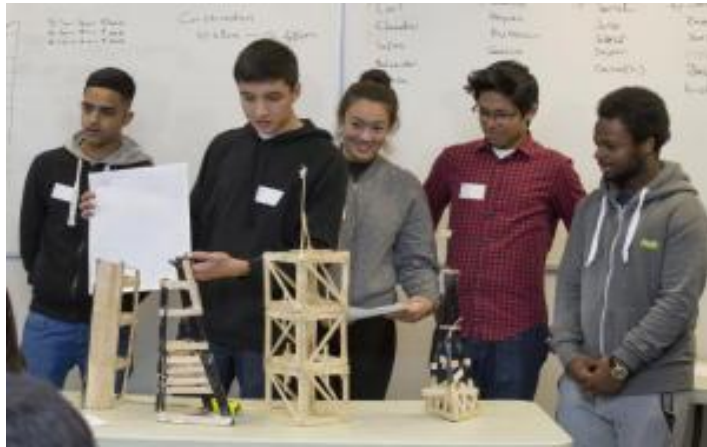
- Budding Builders programme supports **16-30 year olds who are Not in Education, Employment or Training (NEET)**; are unemployed and looking to re-skill; or are referred to the organisation from an agency, and helps them gain skills, experience required to access employment in construction industry.
- Students complete Open College Network accredited Level 1 Award in health and safety qualification structured around a practical project which introduces hands-on skills such as Carpentry, Tiling or Painting, Decorating. Community enfranchisement is a key aspect of the courses, so projects include building bat boxes for schools, benches for parks or renovating community spaces.
- Students given opportunities to engage, interact with construction employers, with a view to:
 - gaining work placements and job opportunities
 - improving students' employability skills.



<https://www.constructionyouth.org.uk/budding-builders/how-it-works>



- **8 day 'Budding Builders' course**
 - Students gain industry recognised accredited Health and Safety qualification
 - CSCS training and funded cards
 - Visit to a construction site
 - Basic construction skills training
- **One-to-one employability and progression support**
 - Preparing students for the workplace and ensuring they are work-ready and understand the expectations of potential construction employers.
 - CV support
 - Supporting you to achieve your CSCS card
 - Brokering work experience placements and job opportunities
- After the course, organisation can arrange different types of progression routes to suit student:
 - Work experience or placements to give on site experience
 - Employment in industry or Apprenticeship.



- Budding Brunels programme (a 3-day free course) targets schools with high proportion of socially and economically disadvantaged students.
- Works with a diverse demographic of young people in Year 12 and 13 to introduce them to professional career opportunities in construction; and show them what it is like to take on different professional roles.



**BUDDING
BRUNELS**
CONSTRUCTION YOUTH TRUST

<https://www.constructionyouth.org.uk/budding-brunels>

YOUTH EMPLOYMENT UK

- Youth Employment UK, launched 2012, is the leading campaign and membership organisation dedicated to tackling youth unemployment in the UK.
- It was set up to reduce youth unemployment and support every young person (14-24 years old) to progress.
- Organisations, employers and policy makers all agree – the future of young people is our shared future.

Key objectives

- To give young people a voice and empower them to be more prepared for the world of work
- To help organisations be better equipped to support young people and adopt Youth Friendly Principles
- To ensure that government policy is geared towards the real needs of young people

<https://www.youthemployment.org.uk/careers-hub-sector/construction-jobs/>



YOUTH EMPLOYMENT UK ..2

Functions

- Offer a platform for young people to have a voice on youth employment issues that affect them.
- Empower young people to take control of their personal and professional development, and gain the skills employers want.
- Support organisations working in youth employment space by providing impartial platform for them to communicate, share best practice and network.
- Campaign and influence policy on employment issues and barriers facing young people.
- It provides this support through: Mentoring, Networking, Campaigning, **Giving young people tools to develop their skills and apply them to real life.**



UNITED KINGDOM

6 INITIATIVES

1. Budding Brunels
2. Budding Builders
3. Construction Foundation Fund
4. Going green at work
5. SOAR build
6. The Industrial Strategy for Construction

FRANCE

7 INITIATIVES

1. "Kit découverte" (Discovery Kit)
2. #JaiChoisiLeBatiment
3. Batissiel
4. Les Coulisses du Bâtiment
5. MC2
6. Serious Games
7. Kit de découverte professionnelle 2015-2016

NORWAY

1 INITIATIVE

The road to the Building & Construction industry

GERMANY

14 INITIATIVES

1. Career Start Construction / Berufsstart Bau
2. Azubi am Bau
3. Azubimarketing für Unternehmen der Bauwirtschaft
4. Azubi-Portal der Bauverbände
5. Bau dein Ding
6. Baubus
7. BauCamp
8. Builders wanted! Baumeister gesucht!
9. Building Summer Camp
10. Deine Baustelle
11. Dual Degree
12. Infotag Bauausbildung (Construction Training Info Day)
13. Z Wie Zimmerer
14. Profi am Bau

ITALY

7 INITIATIVES

1. Apprenticeship Contracts
2. Borsa lavoro edile nazionale (Blen.it)
3. Construction Workers: reality and fictions
4. Ediltrophy
5. Ente Senese Scuola Edile
6. The "16hoursbefore"
7. Amico Lavoro

**European Construction Industries
Federation Initiatives for Youth
Employment in the Construction Industry**

<http://www.construction-for-youth.eu/>

European Alliance for Apprenticeships

- European Alliance for Apprenticeships (EAfA): platform which brings together governments with other key stakeholders, like businesses, social partners, chambers, vocational education and training providers, regions, youth representatives, think tanks.
- Goal: to strengthen quality, supply, image of apprenticeships in Europe, and mobility of apprenticeships.
- Launched in 2013 with joint declaration by European Social Partners (ETUC, BusinessEurope, UEAPME, CEEP), European Commission, Presidency of Council of EU.
- Although managed by European Commission, success of EAfA lies with implementation of national commitments and partners' commitment, notably through pledges by stakeholders.
- <http://ec.europa.eu/social/main.jsp?catId=1147&langId=en?>

How can construction train and upskill more young people?

- **Increase capital spending across the regions:** Increase capital spending; ensure a visible, stable pipeline of work to rebuild confidence for employers. Enable them to accurately predict workloads to ensure they are able to: guarantee work over longer periods; addressing skills that may be needed for future projects.
- **Shared apprenticeship schemes:** Employers that may not be able to commit to a full two or three year apprenticeship may benefit from shared apprenticeship schemes over duration of placement, and opportunity to experience working for different organisations.
- **Reduce bureaucracy and duplication:** Employers can recruit trainees through a variety of schemes.
- **Embed training of young people as a contractual requirement:** Enforcing requirements for training and apprenticeships in procurement process would increase number of young people in employment. **On public sector work, contractors should not be awarded a contract unless they have made a visible commitment to take on trainees as a percentage of their total workforce.**

(CIOB, 2013)

How can industry improve engagement with young people?

- **Enhance image and appeal of industry:** Industry must reach, interact with younger generations. Improve engagement with schools, colleges.
- **Promote the diversity of opportunities in construction:** Communicate diversity of construction roles. Construction perceived to be a **dirty, difficult and dangerous industry requiring low-level of competence to operate in it.** Construction is UK's biggest industry, and range of roles must be broadcast. Change in quality and standards of career advice must be made.
- **Embrace the digital age:** Opportunities of digital technologies, such as Building Information Modelling (BIM) could lead to creation of highly skilled jobs for young people with interest in computing and design.

“Final comments:
The construction industry contributes 7.4% towards GDP and equates for around about 2.04 million workforce jobs in the UK, or 6.4% of all workforce jobs. Allied with the number of young people who are unemployed, **we believe that the industry should be capable of employing at least 75,000 to 100,000 of the 1 million 16-24 year olds currently unemployed.**”
(CIOB, 2013)

Why are construction workers the happiest employees?

By Lydia Dishman

"If you think you're content toiling away at your desk, crunching data, or hammering out the details of a grand design, try asking a construction worker or facility service employee if they ever whistle while they work. The answer will change your perspective about getting excited for work everyday.

"According to TINYpulse's 2015 Best Industry Ranking report, gathered from its anonymous one-question feedback surveys from over 30,000 employees across more than 500 organizations, among 12 ...industries, construction and facility service workers are the happiest employees. Next in line were consumer products, technology, and software. Telecom, energy, and utilities are grouped together, coming in fourth place...

"Nearly half, or 49% of employees said a negative relationship with their supervisor factored in to their overall dissatisfaction...

"In the construction industry, a variety of organizations offer coaching and career mentorship to students. Once they're ready for the workforce, the industry has a long history of providing new workers with apprenticeships so they can learn the skills required to move on to tackle more challenging work.

"Indeed, the TINYpulse industry survey found that 34% of the happiest employees say their peers and colleagues are what drive their workplace satisfaction, and rated them an 8.5 out of 10.

Employment Policy Department



International
Labour
Office
Geneva

EMPLOYMENT

Working Paper No. 186

2015

The role of construction as
an employment provider:
A world-wide input-output
analysis

Christoph Ernst
Marianela Sarabia

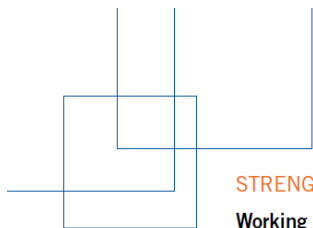
Development
and Investment
Branch



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Kirit Vaidya



STRENGTHEN Publication Series

Working Paper No. 2 – November 2017



International
Labour
Office

GDFPDWC/2015/9

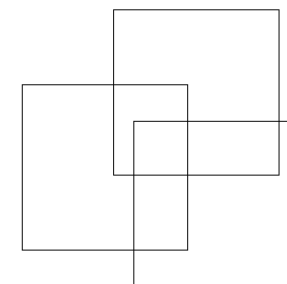


International
Labour
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Geneva

Review of impacts on roads sector investments on employment

Final report of the discussion

Global Dialogue Forum on Good Practices and Challenges in Promoting
Decent Work in Construction and Infrastructure Projects
(19–20 November 2015)



Development
and Investment
Branch

Employment
Policy
Department

Geneva, 2016

Sectoral
Policies
Department



International Labour Office

Migrant Work & Employment in the Construction Sector

by

Michelle Buckley, Adam Zendel, Jeff Biggar,
Lia Frederiksen and Jill Wells



Report to be launched on 18 December 2016

This study is part of a larger ILO effort to close knowledge gaps regarding labour issues in economic sectors where migrant workers can be found in considerable numbers, such as agriculture, construction and mining.



The Chartered Institute of Building

submission to the

The parliamentary inquiry into construction and youth employment

The Chartered Institute of Building
Englemere, Kings Ride
Ascot, Berkshire
SL5 7TB

WP. 280

SECTORAL ACTIVITIES PROGRAMME

Working Paper

**Labour oriented participation in municipalities:
How decentralized social dialogue can benefit
the urban economy and its sectors**

by

Carlien van Empel and Edmundo Werna

International Labour Office

Geneva

2010

Project Briefing

No 80 • May 2013



DFID | CSO

Youth Working Group



Key points

- Investment in young people has significant economic, social and human gains in the short and long term.
- Young people are essential partners across all aspects of international development, from formulating goals and designing policy to implementing programmes and adopting lessons learned.
- Investment in youth should be a key part of the post-2015 agenda.

Overseas Development Institute

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Youth and international development policy: the case for investing in young people

Paola Perezniето and James Hamilton Harding

The world now has the largest generation aged 15 to 24 in history, and almost 90% of these young women and men live in developing countries.

High fertility rates in the developing world mean that their share of the global population is likely to increase over the next 20 years (UNICEF, 2012) and many developing countries are already experiencing a 'youth bulge'.

The international community is assessing its progress toward the Millennium Development Goals (MDGs) and preparing the post-2015 agenda. This presents a one-time window of opportunity for a concerted international effort to help developing countries reap a 'demographic dividend' from educated, healthy and gainfully employed young women and men, and achieve far higher economic growth rates.

Young people are diverse, with distinct needs and interests shaped by their gender, context, ability, wealth, and age. For all of

- Today's youth generation is the largest cohort of young people ever: 1.2 billion people aged 15 to 24 (Beyond 2015, 2013).
- In 2012, almost 75 million young people were unemployed worldwide (World Bank, 2012b).
- 34% of women aged 20-24 in the developing world were married before the age of 18 and 16 million girls aged 15-19 give birth every year (the vast majority in developing countries), accounting for 11% of all births worldwide (WHO, 2011).
- By the end of the century, 41% of the world's youth will be African (Mo Ibrahim Foundation, 2012).
- 20% of adolescents in any given year will experience a mental health problem, most often depression or anxiety.

them, however, youth is a time of transition: from school to work, from dependence to autonomy, and into sexual maturity. Investment in youth generates the greatest returns when started in early childhood and continued throughout these transitions.

Experts interviewed for ODI's research on *Youth and international development policy: prospects and challenges* agree that young people, particularly adolescents, are more adaptable and learn more quickly than adults. Investment in this age cohort is an effective development strategy because it generates changes that will last throughout their lifetime, with higher absolute returns than investment in older adults.

The benefits to countries in terms of human, social and economic development include increased productivity, lower health costs, enhanced social capital, and greater individual and community resilience to cope with shocks. Investment in mechanisms for youth participation at every level can improve policy and programming, promote civic engagement and encourage good governance. Investment in young people is, in short, an effective way to meet development priorities amid the global contraction of development assistance.

This briefing accompanies a report analysing secondary evidence, key expert interviews and case studies to argue for the application of a youth lens to development agency funding and policies.

Why invest in young people?

Inequalities fuel poverty, undermining the impact of economic growth on poverty reduction. Age itself is a vector of inequality, excluding millions of young women and men from access to financial resources, work opportu-



Gender and Youth Livelihoods Programming in Africa

JANUARY 2018



ENGLISH

Employment-Intensive Investments

The Challenge

Unemployment and under-employment need to be addressed by active employment generation. Growth is not enough – nor is employment simply a residual of development or poverty reduction programmes. Infrastructure investments can play a major role, and have been doing so for some time. For instance:

- demand from developing countries for infrastructure investment and maintenance amounts to US\$900 billion per annum, public funding accounting for 70–75 per cent;
- regular investments and counter-cyclical spending in infrastructure are widely used to expand demand and create and sustain jobs;
- public works programmes and employment guarantee schemes complement regular investments and if well targeted will be an important part of social protection.

Although it is generally acknowledged that infrastructure can be proactively used to achieve different development objectives (reduction of infrastructure backlogs, employment creation and social protection), this approach could be used on an even broader scale to realize its full potential.



The ILO Response

The ILO Employment-Intensive Investment Programme (EIP) assists member States in pursuing an active policy designed to promote full, productive and freely chosen employment based on the Employment Policy Convention, 1964 (No. 122). It has 35 years of experience of linking employment with infrastructure development, with a unique and vast portfolio of productive employment creation for economic and social development, as well as environmental measures for the restoration and management of natural resources. Infrastructure investments are an efficient entry point for addressing a wide range of Decent Work Agenda issues. The ILO Summit on the Global Jobs Crisis of June 2009 and the ILO country and thematic assessments for the G20 conducted the same year confirmed the importance of infrastructure investments and public employment programmes as a response to the economic crisis.

To increase the employment content of public and private investment in infrastructure, the programme provides support at three levels:

- macro level, advising governments on the design of infrastructure programmes and assessments of their employment impact, appropriate procurement procedures and wage setting, improved targeting of youth, women, indigenous people and disadvantaged groups;
- meso level, providing institutional development and capacity building for national and decentralized government, training of consultants and small and medium-size enterprises (SMEs) to develop the private sector and the local construction industry, and skills enhancement for long-term employability;
- project level, providing technical assistance to optimize the labour content of investments, ensure quality and timely delivery, promote decent working conditions and setting up monitoring and evaluation systems.



GOVERNMENT OF GHANA

NATIONAL EMPLOYMENT POLICY

NOVEMBER, 2014

The overall objective of the NEP is to adopt an inter-sectoral and integrated approach toward achieving full, decent, productive and freely chosen employment for all Ghanaians who are able and willing to work, thereby improving the living conditions within the framework of equity, security and dignity. Achieving this goal will not be an easy task for an emerging economy such as ours. That is why government has taken this bold initiative of developing the NEP that puts in place the policy and institutional framework required for addressing the structural challenges in the economy to achieving full, decent, productive and freely chosen employment.

.....

.....

The economic and employment outcome of the country remains bright and if we take advantage of new technologies, increased investment and enhanced capacities through training and skills development. Improved policy coordination and ensuring a closer link between labour incomes and productivity would be especially important for the attainment of the noble objective of this policy. I am confident that this policy will address the shortcomings in employment creation, wages policy and the quality of jobs in the country.

Hon. Haruna Iddrisu, (M.P)
Minister for Employment and Labour Relations

The goal of the NEP is to create gainful and decent employment opportunities for the growing labour force to improve their living conditions and contribute to economic growth and national development within the framework of equity, fairness, security and dignity.

**YOUTH DEVELOPMENT
INTERVENTIONS IN GHANA:
POLICY AND PRACTICE**



Prepared By:

DAVID KORBOE

for

Education for Empowerment (EfE) Programme

October 2014

Youth development initiatives

- DSIP Development of Skills for Industry Programme
- GEBSS Graduate Entrepreneurship and Business Support Project
- GYEEDA Ghana Youth Employment and Entrepreneurial Development Agency
- ICCES Integrated Community Centre for Employable Skills
- LESDEP Local Enterprises and Skills Development Programme
- LSBE Life Skills Based Education
- NYEP National Youth Employment Programme
- NYETF National Youth Employment Task Force
- YESDEC Youth Enterprises and Skills Development Centre
- YESP Youth Enterprise Support Programme

National Youth Policy (NYP) of 2010 provides framework for youth development agendas.

NYP “has not been accompanied by a credible action plan and there has been little decisive implementation so far” (p. 17).

| | | | | | |
|--|---|------------------------------------|---|---|--|
| 28 billion Population of Ghana | US\$42.5 billion GDP of Ghana | US\$1,514 GDP per capita | 20.2% Urban access to improved sanitation | 584,513 Persons engaged in construction | 316,368 Persons employed in construction |
|--|---|------------------------------------|---|---|--|

| | | | |
|--|---|---|--|
| <ol style="list-style-type: none"> 1. Location specificity 2. Government is a major client 3. High cost, indivisible 4. Long period of gestation 5. Public safety, health implications 6. Environmental impact 7. Subject to regulation <p>Features of construction</p> | GHC22.7 billion GDP in construction | 7.2% Growth rate of GDP in construction | <ol style="list-style-type: none"> 1. Significantly large sector of economy 2. Generates employment 3. Has backward and forward linkage effects 4. Output and employment multiplier 5. Responsible for capital formation <p>Construction in the economy</p> |
|--|---|---|--|

| | | | | |
|----------------------------------|--|--|---|---|
| 54.7% Urban population | 27.9% Urban population living in slums | 39.0%, 2008 17.2%, 2010 16.4%, 2011 Growth of construction GDP | Sector of the economy which plans, designs, erects, maintains, repairs, and eventually demolishes buildings and other items of infrastructure which are essential for long-term socio-economic development and for enhancing the quality of life. | 309,132 Persons employed in informal sector in construction |
| | | | Definition and purpose of construction | |

| | | | |
|--|--|--|---|
| <p>“Government has taken measures that will among others: improve upon our road, rail and aviation networks; expand access to potable water...; provide quality and affordable housing; improve health service delivery; improve access to education; expand and upgrade power generation, transmission and distribution networks to address the perennial supply challenges...” ...Minister for Finance, 2016</p> | 18,832 (6.0%) Females employed in construction | 6.8% Contribution of construction to total number of persons engaged | 101,154 Apprentices in construction |
|--|--|--|---|

| | | | |
|---|--|---|--|
| <ol style="list-style-type: none"> 1. Ministry of Works and Housing 2. Ministry of Road Transport ...No construction industry regulatory and / or development agency <p style="text-align: center;">Main ministries with administrative responsibility</p> <ol style="list-style-type: none"> 1. Land Use and Spatial Planning Authority 2. Metropolitan, Municipal and District Authorities (MMDAs) 3. Ghana Environmental Protection Authority <p style="text-align: center;">Other major agencies</p> | <ol style="list-style-type: none"> 1. L.I. 1630 National Building Regulations 1996 – apply to erection, alteration or maintenance of buildings 2. Cap 84 Town and Country Planning Act – regulates use of land, provides for orderly development 3. Local Government Law 1993 – Act 462 sections 49-57 ... right of MMDAs to grant permits for development 4. Environmental Assessment Regulation, L.I. 1652, 1999 – guidelines for “general construction and services” released in 2010 <p style="text-align: center;">Main building laws</p> | <ol style="list-style-type: none"> 1. Architects Registration Council 2. Engineering Council Regulation of the professions <p style="text-align: center;">Public Procurement Act 2003 (Act 663) (amended in 2016) Regulation of public procurement</p> <ol style="list-style-type: none"> 1. Surveyors Bill 2. Real Estate Bill 3. Building Maintenance Bill 4. Condominium Bill <p style="text-align: center;">Other building laws under development</p> | <ol style="list-style-type: none"> 1. Growing oil and gas sector 2. Investments in infrastructure to address existing deficit 3. Efforts to address housing shortage 4. Rapidly rising urban population 5. Growing middle class proportion 6. Maturing local private developers 7. Foreign investment inflow and foreign developers 8. Government initiatives: “One District One Factory”; “One Village One Dam” 9. Government’s commitment on affordable housing 10. Measures to ease access to finance <p style="text-align: center;">Drivers of demand for construction</p> |
| <ol style="list-style-type: none"> 1. Department of Feeder Roads 2. Department of Urban Roads 3. Ghana Highway Authority 4. Regional Co-ordinating Councils 5. MMDAs <p style="text-align: center;">Main public procurement entities</p> <p>State Housing Corporation Tema Development Corporation Social Security and National Insurance Trust</p> <p style="text-align: center;">Other government-linked client institutions</p> | <p style="text-align: center;">Ministry of Local Government and Rural Development Ministry of Railways Development Ministry of Road Transport Ministry of Water Resource and Sanitation Ministry of Works and Housing Ministry of Education Ministry of Health</p> <p style="text-align: center;">Main client ministries</p> <ol style="list-style-type: none"> 1. Increasingly strong developers 2. Foreign companies 3. Individual clients (informal sector) <p style="text-align: center;">Private-sector clients</p> | <ol style="list-style-type: none"> 1. Registration of contractors – by Ministry of Works and Housing; and Ministry of Road Transport 2. Firms classified by type of work; categorised by track record, paid-up capital, asset holdings, personnel to indicate tendering limit 3. Periodic re-registration. Registration of contractors | <ol style="list-style-type: none"> 1. Resource wealth 2. The maturing oil and gas industry 3. The growing middle class 4. Programmes to deal with the infrastructure deficit 5. Efforts to ease the cost of finance 6. Increasing attractiveness of the economy to investors owing to location and political stability 7. Success of some initiatives such as “One District One Factory” 8. more real estate investment. <p style="text-align: center;">Drivers of economic growth in Ghana in future</p> |

GHANA

HOUSING PROFILE



UN HABITAT
FOR A BETTER URBAN FUTURE

89064

A WORLD BANK STUDY



Demand and Supply of Skills in Ghana

HOW CAN TRAINING PROGRAMS IMPROVE
EMPLOYMENT AND PRODUCTIVITY?

 THE WORLD BANK

Peter Darvas and Robert Palmer

Summary of Key Development Problems/Issues/Gaps: Housing

1. Huge housing deficit
2. Lack of a housing policy
3. Over stretched housing /infrastructure services
4. Cumbersome and insecure land acquisition procedures
5. Inadequate incentives and capacity support for private sector involvement in housing delivery
6. Limited use of local building materials for housing construction
7. Weak enforcement of standards and codes in the design and construction of houses
8. Haphazard land development
9. Poor quality of rural housing
10. Proliferation of slum development
11. Weak enforcement of planning laws
12. Weak legal framework (Acts 462, Acts 480) on slum development, slum upgrading and prevention
13. Susceptibility and lack of appropriate land and regulatory framework to address the needs of the urban poor
14. Unclear mandate of local authorities to facilitate housing provision.

Within housing sub-sector, focus will be on:

1. To increase access to adequate, safe, secure and affordable shelter
2. To improve and accelerate housing delivery in the rural areas
3. To upgrade existing slums and prevent the occurrence of new ones
4. To improve sector institutional capacity
5. To ensure secure, adequate and sustainable financing

MINISTRY OF WATER RESOURCES, WORKS AND HOUSING



DRAFT ONE

SECTOR STRATEGIC MEDIUM TERM DEVELOPMENT PLAN 2014-2017

JULY, 2014



“In this respect, the main goal of the housing policy is:

- To provide adequate, decent and affordable housing that is accessible to satisfy the needs of all people living in Ghana;
- To ensure that housing is designed and built to sustainable building principles leading to the creation of green communities;
- To ensure that there is participation of all stakeholders in decision-making on housing development and allocation in their localities; and
- To ensure adequate and sustainable funding for the supply of diverse mix of housing in all localities.” (p. 14)

“It is a widely accepted fact that every person has the right to live in dignity and in habitable circumstances. Whilst recognizing the right of the individual to choose their own housing needs, people should also be able to access and leverage resources on a collective basis. Therefore the right to housing for all will be vigorously promoted.”

Hon. ALHAJI COLLINS DAUDA, MP

Minister for Water Resources, Works and Housing

“The constraints against the nation's ability and capacity to resolve the housing crisis are many. On the supply side the factors include:

- Land cost and accessibility;
- Lack of access to credit;
- High cost of building materials;
- Outdated building codes and standards; and
- Lack of effective regulatory and monitoring mechanisms.

“On the demand side, it is basically affordability in the face of general low level of incomes of the people.”

“At the preferred threshold of 2 persons per room, a total stock of 4million new rooms are already required for the additional households between 2000 and 2010. This includes the existing shortfall of 1.7 million rooms as at 2000. Additionally, 3.2 million rooms will be needed to keep up with population growth by 2020. Thus, going by the preferred maximum occupancy of two persons per room, a total of 7.2 million extra rooms are required by 2020 to be able to address the deficit and accommodate the new households. However, if the housing sector profile assumes the 1.5 million estimated supply between 2000 and 2010, the numbers of rooms required during the next decade reduce to 5.7 million at the preferred occupancy threshold of 2 persons per room.”

Government of Ghana



MINISTRY OF WATER RESOURCES,
WORKS AND HOUSING

NATIONAL HOUSING POLICY

2015

“The main objectives of the Policy are:

- To promote greater private sector participation in housing delivery.
- To create an environment conducive to investment in housing for rental purposes;
- To promote housing schemes that maximizes land utilization.
- To accelerate home improvement (upgrading and transformation) of the existing housing stock;
- To promote orderly human settlement growth with physical and social infrastructure;
- To make housing programmes more accessible to the poor (Social Housing);
- To involve communities and other non-traditional interest groups in designing and implementing low-income housing initiatives; and
- To upgrade existing slums and prevent the occurrence of new ones.” (p. 14)

Strengths

1. Availability of basic local building materials (such as on sand, stone, blocks) reduces cost
2. Most artisans are trained in use of local building materials
3. Strong long-term economic fundamentals
4. Increasing willingness of the youth to work in construction
5. Increasing numbers of strong local construction companies
6. Strong professional institutions

Weaknesses

1. Mining of local materials such as sand and stone creates environmental problems because of poor management
2. Most artisans trained through apprenticeships; do not have high levels of education
3. There is need for much site supervision
4. Inadequate equipment and technological base
5. Lack of cohesion among stakeholders
6. Low level of ICT application; BIM not applied

Opportunities

1. Government is willing to engage practitioners, companies and organisations to improve the industry
2. Several local and foreign firms and parastatals have entered the market as real estate developers
3. Significant numbers of professionals and technicians being educated and trained
4. Large pool of skilled artisans ready for employment
5. Possibility of technology transfer from foreign firms
6. Government has infrastructure development and rural industrialisation agenda
7. Booming real estate sector in the country
8. Existence of institutions offering capacity building
9. Availability of institutions providing finance finances
10. PPP policy of government launched; infrastructure fund set up

Threats

1. There is little systematic collection and effective dissemination of information
2. Politics interferes with the implementation of plans to improve the efficiency of the construction industry
3. Cumbersome permit process increases building costs
4. Absence of a regulatory agency for construction industry
5. Government's preference of foreign contractors to indigenous companies
6. Strong competition from foreign contractors with advanced technology
7. Outdated building code and other building regulations which affects standards of work and output
8. Delays in payment for work certificates by government
9. Need for urgent technological upgrading of industry.

SWOT analysis of construction industry in Ghana

Table A1.4 Major industry of currently employed population 15 years and older by sex (Number)

| <i>Main industry group</i> | <i>Both sexes</i> | <i>Male</i> | <i>Female</i> |
|---|-------------------|----------------|---------------|
| Total | 9,263,346 | 4,281,393 | 4,981,953 |
| Agriculture, forestry and fishing | 3,330,089 | 1,852,105 | 1,477,984 |
| Mining and quarrying | 74,663 | 63,236 | 11,427 |
| Manufacturing | 1,253,840 | 366,432 | 887,408 |
| Electricity, gas, steam and air-conditioning supply | 11,105 | 8,867 | 2,238 |
| Water supply; sewerage, waste management and remediation act | 29,630 | 16,927 | 12,703 |
| Construction | 316,368 | 297,536 | 18,832 |
| Wholesale and retail; repair of motor vehicle and motorcycle | 1,925,943 | 494,725 | 1,431,218 |
| Transportation and storage | 252,215 | 238,161 | 14,054 |
| Accommodation and food service activities | 405,658 | 48,161 | 357,497 |
| Information and communication | 46,052 | 40,450 | 5,602 |
| Financial and insurance activities | 71,592 | 52,691 | 18,901 |
| Real estate activities | 6,102 | 6,102 | 0 |
| Professional, scientific and technical activities | 81,602 | 44,816 | 36,786 |
| Administration and support service activities | 46,677 | 33,328 | 13,349 |
| Public administration and defence; compulsory social security | 182,442 | 117,346 | 65,096 |
| Education | 534,379 | 289,061 | 245,318 |
| Human health and social work activities | 241,238 | 91,894 | 149,344 |
| Arts, entertainment and recreation | 69,563 | 59,469 | 10,094 |
| Other service activities | 313,711 | 132,861 | 180,850 |
| Activities of households as employers; undifferentiated good | 68,530 | 27,225 | 41,305 |
| Activities of extraterritorial organisations and bodies | 1,947 | 0 | 1,947 |

Source: Ghana Statistical Service (2017)¹⁸⁹

Table A1.5 Number of persons engaged by type of non-farm enterprise / business (Number)

| | <i>Regular paid employee</i> | | <i>Casual worker</i> | | <i>Contributing family worker</i> | | <i>Apprentice</i> | | <i>All persons engaged</i> | |
|---------------------|------------------------------|----------------|----------------------|----------------|-----------------------------------|----------------|-------------------|----------------|----------------------------|----------------|
| | <i>Number</i> | <i>Percent</i> | <i>Number</i> | <i>Percent</i> | <i>Number</i> | <i>Percent</i> | <i>Number</i> | <i>Percent</i> | <i>Number</i> | <i>Percent</i> |
| Total | 4,021,409 | 100 | 2,694,118 | 100 | 1,076,798 | 100 | 772,109 | 100 | 8,564,434 | 100 |
| Mining / Quarrying | 163,169 | 4.1 | 93,163 | 3.5 | 1,275 | 0.1 | -- | -- | 257,606 | 3.0 |
| Manufacturing | 470,845 | 11.7 | 94,285 | 3.5 | 192,926 | 17.9 | 281,973 | 36.5 | 1,040,029 | 12.1 |
| Services | 2,238,037 | 55.7 | 1,078,173 | 40.0 | 297,244 | 27.6 | 341,207 | 44.2 | 3,954,661 | 46.2 |
| Construction | 225,030 | 5.6 | 238,662 | 8.9 | 19,667 | 1.8 | 101,154 | 13.1 | 584,513 | 6.8 |
| Wholesale / Retail | 449,098 | 11.2 | 1,137,722 | 42.2 | 562,712 | 52.3 | 31,867 | 4.1 | 2,181,398 | 25.5 |
| Transport | 139,121 | 3.5 | 42,212 | 1.6 | 1,027 | 0.1 | 15,908 | 2.1 | 198,467 | 2.3 |
| Other | 336,110 | 8.4 | 9,703 | 0.4 | 1,947 | 0.2 | -- | -- | 347,761 | 4.1 |

Source: Ghana Statistical Service (2017)

Table A4.3 Mean number of hours worked by currently employed population 15 years and older by major industry group (Hours per week)

| | <i>Total</i> | <i>15-24</i> | <i>25-44</i> | <i>45-64</i> | <i>65+</i> |
|---|--------------|--------------|--------------|--------------|-------------|
| Total | 33.4 | 31.6 | 34.4 | 33.2 | 28.8 |
| Agriculture, Forestry and Fishing | 26.3 | 22.5 | 27.3 | 27.3 | 22.6 |
| Mining and Quarrying | 42.0 | 25.4 | 43.5 | 43.7 | 36.0 |
| Manufacturing | 33.7 | 33.2 | 34.1 | 33.3 | 32.7 |
| Electricity, Gas, Steam and Air Conditioning Supply | 37.4 | 30.0 | 41.2 | 32.0 | 0.0 |
| Water Supply | 33.7 | 0.0 | 32.5 | 36.6 | 0.0 |
| Construction | 30.8 | 28.4 | 32.4 | 29.6 | 15.1 |
| Wholesale and Retail Trade | 39.2 | 38.2 | 38.7 | 40.0 | 42.6 |
| Transportation and Storage | 45.4 | 43.4 | 48.1 | 39.9 | 26.3 |
| Accommodation and Food Service Activities | 39.3 | 47.8 | 38.7 | 36.0 | 25.2 |
| Information and Communication | 37.2 | 43.1 | 37.7 | 21.7 | 0.0 |
| Finance and Insurance Activities | 42.1 | 39.9 | 41.5 | 63.3 | 36.0 |
| Real Estate Activities | 38.3 | 0.0 | 37.5 | 40.0 | 0.0 |
| Professional, Scientific and Technical Activities | 34.8 | 35.6 | 36.7 | 35.4 | 15.5 |
| Administrative and Support Service Activities | 54.0 | 0.0 | 55.4 | 52.3 | 0.0 |
| Public Administration and Defence | 45.7 | 33.6 | 47.0 | 44.0 | 55.0 |
| Education | 29.2 | 32.3 | 27.8 | 31.4 | 28.5 |
| Human Health and Social Work Activities | 40.5 | 47.0 | 38.6 | 45.1 | 41.0 |
| Arts, Entertainment and Recreation | 38.1 | 26.0 | 34.1 | 64.0 | 38.1 |
| Other Service Activities | 33.6 | 33.4 | 35.6 | 23.7 | 51.5 |
| Activities of Households as Employers | 29.3 | 25.2 | 22.4 | 42.6 | 12.0 |
| Activities of Extraterritorial Organisations and Bodies | 35.0 | 0.0 | 35.0 | 0.0 | 0.0 |

Source: Ghana Statistical Service

Table A4.4 Major industry group of currently paid employees 15 years and older by average monthly earnings (GHC)

| | <i>Average monthly earnings (cash and in-kind) by all paid employees</i> | | |
|---|--|-----------------|----------------|
| | <i>Both sexes</i> | <i>Males</i> | <i>Females</i> |
| Total | 898.83 | 1,011.48 | 715.22 |
| Agriculture, Forestry and Fishing | 811.37 | 955.71 | 278.95 |
| Mining and Quarrying | 1,463.08 | 1,561.04 | 200.00 |
| Manufacturing | 966.00 | 1,408.97 | 405.13 |
| Electricity, Gas, Steam and Air Conditioning Supply | 2,196.16 | 585.00 | 5,000.00 |
| Water Supply | 715.71 | 1,301.96 | 128.85 |
| Construction | 1,181.39 | 1,207.65 | 332.04 |
| Wholesale and Retail Trade | 558.57 | 692.79 | 300.94 |
| Transportation and Storage | 760.61 | 759.00 | 782.15 |
| Accommodation and Food Service Activities | 443.68 | 637.26 | 382.34 |
| Information and Communication | 608.47 | 470.97 | 996.38 |
| Finance and Insurance Activities | 1,315.63 | 1,473.82 | 833.06 |
| Real Estate Activities | 351.50 | 351.50 | 0.00 |
| Professional, Scientific and Technical Activities | 1,111.24 | 963.74 | 1,387.41 |
| Administrative and Support Service Activities | 967.39 | 1,172.34 | 533.16 |
| Public Administration and Defence | 1,076.38 | 1,084.81 | 1,057.55 |
| Education | 868.53 | 960.05 | 766.37 |
| Human Health and Social Work Activities | 1,004.95 | 948.91 | 1,033.91 |
| Arts, Entertainment and Recreation | 707.52 | 748.53 | 347.23 |
| Other Service Activities | 1,040.79 | 1,319.43 | 573.35 |
| Activities of Households as Employers | 604.04 | 1,044.87 | 295.76 |
| Activities of Extraterritorial Organisations and Bodies | 600.00 | 0.00 | 600.00 |

Source: Ghana Statistical Service (2017)

Table A4.5 Occupational injury indicators by industry; and Persons 15 years and older with occupational injury in the past 12 months by industry

| | Occupational injury indicators | | | | Persons with occupational injury in the past 12 months by industry (No.) |
|---|---|--|---|--------------------------------|--|
| | Frequency Rate (injuries per million hours) | Incidence Rate (injuries per thousand workers) | Severity Rate (days lost per million hours) | Average days lost (per injury) | |
| Total | 43 | 63 | 418 | 16 | 585,714 |
| Agriculture, Forestry and Fishing | 75 | 91 | 686 | 14 | 304,467 |
| Mining and Quarrying | 31 | 55 | 374 | 12 | 4,140 |
| Manufacturing | 36 | 56 | 235 | 14 | 69,874 |
| Electricity, Gas, Steam and Air Conditioning Supply | 101 | 175 | 0 | 0 | 1,947 |
| Water Supply, Sewerage, Waste Management | 44 | 70 | 2657 | 60 | 2,073 |
| Construction | 65 | 86 | 346 | 9 | 27,297 |
| Wholesale and Retail Trade | 21 | 36 | 287 | 24 | 68,511 |
| Transportation and Storage | 21 | 45 | 464 | 43 | 11,397 |
| Accommodation and Food Service Activities | 39 | 62 | 197 | 10 | 25,267 |
| Finance and Insurance Activities | 15 | 27 | 440 | 30 | 1,949 |
| Public Administration and Defence | 22 | 42 | 132 | 7 | 7,730 |
| Education | 21 | 26 | 51 | 4 | 14,060 |
| Human Health and Social Work Activities | 45 | 78 | 202 | 6 | 18,791 |
| Arts, Entertainment and Recreation | 55 | 94 | 1151 | 26 | 6,518 |
| Other Service Activities | 33 | 52 | 908 | 50 | 16,406 |
| Activities of Households as Employers | 59 | 77 | 34 | 3 | 5,287 |

Source: Ghana Statistical Service

Table A5.1 Highest educational level attained for population 3 years and older by locality and sex (%)

| | Ghana | | | Urban | | | Rural | | |
|--------------|-------|------|--------|-------|------|--------|-------|------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| None | 1.2 | 1.2 | 1.1 | 1.0 | 1.1 | 1.0 | 1.4 | 1.4 | 1.4 |
| Nursery | 3.7 | 3.9 | 3.5 | 3.5 | 4.2 | 2.9 | 3.9 | 3.6 | 4.3 |
| Kindergarten | 7.2 | 7.6 | 6.8 | 5.7 | 6.5 | 5.1 | 9.0 | 8.9 | 9.2 |
| Primary | 32.8 | 31.5 | 34.2 | 25.8 | 23.3 | 28.1 | 41.5 | 40.8 | 42.3 |
| JSS / JHS | 23.9 | 21.9 | 26.0 | 24.5 | 22.1 | 26.6 | 23.3 | 21.6 | 25.2 |
| Middle | 8.4 | 8.7 | 8.1 | 9.3 | 9.2 | 9.4 | 7.2 | 8.1 | 6.2 |
| SSS / SHS | 11.5 | 12.0 | 11.0 | 14.4 | 15.0 | 13.0 | 7.0 | 8.4 | 7.1 |

Table A5.2 Work aspiration by activity status, sex and locality (%)

| |
|---|
| Secondary |
| Vocational / Technical |
| Commercial |
| Teacher Training / Academic |
| Post Sec Dip (HND, TVET training, Nursing, Un |
| Bachelor's degree |
| Postgraduate qualification |

| | Employed | | | Unemployed | | | Not in labour force | | |
|---|----------|--------|-------|------------|--------|-------|---------------------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Legislators/ Managers | 4.9 | 3.7 | 4.2 | 4.6 | 2.6 | 3.5 | 6.6 | 1.5 | 3.4 |
| Professionals | 23.0 | 18.7 | 20.7 | 22.5 | 24.4 | 23.6 | 41.1 | 36.6 | 38.3 |
| Technicians and associate professionals | 3.3 | 0.9 | 2.1 | 4.7 | 1.7 | 3.0 | 6.6 | 1.4 | 3.3 |
| Clerical support workers | 0.7 | 1.4 | 1.1 | 2.5 | 1.3 | 1.8 | 0.8 | 1.3 | 1.1 |
| Service / sales workers | 12.6 | 45.0 | 30.0 | 16.4 | 48.1 | 34.5 | 16.4 | 38.9 | 30.6 |
| Skilled agriculture / fishery workers | 18.9 | 9.1 | 13.6 | 10.3 | 4.9 | 7.2 | 7.9 | 5.2 | 6.2 |
| Craft and related trades workers | 20.3 | 20.2 | 20.2 | 19.4 | 16.6 | 17.8 | 10.2 | 12.7 | 11.8 |
| Plant machine operators and assemblers | 11.6 | 0.1 | 5.4 | 12.5 | 0.0 | 5.4 | 5.0 | 0.3 | 2.0 |
| Elementary occupations | 0.9 | 0.7 | 0.8 | 1.2 | 0.3 | 0.7 | 0.7 | 0.7 | 0.7 |
| Other occupations | 3.8 | 0.3 | 1.9 | 6.0 | 0.1 | 2.6 | 4.7 | 1.4 | 2.6 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Source: Ghana Statistical Service (2017)

Source: Ghana Statistical Service (2017)

Table A5.3 Work aspiration for population 15 years and older by educational qualification (%)

Educational qualification

| | <i>None</i> | <i>Basic Cert. (Middle, JSS/JHS)</i> | <i>Secondary (O' Level, A' Level, SHS, SSS, etc)</i> | <i>Voc./ Tech./ Comm.</i> | <i>Post Sec. (Teacher Training/ Agric/ Nursing /Cert., HND, etc.)</i> | <i>First Degree or Higher</i> | <i>Total</i> |
|--|-------------|--|--|-----------------------------------|---|---|--------------|
| Legislators/ Managers | 3.0 | 3.4 | 5.5 | 4.2 | 6.9 | 11.4 | 4.0 |
| Professionals | 12.6 | 22.9 | 53.1 | 20.4 | 61.3 | 62.9 | 25.0 |
| Technicians and associate professionals | 1.4 | 2.3 | 4.4 | 4.6 | 5.5 | 4.8 | 2.4 |
| Clerical support workers | 0.3 | 0.6 | 2.9 | 6.3 | 3.3 | 5.5 | 1.2 |
| Service / sales workers | 36.8 | 32.1 | 17.5 | 31.1 | 11.6 | 6.4 | 30.5 |
| Skilled agriculture / fishery workers | 18.5 | 6.5 | 3.2 | 2.6 | 2.8 | 2.0 | 11.3 |
| Craft and related trades workers | 21.1 | 21.6 | 6.2 | 24.8 | 3.8 | 3.7 | 18.0 |
| Plant machine operators & assemblers | 4.3 | 7.2 | 2.7 | 2.5 | 0.6 | 1.2 | 4.6 |
| Elementary occupations | 0.7 | 0.7 | 0.7 | 0.6 | 0.7 | 1.0 | 0.7 |
| Other occupations | 1.3 | 2.5 | 4.0 | 3.0 | 3.4 | 1.2 | 2.1 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Source: Ghana Statistical Service (2017)

Half of all young people in Ghana are **out of school**



20% of out of school youth have no education



- No education 20%
- Primary education 58%
- Secondary education 20%
- Tertiary education 2%

Upper West region
Lowest number of young people not in education



40%

Northern region
Highest number of young people not in education

58%

Snapshot of out of school youth in Ghana

(Pasaren, 2016)



Data on out-of-school young people in Ghana, 15-24 years old.

The construction sector



2%

of out of school youth work in the construction sector



97%
of whom are male

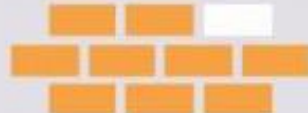
68%

receive cash payment



90%

of youth working in construction are in the informal private sector



The cocoa and other beverage crops sector



5%

of out of school youth work in the cocoa sector



60%
of whom are male

34%
receive cash payment



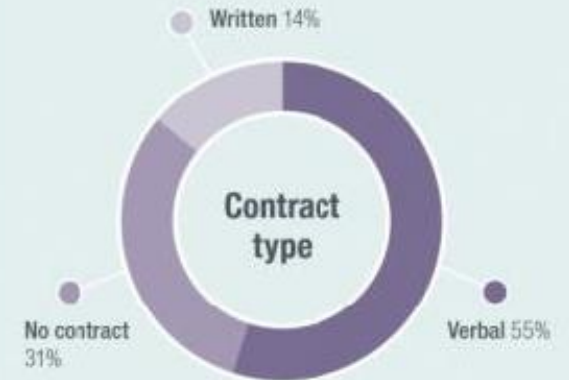
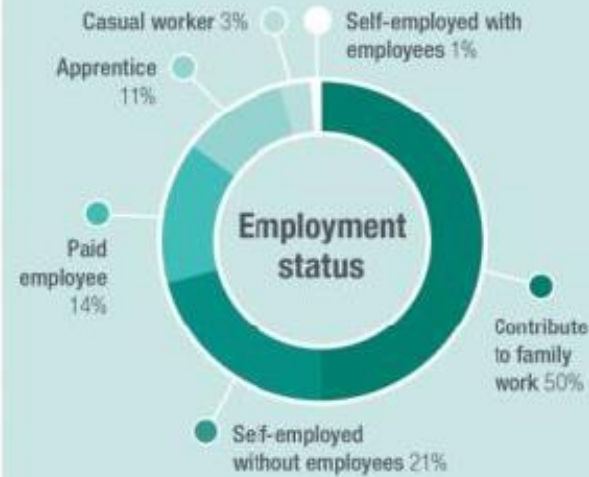
More than half of out of school youth working in Cocoa are located in the **Western region**

54%



Youth employment in Ghana

73% of out of school youth without tertiary education work. The majority work in the informal sector.

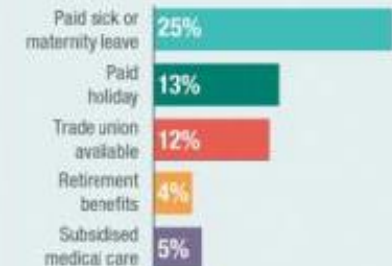


91%
report to have only one working activity*



57%
receive no payment for their work

Benefits



On average, out of school youth work **41 hours** per week



| | | | | |
|---|--|---|---|--|
| <p>3.8% Population with a bachelor's</p> <p>3.0% Population with HND, teacher, nursing diplomas</p> | <p>1,756,513 15-17 year olds in population in 2015</p> <p>804,974 Students in SHS</p> <p>45.8 Gross Enrolment Ratio</p> | <p>42,513 Total number of TVET students in 2015</p> <p>3,687 Private-school TVET students in 2015</p> | <p>71% / 49% Trained TVET instructors in public / private institutions</p> <p>54% / 39% TVET instructors with technical qualifications in public / private institutions</p> | <ol style="list-style-type: none"> 1. Pre-Primary Education 2. Primary Education, 6 years 3. Junior High School, 3 years 4. Senior High School, Secondary Technical or Technical Institute 5. Polytechnic, or Apprenticeship, 3 years 6. University, 2 or 3 years <p style="text-align: right;">TVET system in Ghana</p> |
|---|--|---|---|--|

| | | | | |
|--|--|--|---|---|
| <p>34 Number of NVTI training centres</p> <p>28 Number offering construction courses</p> | <p>28 Number of courses at NVTI centres</p> <p>7 Number of construction courses at NVTI centre</p> | <p>228 Training centres registered with NVTI</p> <p>50 Centres among the 228 offering construction courses</p> | <p>233 Total number of public TVET training centres on COTVET's list</p> | <ol style="list-style-type: none"> 1. National Proficiency I 2. National Proficiency II 3. National Certificate 1 4. National Certificate II 5. Higher National Diploma (HND) 6. Bachelor's Degree 7. Master's Degree 8. Doctorate Degree <p style="text-align: right;">National TVET Qualification framework</p> |
|--|--|--|---|---|

| | | | |
|--|---|--|--|
| <p>80 Number of trades NVTI has tests in</p> <p>16 Number of building trades</p> | <p>42,513 Number of students in TVET institutions in 2014-15</p> | <ol style="list-style-type: none"> 1. Fragmented approach to TVET 2. Courses not matching industry needs 3. Inadequate finance for TVET 4. Training institutions lack up-to-date facilities and equipment 5. Poor perception of TVET among students 6. High costs for potential students 7. Low quality of TVET supplied 8. Low demand owing to low social prestige <p style="text-align: right;">Problems of TVET</p> | <ol style="list-style-type: none"> 1. Private institutes, universities provide education and training in construction 2. Companies offer internships or placements 3. Companies train graduates they employ 4. Firms allow attachment of trainees to their master craftspersons 5. Practitioners assess proposals for new programs for academic institutions, agencies 6. Companies give prizes to best students. <p style="text-align: right;">Private sector involvement in TVET</p> |
|--|---|--|--|

Technical and Vocational Education and Training

- Mission in Ghana's draft national TVET policy is to: "improve the productivity and competitiveness of the skilled workforce and raise the income-earning capacities of people, especially women and low-income groups, through the provision of quality-oriented, industry-focused, and competency-based training programmes and complementary services".
- Ghana's profile on UNESCO database: TVET in Ghana aims to contribute to development of a productive workforce by linking education system to needs of the economy. It equips youth with skills necessary to enhance their employability and livelihoods and provides equitable access to competency-based training(CBT).
- TVET policies aim to promote: industry-led, demand-driven CBT which aims to promote equitable access, opportunities and career pathways for students and employees to develop their skills; and Workplace Experience Learning (WEL) which ensures theoretical and practical aspects of CBT are integrated, and prepare students for work.
- TVET system in Ghana is under Ministry of Education (MoE). Other ministries involved: Ministry of Employment and Labour Relations (MELR); Ministry of Youth and Sports; Ministry of Local Government and Rural Development; Ministry of Health.

Council for Technical and Vocational Education (COTVET), under MoE, co-ordinates, oversees TVET in Ghana. It lists 233 public TVET centres.

National Vocational Training Institute (NVTI), under MELR, provides training in 34 centres, and apprenticeships.

It guides, administers 228 other centres it has registered, 50 of which offer construction courses. NVTI holds trade, proficiency tests on 80 skill areas, 16 of which are building trades.

MoE: 42,315 students in TVET institutions in 2014-15.

Challenges of TVET: fragmentation in provision, obtaining adequate finance for TVET sector, including training of instructors, assessors; need to enhance perceptions of TVET among students.

Recent educational reforms in Ghana envisage that:

- industry will play a major role in TVET
- TVET will be appropriately resourced, promoted as a viable alternative to general education.

- Most construction trades training takes place in informal traditional apprenticeships.
- COTVET: informal apprenticeship is 80-90% of all basic skills training in Ghana; 5-10% from public training centres.

Studies suggest: traditional apprenticeship system be improved, modernised.

Some initiatives:

- Youth Inclusive Entrepreneurial Development Initiative for Employment (YIEDIE)
- Ghana Skills Development Initiative (GSDI).

Table A5.7 NVTI institutes, locations and construction trades

| | | Blocklaying & Concreting | Carpentry & Joinery | General Electrical / Electrical | Plumbing | Refrigeration & Airconditioning | Tile Laying | Welding & Fabrication | Draughtsmanship |
|----|--|--------------------------|---------------------|---------------------------------|----------|---------------------------------|-------------|-----------------------|-----------------|
| 1 | St Mary's VTI, Tamale | | | | | | | | |
| 2 | Tamale VTI, Tamale | X | X | X | | | | | |
| 3 | Kofi Annan VTI, Tamale | X | X | X | | | | | |
| 4 | St Clare's VTI, Tumu | | | | | | | | |
| 5 | Bawku VTI, Bawku | | | | | | | | |
| 6 | Dormaa VTI, Dormaa Ahenkro | X | X | X | X | | | | |
| 7 | Yamfo VTI, Sunyani | X | X | X | | | | | |
| 8 | Institute of Business Studies, Kumasi | | | | | | | | |
| 9 | Kumasi VTI, Kumasi | | | | | | | X | |
| 10 | Abetifi VTI, Abetifi-Kwahu | X | | | X | | | X | |
| 11 | St Mary's VTI, Asamankese | | | | | | | | |
| 12 | Caring Sisters VTI, Teqbi-Keta | | | | | | | | |
| 13 | Toh-Kpalime VTI, Toh-Kpalime | X | X | X | | | | | |
| 14 | St Theresa's VTI, Chinderi | X | X | X | | | | | |
| 15 | Atorkor VTI, Anloga | X | X | X | | | | X | |
| 16 | Pilot Training Institute, Accra-North | X | X | X | | X | | X | X |
| 17 | Const. Machinery & Mechanic Training Inst, Accra | | | | | | | X | |
| 18 | Tema Industrial Mission VTI, Tema | X | X | | | | | | |
| 19 | New Century CTI, Dansoman | | | X | X | X | | | X |
| 20 | Kanda CTI, Accra | | X | | | | | | |
| 21 | Assin Fosu VTI, Assin-Fosu | X | X | X | | | | | |
| 22 | Biriwa VTRI, Cape Coast | X | X | X | | X | | | |
| 23 | Gomoa Aadaa VTI, Gomoa Aadaa | X | X | X | | | | | |
| 24 | Winneba VTI, Winneba | X | | X | X | | | X | |
| 25 | Takoradi VTI, Takoradi | | | X | | | | | |
| 26 | Heman Buoho VTI, Kumasi | X | | X | | | | | |
| 27 | Gbeogo Namalteng VTI, Bolgatanga | X | | | | | | | |
| 28 | Our Lady of Fatima VTI, Sampa | X | X | X | | | | | |
| 29 | Kumawuman IST, Kumawu-Ashanti | X | | X | | | | | |
| 30 | Presbyterian VTI, Anum | X | X | X | | | | | |
| 31 | Breman Asikuma VTI, Breman-Asikuma | X | X | X | | | | | |
| 32 | Manso Amenfi VTI, Manso-Amenfi | X | X | X | | | | | |
| 33 | Charlotte Dolphyne VTI, Esiama | X | X | X | | | | X | |
| 34 | St Anne's VTI, Nandom | | | | | | | | |

Source: NVTI

Table A5.9 Trades in which candidates are tested; and Trade test syllabi available

Trades in which candidates are tested

Building Skills

1. Painting and Decoration (TT)
2. Painting (Sign Writing) (Pro)
3. Painting (Structural) (Pro)
4. Spray Painting (Furniture) (Pro)
5. Carpentry and Joinery
6. Cabinet Making
7. Upholstery (Pro)
8. Masonry
9. Tile Laying
10. Steel Bending (Pro)
11. Building Draughtsmanship (TT)
13. Plumbing
14. Pipe Fitting (Pro)
15. Woodwork Machining (Pro)
16. Woodwork Machine Operation (Pro)
18. Saw Mill Machine
19. Operation (Pro)
20. Saw Doctoring (Pro)

Automotive Skills

- Construction Machinery Mechanics
- Earthmoving Equipment Operation (Pro)

Electrical Skills

- General Electrical
- Construction Electrical (Pro)

Mechanical Skills

- General Welding
- Aluminium Fabrication

Revised building trade test syllabi which are easily accessible⁶

1. Carpentry and Joinery
2. Construction Electrical I
3. Construction Electrical II
4. Construction Machinery Mechanics I
5. Construction Machinery Mechanics II
6. Masonry
7. Painting and Decorating I
8. Painting and Decorating II
9. Refrigeration and Air-conditioning Servicing
10. Welding I
11. Welding II
12. Building Draughtsmanship
13. Electronics Certificate 1
14. Electronics Certificate 2
15. English Syllabus
16. Entrepreneurship Skills
17. General Electrical Certificate I
18. General Electrical Certificate II
19. Refrigeration Proper

| <i>TVET Provider</i> | <i>No. of centres</i> | <i>Construction programmes offered</i> |
|--|------------------------------|---|
| Ministry of Education (Technical Institutions) | 46 | Number of the 46 MoE institutions which offer construction programmes are: Architectural Drafting, 2; Building Construction Technology, 39; Refrigeration & Air-conditioning Technology, 4; Plumbing & Gas Fitting, 10; Welding & Fabrication Technology, 10; Wood Construction Technology, 36. |
| Ministry of Employment and Labour * ICCES 61 * NVTI 34 * OIC 3 | 98 | Of 61 ICCES, number of centres which offer construction programmes are: Blocklaying and Concreting, 39; Carpentry & Joinery, 29; General Electrical/ Electrical Installation, 33; Welding & Fabrication, 2. Of 34 NVTI Centres, number of centres offering construction programmes are: Architectural Draughtsmanship, 2; Blocklaying & Concreting, 22; Carpentry & Joinery, 18; General Electrical/ Electrical Installation, 21; Plumbing, 4; Refrigeration & Air-conditioning, 0; Welding & Fabrication, 7. Each of the 3 OICG centres at Accra, Kumasi, Takoradi offers courses in Blocklaying & Concreting; Carpentry & Joinery. Accra centre also teaches Refrigeration & Airconditioning. |
| Ministry of Youth and Sports (Youth Training Centres) | 11 | Of 11 Youth Training Centres, number of centres offering construction programmes are: Blocklaying & Concreting, 10; Carpentry & Joinery, 9; General Electrical/ Electrical Installation, 9; Plumbing, 3; Welding and Fabrication, 1. |
| Ministry of Local Government and Rural Development (Community Development Centres) | 24 | Of the 24 Community Development Centres, 3 are described as offering "Vocational and Technical" programmes, and 3 as providing 'Technical' programmes. |
| Ministry of Food and Agriculture | 8 | Nil. |
| Ministry of Tourism, Culture and Creative Arts (HOTCATT) | 1 | Nil. |
| Ministry of Trade and Industry (GRATIS) | 10 | Of the 10 Ministry of Trade and Industry Technical Training Institutes, which operate under GRATIS, 9 offer courses in Welding and Fabrication (up to NVTI Proficiency). |
| Ministry of Roads and Highways (Training School) | 1 | Nil. |
| Ministry of Gender, Children and Social Protection Rehab Centres: 9; Sheltered Workshops: 3; Vocational Centres: 12 | 24 | Ministry of Gender, Children and Social Protection centres are run by Department of Social Welfare; the number of centres with construction programmes are: Blocklaying and Concreting, 7; Carpentry and Joinery, 10; General Electrical/ Electrical Installation, 5; Plumbing, 1; and Welding and Fabrication, 3. |
| Total | 233 | |

Table A5.10 NVTI tests: Eligibility and content

| <i>Grade</i> | <i>Eligibility</i> | <i>Content</i> | <i>Month of examination</i> |
|------------------------|--|---|-----------------------------|
| Proficiency I | 3 years informal apprenticeship training | Orals and Practicals | March, September |
| Proficiency II | Holders of Proficiency I certificate | Orals and Practicals | March, September, December |
| Foundation Certificate | 2 years institutional training or 3 years informal apprentice training and proven knowledge in trade theory | Orals, Practicals, Written | December |
| Certificate I | Holders of Foundation Certificate or proven record of 3 years formal recognised apprenticeship training | Orals, Practicals, Written | December |
| Certificate II | Holders of Certificate I with evidence of one-year post-certification industrial experience after obtaining Certificate I. | Orals, Practicals, Written and evidence of one-year industrial experience after attaining Certificate 1 | December |

Source: NVTI (2016)

Table 5.2 Statistics on persons trained in construction trades at NVVTI, 2014-17 (Number of persons)

| | <i>2014</i> | <i>2015</i> | <i>2016</i> | <i>2017</i> |
|--------------------|-------------|-------------|-------------|-------------|
| Carpentry | 158 | 132 | 189 | 198 |
| General Electrical | 2,439 | 2,332 | 2,581 | 3,159 |
| Plumbing | 159 | 125 | 164 | 202 |
| Masonry | 1,080 | 728 | 1,414 | 1,552 |

Source: NVTI (upon request)

About Youth Forward

Youth Forward initiative: partnership led by MasterCard Foundation, Overseas Development Institute, Global Communities, Solidaridad, NCBA-CLUSA and GOAL.

Focus: to link young people to quality employment or to start their own businesses in agriculture and construction sectors in Ghana and Uganda.

- Youth Forward Learning Partnership works to develop evidence-informed understanding of needs of young people in Ghana and Uganda and how the programme can best meet those needs.
- Learning Partnership, led by ODI, in partnership with Development Research and Training in Uganda and Participatory Development Associates in Ghana.

“Almost all the [youth livelihoods] programs reviewed integrate ... skills training, work placements, access to finance, and, in some cases, ongoing business support. In terms of skills, they typically include vocational, entrepreneurship, and soft and/or work-readiness skills. Relatively few programs provide catch-up basic education.”

(ODI, 2018)

YIEDIE

Designed to create opportunities in construction industry for economically disadvantaged youth in Accra, Kumasi, Sekondi-Takoradi, Ashaiman, Tema.

Objectives:

- increased employment (including self-employment) in construction by targeted youth
- increased co-ordination, support for a better enabling environment by construction sector stakeholders.

Goal: to directly reach at least 23,700 of youth with training in technical, life and/or entrepreneurship skills leading to employment and higher income.

YIEDIE applies an integrated youth-led market-systems model to improve the capacity of youth and service providers.

Implemented by Global Communities in partnership with The MasterCard Foundation.

Components:

- Youth Readiness for Employment and Entrepreneurship
- Access to Financial Service Providers Capable of Serving Youth
- Access to Demand-Driven Training and Service Providers
- Youth Enterprise Start-Up and Recruitment by Employers
- Collaboration for Positive Government Policies.

- YIEDIE targets the 113,000 17-24 year olds in these cities who have dropped out of school, and live on less than \$2/day.
- Its aim: to reach at least 25% of this group.
- Over 14,000 youth to gain construction skills through apprenticeship programme enhanced with entrepreneurship, life skills and safety and health training.
- Some 9,000 of them to be trained to be entrepreneurs in construction, with support in - enterprise start-up or growth.

71% of YIEDIE graduates transition into employment, within 12 months of completing training.



12,862 Youth

completed training in entrepreneurial or technical skills under the YIEDIE project

4,417 Women  **8,445 Men** 

completed technical or entrepreneurial training






completed technical or entrepreneurial training



2,942 Women

completed construction-based technical training

-  **Entrepreneurship**
3537 Youth
-  **Interior Decor**
2930 Youth
-  **Machine Operation**
2149 Youth
-  **Electricals**
1163 Youth
-  **Metal Fabrication**
828 Youth
-  **Aluminum Fabrication**
780 Youth
-  **Masonry**
413 Youth

-  **Tiling**
215 Youth
-  **Carpentry**
192 Youth
-  **Painting**
171 Youth
-  **Plumbing**
157 Youth
-  **Steel Bending**
146 Youth
-  **Draughtsmanship**
94 Youth
-  **Survey Tech. Assistance**
53 Youth
-  **Plaster of Paris Design**
34 Youth



Youth Forward



Global Communities
Partners for Good



Republic Bofo Limited



Main Implementing Partners

- Council for Technical and Vocational Education and Training (COTVET)
- Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
- GFA / PLANCO consortium (on behalf of GIZ).

Project Duration: 04/2016 – 09/2019.

Objective

Providing demand-driven training to job-seeking youth, apprentices, workers and owners of micro, small and medium-sized enterprises (MSMEs) in selected sectors.

Target Group

Job-seeking youth, apprentices, workers and MSME owners in informal and agricultural sector.

Intervention Areas

- Improvement of framework conditions and support to TVET policy coordination
- Promotion of business actors' involvement in TVET
- Capacity development for dissemination of CBT-aligned collaborative apprenticeship training
- Implementation of developed courses at workplaces and training providers.



Ghana Skills Development Initiative III

GSDI III at a Glance

In 2012 to 2016:

- Occupational standards were developed with COTVET and trade associations, followed by corresponding CBT teaching, learning, assessment materials
- Co-operative apprenticeship training was piloted in 3 regions in 5 trades
- 16 training providers and 10 trade associations co-operated on implementation of CBT courses for 232 apprentices and 232 master craftspersons
- In March 2016, 188 apprentices (81%) achieved their assessments, received recognised National Proficiency I certificate.

Modernising traditional apprenticeships

In Ghana, 85% of economically active population works in informal sector. GSDI:

- seeks to improve quality of traditional apprenticeship system to enhance skills and qualifications
- supports COTVET's approach to introduce CBT standards and a collaborative training model combining workplace-based training in informal sector and school-based training modules at selected TVET training providers
- aims to enforce synergies with employment, social protection and private sector development stakeholders.

Strengthening training institutions

- On GSDI, public, private training providers offer courses for apprentices, master craftspersons, artisans based on CBT standards.
- GSDI supports selected training institutions in organisation, implementation of new courses.
- Facilitators are trained in modern training methods, CBT.
- GSDI fosters introduction of quality school management procedures at participating schools.

GSDI implemented in: Greater Accra Region; Northern Region; Volta Region; Ashanti Region; Eastern Region (New); Western Region (New).

Supported trade areas:

- Electronics
- Automotive
- Garment Making
- Cosmetology
- Welding
- Block Laying and Tiling (New)
- Electrical Installation (New)
- Furniture Works (New)

Special attention to women's skills development by supporting traditional female trades, and promoting women's involvement in male-dominated trade areas.

- Ghana TVET Voucher Programme (GTVP), implemented by COTVET, financed through KfW, complements GSDI.
- It finances training costs, contributes to successful implementation of courses.

Artisans Association of Ghana (AAG)

Set up in 2012, a social enterprise which enables sustainable livelihoods for men, women and youth in informal sector through skills training, upgrading, job matching in construction industry.

AAG comprises craftspersons with range of skills.

It has 6734 members; operates in Greater Accra, Volta, Western, Ashanti Regions, with the aim to across the country.

Vision is to be: "The preferred network of artisans seeking to provide services that meet global standards".

Mission is: "AAG is a network of artisans that trains, upgrades and aids in certification of unskilled youth and master craftsmen to enable them provide services that meet global standards".

Objectives:

- identify projects with economic potential that can generate employment for as many artisans as possible
- provide artisans with knowledge on modern technologies and expose them to job market
- train and build interest in disadvantaged youth to become artisans
- collaborate with other organisations to find funds for the youth to start businesses
- empower youth to set up businesses.

- AAG collaborates with NVTI and COTVET to provide training in demand-driven trade skills.
- Also offers...
 - specialised courses for supervisors, professionals such as on: Site Safety, Security and Environmental Management; Supervision of Works.
 - a job placement service for youth and master craftsmen it has trained.
- It maintains a list of its members' skills and expertise and matches them with opportunities.
- It also links members to national services such as the SSNIT and accident insurance providers.
- Partners of AAG are same as for YIEDIE consortium.



Job Matched Per Trade Areas

| <i>Description</i> | <i>Total</i> | <i>Gender</i> | |
|-----------------------|--------------|---------------|-------|
| <i>Plumbing</i> | 50 | M=50 | F=0 |
| <i>Carpentry</i> | 80 | M=78 | F= 2 |
| <i>Masonry</i> | 96 | M = 96 | F= 0 |
| <i>Electrical</i> | 45 | M = 43 | F = 2 |
| <i>Tiling</i> | 56 | M = 53 | F = 3 |
| <i>Painting</i> | 48 | M = 47 | F = 1 |
| <i>AC Technicians</i> | 25 | M = 25 | F = 0 |
| <i>Welding</i> | 76 | M = 76 | F = 0 |
| <i>Others</i> | 96 | M= 90 | F= 6 |



Trades indicated by AAG as being “high demand areas”.



HIRE AN ARTISAN
FAST, CONVICIENCE, SECURED

DIAL

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For Qualified Artisans

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Experience elsewhere in Africa

Problems of informal construction workers in Tanzania

- irregular job availability leading to uncertain, fluctuating income
- lack of permanent premises for businesses
- poor working tools
- lack of insurance (social security)
- lack of protective gear leading to unsafe work
- lack of formal training
- lack of recognition
- low payments
- delayed payments
- lack of business knowledge
- little knowledge of their labour rights
- lack of access to credit facilities.

Solutions proposed in Tanzania

- helping informal construction workers to gain recognition by registering with an
- appropriate body
- training for informal construction workers, on site and at college
- provision of business education
- ensuring the workers have access to a Swahili version of labour regulations that cover informal workers
- providing access to credit facilities.

(Jason, 2007)

Experience elsewhere in Africa ..2

Reasons for gender imbalance in construction in Tanzania

Study found only 4% of total of informal construction workers in Dar es Salaam, Tanzania, are women.

Reasons given...

- women are less likely men to have contacts among existing workforce; so it is more difficult for them to enter the industry
- women prefer light work and there are few such jobs in construction
- few women have construction skills; so, most are in stone crushing and food vending
- women are less willing to work in the sector because they are busy doing housework
- traditions, customs: it is perceived that work that needs muscular efforts is for men: also, some men do not allow their wives to take up outdoor jobs
- religion: a participant cited some religious sects which do not allow women to do this kind of work. (Jason, 2007)

SECTORAL ACTIVITIES PROGRAMME

Working Paper

INFORMAL CONSTRUCTION WORKERS
IN DAR ES SALAAM, TANZANIA

Arthur Jason

Working papers are preliminary documents circulated
to stimulate discussion and obtain comments

International Labour Office
Geneva



Programs like U-LEARN Phase II in Uganda encourage young women to train in sectors typically dominated by men, such as construction.



Trainees from the OYE program in Rwanda build biogas digesters.



Irene and other electrical trainees attend CAP Youth Empowerment Institute in Kenya.

Opportunities and challenges faced by construction sector in promoting decent work, employment

1. Construction faces decent work deficits and has a poor image in terms of working conditions and safety.
2. Especially in developing countries, construction is characterised by high levels of informality and non-standard forms of employment (NSFE). While NSFE assist with industry's adaptability, growth, efforts should be made to ensure effective protection of workers in NSFE by regulatory frameworks, compliance with and strong enforcement of the law, and effective social dialogue.
3. Inadequate or absent social protection coverage of construction workers is often associated with high levels of economic insecurity and poverty.

5. Improving occupational safety and health (OSH) is essential to address decent work deficits related to fatal and non-fatal accidents, diseases related to construction work.
An effective, transparent, adequately resourced labour inspection system is essential to promote, monitor compliance with OSH legislation.
6. Industry faces shortage of qualified workers due to low levels of skills and high labour turnover. Investing in education and training is paramount to meeting skills gap.
7. Decent wages, working conditions including reasonable working hours are essential to foster industry's growth while promoting decent work. All workers must be able to enjoy equal treatment and principle of equal pay for work of equal value.
8. Governments have key role in ensuring effective compliance, enforcement of labour laws related to industry. (International Labour Organisation, 2015)

Suggestions from respondents: study on skills development

Summary of relevant suggestions by respondents in field study.

- Continuous education and training – professional institutions should enhance CPD of members; technicians, tradespersons should undergo continuous training, upgrading.
- National policy – national construction industry policy should be formulated; a regulator and an industry development authority should be set up; and central point for collecting, maintaining construction data.
- Training – adopt strategic approach to training; TVET system, institutions should be revamped; training centres should increase intake, overhaul structure, content of their courses; they should also be better resourced, staffed; apprenticeship should be formalised.
- Government's role – government should give construction firms incentives to employ workers and train them; reduce bureaucracy.
- Private sector's role – firms, professional institutions, trade groups should define, play their role in training; firms could pay a fee for training; workers should commit to training.
- Funding – sustainable funding system should be set up; industry's access to funds should be eased.

Recommendations in study on skills development

- A Strategic Approach – National strategic plan for construction human resource development
- An immediate durbar; and an annual forum on construction TVET and tertiary education
- Effective co-ordination of plans, programmes and actions
- Selling the Product – Proper branding of TVET
- “Implement what you say”; “empower, resource agencies you form”
- Redesign traditional apprenticeship
- Sustainable funding
- Government leadership
- Personal responsibility and self-motivation
- A pan-industry effort
- Future facing and future looking education and training.

Looking forward

- Questions to be addressed...
 - What are obstacles to labour creation in creation in Ghana?
 - What are direct benefits? What are indirect benefits? What are the benefits to the economy and society? What is in it for the contractor?
 - What is the level of interest in potential beneficiaries?
 - What is the level of political will?
 - Consider problem beyond cities; unemployment is not only urban. Also, consider location specificity.
 - Modernise existing training and apprenticeship regimes; find synergies locally context relevant. Develop scheme which recognises context of construction, such as project-based nature and increasing spread of sub-contracting, self-employment.
- Mainstream initiatives such as YIEDIE and GISL from pilot stage, after reviewing and drawing lessons from them and those in other countries; and consolidating them.
 - Sensitise industry on its possible contribution; market it from perspective of construction corporate responsibility. Develop in industry culture of wishing to deal with youth unemployment in industry.
 - Enable suitable systematic administrative structure for the task.
 - Which agency would be in charge?
 - How can best ideas be obtain?
 - How can it be operationalised?
 - How will it be administered in the district?
 - How will realistic targets be set?
 - Find role models, mentors.
 - Change image of industry by a larger scale exercise than smaller initiatives.

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