

## Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: Ghana [Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to [jmc@iccdpp.org](mailto:jmc@iccdpp.org) (John Mc Carthy, director ICCDPP)
- Deadline: **31<sup>st</sup> of January**

If you have questions concerning the country paper, please contact John Mc Carthy ([jmc@iccdpp.org](mailto:jmc@iccdpp.org))

### Background information

1. List all of the members of your country team with their organisation.

1. Clara-Valentine Tigemoah- Council for Technical and Vocational Education and Training (COTVET)- Country Lead
2. Joseph Martey Agbeko- Fair River International Association for Development
3. Lucas Kwadwo Sokolomo- Fair River International Association for Development,
4. Gabriel Yenimaliya Issah- Masters Student- KNUST/Project Assitant, Fair River International Association for Development

2. What are the key aims your country has for participating in this symposium?

- The symposium will provide an avenue for our country team to learn, and share ideas with other country teams about career development services to enable the team apply the acquired knowledge and skills in career guidance services in their respective organisations
- The symposium will also help our team to identify the gaps in career guidance services and take those gaps into account at planning and implementation stages of policies, projects and programmes
- The symposium will equip team members to enable them design career guidance systems in their home country for implementation at both organisational and national level taking into consideration the country context
- The symposium will provide in-depth analysis of how to integrate career development services in institutions and ensuring access and innovation in the 21st Century.



## Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

There is a growing attention by various ministries, departments and agencies to improve career guidance services in Ghana. For instance the Council for Technical and Vocational Education in collaboration with the Ghana Education Service (GES) has introduced Career Guidance and Counselling services specifically focusing on Technical and Vocational Education and Training (TVET) to provide careers information to students in Basic schools in Ghana.

The Guidance and Counselling Unit of the GES has been playing its usual role of coordinating and providing guidance and counselling services to schools. The Guidance and Counselling Unit has intensified career education among students and parents.

In addition, the private sector and training providers have intensified career guidance services in their institutions.

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	The introduction of the Government of Ghana's industrialisation and employment policies has impacted on the lives of people. Policies such as One District-One Factory, youth employment agency modules, as well as, the Nation's Builders Corp, all providing an avenue for skills development and employment in the country.
2	The Government of Ghana has instituted the policy of free senior high school to increase access to education to people who hitherto did not have access due to a myriad of factors as poverty, disqualification or poor results and limited access.
3	The economic policies of planting for food and jobs, stabilization of Ghana's currency and industrialization policies have impacted businesses and organisations, and hence, many careers and jobs.
4	Technology has played and is playing a giant role in Ghana. Increasingly, new careers and jobs have been introduced as a result of Ghana's digitization processes. These include the Paperless Port processes of imports and exports, national health insurance, Mobile Money Interoperability affecting the Telecoms and banking sectors, etc.
5	The stable political environment, and the peace and security in the country has greatly impacted foreign direct investment and the growth of businesses resulting in the emergence of new jobs and careers.

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

Career development programmes helps to reduce school drop-out rates, facilitate the integration of 'at-risk groups' into education and the labour market, create employment opportunities and helps to reduce poverty, as well as, enable vulnerable groups to engage in pathways that lead to full social and economic integration.



In your country...

6. What are the key policy aims for career development programmes and services?

In Ghana, the aims of career development programme and services are;

(i) To empower the youth with skills, aptitudes and knowledge in various fields to be gainfully employed

(ii) To empower young people to contribute meaningfully to the socio-economic and sustainable development of the nation.

(iii) To support youth between the ages of 15 to 35 years through skills training and internships to transition from unemployment to employment and self employment.

A National Youth Policy provides the opportunity for Government to engage the youth and other stakeholders in meaningful partnership to develop appropriate interventions and services for youth empowerment

7. What groups of people can access career development programmes and services and what groups are excluded?

In Ghana, all category of persons can access career development programmes. No person is excluded. However, it is the case that career development programmes are limited and not readily available. These programmes are usually provided by academic institutions, NGOs, CBOs and other training providers.

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

Citizens' views are heard and collated through workshops, seminars, policy reviews and discussions as well as, civil society discussions and papers. Others include academic papers, media discussions, petitions and writeups.

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

There are no existing documented frameworks or guidelines for ethical practice in career development in Ghana. Despite the absence of such a framework for ethical practice in Ghana,

career development practices are guided by issues such as confidentiality, counseling relationships, professional responsibilities, and relationships with other professionals.



### Theme #3 – Integrating career development into wider society.

In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

Ministry of Employment and Labour Relations(MELR): The Ministry of Employment and Labour Relations is mandated to formulate policies on Labour and Employment issues, develop sector plans, coordinate Employment and Labour related interventions across sectors, promote harmonious labour relations and workplace safety, monitor & evaluate policies, programmes/ projects for accelerated employment creation for national development. The ministry creates an enabling policy environment and opportunities for profitable job creation, career and professional development.

A trajectory of programmes include; Youth Employment Agency (YEA), Graduate Entrepreneurial Business Support Scheme, and National Youth Employment Programme (NYEP), YEA has been redesigned to support the youth between the ages of 15 to 35 years through skills training and internship modules to transit from a situation of unemployment to that of employment.

Microfinance and Small Loans Centre (MASLOC). MASLOC provides micro and small loans for start-ups and small businesses with fast, easy and accessible microcredit and small loans to grow and expand their businesses as well as to enhance job and wealth creation.

The MELR through its Departments and Agencies provides employable skills training as a strategy to increase the chances of the unemployed to get jobs and reduce youth unemployment. The National Vocational Training Institute (NVTI), Opportunities Industrialization Centre, Ghana (OICG) and Integrated Community Centres for Employable Skills (ICCES) contribute to this strategy by providing formal and informal vocational skills training in trades like carpentry, welding, masonry, catering, electrical and electronics,etc

Ministry of Education (MOE): The ministry is responsible for policy decisions and formulation across the entire Education sector.The Ministry of Education is responsible for the national education curriculum, primarily instituted by Ghana Education Services, which is part of the Ministry. The ministry coordinates its pragmatic policies and programmes across its Agencies in the provision of

quality, equitable and accessible education. The ministry has plans to formulate a national guidance and counselling policy to boost the operations of the guidance and counselling department.

Ghana Education Service (GES): Is responsible for creating an enabling environment in all educational institutions and management to facilitate effective teaching and learning and efficiency in the attainment of the goals of the Service. It has a guidance and counselling unit whose responsibility is to promote and provide guidance and counselling services in schools.

Guidance and Counselling Unit: This Unit is responsible for the coordination and provision of guidance and counselling services in basic schools in Ghana. The Unit is developing a five-year Guidance and Counselling Strategic Plan aimed at enhancing the delivery of guidance and counselling service in pre-tertiary schools. The plan will serve as a blueprint that will provide effective guidance and counselling services to students to enhance their academic performance, reduce the drop-out rate and help them to make informed career choices.

Other career development services are run by other agencies such as the Council for Technical and Vocational Education and Training (COTVET) focusing greatly on Technical and Vocational Education and Training(TVET). Also, the Skill Development Fund initiative that was managed by COTVET provided funding and supported various skills initiatives.

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

There are different ministries and agencies pursuing career development services in Ghana. Some approaches adopted by various ministries include joint workshops, memos, review meetings and discussions. For instance the MELR collaborates with the MOE and the GES in the provision of policy guidance, implementation of the policies, and management and delivery of the education system to produce the skilled workforce needed in Ghana. E.g MOE/MELR delivers on policy direction, GES implements and coordinates education policies.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

The challenges to leadership include: frequent changes in leadership, bureaucracy and red-tapeism ,poor collaboration among various actors; fragmentation of sector activities, non-flexible

mandates, duplication of functions and activities in various ministries and agencies, limited coordination among ministries and agencies, etc.

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

Very limited formalised cooperation exist between the career development services and other stakeholders. The cooperation usually exist in workshops and policy dialogues held, as well as, media encounters and reportage. Other areas of cooperation include the sharing of information between and among shareholders.

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

Professionalism is attained through training and refresher courses where workers are trained in new developments and innovations in the career development practice.

15. Do other types of professionals (e.g. teachers and social workers) deliver career development? How is a professional service ensured?

Yes, teachers and social workers are involved in the delivery of career services in schools, institutions etc. This is delivered through curricula and other modes, formal or informal. Professionalism is ensured through supervision, strong leadership and a shared vision.



#### Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

Career development services has changed over the last decade in Ghana. The change has largely been driven by technology, business development, formalisation of career development programmes, and national governance structural changes. Some of these innovations include the use of videos, documentaries to deliver services to the youth especially those in the informal sector. Decentralisation of the public service has meant that the implementation and delivery of these programmes have moved from the national to regional and local structures.

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

In Ghana, plans are afoot to develop a National Career Guidance and Counselling Policy, as well as a Strategic Plan. Policy and Plan will incorporate modern methods of providing career development services for sustainable development.

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

Currently, COTVET is piloting a career guidance and counselling services for selected basic schools in Ghana through the use of career manuals, and training of teachers as counsellors to provide such services in schools. In addition, there will be the use of audio visuals in delivering sessions to students. The Ghana Education Service has Guidance Counsellors in all public schools in Ghana who support schools and institutions.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

Through continuing professional development (CPD) and other programmes, career professional are kept abreast with best practices, new ideas and trends in the career development practice which has resulted from changes in technology and market dynamics. Training workshops and refresher courses, exchange and study tours, etc are some of the means by which innovations are encouraged.

### Final reflections

20. Is there anything else that you could like to address through participating in this symposium?

Design and development of ethical practice in career development, latest resources for effective career development practice, and knowledge and information exchange with seasoned career development practitioners.