



INCOME GENERATION ACTIVITIES

Unemployment is a major barrier for girls' empowerment. More than 12% of youth in Ghana is unemployed and 50% does not have enough work to become economically independent¹. STAGE conducts regional Market Surveys and provides Community Based Vocational Training to unemployed girls 15-19 years old, improving livelihoods of more than 9000 girls and their families.

3470 GIRLS
CURRENTLY TRAINED
IN 9 VOCATIONS
3099 other girls
already started up
their business



The vocational training is organized in more than 300 communities in rural Northern and Southern Ghana. A participatory community mapping exercise identified marginalized out-of-school-girls who were invited to enroll in the STAGE programme to gain functional literacy and numeracy skills and to learn a vocational skill. Our approach;

1. Establish a Community Oversight Committee to conduct a [Market Survey](#) and identify Master Craftspersons to train girls in a vocational skill.
2. Train Master Craftspersons in Gender Responsive Pedagogy and Safeguarding.
3. Girls become apprentices in a [skill or trade](#) of their choosing.
4. After 6 months, girls develop a business plan to start up a business individually or in a group.

The business plan is reviewed by the project and an Income Generation Grant is provided after approval.

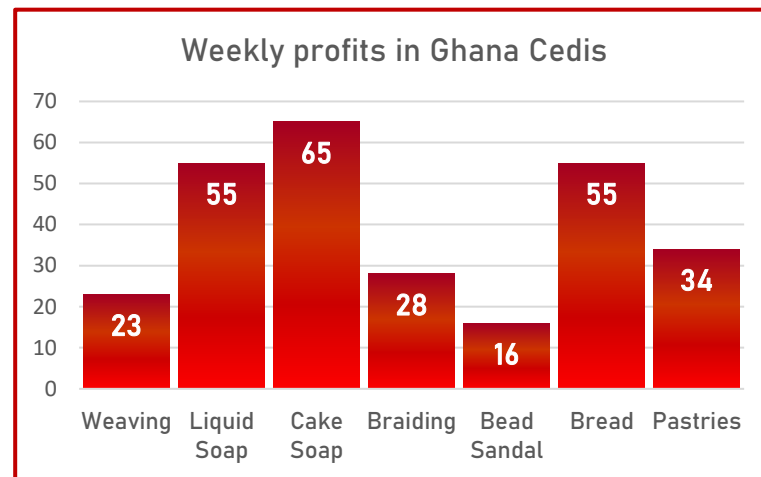
Based on evidence from research, WEI disburses funds safely and monitors their use by the girls. On average, girls require 225GHC (\$35) to start up their activities and use profits from their work to buy additional resources or expand their business. Some girls decide to work in groups, enabling them to buy more expensive material such as weaving machines.



Figure 1 – A Master Craftsperson teaches STAGE girls weaving of Kente clothing in Bdgatanga.

¹ Youth Employment Programs in Ghana Options for Effective Policy Making and Implementation, World Bank, 2020

A study conducted after 3 months informed the project about the profitability of the various vocations. It showed that the constant demand for bread, soap and pastries resulted in higher net profits compared to production of clothes and sandals, which are more sporadically bought. After deducting all expenses, girls producing and selling soap, made weekly profits of around \$10. The project is planning further research to monitor progress. However, such initial success proved to be a great motivation for other girls to pursue vocational training.



Equal opportunities and Social Inclusion

Girls with disabilities are among the most marginalized in their communities. Data showed that almost none of these girls enters into the world of work. Using the Child Functioning Screening tool, girls with visual, hearing, physical and other impairments and provided them with the community support and assistive devices they needed to succeed. Read the story of [Regina](#), who graduated from the training last year. The confidence and pride she shows is a testimony to the change she made in her life. Our research highlights the need to enhance the Apprenticeship training on community level. In Ghana, more than 80% of skills training builds upon this model. We have developed Safeguarding protocols and sustainable Community Support structures to keep girls engaged and safe. Material development is done together with the Non-Formal Education Department of the Ministry of Education



Figure 2 – A proud and graduated Regina

World Education also supports the Ministry of Education, in particular the National Vocational Training Institute to revise the vocational training curriculum by integrating gender sensitive pedagogy, improving assessment and monitoring protocols and by advocating for an inclusive, community based appropriate training model where teenage mothers, girls with impairments, extremely poor girls and all others will be welcome and able to learn and improve their livelihoods. WEI and NVTI are also cooperating in joint monitoring and research. NVTI has officially recognized our VST model and provides certificates to girls who completed the training. With this, they can set up a business and secure contracts at the District Assembly and other government agencies.

This brief is part of a **Strategic Approaches to Girls' Education Best Practice** series.

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