

FACTSHEET – UPR 2017. GHANA

3rd CYCLE UNIVERSAL PERIODIC REVIEW

“Access to education and decent employment, in particular for girls and young women”



SUMMARY OF KEY ISSUES FROM PREVIOUS UPR CYCLES AND RECOMMENDATIONS MADE

In reference to UPR recommendations 125.14, 125.76-83 (education), 125.65 (employment) and 125.51-56 (child labour)

Ghana was recommended to consolidate its efforts in the implementation of its national priorities, including in the spheres of education, health and social services and take immediate action against discrimination of women by effectively enforcing women's right to equal treatment as it is guaranteed in the Ghanaian constitution, for example, by ensuring and promoting access to education.

Education is key; therefore, Ghana was encouraged to continue with its efforts in enhancing girls' access to primary, secondary and tertiary education and increase girls' enrolment in school. In addition, was recommended to undertake awareness-raising in society regarding the importance of girls' education taking into consideration the effectively enforce compulsory education regulations, thus ensuring that equal access to education is a reality in all parts of the country. It was reiterated that Ghana redouble its efforts to reduce unemployment and poverty, thereby ensuring that each and every Ghanaian can benefit from the fruits of the country's impressive economic growth and take urgent measures to eradicate child labour and child trafficking using the Ghana Child Labour Monitoring System and link these efforts with programme to promote remediation.

To conform to international best practices, Ghana was to identify and implement best practices to combat child labour in the fishing industry on Lake Volta.

NATIONAL FRAMEWORK

The right to education is one of the most essential rights for the upbringing and development of children to reach their full potential to take advantage of opportunities in society. In Ghana, the right to education is established in the Constitution, in Section 8 of the Children's Act, and in the Education Act 2008, thereby guaranteeing free, compulsory universal basic education to every person.

Despite education playing a fundamental role in determining Individuals' ability to access decent labour opportunities, education attainment in the country is extremely low, and with large gender and rural-urban inequalities. In rural areas, only 29% of women are literate compared to 52% of men: 71% of rural women did not attend primary education, while the share of men and women with secondary education is 13% and 3% respectively. Socio-cultural factors, financial constraints, institutional/infrastructural deficit, gender based violence, lack of job opportunities, perception, attitudes, knowledge and conceptualization on gender issues in TVET, are major factors hampering equal participation of both male and female in TVET, and women in particular. (COVET 2014).

It is estimated that 73 per cent of the female workforce is self-employed (National Employment Policy, 2015). The agricultural sector is the main employer for rural women although rural women also have high employment participation in wholesale retail, marketing and tourism, as well as in the manufacturing sector. Self-employed workers are more likely to fall under the low earnings classification.

Access to secondary education for women and men remains low, particularly in rural areas, where the share of men and women with secondary education is 13 percent and 3 percent respectively. Girls and young women are also underrepresented in TVET. The system is highly gender-segregated, in part due to a legacy of gender-neutral research, policy, planning, monitoring and budgets that have allowed such segregation to become the 'default'. Girls and women too often cluster in areas such as cosmetology where pay is low and markets are saturated.

Inadequate private sector participation

1. The low participation of the private sector makes the challenge very tall. The private sector employs most of the trainers however, they are not involved in programme design, implementation, monitoring and evaluation of the technical vocational training programmes. The private sector's lack of clarity hinders the participation of women and young girls in these programmes.

Inadequate information on services

2. Young persons, especially girls and young women in the rural areas, do not have enough information on the various available programme models and their requirements. There is inadequate publicity on the government's programmes, and there is high polarization within such interventions. This makes difficult for those outside politics or non-political party members to participate in technical vocational training programmes.

Male dominance of the programme

3. Programme intervention are dominated by males. Female counterparts are dropped out. Other unfavourably conditions such as gender insensitivity do not allow girls and young women to patronise the programme delivery.

Women's participation in the labour force is concentrated in the lower echelons of economic activity. They predominantly work in the informal sector in jobs labelled as 'vulnerable employment' which is characterized by inadequate earnings, limited basic safety services, social protection coverage or other benefits. It is estimated that 73% of the female workforce is self-employed, however making them more likely to fall under the low earnings classification. Girls and young women also experience great difficulties in obtaining loans, as they are often considered as financial risks because of their perceived socio-economic status within society.

1. Despite the fact that the private sector employs a sizeable number of prospective applicants, they are not always able to participate actively in the programme intervention. Their commitment to allocate resources (finance and logistics) is limited and thus, the programmes are t unattractive to young people, especially for young girls and women.

2. Few people are benefiting from the technical vocational training programmes because of its low publicity. This is making it un-popular and thus limiting the targeted audience. Because of the political interference and stigmatization, many individuals do not participate in the programme.

3. Majority of girls and young women are unable to participate in technical vocational training programmes because of the male dominance. This strategy of elimination makes a lot of girls drop out of their future aspiration. This does not enable them to have a better future. The platform or environment is also not conducive for girls and young women to participate in it.

RECOMMENDATIONS

1. Engage with the private sector to create decent work opportunities for adolescent girls and young women, and support civil society organisations, women organizations, youth-led and child-led organisations already engaging in such activities.
2. Engage the Ministry of Employment and Labour Relations to publicize youth employment opportunities and promote them among young women and adolescent girls, including in rural areas
3. Ensure equal opportunities for girls and young women in existing government programmes for TVET, apprenticeships and jobs, such as the Local Enterprises and Skills Development Programme, the Youth Enterprise Support and the Integrated Youth Employment and Entrepreneurial Development Agency.
4. Take targeted measures to ensure that girls and young women have de facto equal access to all levels of education, including by eliminating the direct and indirect costs of schooling, providing incentives for parents to send their daughters to school and building appropriate facilities that makes schools safe environments for girls and young women.

REFERENCES: (COVET 2014). DCI Ghana report 2015

ABOUT THIS FACT SHEET: This information sheet was coordinated by child rights partners including Ghana NGO Coalition on the Rights of the Child (GNCRC), Defence for Children - Ghana and Plan International Ghana.

