

**International  
Institute of  
Social Studies**



**The Policy Puzzles of Young People and  
Farming in Ghana. A Case Study of Techiman  
Municipality in the Brong Ahafo Region.**

A Research Paper presented by:

***Joshua Nsiah***

(Ghana)

in partial fulfilment of the requirements for obtaining the degree of  
MASTER OF ARTS IN DEVELOPMENT STUDIES

Major:

**Agrarian, Food and Environmental Studies**

AFES

Members of the Examining Committee:

Dr. Roy Huijsmans

Dr. Julien-Francois Gerber

The Hague, The Netherlands  
December 2018

***Disclaimer:***

This document represents part of the author's study programme while at the Institute of Social Studies. The views stated therein are those of the author and not necessarily those of the Institute.

***Inquiries:***

**Postal address:**

Institute of Social Studies  
P.O. Box 29776  
2502 LT The Hague  
The Netherlands

**Location:**

Kortenaerkade 12  
2518 AX The Hague  
The Netherlands

Telephone: +31 70 426 0460

Fax: +31 70 426 0799

# Contents

<i>List of Figures</i>	<i>v</i>
<i>List of Maps</i>	<i>v</i>
<i>List of Appendices</i>	<i>v</i>
<i>List of Acronyms</i>	<i>vi</i>
<i>Acknowledgements</i>	<i>vii</i>
<i>Abstract</i>	<i>viii</i>
<b>Chapter 1 Introduction</b>	<b>1</b>
1.1 Background to the Study	1
1.2 Problem Statement	2
1.3 Purpose of the Study and the Research Questions	3
1.4 The Scope of the Study	3
1.5 The Significance of the Study and Relevance to Development Studies	4
1.6 The Limitations of the Study	4
1.7 The Structure of the Research paper	5
<b>Chapter 2 Literature Review and Conceptual Framework</b>	<b>6</b>
2.1 Introduction	6
2.2 The Concept of Youth in Brief	6
2.3 Income and Employment Generation Through Youth Agricultural programmes	6
2.4 The Involvement of the Youths in Agriculture	8
2.5 Empirical Studies on Factors Hindering the Youths Involvement in Agriculture.	9
2.6 Research Gap	10
2.7 The Conceptual Framework	11
2.8 Summary	12
<b>Chapter 3 Research Methods and Overview of the Research area</b>	<b>13</b>
3.1 Introduction	13
3.2 Brief description of the research area	13
3.3 Research Plan/ Design	15
3.4 Sampling strategy	16
3.5 The instruments	17
3.5.1 Semi-structured interview	17
3.5.2 Participant observation	18
3.6 Data collection	18

3.7 Data analysis	19
3.8 Ethical Considerations	19
3.9 Summary	20
<b>Chapter 4 Findings and Analysis 1: Policy Analysis and Programmes</b>	<b>21</b>
4.1 Introduction	21
4.2 Policies and Programmes for Employing the Youths	21
4.2.1 Block Farming in Techiman Municipality	23
4.2.2 Youth in Cocoa Farming	24
4.2.3 Youth in Greenhouse Programme	25
4.3 Findings and analysis from participants	27
4.4 Concluding Remarks	29
<b>Chapter 5 Findings and Analysis 2: Young People Experience in these Programmes</b>	<b>32</b>
5.1 The Chapter Introduction	32
5.2 Socio-economic characteristics of the participants	32
5.3 Education level of the participants	34
5.4 Results and Emergence of the Themes	35
5.5 Constraints facing the youths	36
5.6 Agriculture as a source of Employment	39
5.7 Motivation	43
5.8 Concluding Remarks	46
<b>Chapter 6 Conclusions</b>	<b>48</b>
6.1 Conclusions	48

## **List of Tables**

Table 4.1 The overall demographic characteristics of Respondents	33
--	----

## **List of Figures**

Figure 2.1: The conceptual framework for the study	11
Figure 4.1 Application details for the Greenhouse programme	26
Figure 5.1: Emergence of major themes	36

## **List of Maps**

Map 3.1 Map of Ghana indicating Techiman Municipality	14
Map 3.2 Map of Techiman Municipality	15

## **List of Appendices**

Appendix 1 Introductory letter	54
Appendix 1 Interview guide	55

## List of Acronyms

Cocobod	Ghana Cocoa Board
DoA	Department of Agriculture
FAO	Food and Agriculture Organization
FASDEP	Food and Agricultural Sector Development Policy
GDP	Gross Domestic Product
GSS	Ghana Statistical Service
ISS	Institute of Social Studies
MoFA	Ministry of Food and Agriculture
MYS	Ministry of Youth and Sports
NGO	Non-Governmental Organization
NYEP	National Youth Employment Programme
USAID	United State Agency for International Development
YiAP	Youth in Agriculture Programme

## **Acknowledgements**

First and foremost, I thank the Almighty God for His mercies that have enabled me reach this point in my academics.

I also would like to express my sincere gratitude to my supervisors Dr. Roy Huijsmans and Dr. Christina Sathyamala for their encouragement, time and expert guidance during the course of this research.

Special thanks also go to NUFFIC for granting me financial opportunity to pursue my MA Development Studies programme.

I also thank my family and friends for their contribution towards the successful completion of my academic pursuit.

Finally, I owe a big debt of gratitude to my wonderful respondents for cordial cooperation during my field work.

## **Abstract**

The study examined the available agricultural programmes that target the youths, the factors that hinder the youths from engaging in farming through these programmes and how they can be motivated for a better orientation. The study draws on interview material with 17 participants comprising old farmers, Municipal Officials of the Department of Agriculture (DOA) and youths. Some of these participants were into farming while others were not.

To achieve the objective of the research, qualitative approach was chosen where semi-structured interviews were conducted. First of all, the study revealed that that the Block Farm programmes have failed to target the youths as stipulated in the conceptualised in the policy. The other programmes i.e. Youth in Cocoa farming and Greenhouse farming were able to attract a number of the youths but the efforts seemed inadequate. Most importantly, the study established that, the programmes were generally doing very little to attract the youths into farming and instead only provided packages that included agro-inputs. Thus, on the ground the programmes are better referred to as handouts. Secondly, it was discovered that lack of access to land, the negative perceptions about agriculture, and lack of training are some of the factors that constraint the youths' involvement in farming. However, most participants indicated their readiness and motivation to venture into agriculture in view of the provision of farm inputs and other resources to farmers. The study culminated with a conclusion that the programmes never targeted the youths as required.

## **Keywords**

Youth, Agriculture, Policy programmes, employment, Ghana



# Chapter 1 Introduction

## 1.1 Background to the Study

Both developed and developing countries face a challenge in providing youths with proper employment. The youths form the active part of the economy and lack of employment among them can contribute to various vices such as robbery, drug abuse among others. Most significantly, unemployment makes the youths to be the most unutilized human resources. Braimah and King (2006: 23) report that increasing the chances of youth employment in any of the developing countries can lead to an increase in the GDP due to their sheer numbers.

In sub-Saharan African countries such as Ghana, there is rapid rate of population growth of young people who in the long run continue to remain jobless due to lean job opportunities. Nonetheless, the governments of such countries have been trying hard to create jobs for the youths. In Ghana, the efforts to create jobs for the youths have been done through the establishment of youth vocational centres which began in the pre-independence period. Also, the government has created programmes that aim to make the youths employed such as the NYEP (National Youth Employment Programme) which was established in 2006 (MYS, 2010).

The government of Ghana has been considering agriculture as another way of providing the youths with more viable careers. As a result, programmes such as YIAP (Youth in Agriculture Programme) was initiated in the year 2009 to help the youths get employed in different areas of agriculture (MoFA 2011). The economy of Ghana relies on agriculture which contributes about 36% of the nation's Gross Domestic Product (GDP) (GSS 2014). Based on this, it is regarded as a major contributor of employment creation as unemployment in Ghana has been a growing issue of concern (White 2012). YIAP and other agricultural programmes such as youths in cocoa farming and youths in greenhouse have been perceived to be the solution to reducing the unemployment crisis facing the youths.

The youths in the rural areas keep on migrating to the urban areas and cities to look for job once they graduate. So, according to MoFA (2011) having the agricultural programmes in the rural areas will help reduce this form of migration and solve the ageing fam population issue. However, Gyampo (2012) observed that on the ground the youths are not prepared to embrace agriculture despite being unemployed and the efforts by the Ghanaian Government to have agricultural programmes in place to entice the youths into getting involved in

agriculture. A main reason for this is the bad perception people have on agriculture particularly in the rural areas where they believe that it is a dirty job only for the old people. In fact, in Ghana, agriculture is perceived a development retarder with very low recognition. Thus, the youths who have graduated and want white collar jobs keep off agriculture.

Solving this menace requires a deep understanding of factors hindering the youths from embracing the agricultural activities. Also, there is need to understand the motivational factors that can make them get engaged in agriculture. Hence, in this context, the current study aims to assess the constraints that bar the youths from actively engaging in agricultural programmes in Techiman municipality in Ghana.

## **1.2 Problem Statement**

Every year in Africa and across the world, the youths graduate and enter the job market with high hopes of getting employed in the formal sector. Nevertheless, with time, the formal sector has proven unable to absorb all the graduating youths into the job market. As such, the government of various countries and Ghana in particular have developed different agricultural programmes to provide career opportunities for the unemployed youths (Benin et al, 2012). The Government of Ghana and the Ministry of Food and Agriculture (MoFA) believe that the youth programmes can help youths involve in farming and hence reduce unemployment issue. However, according to Benin et al. (2012), the involvement of the youths in these programmes still remains low. The low involvement of the youths in these programmes continues to worsen the youth unemployment (MoFA 2011). Moreover, MoFA (2011) acknowledges that current population in farming consist of old men and women who are ageing and may not provide the required labour in future.

According to MoFA (2011) the current cold attitude of young people in Ghana towards farming puts the future of agriculture in limbo as they do not see any rewarding career in the agriculture sector. It is perceived that, a venture in agriculture is synonymous with reduced general financial development due to low opportunities and even people involved are undermined or have low recognition in society. The programmes should work to attract the youths into farming to help solve the problem of an ageing population and propel the country towards sustainable development through agriculture. The youths have some sense of innovativeness and they are still energetic to handle the physicality involved in farming. However, the existing literature is insufficient in showing the involvement of youths in agriculture through the agricultural programmes.

There is need to understand what prevents the youths from getting involved in agriculture using these programmes and know what motivates them or what should be done to motivate them. For instance, the FASDEP II (Food and Agriculture Sector Development Policy II) and the National Youth Policy of Ghana require more youths to be drawn into agriculture and that is what other programmes are designed for. Nevertheless, perhaps the bad attitude is not the only thing driving them away from agriculture because they can be motivated using these interventions to join agriculture. Thus, there could be other reasons within (such as the failing of the programmes to follow their course) and outside these programmes that make the youths to keep off farming as it will be portrayed in this thesis.

### **1.3 Purpose of the Study and the Research Questions**

The main objective of the study was to assess the Policy puzzles of young people and farming in the Techiman Municipality of Ghana.

#### **Main Research Question**

Why are the programmes not helping young people becoming farmers?

#### **Sub-research Questions:**

- What are the different government programmes targeting youth to become involved in Agriculture, how do they work, and what forces and interests are shaping these programmes?
- Which constraints prevent the youths from joining agricultural programmes and practice farming yet they are unemployed?
- Have the measures put in place by the programmes motivate the youths to get involved in farming?

### **1.4 The Scope of the Study**

The scope of a study is concerned with the coverage of the study in regards to both physical and conceptual coverage. In terms of the physical area (geographic scope), it was only limited to Techiman Municipality as one of the areas in Ghana where agricultural programmes are being implemented. The conceptual scope on the other hand covered the aspects of the variables considered in the research. As such, the study focused on assessing the constraints that prevent the youths from actively engaging in agriculture/farming through the agricultural programmes for the youths. By doing this, the study looks at whether the

measures put in place by these programmes motivated the youths to join farming and if not what needs to be done.

## **1.5 The Significance of the Study and Relevance to Development Studies**

The Ghanaian Government is highly concerned with improving the standards of living of young men and women in Ghana through the provision of jobs (MoFA 2011). Agricultural programmes such as YIAP, Youth in Cocoa farming, Youth in Greenhouse production among others have been implemented to address the issue of unemployment facing Ghanaian youths. Such interventions are said to open up career path to provide the youth with income that can improve their living standards (MoFA 2011). This significance of the study highlights what prevents the youths from taking parts in such programmes and describes the ways in which they can be motivated to embrace the programmes and take agriculture as a career profession. The youths are the future generation and their development and wellbeing especially regarding their understanding and acceptance of agriculture as a viable career option can steer the nation towards increased agricultural production.

In this context, the study will provide empirical evidence regarding the efficacy of agricultural programmes in creating employment and changing the lives of the youths. This study would therefore provide comprehensive analysis of the youths' involvement in agricultural activities, equip policy makers with tools and skills to design, formulate and implement such programmes, ensuring sustainability in the long run.

Most importantly, the findings from this study will be useful to future scholars aspiring to study constraints of youth in agriculture activities in other part of Ghana. Also, this study will help scholars who need to understand the interventions that can be considered in agricultural programmes to reduce unemployment among youths. Overall, this research will contribute to the existing literature on the constraints preventing youths from joining agricultural programmes despite being unemployed.

## **1.6 The Limitations of the Study**

The study faced various constraints in different dimensions. First the Programme Coordinators were unwilling to avail all the information particularly when I asked them about the budget. Also, most of the time they would postpone the meeting claiming to have tight schedules. I had to wait for a day they were at least free to have the interview with them.

Another limitation to the study involved poor record keeping. The Municipal Officials of the Department of Agriculture (DOA) lacked records on the youths involved in the programmes. However, when I was looking for graduated youths from the programme, I came across one who had accurate records although he was in the Greenhouse programme.

Apart from the Greenhouse programme that had one graduated youth in the entire Nsuta Community, the other programmes lacked graduated youths as they were just handouts with every farmer participating despite the age. With no enrolment for example in Block Farm, there could definitely be no graduation. Nonetheless, it is worth noting that the data I managed to obtain was reliable and valid enough to give the best outcome.

## **1.7 The Structure of the Research paper**

This study was organized into six distinctive chapters which fall in line with the objective. Chapter one details the general introduction to the study. In general, this chapter throws light on the major issues articulated in the study. The second chapter presents the review of available literature relevant to the topic of study and provide a conceptual framework. The third chapter addresses the methodology that was used in the study. Chapter four and five present the findings in two dimensions. Chapter four shows the policy and programme analysis. Chapter five follows with the youth experiences that motivate them to engage in agriculture activities as well as the constraints that keep them away from joining the programme and practicing agriculture. Finally, chapter 6 provides the conclusion of the study.

## **Chapter 2 Literature Review and Conceptual Framework**

### **2.1 Introduction**

This chapter provides the review of the existing literature. It begins by showing by defining the youth in brief then proceeds to the section of employment and income generation through the youth agricultural programmes. The chapter then goes ahead to look at the involvement of the youths in agriculture, factors hindering the youths from getting involved in agriculture and so forth. Finally, a conceptual framework that guided the entire research is provided. The chapter aims to provide insights on the factors hindering the youths from getting involved in agriculture despite their unemployed status and highlights possible solutions using a conceptual framework.

### **2.2 The Concept of Youth in Brief**

The “concept of youth” is one that has varied definitions and there is no general definition. White (2012) opined that youth has a social dimension where its connotation and frontiers changes with time as well as between and within societies. The definition of youth is known to be centred on concepts such as aged-based categorization, transition and relational. The African Union (2006) described youth around the aged-based categorization where youth consist of both males and females falling in ages between 15 and 35 years. In line with this, National Youth Policy Ghana (2010) also use age range where a youth is classified generally as one who is between the ages of 15 and 35. In the case of the World bank (2006), youth is define using the transition where it is described as the period between childhood and adulthood and involves sexual maturity and the gain of autonomy. As argued by Wyn & White (1997:147) also “Youth is a relational concept; youth is constructed in relation to adulthood”. In line with Ghana’s 2010 National Youth Policy, I will follow the age-based definition. As a result, this paper defines youth as young people consisting of both males and females who are within the active working age bracket between 15 and 35.

### **2.3 Income and Employment Generation Through Youth Agricultural programmes**

Agriculture has the ability to create both direct and indirect jobs. Nonetheless, according to Sumberg et al. (2012) in order to use it as a tool for attracting the youths towards securing employment, there will be need to increase dynamism

and make the youths view it in a more positive way. It implies that there are many opportunities that can be generated from agriculture but making it more modernized to attract the youths should be a priority for the government of Ghana. In fact, Brooks et al (2013) in a policy research working paper about agriculture as a source of opportunity for the youths in Africa, acknowledge that modernisation is highly required to combat the issue of low productivity in agriculture. Modernization, in the perception of Brooks et al (2013) imply that the youth farmers would gain high returns from the farming. Also, there would be reduced physical activities in farming making it less tedious and with increased profit margins. Such a farming method has greater chances of attracting the youths into agriculture.

Naamwintome and Bagson (2013: 60-68) in their study about the prospects and challenges the youth in agriculture experience in Ghana report that quite a large number of the people who live in poverty, almost 80% come from the rural areas. There are expectations that increasing farm yields in these areas and improving the market access can lead to more income generation which can help to mitigate poverty. Moreover, it can help in making the youths see agriculture as a substantial economic activity for improving lives. It therefore means that the extension services and credit facilities must be improved for framers to realize high profit margins in agriculture. This is what is expected of the youth agricultural programmes – nourishing the youths with agricultural skills and giving them an opportunity to engage in developing the country.

In the current crisis of unemployment, it is worth noting that most of the youths are unaware of the skills required for securing employment. From a critical perception, it is believed that agriculture can help the youths gain proper skills decision-making and how to start up and manage their own enterprises. Muhammad-Lawal et al (2009: 20-26) when assessing the technical efficiency of youth participation in agriculture in Nigeria using youth programmes reported that agricultural programmes are very crucial components of agrarian reform which can have a long-term impact on the youths in terms of attracting them to venture into farming. The programmes target the young farmers and therefore, they highly consider their interests.

The study of Naamwintome and Bagson (2013: 62) report that involving the youths in agricultural activities can solve the issue of the ageing farmers and reduce unemployment. Thus, this calls for the need to motivate the youths and encourage them to have deep interest towards agriculture. Also, it calls for the development of proper policies, more training facilities and promotions that target the youths. Thus, there is need to have efficient strategies that can help to meet the youths' expectations.

## **2.4 The Involvement of the Youths in Agriculture**

Both developing and western countries focus on mobilizing the youths for the development of the nation. For example, the UK, Denmark, the U.S., and Tanzania have had promising results in engaging the youths in agriculture to improve their living standards through employment (FAO 2010). The study of Daudu et al (2009) about the role of youths in agricultural development, nevertheless revealed that successful integration of the youths into agricultural activities has been quite difficult for most governments thereby hindering sound agricultural development. The agricultural sector needs to be firm for the country to realise economic stability. In other words, the youths must be encouraged to involve in agriculture. As it stands, the youths form the most significant asset of a country as they are perceived to be the future pillars of the economy. In the rural areas, the youths are perceived as potential agricultural entrepreneurs (Chikezie et al. 2012). This is from the notion that they possess abilities to manage the constraints experienced hindering the expansion of agricultural production as they are always ready to take new ideas than the current adult farmers (Daudu et al. 2009).

Most of the countries in Sub-Saharan Africa for example Nigeria have been keen to note that effective reduction of food insecurity relies on developing sound agricultural policies for the youths. Nonetheless, a study conducted by Mosae and Ommani (2011: 15-19) about how the attitude of the rural youths in Iran obstruct them from venturing in agriculture reveal that there is need to provide the youths with incentives that can motivate them to venture into agriculture. This implies that the future of food production and developing the youths in terms of generating employment for them calls for the need to address the constraints facing the youths towards their involvement in agricultural activities. Thus, there is still a long way to go towards increasing the involvement of the youths in agriculture according to Adekunle et al's. (2009) study about the constraints facing the youth involvement in Nigeria. As such, the available literature already shows the possible problems hindering the youths from participating in agriculture (Njoku 1999).

The youths play a crucial role in the development of agriculture in terms of labour supply and initiations of projects (Daudu et al 2009). Along with this, the youths' organizations help them to take part in various agricultural programmes. Nevertheless, a particular study by Nnadi and Akwizu (2008) concerned with the factors determining the youths' participation in rural agriculture noted that such factors as marital status, age, and parent's income determine the participation of the youths in agriculture in rural areas. Thus, Nnadi and Akwizu recommended



the need to extend the support services from various institutions to the youths while considering their ages and other factors that can attract their participation.

## **2.5 Empirical Studies on Factors Hindering the Youths Involvement in Agriculture.**

There have been several attempts from the governments of various countries and NGOs encouraging the youths to embrace agriculture. However, the efforts have not bore fruits based on what is still seen about the active ages of the people in farming. This section supports this statement using available literature to actually show what has kept the youths away from agriculture.

In a report concerned with the best agricultural practices for the youths by Mangal (2009) it is pointed out that agriculture can only function as the economic pillar of any country if there is sufficient involvement of the youth. Mangal (2009: 35) acknowledges the notion that it is an undeniable fact that the youth remains most productive category of people, but their numbers as involved in agricultural activities are nothing good to write about. The fact that only a few youths involve in agriculture makes the long-term future of this sector unpredictable. This is from the notion that the youths are the labour reservoirs linking the present and the future of agricultural sector (Okeowo et al. 1999). The future development of agriculture relies on youths, more particularly the rural youths. However, most of the youths fail to see any benefit of indulging in agriculture. Chikezie (2012) noted that the youths who have the potential, strength and the knowledge to take up agriculture do not believe that it can generate any profit. As such, the agribusiness training has featured in most of the agricultural programmes.

Nevertheless, Naamwintome and Bagson (2013: 60) in their study about the involvement of the youths in agriculture and the challenges affecting the youths in agriculture in Sissala area of Ghana observed that the rural youths practicing agriculture are somehow disadvantaged since there is a dearth of attention in regards to the youths as upcoming farmers. One major reason for this is the poor societal value associated with agriculture. While there has been a keen and growing interest on other fields such as medicine, law and so forth, agriculture has been relegated. In fact, Amadi (2012) in his study about agricultural entrepreneurship development for empowering the youths in Nigeria support the notion that the neglecting of agriculture has worsened with no proper training making the youths to despise agriculture. As such, they have continued to shy away from the field with the claims that it deprives them of recognition.

Another research in form of a policy note for Nigeria by Akpan (2010: 1-4) revealed a number socio-economic and the environmental factors that impede

the youths' participation in agriculture. With socio-economic factors, Akpan perceived insufficient credit facilities, reduced profit margins, lack of agricultural insurance and so forth as some of the factors that drive the youths away from agriculture. For social factors, Akpan considered the perception of the public and peers to a large extent. Ghanaians despise farmers and anyone engaged in agricultural activities. In fact, they see it as a work for the poor. Thus, the youths continue to disengage in farming.

White (2012) in his study about agriculture and generation problem with a particular focus on the rural youths found out that the youths appear reluctant to consider farming activities based on their aversion. They believe that they have to wait for a long period of time for them to have their own farms based on family status. This is based on the notion that most of the farms in various societies are managed by the community elders and parent. As such, the land is controlled using customary laws with individuals lacking any form of jurisdiction over the use of land. White (2012: 12) observed that the older generation that own the land have their own desires for the land. On the other hand, the youths seem impatient in waiting to receive their share where they can use the land as deemed fit. In other words, the youths want the society status affiliated with land and the independency in land use which still lacks in most communities. Hence, another reason why they shy away from agriculture.

The drudgery nature of agriculture is another constraint that keeps the youths away from agriculture due to the overreliance on inferior tools (Umeh and Odom 2011, Amadi 2012). The contemporary youths tend to modernise everything and therefore, the drudgery involved in agriculture tends to drive them away. The government is already trying to provide tractors to eradicate the drudgery from work (Naamwintome and Bagson 2013). Moreover, the government has set up centres for agricultural mechanization to provide the youths with the skills and capital required to execute sound agricultural practices. This could be a magnificent way of eradicating the negative perception that youths have towards agriculture.

## **2.6 Research Gap**

The available literature regarding the involvement of the youths in agricultural activities acknowledges that the programmes can work to attract the youths towards agriculture. However, the Ghanaian context, the programmes have failed as it has been observed that more youths are still not into agriculture and are unemployed. The empirical studies have showed the factors that hinder the youths from engaging in farming, such as access to credit facilities, access to land, and most importantly poor perceptions on agriculture. The current study considered the findings of various researchers on the impact on the youth

involvement in agricultural activities. Beyond this, the research went step further to show what factors were motivating the youths into farming and enrolling in the programmes and what the programmes should do to motivate the youths to join agriculture.

Another factor worth noting in the available literature is the geographical differences of the areas the studies were conducted in terms of economic, political, social and culture between the case study areas. As such, these few literatures remain unreliable and cannot be reliable for policy decision and implementation in Nsuta community in Techiman Municipality. Therefore, the current study was conducted in Nsuta community in Techiman Municipality to have more reflection on the constraints hindering the rural youths in involving in agricultural activities in Ghana and how they can be motivated to involve in agriculture.

## **2.7 The Conceptual Framework**

The conceptual framework shows the pathways by which agricultural policy programmes are expected to impact the youths in terms of creating employment. Also, it reveals the variables used for the study as discussed in the literature review (Mugenda 2008). This section depicts a diagrammatic relationship between the key concepts and the variables in relation to the youth's unemployment and agricultural policy programmes intervention. The conceptual framework used for this study was adopted from Baah Charles (2014). However, Baah dealt with only one programme namely Youth in Agricultural Programme (YIAP) and used Ejura-Sekyedumase district as the geographical area. The current conceptual framework adds two more programmes in it namely youth in cocoa farming and youth in greenhouse farming and uses Techiman municipality as the area of study. The conceptual framework shows that most of the youths are currently unemployed due to the negative perception they have towards farming. They perceive farming as a career or job for old people, less educated and the poor. Nevertheless, for the other youths who are interested in agriculture are let down by lack of appropriate interventions in agriculture, lack of credit facilities and land.

These youths have the potential to secure employment in agriculture through appropriate agricultural policy programmes as well as motivation in the form of training, credit facilities, and input provision. Motivation is a major factor of this study that is expected to help the youths change decision and perceptions towards agriculture. Obaniyi et al. (2014:74) defined motivation as the driving force that makes people do things in accordance with an objective. Proper motivation can change the perception they have towards agriculture now and for the future generation through reasoned action. Employment would also

bring them income and create a lifetime career from embracing interest in agriculture. Therefore, I postulated that successful implementation of the agriculture policy programmes for the youths can help the youths in pursuing farming as a long-term career.

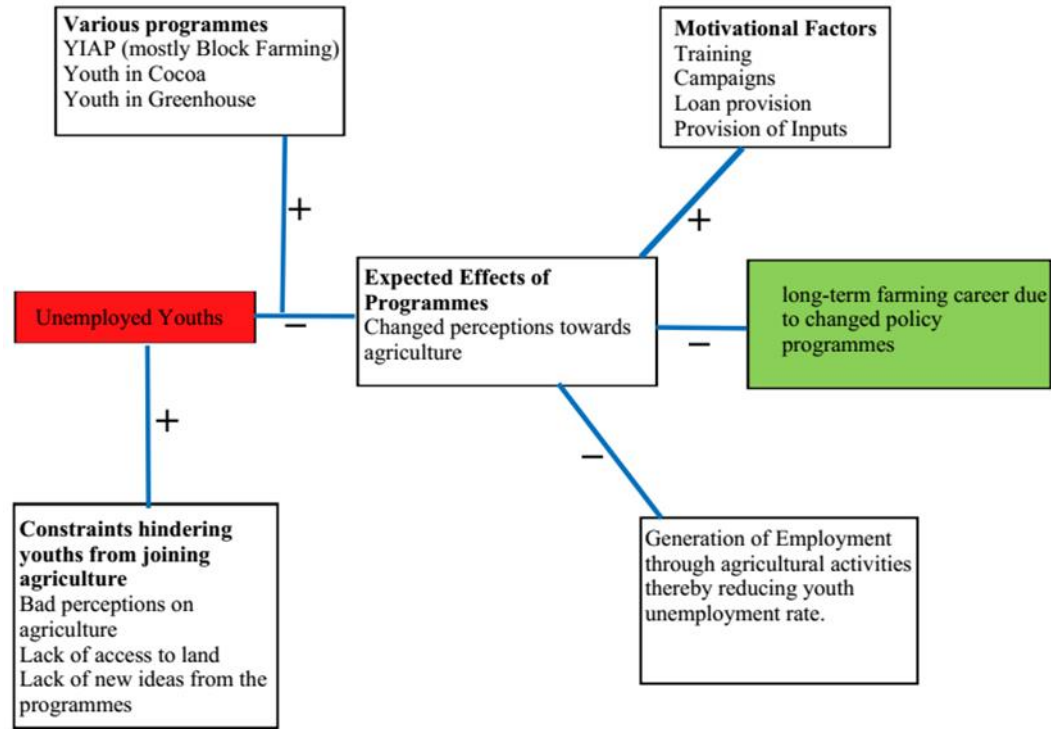


Figure 2.1: Conceptual Framework adopted from Baah (2014: 31)

## 2.8 Summary

The study has shown an extensive literature in regards to the factors hindering the involvement of the youths in agriculture despite remaining unemployed. The literature has articulated well the ability of agriculture to remain a source of employment for the youths and help them generate income. However, the youths look down upon farming and face other constraints that the programmes designed for them have failed to fulfil. This implies that there is need to implement measures that can alter the youths' ego towards agriculture perhaps through proper motivation and implementing the programmes as envisioned in the policies. Therefore, according to the literature, the constraints that youths face in their involvement in agriculture can be solved by provision of proper interventions (agricultural programmes) and motivation for them to see it as a source of employment. Thus, the review of the literature has provided a clear understanding of the concepts pertinent to this study.

## **Chapter 3 Research Methods and Overview of the Research area**

### **3.1 Introduction**

This chapter provides a description of the study area where the research was conducted, that is, Nsuta in the Techiman Municipality. Also, this chapter discusses the research approach that was used to conduct the research. Along with this is the research design used and the sample procedure for the collection of data would be discussed.

### **3.2 Brief description of the research area**

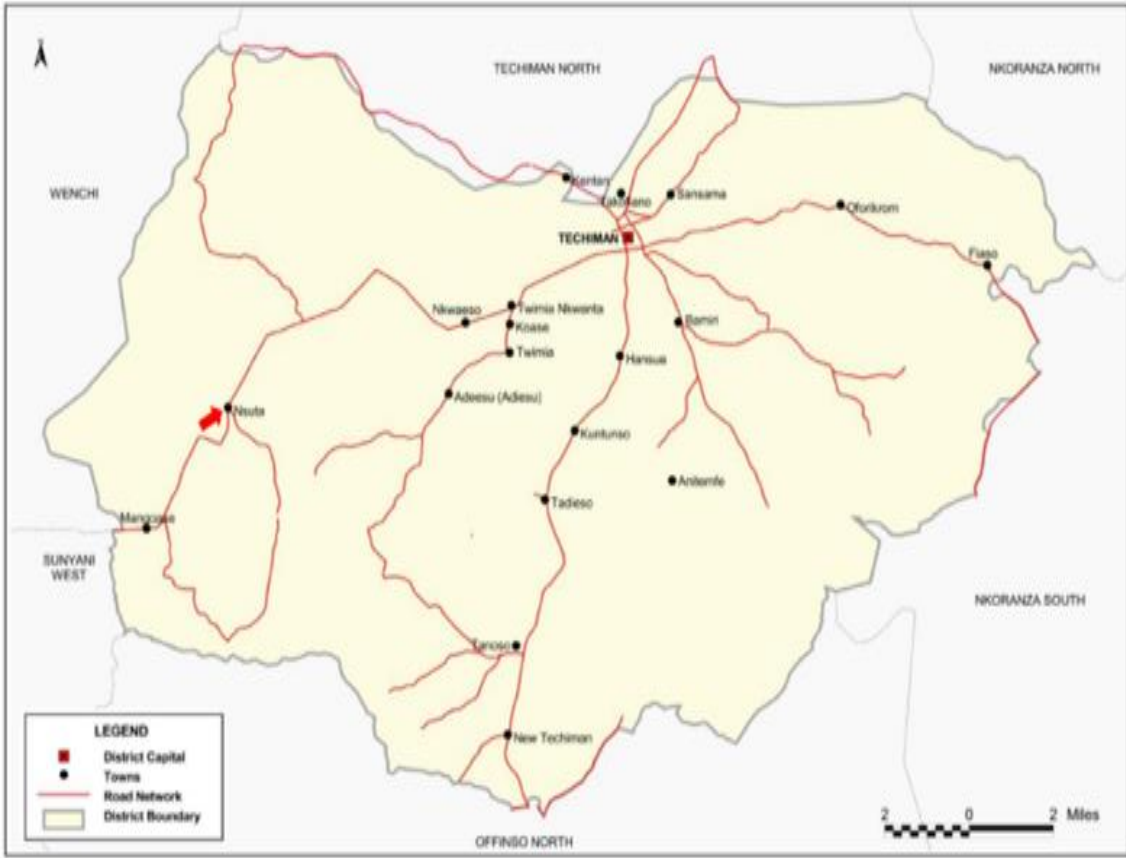
The research was conducted at Nsuta, a town in Techiman municipality, Brong Ahafo, Ghana. The municipal lies on 7° 28' 0" North, 2° 3' 0" West. The area was chosen for the study based on the reason fact that some of the agricultural programme such as the Block Farm and youth in cocoa farming have been implemented there. Moreover, the area has its genesis in farming and therefore, it would provide a good baseline for studying the youths in that area and their involvement in agriculture and such programmes.

**Map 3.1: Map of Ghana indicating Techiman Municipality**



Source: Nations Online (2018)

### Figure 3.2: Map of Techiman Municipal



Source: Ghana Statistical Service 2014

### 3.3 Research Plan/ Design

Kothari (2004) identified a research design as the conceptual structure where that comprises the parameters of carrying out research. In other words, it is the strategy and the plan that the research is expected to follow (Creswell 2012). Through research design, I become capable of answering the research questions as explicitly as possible using the gathered data.

This current research employed a qualitative case study design to achieve its primary goal. The case of Nsuta area in Techiman Municipality was used for a complete evaluation of the factors hindering the youths from getting involved in agricultural activities.

The qualitative approach that was chosen for the study involved the use of semi-structured interviews. This was feasible in answering the first two research questions that involved the programmes discussed in chapter 4 and the second research question discussed in chapter 5 dealing with the constraints. The problem of the youths disinterest in agriculture required a deeper understanding of the particular reasons keeping them away from the programmes. Through

using qualitative approach, the participants would provide insights that would help to look deeper and critically into the matter. As such, I used open-ended questions to avoid restraining the participant towards a particular direction. Therefore, every participant that was interviewed would tell the story using their own words and more elaborately without me having any control of the outcome to avoid bias. This would provide a rich data that was much relevant to the research. Furthermore, the qualitative approach provides deeper insights regarding the factors hindering the youths from engaging in agricultural activities.

### **3.4 Sampling strategy**

Purposive and voluntary sampling were used from the research. Purposive sampling refers to selecting respondents among group of population who are intended for the study. In this case the both the youths who were into/not into agriculture activities in Nsuta community were purposively selected. On the other hand, voluntary sampling involves respondents who are self-willing to provide responses to the questions.

I interviewed a total of 17 participants. Such sample size for qualitative study have the ability to yield sufficient data (Auerbach and Silverstein 2003). The respondents were then interviewed on an individual basis comprised DOA officials, young farmers and young people who are not into agricultural activities as well as old farmers (aged). In general, the males were 10 while the females were 7. However, in terms of youths, there were 7 males and 5 females. In general, the distribution of the participants was as follows: 10 males: 4 youths not involved in any agriculture activity, 2 youths into farming and in the programme, 1 was graduated youth (from Greenhouse farming), 2 DOA (Management information system officer and 1 extension officer) and 1 old farmer. As for the females they were 7 that is, 3 youths not interested in agriculture programmes, 2 youths already farmers, 1 DoA extension officer and 1 old farmer.

The selection of the participants followed the provisions of snowball sampling. That is, the respondents were identified using referral means where the first interviewee would lead me to the other respondent. Since there was need to have participants (youth) who were into the programmes or farming. I visited the DoA officials who were quite knowledgeable about these farmers. As such, I was given the contact of one youth in the community who mostly call or visit DoA offices to report problems with his crops and seek for solution. Once I finished interviewed, I would request him to direct me to other participants who were into farming like him. A similar approached was used for those who lacked interest in agriculture. The first youth I interviewed was very helpful in



directing me to one of his friends who is not into any agricultural activity. It was easy to get enough participants in each category with this approach. At times, the referral would lead to a participant who knew the referrer and at times it would only lead to fellow who was just in the program and not known to the referrer that much although the referrer had observed the level of seriousness in such an individual. Turning to the aged farmers that were used in the data collection, the church elder who accommodated me (also the male aged farmer interviewed) played a crucial role in directing me to the female aged farmer. Overall, snowballing was effective sampling method to me since some registers showing the list of participants were inaccessible making it a challenge to access the potential participants.

## **3.5 The instruments**

### ***3.5.1 Semi-structured interview***

The research used in-depth and open-ended semi-structured interview questions to gather information from the participants. I designed the interview guide and conducted pilot studies on 23rd July 2018 using some youths and DoA officials at Wenchi district. The major goal for the piloting studies was to evaluate the relevance, validity, and the language of the set-question used for the interview. Later, the questions were amended according to the comments that were provided to come up with a final copy that would be used in the field. Semi-structured interview allowed me to engage in dialogue with the participants, thus, making it appear more advantageous compared to structured and unstructured interviews (O'Leary 2017, Patton 2002).

The interview used in this study began by covering broad areas that would assist in understanding the participants in general such as demographic details. Inquiries about their age, marital status among others. I used tentative constructs, but sufficiently flexible to allow the emergence of new themes for the purpose of theory-building (Yin 2003). I prompted the participants to describe their overall involvement in the agricultural programmes. Further, in order to evaluate the factors hindering them from becoming fully involved into the programmes, I asked the participants questions about their perceptions in the agricultural programmes.

Finally, to gauge whether there were enough motivation/interventions leading to effective involvement of the youths into the programmes, I engaged the DoA officials in a discussion to find out what the government was doing to motivate the youths towards farming. Thus, the interview comprised questions that covered the various sections depicted in the conceptual framework

### ***3.5.2 Participant observation***

Since I stayed with the participants in their community, I interacted with them most of the time. I would listen to their conversations about involvement of youths in agriculture, their expectations, and the current status of the programmes they are involved in. At times, I would engage them in informal interview to find more about their perceptions on agriculture. Such an observation increased the capability of gaining more insights in terms of collection of primary data. In fact, it was another way of comparing the responses in the semi-structured interviews with what was actually on the ground. I also visited the farms of these youths to have a look at the type of farming, farm size, etc. The data obtained through observation was recorded in my journal book in writing and tape recorded at some instances. It would then be used in addition to the responses that I had from the interviews.

## **3.6 Data collection**

The period for data collection began on 25th July 2018 and continued to 31st August 2018. The research employed the use of both primary and secondary data. For primary data, simple survey and semi-structured interviews were used to collect data. On the other hand, for secondary sources the research employed the use of both published and unpublished journals, dissertations, reports, and other internet sources to gather information. Mostly, the secondary data formed the basis of the literature review and part of chapter 4 involving the policy and programme analysis.

In the collection of primary data, I contacted the DoA to provide me with one youth farmer in the community who would then refer me to other youths since I used snowball technique to collect data. Before then, I had contacted one church elder who accommodated me in his house. I obtained an introductory letter from ISS which I sent to the DoA and copies were made for each respondent interviewed. Each respondent that showed willingness to take part in the study was scheduled for the interview on a particular date. The interviewing process followed the perception of the participants, i.e. where they deemed fit for them. As such, some interviews were conducted in the meeting rooms for example when I engaged the DoA while some were carried out off the facilities. Each interview took between 45 minutes and 1 hour 15 minutes. The data obtained from the interview and observations were captured in audio recorder (with respondent permission), and in writing. Prior to the collection of data, I ensured the participants of confidentiality and made them know that their participation was voluntary and were at liberty to drop out any time they wanted

without providing a reason for doing that. This gave them a peace of mind which made them to answer the questions easily and with honesty (O'Leary 2017). Most significantly, the value of the research was explained to the respondents at the beginning of the interviewing process. As such, the data obtained was reliable and accurate. The interviews with DoA and few youths were conducted in English since they were well acquainted with the language. The rest were in the local language (Twi).

### **3.7 Data analysis**

The research employed a qualitative data methodology that involved thematic analysis. This involves identifying, analysing, organizing, describing, and reporting the themes found in a dataset (Nowell et al 2017). I transcribed the responses verbatim for analysis of the contents for primary data. This was followed by sorting and coding the responses in line with to ensure that the response meet the research questions. The coding process involved categorizing responses and assigning numbers to responses so that they can be put into specific themes as explained by O'Leary (2004). The discovered themes formed the basis of the data analysis and the interpretation of the findings in Chapter 4 and 5 of this paper. To ensure the generation of all transcripts in a systematic way. The transcripts followed the provisions of McLellan et al. (2003) that involves checking on mispronunciations, use of slag and paralinguistic sound as well as grammatical errors. A thematic analysis seemed the most convenient way of handling the qualitative data owing to the ease of learning it and the clarity with which it presents the data with (Nowell et al 2017).

On the other hand, the secondary data was analysed based on its ability to meet the purpose of the study. That is, whatever that was used as a secondary source of data had to answer the research questions in the best capacity possible.

### **3.8 Ethical Considerations**

The study adhered to the ethics guideline procedures as articulated by ISS. Prior to the collection of data, ethics approval was obtained. In addition, during the entire process, it was crucial to ensure that the identity of the participants remained anonymous throughout. I sought permission from the relevant authorities including community leaders and the Municipal Department of Agriculture. Also, it was crucial to ensure that the participation was voluntary and that the participants were at liberty to withdraw from the research at any time they wanted without necessarily providing reasons for opting out. Another factor worth noting is that despite the participants having the consent to take part in the study, they were still at liberty to withdraw. Every participant in the

study was informed about the ethics that the research will adhere to in order to give them the peace of mind required to take part in the study effectively.

### **3.9 Summary**

The chapter has discussed research methodology through demonstrating a clear understanding of the qualitative approach that was utilized to collect data. In addition, the chapter has successfully demonstrated why the qualitative research paradigm was preferred for this study. One major reason is that it would provide in-depth knowledge about the research topic thereby making it possible to come up with sound conclusion. Along with these, the particular methods and instruments utilized in this study have been discussed at length and the explanation which led to the choices have also been provided. The following chapter presents the findings obtained for the analysis of the qualitative data followed by discussions.

## **Chapter 4 Findings and Analysis 1: Policy Analysis and Programmes**

### **4.1 Introduction**

This part of the paper describes the policy frameworks in Ghana that advocate for the youth involvement in agriculture. Along with this, the chapter also describes the various agricultural programmes for the youth and the initiatives that the programmes have indulged in as far as making the youths be involved in agriculture is concerned. Most importantly this chapter aims to answer research question 1 that asked; *What are the different government programmes targeting youth to become involved in farming, how do they work, and what forces and interests are shaping these programmes?* As such, the information depicted herein relied on both secondary and primary sources. The available literature discussed in section 4.2 formed the basis for secondary information while the DoA interviewed provided the primary information.

### **4.2 Policies and Programmes for Employing the Youths**

The government began by formulating the NYEP, currently known as Ghana Youth Employment Agency (YEA). The policy was established in 2006 by then government in power to ensure that the youths secured a job after their studies (Gyampo 2012). The goal of the programme according to YEA (2006) was to mitigate the unemployment and underemployment of the youths in Ghana. This was through modules that focused on the youths such as paid internships, agribusiness, security services, health extension and so forth. The programme aimed to create 500,000 jobs after 5 years of its establishment. By 2008, about 104,000 had enrolled for the programme. As such, the government expanded the programme to incorporate other modules such as youth in agriculture among others. Focusing on the youth in Agriculture, the module was expected to lure more youths into agriculture by changing their perceptions on agriculture. Thus, through the module, it was expected that there would be improvement in the involvement of the youths in agriculture. However, lack of capital, access land along poor recovery of inputs provided to farmers hindered the programme from achieving its goal (Gyampo 2012). Though discovered few years back, these factors have lived with the programme due to institutional failures which are related to monitoring and evaluation.

The Techiman municipality is an agricultural hub community finding itself in the transitional zone where there are massive agricultural activities. This

ecological zone attracts government support programmes including Block Farm (MYS 2010, GSS 2014). The transitional zone supports most kind of productions in the country but it's prone to urbanization as most of the youths abandon agricultural activities in such of white color jobs in other cities. The policy advocates for the need to have more strategic interventions that can attract the youths into agriculture and assist in promoting it as an appropriate career and a business option. The policy postulates that the heightening of the resources for agricultural involvement will attract the youths into modern agriculture leading to job creation among others such as contributing to the ageing farmers (MYS 2010, MoFA 2011).

Another policy that emphasizes the need for the youths to participate in agriculture is the Food and Agriculture Sector Development Policy (FASDEP) II. It is a broad policy of the MoFA that provides guidelines for development and interventions in agriculture. The policy provides recommendations for measures that can be used to attract the youths who have agricultural training into the sector. Some of the recommendations include increasing access to mechanized and financial services, embracing technology and so forth (MoFA 2007). While this policy aims to ensure that the youths have technical training in agriculture, ensuring that they have the required interest in agriculture becomes the most crucial factor in ensuring that they are attracted to agriculture.

In the line of these policies, the government of Ghana has developed various programmes to attract youths into agriculture. Some of them include; The Youth in Agricultural Programme (YIAP). This programme was a sub-development of NYEP with the following objectives:

- Help youths increase their income thus improving their living standards.
- Make youths produce sufficient food crops, fish and meat using modern methods.
- Encourage youths to stay in the countryside as by delivering every input at their gate, on credit without incurring any interest.
- Make youth do farming as their business venture.
- Make youth develop a substantial income to cater for his domestic and personal needs.

The programme comprises four components that include Block Farm, poultry and livestock, aquaculture and agribusiness. The Block Farm is the only active component in the Techiman municipality because the farmers there are largely involve in maize production and it was designed to provide employment for the youths clustered in particular area by providing them with land, improved seeds, fertilizer, and other agricultural inputs. In the livestock and aquaculture components of the programme, the farmers would be equipped with special

training in relation to housing, vaccine, feeding and other drugs until the livestock would be weaned off after 1 year (MoFA 2011). The following subsection discusses the Block Farming in details.

#### ***4.2.1 Block Farming in Techiman Municipality***

In the block farming, the programme heads acquire land from individuals or chiefs, plough it and then divided the ploughed land among young farmers in blocks (MoFA, 2011). The MoFA staff supervise these farmers. From a critical perception, this is to motivate the youths to join the programme since the physical aspect that involves ploughing the land has already been removed and other dull and drab aspects of farming. So, the young farmers receive the blocks ready to plant various crops such as maize, tomatoes, soybean and onions.

The aim of block farming is to encourage youths to take up farming as an employment opportunity and in return reduce the number of ageing farmers. By doing this, the programme targets the mitigation of rural-urban migration by making the youths to remain in rural areas and practice farming; to improve food production by utilizing large tracts of land for agricultural activities and get some income from the farming activities (MoFA 2011). In fact, the farmers under the programmes are also provided with inputs at a subsidized price with no interest credit facilities provided as well as tractor services. After the season, the farmers would offer part of their returns to the facility (DOA office). The rest would be sold to Buffer Stock company or the farmers can sell the produce to any other customer of their choice. Such a marketing arrangement is crucial as it helps the young farmers to evade the post-harvest losses attributed to lack of market. After the sales, the youth farmers are required to pay part of their loan either in cash (through Bank) or by part of the produce gathered from the farm. This helps to ensure continuous circulation of funds to other young upcoming farmers wishing to venture into farming through the programme.

To join the block farming programme, a youth interested in farming or already established in farming is required to send an application to the Director of Agriculture at the District level. Once approved the farmer person joins the programme and is provided with the inputs and credit. The farmer stays in the programme for three years but this is determined by the willingness to repay credit. After the three years, the farmer graduates from the programme to acquire his/her own land for farming (MoFA 2011). The programme practitioners continue to monitor the graduated farmers through extension services to see how they are faring on (MoFA 2011)

The secondary literature involving Block Farming programme as displayed by MoFA (2011) reveals that much is being done to attract the youths to venture into farming. From going through such a literature, one would deduce that

actually the bad attitude the youths have towards agriculture makes them not get drawn to the programmes. In fact, this is what the MoFA staff reveal in the section that discusses the primary information about the programmes. However, chapter 5 reveals a different phenomenon altogether. The reality on the ground is seen in the eyes of the youths who participated in this study.

### ***4.2.2 Youth in Cocoa Farming***

The Next Generation Cocoa Youth Programme is also one of the programmes the cocoa farmers in the area benefits. It is a five-year, US\$74 million programme initiative, focused on creating employment opportunities for over 80,000 youths in Ghana's cocoa communities. Its focus is to link young people to quality employment or to start their own businesses in the agriculture. This Youth Forward Initiative uses a holistic approach that combines market-relevant skills training, mentorship, internships and access to financial services to help young people transition out of poverty and into sustainable livelihoods (Youth Forward Initiative 2016). According to the programme manager the aim of the programme is to demonstrate that the cocoa farming can help Ghanaian youths to establish agricultural enterprises and be self-employed. All that is needed is to provide them with the right skills for them to generate the profits required from farming (Youth Forward Initiative, 2016).

In as much as this programme is interested in creating employment opportunity for the youths, it is worth noting that the pricing policies of cocoa can affect the engagement of farmers in cocoa growing in future. Quarmin et al (2014: 248-262) report that since "World War II, the internal cocoa market of Ghana has been focusing on price setting from an institutional perspective instead of focusing on market pricing par with the global demand for sustainable cocoa". Nonetheless, through institutional reforms, Ghana Cocoa Board (Cocobod) has been able to blend institutional mix by introducing internal competition while letting the government control the prices of cocoa, quality maintenance, and export management, but without much focus on liberalization. Such control has led to stabilization of prices while using the surpluses to offer other services such as extension and plant services (Kolavalli and Vigneri 2011). As the main driving unit of economy in Ghana, it is undeniable that cocoa farming is profitable. However, almost half of the youths have already graduated from school at different levels of education. Yet, about 27% of this population remain unemployed and the rest who are employed only have 5% of them working in cocoa farms/sector (Pansanen 2016, as cited in Lowe 2017: 10). The literature reveals that a major reason keeping the youths away from this programme of cocoa farming is the low yields arising from poor practices of agronomy, reduced fertility in the soil, and limited access to credit facilities



(Lowe 2017: 18). The low productivity affects the income of various households and deprives most farmers the ability to purchase inputs to increase their level of outputs in the farm such as fertilizers and pesticides. Such barriers in the long run influence new entrants to cocoa, who in this case are the youths as compared to established farmers (Lowe 2017: 18). Furthermore, although Cocobod supplies inputs such as fertilizer and pesticides and spraying services for free, Lowe (2017: 18) reports that the services are unreliable and they do not sustain farmers throughout the year.

Cocoa farming is labour extensive and having an aged population practising it only explains why the production is very low. Nevertheless, the programme is also not doing much to help in attracting the youths to the farming. Motivation seems limited in that even capital that some farmers use is still obtained from external money lenders, which is quite shameful for such a government programme. As such, with lack of proper provision of inputs it would be hard to have the youths enter farming of such a crop.

### ***4.2.3 Youth in Greenhouse Programme***

The youth in Greenhouse farming even though is for the general youth has some prospects that the participants should qualify. The selection or admission favors all youths within the country. Pregnant women or those with babies are not allowed since the training is intensive. The programme is made in such a way that the participants are accommodated at the training centre and feeding follows all financed by the government. Sometimes, some allowance, about ₦100 is given every month which may cater for the transportation fee of participants after leaving the programme.

### **GREENHOUSE VEGETABLE TRAINING**

The Ministry of Food and Agriculture is inviting applications for the training of the youth in greenhouse vegetable production. This is an exciting opportunity for motivated youth who are highly interested in producing vegetables for both the local and export market.

Applications are invited from qualified persons for enrolment into the 13-week training program beginning 17<sup>th</sup> September to 14<sup>th</sup> December 2018.

#### **Eligibility**

The applicant should:

1. Have a minimum of a Diploma in General Agriculture.
2. Have completed national service.
3. Be between the ages of 21 – 35.
4. Should be physically fit for practical agricultural activity.
5. Be willing to engage in vegetable production as a source of livelihood.
6. Be willing to abide by the code of conduct of the training centre.
7. Young ladies are encouraged to apply.

#### **Benefits**

1. The government will provide free accommodation, feeding and tuition during the training period.
2. Trainees can take advantage of the numerous interventions by the government for the youth in agricultural production.

#### **How to Apply**

Interested applicants should submit their application including CVs and photocopies / scanned copies of certificates (education and national service) to:

Human Resource Manager  
Agritop Limited  
P. O. Box KIA 30408  
Accra.

OR soft copies should be forwarded to email: [info@agritopgh.com](mailto:info@agritopgh.com)

Figure 4.1 application details for the youths in the Greenhouse programme (AgricInGhana 2016)

Figure 4.1 shows that the programme was majorly designed for the youths with the benefits provided meant to motivate the youths to enter the programme. Along with this, the programme seemed concerned with gender balance as more ladies have been encouraged to apply. Based on this, it is worth deducing that the programme is trying to eliminate the belief that agriculture is basically meant for men. However, there are some demerits of this programme arising from the need to relocate to Accra for 1 year which technically comes with other secondary costs such as transport to Accra for the interview which is non-refundable in case you are not selected. Also, one cannot relocate if she is pregnant or has a baby thereby making the programme more suitable for single youths and young men. Thus, there is need to seek another alternative that can cater for youths in marriage to show some aspect of balance.

### 4.3 Findings and analysis from participants

This section provides the primary data about the reality of the programmes in the ground from the perspectives of the DoA officials. In this section, the forces shaping the interest of these programmes is revealed since part of the literature in the previous section has already revealed that some of the programmes are not living to their mandate. So, definitely some external forces could be shaping their interests.

I interviewed the DoA officials about the functionality of the agricultural programmes in the Techiman municipality in terms of attracting new entrants (youth farmers) into agriculture and what made them to deviate from the main course of the programmes when the youths failed to join. Already, it is undoubtable that the youths have not ventured into agriculture through the programmes as required. Therefore, I can consider this as a force shaping the interest of the programmes because in the long run, the objectives of certain programmes changed and embraced a particular course. It could be questioned why couldn't the programmes just quit after failing to achieve the objectives they were designed for but from a critical perception, this would disadvantage the established farmers who were already benefitting from some input provision. So, programmes such as block farming under YIAP intensified the input provision to attract more youths, but only the already farmers seemed interested and therefore the mandate of the program was changed to fit a farmer of any age. One DoA official reported that:

*“... once you are in the municipality when the call comes, you are free to join and free to opt out anytime. So, it is not limited to any category though it was meant to tackle the youth, there is no barrier. Some were farmers who had left for some reasons to concentrate elsewhere and rather returned when farming became attractive but for those who had not been into farming before, NO one was attracted to get into farming for first time” (MIS officer, male, 48, DoA staff).*

However, being that most of the farmers were old and had their own land the programme dropped the aspect of giving land. When asked accessing land for Block Farm, one DoA staff revealed that:

*... during block farm era, the chiefs would allocate a land purposely for the programme (Block farming) but never worked out since the beneficiaries were farmers and had their own land. The allocation of land was meant for the new entries – the youths (Ext. Officer, male, 36, DoA staff).*

Another aspect of the programmes with the exception of Greenhouse farming that seemed to be missing was the provision of training services. With most of the farmers in the programme being old farmers and few young farmers, the programme practitioners never saw the need to train them since they were already experienced. As such the training aspect was dropped as the DoA official revealed that:

*actually, it was not training like for first time farmers since the programme did not attract new farmers, they were farmers already and were doing things on their own way so the need for extension agriculture is dynamic so we gave them interventions and tried to guide and direct them for good farming practices and processes. However, the high farmer-extension officer ratio make visitation to their farms quite difficult (Ext. Officer, female, 46, DoA staff).*

From this response it could also be seen that the programme had limitations that reduced the efficacy of the extension officers. It was evident that the programme implementers are not really concerned with training and are even deploying insufficient number of extension officers maybe to show the higher authorities that technically, they are working yet that is not the case on the ground.

The findings that reveal the changing of the programmes' interests are supported by Lowe (2017) where he reports about the constraints facing the youths in farming. Ignoring the objectives of the programmes (training, land access and lack of proper credit facilities) for the programmes only deprived the youths of the motivation required to have them engage in farming. In fact, when asked about whether the programmes motivated the youths to engage into farming or not, one DoA reported that:

*I will say YES and No. Yes, because the already farmers are happy with the subsidized farm inputs and it encourage them to continue engage in farming because every season they rush to our office for the inputs. No because it did not attract any new entries (new*

*farmers) which is very worrying and that is why my office has been embarking on radio talk show and moving from school to schools' youth forums to sensitize them on agricultural activities (Ext. Officer, female, 46, DoA staff).*

The findings revealed herein from the primary sources are in support with the perceptions of Lowe (2017) who in his working paper 511, stated that the constraints facing the agricultural programmes prevent new entries of young people into agriculture as they see nothing that is likely to be gained from joining the programmes which do not offer training, fail to give credit facilities, and most importantly do not give land which is the most difficult farm input to get in Ghana. The lack of these provisions particularly land makes some of the youths feel that it is quite difficult to engage in farming. This led to implementers to removing the age limit to accommodate every farmer in the programme. One DoA noted that:

*“Currently, there is no age limit even though the programme uses youth age bracket but it was not possible since the youth never got involved so we decided to deal with all farmers regardless of being youth or not” (Ext. Officer, male, 36, DoA staff).*

By removing the age limit, the programmes showed that they are no longer interested in having the youths into the programmes since any farmer was welcomed irrespective of age was welcomed to join. As such, most responsibilities have been done away with leaving the provision of inputs as the only thing that these programmes can do perfectly. Nothing compared to what is revealed in the literature forming the secondary information is actually happening on the ground. In fact, this is in agreement with what Baah-Boateng (2012) states that the programmes are just handouts to provide farmers with inputs and nothing more that can help them improve farming.

## 4.4 Concluding Remarks

This chapter was concerned with answering the first research question that stated *what are the different agricultural programmes targeting the youths to become involved in farming? How do they work? And what forces and interests are shaping these programmes?*

Various policies and programmes in Ghana and Sub-Saharan African in general depict the youth as a problem worth addressing through the mandate they are

assigned to fulfil (Anyidoho et al 2012: 5). However, these policies end up controlling instead of empowering the youths, as they consider very little of their perceptions. Moreover, in the narratives that accompany these policies, the youths are portrayed as a homogenous group that is hard to differentiate in terms of gender, class, or age. The inability to effectively perceive the youths in terms of their social context implies that the narratives making up these policies are unrealistic (Anyidoho 2012).

At the moment, it is worth noting that the Ghanaian Government formulates the policies and the programmes at the national level to help the unemployed youths. Some of the programmes formed in line of agriculture include youths in Greenhouse farming, Block Farm, and Youths in Cocoa farming. All the programmes have a different role to accomplish but a few aspects bring out similarity in them, that is, they all target unemployed youths, they provide farmers with packages, and most importantly they were designed to train farmers (but only greenhouse seem to do well). Despite all these, it can be deduced that these programmes have not successfully met the needs of the youths as far as agriculture is concerned despite benefitting the farmers with packages. For instance, one youth participant reported that despite the training they receive in greenhouse farming, they still cannot do it on their own due to high start-up costs. Also, another youth reported that the farmers who joined the block farming (it is the most active segment of YIAP in Techiman Municipal) are only given farm inputs with no training taking place. As such, there is still high level of ageing farmers, increased rate of rural-urban migration, and limited support for agricultural activities in the developing nations (Goldsmith et al. 2004, White 2012).

The study shows that particular forces such as the need to have active farmers on the programmes and the need to continue existing to cater for the active farmers make the programme heads to change their objectives for the youths. Also, there could be a possibility that there is tension between what is good for the agri-food sector and what is good for the youths. The programme heads might be concerned with the need to continue increasing food production and with the youths not joining the programmes they resort to all farmers and provide them with packages. As a result, they end up not discharging their mandate according to the written information that is supposed to instead guide their interest (Baah-Boateng 2012). With lack of critical steps that can change the perceptions of the youths towards agriculture, the programmes on the ground become mere 'handouts' for just providing farmers with subsidized farm inputs without necessarily adding more knowledge about agriculture to them. Right now, the youths need more training, particularly those intending to join farming for the first time in order for them to have various forms of knowledge

such as the right soil composition for particular plants, the right seeds to plant and other forms of modernized agriculture. Without these, there is no substantial progress that can be made to attract the youths into farming leading to a worrisome conclusion that something needs to be done in future. The next section supports these speculations further.

## **Chapter 5 Findings and Analysis 2: Young People Experience in these Programmes**

### **5.1 The Chapter Introduction**

The primary objective of this research was to assess the Policy puzzles of young people and farming in the Techiman Municipality of Ghana. The opinions of 17 participants comprising DoA, youths involved and not involved in agricultural programmes, and aged farmers were captured using in-depth interviews and observation. The design of the study centered on exploring the different agricultural programmes established by the government for the youths, the factors preventing the youths from getting involved in agricultural activities despite being unemployed and how they can be motivated to be engaged in agriculture. As such, the in-depth data was designed to provide answers to the other two research questions as depicted in Chapter 1:

- Which constraints prevent the youths from joining agricultural programmes and practice farming yet they are unemployed?
- Have the measures put in place motivated the youths to get involved in agriculture programmes?

This chapter presents the findings obtained from the analysis of the interview data on the interviewee's attributes, the constraints hindering the youth to venture into agriculture and the interventions put in place to motivate them to engage in agricultural activities. The analysis of data was majorly based on the themes developed in the conceptual framework of Chapter 2.

#### **Findings**

### **5.2 Socio-economic characteristics of the participants**

This part of the paper depicts the individual attributes of the participants interviewed. The analysis of data in this section was based on age, sex, marital status, education level, crop produced, and the land owned by the participants. Table 4.1 exhibits the overall demographic characteristics of all the participants.



Table 4.1: The overall demographic characteristics of Respondents

Participants	Sex	Age	Marital Status	Education level	Crop Produced	Land Size
Youth 1	M	30	Married	Tertiary	Cocoa, maize	10 acres (5 shared and 5 inherited)
Youth 2	M	26	Single	Tertiary	NA	NA
Youth 3	M	31	Single	Secondary	Cocoa	17 acres (7 acquired by sharing and 10 by inheritance)
Youth 4	M	27	Married	Basic	Tomatoes	1 acre (Rented)
Youth 5	M	26	Single	Secondary	NA	NA
Youth 6	M	28	Single	Tertiary	NA	NA
Youth 7	M	31	Single	Tertiary	NA	NA
Youth 8	F	34	Married	Secondary	Maize, Cassava	4 acres (Inherited)
Youth 9	F	25	Single	Tertiary	NA	NA
Youth 10	F	29	Single	Secondary	NA	NA
Youth 11	F	32	Single	Basic	Maize	3 acres (Purchased)
Youth 12	F	28	Single	Secondary	NA	NA
DoA (MIS officer)	M	48	Married	Tertiary	NA	NA
DoA (Ext. officer)	M	36	Married	Tertiary	NA	NA
DoA (Ext. officer)	F	46	Married	Tertiary	NA	NA
Aged farmer	M	62	Married	Tertiary	Maize, organic vegetables	20acres
Aged Farmer	F	57	Married	None	Maize, cassava	2 acres

In Table 4.1, the interviewees have been grouped in three major groups. The young group showing the youths and it comprises 12 participants out of 17 that formed the whole sample. There is another group showing the DoA and finally the group showing the aged farmers. Most of the participants 10 out of 17 are married. I realized that marital status plays a crucial role in deciding whether to take up farming or not because one must think about family in a situation where only farming is the only alternative that can help in looking after the family. For the purposes of confirming whether those who were engaged in the programmes were actually the youths, the age of the participants was evaluated. As depicted in the table 4.1, most of the participants 12 out of 17 were between 25-35years old. This showed that the main target for the population were actually youths as they met the definition of youth in the perception of

National Youth Policy Ghana (2010). In terms of gender, the overall males were 10 while the females were 7.

In the case of land ownership, most of the participants never owned a parcel of land. Most of the lands secured for agricultural activities are either rented from the owners or acquired through the farm-share system. However, without money, renting land would be quite hard. On the other hand, a participant indicated that acquisition of land is primarily by the farm-share method which involves sharing the land and farm produce in the first harvest with the land owner. According to the male young farmers, the acquisition process is typically negotiation and mainly applicable to cash crop. After that each one would take care of his/her portion independently. Some farmers who have acquired land using this method end up with large tracts of land for commercial farming.

The findings depicting majority of the participants used for the study as youths corresponds to the findings of Olaniyi and Adewale who conducted a study on maize production in rural areas using youth participants within the age bracket of between 30-35 years (2012). In the current study, most of the youths involved in farming were over 25 years up to 32 years as depicted in the Table 4.1. This is an indication that older youths are more engaged in farming and mature in developing economic enterprises.

### 5.3 Education level of the participants

Education level should never be perceived as a hindrance to venturing into farming. As such it was not regarded as a prerequisite for the enrolment of the participants onto various agricultural programmes except for the youth in Greenhouse programme. Nevertheless, from a critical perception, having some knowledge attained through education can impact decision making since education changes the attitudes and perceptions of various people. Table 4.1 depicts that most of the participants particularly youths had tertiary education although only one was into farming. Overall, all the youths had some level of education with none of them being uneducated. Even though we cannot generalize a small sample results but for half of the respondents and through informal conversations with some community members, I could say about half of the young people in the area have tertiary education. Also, one of the aged adults particularly the old farmers were uneducated according to what one participant reported:

***“the old people are the ones in agriculture because they are uneducated and cannot seek another job. Nevertheless, the programmes have trained to do farming in the appropriate way”  
(Female aged farmer, 57).***

The aged adults who seemed educated were working in the agricultural programmes or had something to do for the community. This included the 3 DoA with tertiary education and 1 old man who is one of the area sub-chiefs and a farmer. From the educational data I gathered, I was able to conclude that most youths were well educated but not participating in any agricultural activity as they wanted white collar jobs. In fact, my findings for this observation concurred with Muhammad-Lawal et al (2009) who study about agricultural programmes for the youths in Nigeria revealed that a great number of the participants about 93% had a particular level of education. Participants with some level of education eases the process of understanding the contemporary agricultural technologies and the innovations affiliated with it.

However, I concluded that the low level of youth involvement in agricultural activities despite high educational levels implies that the educated youths who are unemployed are not pursuing the opportunities created by the government programmes. This deduction agrees with Zakaria et al. (2014: 58) who also found out that over half of the 292 youth students in agricultural studies at the Development Studies University (UDS) in Ghana never preferred agribusiness for self-employment after graduation. Only a few of these participants regarded agribusiness for self-employment after graduation. In my perception, this implies that the educated youths are pursuing white collar jobs which are scarce. In the long run, most of them end up unemployed.

## **5.4 Results and Emergence of the Themes**

This subsection highlights the subjective experiences of the interviewees regarding involvement in agriculture and is organized based on the development of the themes and concepts. The evaluation and discussion of the themes and concepts were based on the linkage between the coded attributes existing in them. As such, three aspects were used to assess the strength of the linkage: 1) the number of participants (the youths) who talked about a concept that led to theme formation, 2) the number of times that the attributes were mentioned i.e. the number of references directed to the concepts, and 3) discussion quality of the linkages. The quality and the weight of these concepts assisted in drawing answers for the research question.

Three primary themes emerged in relation to youth involvement in agriculture. Most of the coded references focused on constraints theme where 9 out of the 12 interviewed highlighted various constraints as the major factor hindering them from involving in agriculture. Next, was the concept of employment. 7 out of the 12 youth participants indicated that the constraints faced in their pursuit to get involved in agriculture demoralized them from embracing agriculture as a source of employment. Finally, there was the concept

of motivation. Only 5 of the youth participants perceived motivation as one of the factors that made them to engage in agriculture. The Figure 4.1 below presents the themes. It is deducible that the constraints being faced in agriculture have the greatest influence on the youth involvement in agriculture.

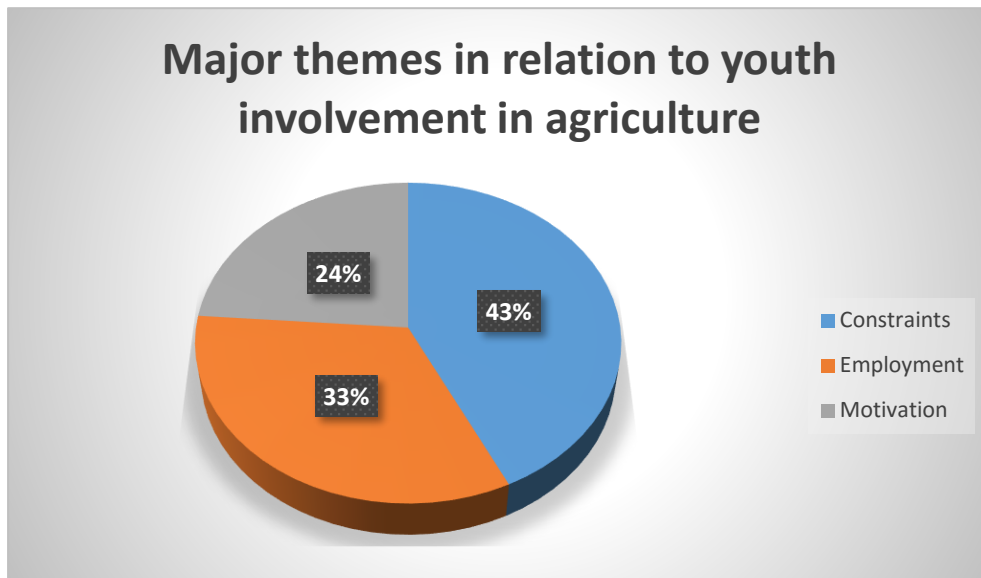


Figure 5.1: Emergence of major themes in percentage of the coded references,  $n=12$  (number of youths interviewed – only youths)

## 5.5 Constraints facing the youths

The research determined that out of the agricultural programmes that existed in Techiman Municipality and particularly the ones that were investigated that is the Block Farm (YIAP), Youths in Greenhouse farming and Youths in Cocoa farming most of the youths never showed interest anymore after graduation. For instance, in the YIAP programme, particularly the Block Farm programme aspect most of the youths would stay in the programme for as long as 3 years but fail to enroll again afterwards. In fact, during such periods, no new enrolments were noted to be happening.

Several concepts leading to this theme being of most significance to this research emerged from coding. 10 out of 12 of the youth participants I interviewed emphasized the need to have access to land for them to engage in agricultural activities. The programmes particularly Block Farm (a component of YIAP) had been designed to provide land to the youths. However, the

provision of land by this agency was poor. Most of the farmers rely on their own land for farming which they bought using their own money. However, one can get land through inheritance, renting, buying or farm-shared method. As for renting, the problem associated with it is lack of enough money to rent the land. This brought another problem of short rental period based on the amount of money that an individual had. Yet, even if one accumulated enough money to buy land, it would still be hard to get land since the people were never interested in selling the inherited lands rather, they would continue renting it out to receive income. As a matter of fact, one informant not in farming explained the following when he was asked whether he would like to own a land:

***Yes, but it is difficult to own a land here. The community hardly sells land to individuals to farm on. Mostly family land and head of family make money out of it so they rent it out than to sell it (#9, Female, 25, non-farmer).***

I observed that the problem of renting land only affected individuals especially when it came to large tracts of land. On the other hand, it was not quite hard for the programme to have large tracts of land as they are provided by the government in consultation with the chiefs. Nevertheless, the ability of the programme to enhance the extension delivery from one farmer to the other became hard since the people interested in the Block Farm lack large tracts of land.

However, the aspect of sharing land would solve the issue of land problem for some farmers. This involved entering an agreement with the owner of the land who would then permit the growing of groups in his/her land. Afterward the farmer would share the harvest with the owner of the land and later get his/her share of land from that where they would work independently with the owner of the land on each half piece of the land. One participant reported that:

***"I acquired the land through negotiation with the land owners where I do the farming and at the end of first harvest, we share equally the land with the crops, where after each person takes care of his or her half". (#3, 31, Male youth farmer).***

I found out that lack of training was another factor that hindered the youths from getting involved in agriculture. Out of the three programmes that I

investigated, only 1 programme (the youth in Greenhouse) offered sufficient training that pleased the youths. One informant mentioned that ***“The Greenhouse farm training outweighs that of the other training being ran by other institution of agriculture” (#1, 30, Male Farmer).***

The aspect of nonperformance of the programmes was pointed out by the interviewed youths not enrolled in the programmes who noted that the officers do not visit regularly to inspect their farms indicating that there was nothing going on in the form of training. Moreover, there seemed to be lack of enough personnel to handle the training processes as one youth noted that ***“the ratio of extension officers to farmers is very less” (#6, 28, an observant youth interested in farming).*** That is, the number of farmers exceed the number of extension officers supposed to train them at a particular location.

Also, I learned that the youths who were not enrolled in the programmes held unto bad perceptions that the community has about agriculture. This made them have a bad attitude towards farming. One youth revealed that:

***I know the programmes are to make me like agriculture and farming in general but I hate anything that makes me touch the soil. Also, I do not want to get tired with too much straining working in sun the whole day (#12, female, 28, non-farmer)***

Another youth participant not into farming and not enrolled in any programme perceived that the youths of the 21<sup>st</sup> century should not do farming because ***“it is a non-productive business yet somebody like me wants a big business because I am educated (#5, 26, youth not participating in any programme)”***. This was a clear indication that most youths who are educated perceive farming as a job for the non-educated people.

There was another notion that farming does not give quick money. Most of the youth participants not enrolled in the programmes stated unanimously that there are very many challenges affiliated with agriculture such as crop failure due to unforeseen events such as floods, drought among others and income takes time to be realized. One youth reported that:

***Sometimes I see farmers plant their crops and they fail when droughts come of pest outbreak. One of them told me that the programme they are in no longer train them on soil and water conservation measures. So, when drought comes, he does not***

*know what to do because he has no knowledge about such techniques as mulching. To me, such a failure cannot lure me into enrolling in these programmes whatsoever (#11, 32, youth not enrolled in any programme)”*

## **5.6 Agriculture as a source of Employment**

This was an important theme for this research that emanated from three concepts namely, livelihood, constant income, and market. All the participants including the DoA acknowledged that involvement in agriculture improved the livelihood of most people through employment. One youth farmer in Greenhouse programme revealed that selling of farm produce per kilo throughout the year provides higher returns. This can improve the wellbeing of farmers and enable them to provide for their families thereby improving their livelihoods. In addition, 8 out of the 12 youths interviewed and were practicing farming either under one of the programmes or independently revealed that they have siblings and parents who depend on them. One informant revealed that ‘I take care of my parents and other siblings’. As such, I was able to observe through informal interaction that the participants were into agriculture to help their parents and siblings. They believed that it is a source of income that can improve livelihood. However, only a few youths were involved while the majority were only old farmers. A particular reason for this as revealed by one participant was that agriculture takes time to realize high returns. As such, looking for a monthly paying job was the alternative for most youths. Another participant revealed that he would quit farming and venture into other businesses if he gets enough money. I sorted the opinion on this from one of the adult farmers

*unlike a formal job that reliably offers monthly salaries, many food crops cultivated in the subregion take a longer period, at least three (3) months to reach maturity stage. The addition of the time for harvesting and processing of the produce for the market to the accumulated period implies that farmers exercise a great deal of patience before reaping the profits of their labour. For this reason, young people prefer employment in the formal sector rather than*

***farming and wait too long to make little profit... youth of these days cannot exercise such patience (male aged farmer, 62).***

The second concept that showed employment was income generated from farming. I observed that the income is generated from various dimensions that involve the sale of labour, personal investment, and working in the farms. Several participants supported the last two observations by revealing that they ventured into agriculture without anything but have now generated some income that makes them have the capability of employing other people. The informer revealed that:

***Due to lack of funds at the beginning. I did everything by myself as weeding, planting, spraying etc. After I have made some savings, I was able to contract labors to help. At times we the farmers come together to help at each other's farm from time to time (#3, 31, male youth farmer).***

The field data revealed that participants who practised farming revealed that they earned their income from farming on both rented, owned and shared lands. Besides, the programmes helped farmers to get inputs at subsidized prices thereby allowing them to save production costs while increasing income. One participant revealed that:

***Through my involvement in the programme, I am able to get farm inputs such as fertilizers and seedlings at subsidized amount and this has helped improved productivity and earnings (#10, 32, female youth farmer)***

Such a form of saving would help farmers to get some money for taking care of other necessities.

Most importantly, 3 young farmers never had intention of leaving farming as they regarded it as a full-time job. For instance, one youth informant revealed that:

***I do not have any intention of quitting farming but rather improving my processes, techniques, and skills in farming in order to achieve my maximum goal. I wish to put irrigational mechanism in place to help increase yield even during the drought season when the rains fail. In short, I have no intention of quitting farming (#1, 30, male youth farmer).***



I was quick to observe that such youths thought of better plans that could increase their productions and make agriculture a full-time job that can generate income rather than quitting. In fact, such youths realized that they are the change they need in farming.

Finally, another concept that seemed to be associated with employment is marketing. All the programmes that I investigated seemed to provide ready market for their farmers especially cocoa farming. However, one youth seemed disappointed with the notion that the government dictates the pricing of the commodity. The informant revealed that:

***“the cocoa has ready market where farmers cannot negotiate prices. Government set prices every year...” (#3, 31, male cocoa farmer)***

Another participant revealed that:

***I have customers (processing companies) who pay the products at negotiated amount whether there is an increase or decrease in price. I got to know them through DoA (#1, 30, male farmer).***

Another participant in the Greenhouse farming pointed out that it is possible to grow crops all the year round and sell the products without necessarily following the market demand. Some of these items include vegetables which are always perceived as a basic need. Hence, they would be bought frequently all the year round. This provides money to take care of the basic needs and improving the financial status of an individual.

For the participants not into farming, joining the programmes for getting employed through agriculture never seemed to work for them. The issue of discouragement from seeing other people not successful in farming was quite evident in some participants. For example, one would not perceive farming as employment if the parents never got their income through farming. As such, they would prefer to keep their jobs despite the small salary. One young female who is not willing to go into farming revealed this as she said;

***...my parents have been farmers since... but not even a motorbike they are able to buy; do you know why? Because they will go for loan from the bank and after selling of produce the money would be used to pay back the loan with interest. How can I be motivated with this...I just got a job though the salary is not good but I will manage than to be a ‘hustle farmer’... (#12, female 28, non-farmer)***

The perception about farming being a dirty job and not for the educated disturbed the consciousness of most educated youths not enrolled in any of the programmes. Most of them stated that very few people go to school thinking about farming because everyone wants to land on big white collar jobs. One respondent stated that:

*Most of us while in school, we only think of how we can get big jobs in the city and drive big cars. When will agriculture give you something like that? In fact, with agriculture, you have to sacrifice yourself much, think harder and have great faith because at times the crops might fail and end up with no income (#2, male, 26, non-farmer).*

Another respondent also not in the programme and not interested in farming stated that:

*Agriculture is a very hard job to do although the programmes try to indicate that they can make it easy by providing tractors for ploughing. I believe this cannot even last for long because you know Africa as I do. Things concerned with development do not work that much. Moreover, no educated being would run away from a white collar in the city to come and do this dirty job meant for old people (#7, male, 31, participant not interested in farming).*

Overall, the findings from the concepts affiliated with the theme of employment agreed with the findings of Brooks et al (2013) in their policy research working paper about agriculture being a way of providing the youths with employment. Brooks and colleagues agree that agriculture continues to employ more African youths and there is a likelihood that it will remain so in future. However, Brooks et al are also of the notion that accomplishing the rapid shift in agriculture and make it even more employment provider requires more modernization of the farming systems in Ghana. This would involve the use of better planting materials that can withstand pests and skilled handling of the harvest until marketing point. Baah-Boateng (2012) nevertheless reports that such form of modernization is lacking in the programmes designed to provide the youths with employment through agriculture. As such, things still run in the old fashion with farmers taking longer time to realize returns and many losses on the way. The youths not in the programs see these as barrier to being self-

employment through agriculture. Hence, they shy away and look for white collar jobs.

## 5.7 Motivation

This was another theme that emerged from the concepts of income, training, and showing concern among other factors. Income attributed to agriculture seemed to be the main factor of motivation for 9 youths that were interviewed. These participants revealed that some youths are not always interested in agriculture because they want quick money and not a long investment that will realize profits later in life. As such, they would not feel motivated to join agriculture. One farmer revealed that he would stand with agriculture because of ***“the benefits I stand to gain in terms of finances”***

Another major factor that I observed from the findings of the interviews in regards to motivation to join farming was the concept of showing concern. 6 youths who were into farming whether in the programmes or outside the programmes indicated that their parents were the main source of motivation to venture into farming. Most of these parents were farmers and therefore, with land being inherited, it was quite easy for the youths to invest in farming too. The concern from the parents about the need to inherit their legacy was a critical factor that necessitated the need for the youths to enter farming. As such they would teach their children to have passion for agriculture since childhood as one participant revealed that:

***I have grown up with passion for it and have wanted to be a farmer since infancy. I had read about it before applying, so I join to improve my knowledge in agriculture and more especially Greenhouse farming since it was very new to me. Also, to be expose to the new technologies in farming (#1, 30, male youth farmer).***

The concept of training also seemed to be another crucial factor in motivating the youths to join agriculture. One participant highlighted that the need for the youths to have an educated role model in the town who are educated and are in the farming too. The Greenhouse programme seemed to outstand all the other programmes in terms of motivating the youths through training. In fact, 1 participant revealed that foreigners particularly the Israelites were being used to train some youths.

***I was trained by some Israelites on vegetable farming for 3months through a government initiative. 50 other youth will be travelling to Israel for Greenhouse production (#1, 30, youth farmer).***

Such a training can equip the youths with the right skills required to enhance agricultural productivity. Furthermore, after the training while still in the programme they can be employed as one participant pointed out that the programme can employ the youths. However, I found out that the youths were promised to be given startup capital to start their own Greenhouse farming along other inputs but this never happened.

A graduated youth from Greenhouse farming revealed that:

***"...but it failed on the side of the government, so I couldn't start since it involves huge start-up capital but the knowledge and experience has help me with my farming" (#1, 30, male youth farmer).***

As far as the use of packages is concerned and in relation to motivation, one youth revealed that the package provided for cocoa farming for instance motivated him to join. He reported that:

***the package is good, providing us with insecticides, cocoa seedlings, and cocoa pods for nursing; though we were expecting it to be free but still is better than buying with full price. I am able to use the other part of the money for other expenses like labour for spraying (#8, 34, female youth farmer).***

Another participant supported this notion through supporting that fact that there was provision of subsidies to farmers. He revealed that

***...brother, who does not want free or subsidize product? I joined to also benefit from the free seedlings and other farm inputs (fertilizers) though fertilizers are sold to us half price compare to market prices. At least we are able to save some money out of it (#4, 27, male youth farmer).***

The fact that the farmers would save some money from subsidized inputs provided by the programmes motivated most of the participants to get involved in agricultural activities. This finding agrees with Obaniyi et al (2014) who denoted that improved seeds, fertilizer and chemicals were some of the incentives provided to the beneficiaries of USAID. Thus, this sets a clear

indication that incentives can be a way of motivating more youths to get involved in the agricultural programmes.

As for the participants not in the programme, there were factors that never seemed to motivate them to venture into farming through the programmes. The erratic weather and pest invasion at times were some of the factors that some participants stated to be keeping them away from farming through the programmes because the programmes do not currently teach them how to manage that. One participant reported that:

***the erratic rainfall and harsh weather conditions in the area place a toll on seed germination and the survival of plants. These conditions work together impact negatively on the harvest and the profit margin by the farmer but this year I'm happy because God has given us more rainfall... (#8, 34, female youth farmer).***

Another participant also reported that:

***There are many challenges that confront farming activities. Most farms are seasonally invaded by pests and diseases and I would have to spend much money on agrochemicals to get rid of them. This means that, one must be financially equipped in order to fully take charge of such situations. Yes...the government is trying but I think is not enough... (#4, 27, male youth farmer)***

The findings in the theme concerned with motivation showed that some participants have enrolled in the programmes and practising agriculture through both intrinsic and extrinsic motivation. Obanyi et al. (2014:74) defined motivation “as the reason for doing things or powers that make things materialize”. As indicated in chapter 4, the agricultural programmes for the youths are supposed to provide in adequacy; extension services, productive inputs such as agrochemicals and fertilizers and any other thing that can modernize the farming process. These can motivate the youths to enroll in the programmes and start doing farming.

The responses provided in each theme from the participants not enrolled in the programmes and some of the enrolled participants revealed that very little is done in terms of training to provide skills to the farmers since the extension services are very minimal. The participant who revealed that getting land is difficult and the ratio of extension services to farmers is very unrealistic made

me believe that if these two can be fixed then the youths can be motivated to enter farming and enroll in the programmes.

The findings of this study agreed with those of Bello et al. (2011) in their study about the involvement of youths in rice production in Nigeria where they reported that there is a significant association between the involvement of the youths in agriculture and access to extension services as well as credit facilities. It is deducible that access to extension services for improving the skills of farmers and then accessing credit facilities from the inputs given can entice the youths into joining the agricultural programmes for farming. Thus, such things as extension services, loans, tractor services and other crucial inputs such as land can be used as incentives for making the youths to join farming through the programmes.

## **5.8 Concluding Remarks**

The success of some of the youths in farming could be effective in drawing more others into this business.

The findings established in this chapter focused on answering two research questions that were concerned with the factors hindering the youths from getting involved in agricultural activities (constraints) and how should they be motivated to get involved in agricultural activities. For the first question that involved the constraints hindering the youths from getting involved into farming and joining the programmes in general, the research established several factors. First, the programmes have not succeeded in attracting the youths as they were meant to do. Instead, they offer packages that include agricultural inputs such as agro-chemicals, seeds, fertilizers etc. There are no campaigns being conducted to sensitize the youths about the importance of joining the programmes. Hence, there could be a likelihood that most youths are not aware of the programmes and therefore low number of enrolments.

Secondly, the negative perception that people have towards agriculture make the youths to stay away. People associate agriculture with dirt and perceive it as job of unlearned people. Moreover, they see it to have little income and one has to wait for a long time to become rich. Yet, the educated youths want white collar jobs and quick money. Thus, it becomes quite hard for them to venture into farming. Sensitization would be an effective way of changing their minds.

Finally, the study established that lack of resources keeps away the youths from involving in agriculture. For instance, lack of access to land was mentioned by most participants. The only way to get land is through renting, buying, or inheriting from parents. Those who do not have land to inherit remain with two choices of either buying or renting and without money it becomes a problem. as such, the programmes should provide loans to interested youth farmers without lands so that they can rent land, do the farming and then payback the loan. Another critical resource the research found to be lacking among the programmes is training. The programmes, particularly the Block Farm do not offer training services in the right magnitude. As a result, the youths do not feel the motivation of going into farming as they see that they have no new skills that can differentiate them from old farmers. Training would help them develop new skills that can help them keep abreast with the new technology and take farming to another level altogether.

On the second question that was concerned with how to motivate the youths to get involved in farming and join the programmes, the research also established several factors that would motivate the youths into farming. First, most participants mentioned the provision of packages as the main source of motivation. Based on these, if the programmes would supplement the provision of other resources such as land and more sensitization, then it would be easy to have more youths motivated to venture into agricultural activities. Along with this, the need to offer more intensive training that enables the youth farmers to make effective use of technology and the online markets can make the youths feel motivated to join the programmes and get involved in agricultural activities because there are new skills and a ready market at the end.

## Chapter 6 Conclusions

### 6.1 Conclusions

The government of Ghana has formulated various agricultural policies and programmes as way of making the youths become attracted to agriculture and hence solve the unemployment issue. The study sought to assess the Policy Puzzles of Young People and Farming in Ghana.<sup>17</sup> participants were interviewed which comprised the youths, old farmers and DoA officials. It is worth noting that, I try to have a diverse sample including men and women, young farmers with land and without land, people less educated and high educated. In the data collection, I was not able to fully work on the differences and I will suggest that this should be look at for future research.

The research established that there exists various agricultural programmes in the Techiman Municipal such as the Block Farm, youths in Cocoa farming, and so forth. Having heard DOA officials, young people and aged farmers, these policies should not be considered as programmes with exception of Greenhouse farming. In the context of Techiman Municipality, many of these programmes actually remain as handouts (farm inputs) necessarily not attracting the youths into farming.

All the youths interviewed had some level of education most never showed interest in joining the agricultural programmes. The major reasons that the study established for lack of youth involvement in the agriculture activities were access to land, lack of start-up capital (for example in the establishment of Greenhouse), negative tainting that people have on agriculture, and lack of training.

The participants revealed the factors what motivate them into farming such as availability of training in certain programmes such as Greenhouse programme (for the youths) and provision of packages that help them save the costs of inputs (especially for the old farmers).

The study concludes that the agricultural programmes supposed to help the youths and enable them secure employment through farming have not managed to target the youths as required. The emphasis on the provision of packages and changing the objectives of the programmes to include every farmer irrespective of age make the youths to continue shying away from farming as they see nothing new from the programmes.

The study also deduces that there is inadequate provision of resources under particular programmes such as Block Farming. This includes the provision of



extension services that can impart new knowledge into farmers and although there is the provision of farm inputs it is worth noting that there is minimum provision of other resources that can entice the youths into farming such land, appropriate technology and machinery, and the marketing of farm produce. With ready market, efficient farming technology, and land, it becomes easy for the youths to venture into farming. Also, the programmes seem to lack capacity building of farmers that would them to access credits even after graduating from the programmes. Therefore, the study concludes that these programmes are not holistic as far as resource provision required to farming more appealing to the youth is concerned.

## Reference

- Adekunle, O., L. Adefalu, F. Oladipo, R. Adisa and A. Fatoye (2009) 'Constraints to Youths' Involvement in Agricultural Production in Kwara State, Nigeria', *Journal of agricultural extension* 13(1).
- African Union (2006) *African Youth Charter*. African Union.
- AgricInGhana (2016) 'Call for Applications: Agribusiness Training Opportunity for Ghanaian Youth in Vegetable Production Under GreenHouse', Ghana, Accessed September 28 2018 <<https://agricinghana.com/2016/11/10/agribusiness-training-opportunity-for-ghanaian-youth/>>.
- Akpan, S.B. (2010) 'Encouraging Youth's Involvement in Agricultural Production and Processing', NSSP Brief, No. 29. Abuja, Nigeria: International Food Policy Research Institute (IFPRI).
- Amadi, U. (2012) 'Agricultural Entrepreneurship Development for Youth Empowerment in Nigeria: Constraints and Initiatives for Improvement', *Journal of Educational and Social Research* 2(10): 107-114.
- Anyidoho, N.A., H. Kayuni, J. Ndungu, J. Leavy, M. Sall, G. Tadele J. Sumberg (2012) Young People and Policy Narratives in sub-Saharan Africa, FAC Working Paper 32, Brighton: Future Agricultures Consortium.
- Auerbach, C. and Silverstein, L. B. (2003). Qualitative data: an introduction to coding and analysis. New York: NYU press.
- Baah-Boateng, W. (2012) 'Youth Employment and Unemployment Challenge in Africa: A Case of Ghana', Workshop on Youth Unemployment, Accra: ISSER.
- Baah, C. (2014) 'Assessment of the Youth in Agriculture Programme in Ejura-Sekyedumase District', Master of Science in Development Policy and Planning. Kumasi: Kwame Nkrumah University of Science and Technology.
- Bello, M., Madza, T. and Saror, S.F., 2011. Nigerian youth involvement in rice production: a case study of Lafia Local Government Area, Nasarawa State. *Journal of Environmental Issues and Agriculture in Developing Countries*, 3(1), pp.88-97.
- Braimah, I. and R. King (2006) 'Reducing the Vulnerability of the Youth in Terms of Employment in Ghana through the ICTsector', *International Journal of Education and Development using ICT* 51(18,912):100.
- Brooks, K., Zorya, S., Gautam, A. and Goyal, A., (2013). *Agriculture as a sector of opportunity for young people in Africa*. The World Bank.
- Benin, S., Johnson, M.E., Jimah, K., Taabazuing, J., Tenga, A., Abokyi, E., Nasser, G., Ahorbo, G. and Victor, O., (2013) Evaluation of four special initiatives of the Ministry of Food and Agriculture. Accra: Ministry of Food and Agriculture.

- Chikezie, N., D. Omokore, J. Akpoko and J. Chikaire (2012) 'Factors Influencing Rural Youth Adoption of Cassava Recommended Production Practices in Onu-Imo Local Government Area of Imo State, Nigeria', *Greener Journal of Agricultural Sciences* 2(6): 259-268.
- Creswell, J.W. (2012) 'Qualitative Inquiry and Research Design'. Los Angeles: SAGE Publications.
- Daudu, S., V. Okwoche and O. Adegboye (2009) 'Role of Youths in Agricultural Development in Makurdi Local Government Area of Benue State', *Journal of Agricultural Extension* 13(2).
- Food and Agriculture Organization (FAO) (2010) 'Promoting Employment and Entrepreneurship for Vulnerable Youths in West Bank and the Gaza Strip'. Rome: FAO.
- Ghana Statistical Service (2014) *2010 Population & Housing Census: National Analytical Report*: Accra: Ghana statistical service.
- Goldsmith, P.D., K. Gunjal and B. Ndarishikanye (2004) 'Rural–urban Migration and Agricultural Productivity: The Case of Senegal', *Agricultural economics* 31(1): 33-45.
- Gyampo, R. (2012) 'Youth Participation in Youth Programmes: The Case of Ghana's National Youth Employment Programme', *The Journal of Pan African Studies* 5(5): 13-28.
- Kolavalli, S. and M. Vigneri (2011) 'Cocoa in Ghana: Shaping the Success of an Economy', *Yes, Africa can: Success stories from a dynamic continent*: 201-218.
- Kothari, C. (2004) 'Research Methodology: Methods and Technology', New Delhi: New Age International (P) Ltd.
- Lowe, A. (2017): *Ghana's Working Paper 511: Creating Opportunities for Young People in Ghana's Cocoa sector*. London: Overseas Development Institute. Available at: <https://www.odi.org/sites/odi.org.uk/files/resource-documents/11635.pdf> [Accessed 12 Dec. 2018]
- Mangal, H. (2009) 'Final Report on Best Practices for Youth in Agriculture: The Barbados, Grenada and Saint Lucia Experience', Report submitted to CARU, the Caribbean Regional Unit for Technical Assistance.
- McLellan, E., K.M. MacQueen and J.L. Neidig (2003) 'Beyond the Qualitative Interview: Data Preparation and Transcription', *Field methods* 15(1): 63-84.
- Ministry of Youth and Sports (MYS) (2010) 'National Youth Policy of Ghana. ', *Towards an Empowered Youth, Impacting Positively on National Development*. Accra: MYS
- Ministry of Food and Agriculture (MOFA) (2011) 'Youth in Agriculture Programme: Policy, Strategy and Sustainability'. Accra: Ministry of Food and Agriculture.

- Ministry of Food and Agriculture (MOFA) (2007) 'Food and Agriculture Sector Development Policy (FASDEP II)'. Accra: Ministry of Food and Agriculture.
- Mosae, M. and A. Ommani (2011) 'Assessment the Socio-Economic Factors Affecting Rural Youth Attitude to Occupation in Agricultural' (Case of Kohgiluyeh and Boyer-Ahmad Province, Iran). *International Journal of Agricultural Management & Development*
- Mugenda, A.G. (2008) 'Social Science Research: Theory and Principles'. Nairobi: Acts Press.
- Muhammad-Lawal, A., Omotesho, O.A. and Falola, A., (2009) 'Technical efficiency of youth participation in agriculture': A case study of the Youth-In-Agriculture Programme in Ondo State, South Western Nigeria. Akwa Ibom State: Nigerian Journal of Agriculture, Food and Environment 5(1):20-26
- Naamwintome, B.A. and E. Bagson (2013) 'Youth in Agriculture: Prospects and Challenges in the Sissala Area of Ghana', *Net Journal of Agricultural Science* 1(2): 60-68.
- National Youth Policy of Ghana (2010) Accra: Ministry of Youth and Sports.
- Njoku, P. (1999) 'Enhancing Youth Participation in Sustainable Agriculture: Lead Paper Presented to the National Symposium on the 1999 World Food Day Held at Congress Hall NICON Hilton Hotel'.
- Nnadi, F. and C. Akwiwu (2008) 'Determinants of Youths' Participation in Rural Agriculture in Imo State, Nigeria', *Journal of Applied Sciences* 8(2): 328-333.
- Nowell, L.S., J.M. Norris, D.E. White and N.J. Moules (2017) 'Thematic Analysis: Striving to Meet the Trustworthiness Criteria', *International Journal of Qualitative Methods* 16(1): 1-13.
- Obaniyi, K., J. Akangbe, B. Matanmi and G. Adesiji (2014) 'Factors Motivating Incentives of Farmers in Rice Production Training Programmes (A Case Study of Olam/USAID/ADP/First Bank Programme)'2(5): 74-81.
- Okeowo, T., J. Agunbiade and L. Odeyemi (1999) 'An assessment of the level of involvement of farm-children in farming decisions in Ikorodu area of Lagos State', Proceedings of the Second Annual Conference of Children-In-Agricultural Programme (CIAP) 1999, pp275-282.
- Olaniyi, O.A. and Adewale, J.G., (2012) Information on maize production among rural youth: A solution for sustainable food security in Nigeria. Library Philosophy and Practice (e-journal). Paper 724
- O'Leary, Z. (2017) *The Essential Guide to Doing Your Research Project*. London: Sage Publications.
- Patton, M.Q. (2002) 'Qualitative Interviewing', *Qualitative research and evaluation methods* 3: 344-347. Los Angeles: Sage Publications

- 'Political Map of Ghana' (Image) (n.d) Accessed September 3 2018  
<[https://www.nationsonline.org/oneworld/map/ghana\\_map.htm](https://www.nationsonline.org/oneworld/map/ghana_map.htm)>.
- Quarmin, W., R. Haagsma, A. van Huis, O. Sakyi-Dawson, D. Obeng-Ofori and F.A. Asante (2014) 'Did the Price-Related Reforms in Ghana's Cocoa Sector Favour Farmers?', *International journal of agricultural sustainability* 12(3): 248-262.
- Sumberg, J., Anyidoho, N.A., Leavy, J., te Lintelo, D.J. and Wellard, K., (2012) Introduction: 'The young people and agriculture 'problem' in Africa. *IDS Bulletin*, 43(6), pp.1-8.
- Umeh, G. and C. Odom (2011) 'Role and Constraints of Youth Associations in Agricultural and Rural Development: Evidence from Aguata LGA of Anambra State, Nigeria', *World Journal of Agricultural Sciences* 7 (5): 515-519.
- White, B. (2012) 'Agriculture and the Generation Problem: Rural Youth, Employment and the Future of Farming', *IDS Bulletin* 43(6): 9-19.
- World Bank (2006) *World Development Report 2007: Development and the Next Generation*. New York: Oxford University Press.
- Wyn, J. and R. White (1997) 'Rethinking Youth'. London: Sage Publications.
- Yin, R.K. (2003) 'Case Study Research Design and Methods' Third Edition: Applied Social Research Methods Series 5'. London: Sage Publications Inc.
- Youth Employment Agency (YEA) (2006) Youth Employment Programme, Ghana, accessed 17 September 2018 <https://www.yea.gov.gh/>
- Youth Forward Initiative (2016) MASO Programme, Ghana, accessed 5 August 2018 <http://www.masogh.org/>
- Zakaria, H., Adam, H. and Abujaja, A.M., (2014) 'Assessment of agricultural students of university for development studies intention to take up self-employment in agribusiness'. *International Journal of Information Technology and Business Management*. Vol.21 No.1

# Appendices

## Appendix A: Introductory letter

**International  
Institute of  
Social Studies**

**Date**  
29 June 2018

**Subject**  
Field work

**Page**  
1

**Department**  
Teaching and Learning Support  
Team (TLST)  
T +31 70 4260 658

**Visiting address**  
International Institute of Social  
Studies  
Kortenaerkade 12  
2518 AW The Hague

**Postal address**  
P.O.Box 29776  
2502 LT The Hague  
The Netherlands

T +31 70 4260 460  
E tlst@iss.nl  
W www.iss.nl

### TO WHOM IT MAY CONCERN

This is to certify that Mr Nsiah, Joshua from Ghana is enrolled at this Institute's Master of Arts Programme in Development Studies 2017/2018, which is being held from 4<sup>th</sup> of September 2017 until 17<sup>th</sup> of December 2018.

The Institute of Social Studies offers a full time M.A. Programme. Mr Nsiah, Joshua is officially registered as a full-time participant in the ISS MA Programme in Development Studies with the Major Agrarian, Food and Environmental Studies (AFES).

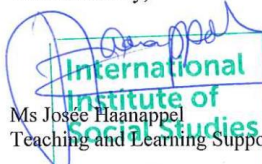

Mr Nsiah, Joshua is travelling for Field work to Ghana from 9<sup>th</sup> July till 10<sup>th</sup> september 2018 in order to collect data for the Research Paper, which he has to hand in by 14 November 2018 as part of his MA study programme.

The topic of his research is:

Investigating the impact of Youth Involvement in Agriculture Programmes in Techiman Municipality in Ghana.

All assistance you may give Mr Nsiah, Joshua will be highly appreciated.

Yours sincerely,

  
**International  
Institute of  
Social Studies**  
Ms Josée Haanappel  
Teaching and Learning Support Team (TLST)  


**Erasmus University Rotterdam**



## **Appendix B: The Interview Guide**

### **Simple survey**

1. Gender
2. How old are you?
3. What is your Place of birth (native or non-native)?
4. How long have you been living in this community?
5. What is your level of education?
6. Are you married? Are you the head of the family? How many children and dependents do you have?
7. Do you have independent household? If yes, what is the size of your household?
8. Do you live with your parent(s)?
9. Is any of your parents a farmer?
10. What is your current occupation? Do you have other job aside farming? What is your main source of income?
11. Do you have siblings? If yes, how many and what is your position among the siblings? Is any of them a farmer?
12. Do you own a land? How did you get access to land? If lease, for how many years and how much do you pay? How many acres of land are/did you cultivate(d)?
13. What type of farming are you engage in? What types of crop or livestock do you produce?

### **PARTICIPANTS ON THE PROGRAMME**

1. What do you know about the Agriculture programmes by the Government?
2. Name some of these programmes you know and explain how it works.
3. Which of these programmes are you on, and why?
4. For how many years have you been engaged in the programme?
5. What were you doing before joining this programme? Why did you decide to go into farming? How did you come to know about the programme?
6. What motivated you to involve in the programme? Did anyone influence your choice of joining the programme? (parents/adult relatives/friends etc)
7. How did you sign up for the programme? What were the procedures? How was the selection process done? Have any of your siblings participated in the programme too?
8. Did you get any training from DOA officials? If so, explain...
9. Were you satisfied with the training and inputs provided by DOA? If not/if so, explain

10. What benefits/inputs did you receive from the assembly/DOA?
11. How long did it take to receive these inputs or training?
12. Do you receive technical assistance from extension officer?
13. How regularly do extension officers visit your farmer?
14. How did you get access to land? If lease, for how many years?
15. How has your involvement in this programme influenced your thinking about farming and how has your involvement affect your standard of living?
16. What was your perception before and after getting involved in agriculture?
17. Have this programme increase your interest in taking farming as your career? Or do you plan quitting farming for another job?
18. What are your plans for farming after graduating from this programme?
19. What are some of the flaws you have identified with the programme? What solutions do you offer?
20. What were the most important things you have learnt from the programme? What were the least relevant parts of the programme?
21. Would you recommend this programme to other young men and women? If not/if so, why?

### ***Graduated Youth from Programme***

22. Why did you leave the program?
23. How has the program influence your previous perception about agriculture?
24. Did you continue with the farming after graduating from the program? If no, why?
25. Do you still keep in touch with DOA extension officers? If so, in what way

### **NON-PARTICIPANTS IN THE PROGRAMME**

1. Are you aware of the existence of Youth in Agriculture programmes in Ghana?
2. Why are you not interested in getting involve in the programme? What factors prevented you from getting involved?
3. What is your perception about agriculture/farming?
4. Do you know anyone who participated in the programme? Friends/relatives etc
5. What was your assessment about the programme?
6. Do you have any intention of joining the farming program?
7. Do you have any farming experience?
8. Share any observation about the programme with me.



## **DOA OFFICERS/GOVERNMENT OFFICIALS**

1. How do you understand generational problem of farming? Do you agree that young people appear uninterested in farming futures? How does this programme tackle the situation?
2. What different government Agricultural programmes initiated are targeting the youth of this country/Municipality to involve them in agriculture activities?
3. What is the history behind these Agriculture programmes?
4. What were the major goals of these programmes designed? Are these goals been achieved?
5. What were the target number of youth for the program and how many actually enrolled?
6. Were the youth involved in the design of the policy? Why?
7. Which partner institutions are involved in these initiatives? If there are, what are their roles?
8. What are/were the numbers of beneficiaries in the different programmes in terms of gender?
9. Do you recommend particular crops or animals to beneficiaries?
10. How do you help in locating or providing market for their farm produce?
11. For how long has the programme been in existence and when did it start in the district?
12. What role do you play?
13. How were beneficiaries selected? Do you give priority or quota to young women? If yes give details. What is the age limit?
14. Do you have female participants on the programme? If not, why
15. Did your office/department provide any training to the youth before the start of the programme?
16. What kind of training and inputs did you provide or made available for the youth?
17. How do you rate the acceptance level by the youth?
18. In assessing the training and the inputs provided, did they motivate the youth to engage farming as career? How do you know?
19. Is visitation part of your duties? How often did extension officers visit beneficiaries?
20. What do you monitor during visitation? How do/did you evaluate the programme? What indicators do you consider and why?
21. What are some of the challenges you encounter in implementing the programme?
22. What are the interest (political, social, religious, cultural, etc.) shaping these programmes?

23. What factors are helping to shape these programmes? How do you describe the outcome of these programs?
24. In your view what can be done to improve the programme?