

## EXPLORATION OF EDUCATION FOR DECENT WORK AND ECONOMIC GROWTH IN GHANA'S SECONDARY SCHOOLS CURRICULA

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### Abstract

*The need to ensure decent jobs and economic growth for people is crucial now than ever, leading to the adoption of the Sustainable Development Goal 8 (SDG8). The importance of education to the accomplishment of some of these goals coupled with the introduction of new curricula in Ghana's secondary schools has led to this study. This study explores the implicit and explicit coverage of the objectives*

*of Education for Sustainable Development Goal 8 (ESD8) in each of the newly introduced curricula. The study employed a qualitative case study to aid the exploration of the phenomenon in detail. Data were gathered from curriculum document by searching each subject document with keywords from the Global Schools Piloting Programme and other related contextual words. Data were analysed through content analysis, where implicit and explicit findings were counted quantitatively and present in chart and grids. The results revealed that 10 subjects have coverage(s) of the goal's objective on the behavioural domain, and implicit. This means that the objectives may not be implemented if teachers are not abreast with the goal objectives. Therefore, learners could miss relevant experiences about SDG 8 for a better future if the little coverage is not fully harnessed. Based on the findings of the study, some recommendations are made for teacher education, curricula review, and club establishment. Further studies are suggested for the excluded curricula when they are available and their implementations.*

**Keywords:** *SDGs, Economic Growth, Decent Work, Curricula Review, Implicit Coverage*

### Introduction

The global issue of unemployment persists and it is further worsening day by day with the outburst of computer automation. In the United States alone, it is estimated, that about 50% of jobs are susceptible to loss due to automation within the next 20 years (Frey & Osborne, 2017). This phenomenon is found to be worse in developing countries, more particularly in Africa. In Ghana, it is reported that the unemployment rate has already increased to 14.7% with youth unemployment over 1.3 million (Oduro-Mensah, 2024). Between 2022 and 2023 alone, persons with secondary education yet unemployed are 48.8% and those with tertiary education are 22.3% (Starrfm.com.gh, 2024). Following the report, the majority, about 70%, of those employed are in jobs that were “vulnerable, lacking decent working conditions, and adequate social security” (Starrfm.com.gh). It is, however, unclear whether those individuals in those working environments were unaware or lacked options. However, according to Sparreboom and Staneva (n.d.), persons with more education are in non-vulnerable jobs, compared to those with little or no education. To reduce the phenomenon of youth unemployment, the Government of Ghana implemented initiatives including Planting for Food and Jobs, Nation Builders Corps, One District- One Factory, Female participation in new job initiatives, establishing development authority, Tax reforms, and Afforestation for climate change (Bello-Bravo & Lutomia, 2021). Other interventions are the Youth Employment Agency, National Service Authority, Youth Entrepreneurship Support, and Youth in Agriculture Programme (Dadzie et al., 2020). Though important, these interventions do

not meet the International Labour Organisation's definition of decent work; which is “productive work for women and men under conditions of freedom, equality, security, and human dignity” (Dadzie et al., 2020, p. 48). Given that education is considered central to achieving all the seventeen Sustainable Development Goals (UNESCO, 2017) and also decent and well-paying jobs are not a given, I used the Developmental Self-Concept Theory (Super, 1953) to explore how the newly introduced curricula into Ghanaian Senior High Schools could educate learners at that level on decent work and economic growth.

### **The problem**

With only about five years to 2030, there remains a significant challenge in achieving Goal 8, decent work and economic growth in Ghana, with just a modest improvement attained (Sachs et al., 2024). In addition, a news report by the government statistician, Professor Samuel Kobina Annim, reveals that two-thirds of the employed populace is engaged in vulnerable employment and recommends policy conversation to address unfavourable working conditions (Atawoge, 2024). While this recommendation is significant, it is also important for the employed group to be aware of the knowledge, and their right to decent work and economic growth. For instance, when a piece of news broke out that a fresh graduate insisted on not engaging herself in jobs that pay less than GHC 4,000; there were uproars from the public (Amoako, 2024). This indicates that people have a limited understanding of their right to decent work and economic growth. So, given that after completing Senior High School in Ghana, the individual is deemed prepared for the world of work or further their education in line with their career aspirations (National Council for Curriculum and Assessment (NaCCA), 2018); and, with the introduction of new curricula into Senior High Schools that integrate Sustainable Development Goals (NaCCA), I found it necessary to explore these curricula to understand their responsiveness to Sustainable Development Goal 8. This was to appreciate how these curricula could educate learners’ decent work and economic growth since they are new learning areas and limited studies had look into that.

### **The purpose**

To explore the explicit and implicit coverage of the objectives of ESD8 in each of the newly introduced Ghana’s Secondary Schools curricula. This was addressed by answering the question: Which explicit and implicit objectives of EDS8 are covered in subjects in the new Ghanaian Secondary Schools curricula?

### **Review of Related Literature**

#### ***The Developmental Self-Concept Theory (Super, 1953)***

The theory, as developed by Donald Super, specifies that an individual’s self-concept changes over time resulting from varied experiences, which tend to influence career choices. These experiences are grouped into five phases based on age in years, i.e.: the growth phase (from birth to 14), exploration phase (15-24), establishment phase (25-44), maintenance phase (45-64), and decline phase (65 and above) (*Super’s Theory*, n.d.). Also, according to the National Council for Curriculum and Assessment (2018), the age bracket of individuals at the senior high level of education ranges from 15 to 18 years. After this level or age, the individual is expected to be prepared for employment or further education. This meant that the role of the newly introduced Ghanaian Secondary Schools curricula in preparing learners for decent work is non-negotiable, since the curriculum is perceived largely as “experiences of students” (Addai-Munumkum, 2020, p. 26). Therefore, when these curricula integrate the ESD8 objectives, it could help learners, while they are in school. It could further assist learners to explore their choice of vocation under the

purview of the knowledge and understanding of decent work and economic growth. This would not only help them select jobs that are decent and guarantee their economic growth but to create one as well.

### ***Contributions of SDG 8 to the other SDGs***

All the seventeen sustainable development goals are designed interconnectedly. The achievement or failure of a goal affects other goals positively or negatively too. In the case of goal 8, it is found that it has relevance to the attainments of other goals on social and environmental pillars (Singla et al., 2023; Ahumada, 2022; Novelo et al., 2021). For example, a study by Arilla-Llorente et al. (2024) found a strong correlation between eco-innovation (an environment-centred innovation) and sustainable development. Zhu et al. (2024) study of the interrelationship of Sustainable Development Goals based on Multilayer Network Modelling found goal 8 to have an impact on goal 4, indicating that decent work and economic growth can lead to positive education outcomes. Barauna et al. (2024) also found in their study in Brazil that Goal 8 is significant in achieving Goals 1, 5, 10, 12, and 16 since decent work and economic growth are critical in poverty reduction, help to provide equal opportunities in the workplace, ensures fair employment practices thereby helping to reduce inequality, promotes responsible production and consumptions, and lastly, the right laws and monitoring schemes in the workplace can help to curb labour exploitation. It was also found in New Zealand that goal 8 of the sustainable development agenda influenced the achievements of goals 1- reduce poverty, 5-gender equality, and 9- industry, innovation, and infrastructure (Chu, 2023).

On the contrary, Hickel (2019) argued that there are controversies between Goal 8 and environmentally related Goals, i.e. 6, 12, 13, 14, and 15 which turn out to violate the global agenda. Boyd et al. (2021) also highlighted interconnected problems in the sustainable development goals, particularly with goal 8. They argue that while target 7 of Goal 8 seeks to end modern slavery, it also contributes to urbanisation, degradation of the environment, and ultimately climate change. A synergy and trade-off connection of the sustainable development goals have been commented on by Moallemi et al. (2022) that whereas goal 8 can contribute to achieving goals 1 and 4, it does contribute negatively to 13, climate change as well. It is also argued that emphasizing goal 8 of the SDGs tends to break down social cohesion and environmental destruction (Kreinin & Aigner, 2022). Therefore, emphasis on achieving a particular sustainable development goal, particularly Goal 8, should be looked at again as they are interconnected to others. This calls for a proper implementation strategy that would help mitigate, if not stop entirely negative spill-off effects to other SDGs. And education remains key.

### ***Implementation of SDG 8 by Member Nations***

Developing countries such as Ghana are implementing SDG 8 through varied means. One critical approach involves embracing economic practices to create jobs, and promote inclusive economic growth (Alamsyahbana et al., 2024). Additionally, the goal is implemented by localizing it through local authority's initiatives to create employment, expand social security, adopt best practices, and promote participation in decision taking (Okbandrias & Nordjo, 2024). Another means is through taxation by addressing equity, environmental protection, and coherence (Erhag et al., 2023). Domestic regulatory interventions like equity, living wages, and a safe working environment while addressing labour rights are strategies developing countries use to implement sustainable development goal 8 (Venkatesan, 2023).

Furthermore, the goal is implemented by improving the ease of doing business, improving the growth rate of gross domestic product per capita, and reducing unemployment (Chahal & Rani,

2024). Ribeiro-Duthie (2020) also indicated that Goal 8 is implemented through a fair trade initiative that permits small businesses to thrive by ensuring stable prices. Regrettably, in an open search, education was not found to be the priority to achieving decent work and economic growth although education is found to be critical in attaining sustainable development goals (Abera, 2023; Dhaka, 2024; Nazila & Ahlan, 2024). A narrow search on how education for Sustainable Development Goal 8 is implemented yielded no exclusive results. However, the literature reveal that nations implement education for sustainable development goals by incorporating them into the school curriculum (Cristea, 2024; Koçulu & Topçu, 2024; Suaco, 2024). While incorporating all the SDGs into the curriculum is necessary, it is much more important to have Goal 8, particularly in high school curricula knowing that learners at that level are exiting either into the world of work or furthering their education.

In addition, these individuals are of age to make decisions that may impact the social, environmental, and economic fabric of the country. In Ghana, education reform has informed a curriculum that integrates contemporary issues like Climate Change & Green Economy, Reproductive Health, Peace & Democracy (National Council for Curriculum and Assessment, 2018). For that matter, the new curricula introduced into the Ghanaian senior high schools are expected to have ESD8. I focused on this goal because I find it prudent for individuals to be helped to champion their own need for decent work and economic growth rather than leaving that into the hands of employers and the government.

## **Methodology**

### ***Research Paradigm, Approach, and Design***

The study utilized the interpretive paradigm (Kusi, 2012) to understand the phenomenon (ESD8) from the context of selected curricula and the meaning I make of them (Creswell & Creswell, 2018). In line with the paradigm, I approached the study qualitatively since words were the data collected for the study (Creswell, 2015). Following (Creswell, 2013), among five qualitative designs, the study made use of the case study design because it is ideal for an in-depth study of a phenomenon (Kusi, 2012), in this case, the in-depth search of decent work and economic growth objectives in the Ghanaian Secondary Schools curricula selected.

### ***Data collection instrument and selection procedure***

Data to address the guiding question for the study were gathered from the document (Flick, 2009), i.e. the newly introduced Ghanaian Secondary Schools (SHS/SHTS/STEM) curricula. The curricula explored were those available on a link provided by NaCCA, where curricula materials could be accessed (<https://nacca.gov.gh/secondary-education-curriculum/>). In all, there are 37 subject areas introduced, according to Professor Appiah, the Director General of NaCCA (University of Education, Winneba, 2024). Yet on the link to access the curricula indicated above, there were 32 subjects available. Subjects like Home Economics, Management in Living, Business, Christian and Islamic Religious studies were absent. Also, a subject like Spanish was not included because I could not make meaning of it. The details of the available 32 selected subjects are indicated in the findings section below.

### ***Data collection procedure***

After obtaining the curricula (soft copy) from the microsite link, the Global Schools Piloting Programme (GSPP) (Ofori-Birikorang et al., 2020) keywords for each objective for ESD8 were searched thoroughly in each curriculum across all the levels. Extracts from each curriculum that matched directly with the ESD8 objectives domain (cognitive, 1-5; socio-emotional, 6-10; and

behavioural, 11-15) were indicated as explicit and those that were indirect were also indicated as implicit as dictated by the GSPP. This procedure was repeated throughout all the curricula documents obtained and the outcomes of the search were organized in Microsoft Excel for analysis. Apart from the keywords provided by the GSPP for each domain, the researcher added similar keywords used in the Ghanaian context to make it more exhaustive. Example; *pay*, and *salary* were added to wage, etc. for the search as shown in Table 1 below.

**Table 1: A collection of keywords from GSPP and the researcher for the objections on each domain.**

Cognitive domain					Socio-emotional domain		
1	2	3	4	5	6	7	8
economic growth, productive employment, decent work, <i>employment, job</i>	formal and informal employment, unemployment	employment, economic growth	wage, labour force, profits, <i>pay, salary</i>	innovation, entrepreneurship, <i>technology, novel</i>	economic models, <i>economic plan, economic ideas</i>	fair wage, equal pay, labour right	working condition
<b>Behavioural domain</b>							
9	10	11	12	13	14	15	
individual right, <i>right</i>	economic life, competency	Sustainable and inclusive economy, decent work	wage, working condition	innovation, entrepreneurship	Entrepreneurial project, <i>business plan</i>	responsible consumption	

Source: Researcher's Construct

### **Data analysis procedure and presentation**

The procedure employed to analyse the data collected is the qualitative content analysis technique (Roller & Lavrakas, 2015) since the technique enables the quantitative count of wordy extracts. After reading through all the data to make sure they made sense and were correct, I presented the explicit and implicit objectives found in grids concerning each domain above mentioned, and a chart. The objectives numbered 1-5, 6-10, and 11-15 represent cognitive, socio-emotional, and behavioural domain respectively. In the table, those objectives that were found in a learning area were coloured black, with an indication of 'X', suggesting explicit presence and 'N', for implicit presence. Where 'Ø' is used, it means that those objectives are not mentioned at all in the respective curriculum. For example, objective 2 seeks that: *"The learner has knowledge about the distribution of formal employment rates per sector, informal employment, and unemployment in different world regions or nations, and which social groups are especially affected by unemployment."* In Social Studies, an indicator found: *"Learners analyse the global context of youth challenges (e.g., unemployment, climate change), considering their interconnectedness and promoting international cooperation for solution."* This indicator in the Social Studies curriculum could lead to the achievement of objective 2 in the course of learning, though it is not direct. Similarly, for objective 6, *"The learner is able to discuss economic models and future visions of economy and society critically and to communicate them in public spheres."* Once again in Social Studies there is an indicator like: *"Learners think creatively about how entrepreneurs can address specific challenges in Ghana, proposing innovative solutions and business models that promote sustainable development."* It can be seen that; the extract is from the curriculum directly address the objective making explicit.

### ***The rigour of the finding***

The rigour of the study's findings was ensured through a comprehensive use of keywords as described earlier. This ensured the dependability (Creswell & Creswell, 2018) of the findings. Moreover, the content analysis of the curriculum was done twice at three-month intervals using the same keywords for the credibility (Kusi, 2012) of the findings.

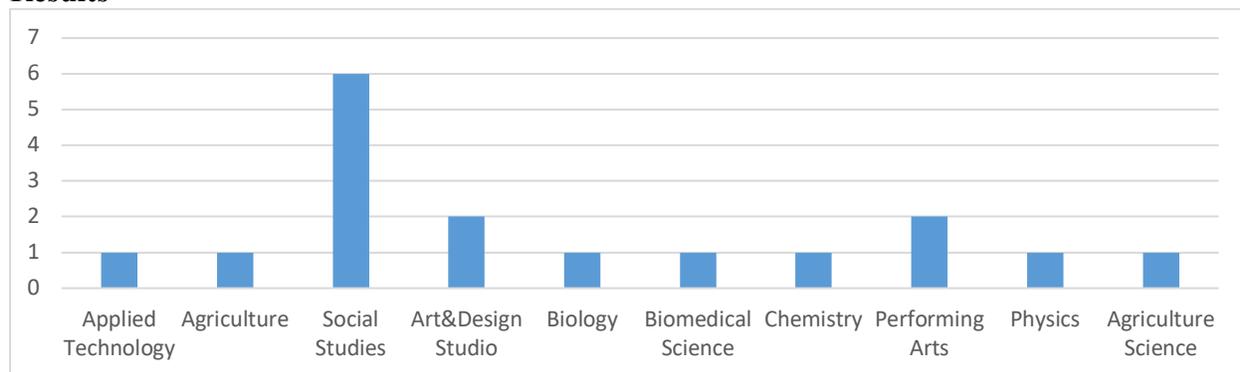
### ***Ethical consideration***

The curricula for the study were obtained from a link provided for accessing curricula materials for use by both teachers and students as indicated above. These curricula were analysed solely for the study and not for any ulterior reason.

### ***Reflexivity***

The researcher as it were is a teacher at the Senior High level teaching Building Construction and Technical Drawing, as well as, being a Master of Philosophy candidate in Curriculum and Pedagogic studies. At the master's level, he is exposed to sustainable development and its cognate areas like education for sustainable development. This background was crucial for a thorough exploration of the curricula, analysis, and the discussion.

### **Results**



**Figure 1:** A bar chart showing the subjects with some coverage of ESD8 against the number of objectives covered.

For further details on the specific objectives covered, see Table 2 below.

**Table 2: The result of content analysis on learning areas of the Ghanaian Secondary Education Curricula**

ESD8 OBJECTIVES	CURRICULA LEARNING AREAS/ SUBJECTS															
	Applied Technology	Agriculture	Additional Maths	Agric Science	Arabic	Art & Design Foundation	Art & Design Studio	Aviation & Aero. Eng.	Biology	Biomedical Science	Chemistry	Computing	Design & Comm. Tech.	Economics	Engineering	English Lang.
1	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
2	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
3	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
4	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
5	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
6	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
7	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
8	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
9	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
10	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
11	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
12	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
13	X	N	⊙	N	⊙	⊙	X.N	⊙	X	N	N	⊙	⊙	⊙	⊙	⊙
14	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
15	⊙	⊙	⊙	⊙	⊙	⊙	N	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙

**Table 2 continued**

ESD8 OBJECTIVES	CURRICULA LEARNING AREAS/ SUBJECTS															
	French	General Science	Geography	Ghanaian Language	Government	History	ICT	Literature in English	Manufacturing Engineering	Mathematics	Performing Arts	P E & H (Core)	P E & H (Elective)	Physics	R. M. E	Social Studies
1	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
2	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	N
3	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	N
4	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
5	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	N	⊙	⊙	⊙	⊙	N
6	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	N
7	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
8	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
9	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
10	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
11	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
12	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
13	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	X	⊙	⊙	N	⊙	X
14	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
15	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	N

**Note:** The data presented (in chart and grid) show that the majority (7) of the subjects with some coverage of ESD8 objectives were in the Sciences, while only 3 are in the Humanities category;

cognisant of the fact that the Sciences category has more subjects (18) compared to the Humanities category (14). Notwithstanding, when combined, the subjects which fall under the category of the Humanities boast of more coverage of the objectives totalling 10, with the Sciences covering 7 of the objectives in all. Again, it is only Social Studies that had 1 ESD8 objective covered on the socio-emotional domain; and with Performing Arts, a total of 4 objectives were covered. Together with the two, all the other subjects which had coverage were within the domain of behavioural studies. Comparatively also, most of the coverage (13) across subjects were implicitly mentioned, and only a minimum (5) coverage were explicitly mentioned.

### **Discussion of the Results**

The results show that 22 out of 32 subjects analysed had no coverage of ESD8 objectives. Additionally, out of the 22 that had no coverage of ESD8, 13 of them have in their philosophy, vision, or goal the curriculums' intentions to educate learners for "the world of work". This confirms the reality of the literature that sustainable development goal 8 is mostly implemented by embracing economic practices to create jobs and promote inclusive economic growth (Alamsyahbana et al., 2024); expanding social security, adopting best practices, and promoting participation in decision-making (Okbandrias & Nordjo, 2024); and through fair trade initiatives (Ribeiro-Duthie, (2020) other than education. Surprisingly, among these groups of curricula are Art and Design Foundation and Economics. This is because, in context, the Art and Design Foundation is to equip learners with employability skills (National Council for Curriculum and Assessment (NaCCA), 2023a).

Also, the rationale of Economics is to educate learners to use available materials to create solutions for the 4<sup>th</sup> industrial resolutions (National Council for Curriculum and Assessment (NaCCA), 2023b). However, it is consoling to have 10 subjects with one or more objectives covered mostly in the behavioural domain with a few cognitive and only one in the socio-emotional domain. Among the 10 areas: Performing Arts, Physics, Social Studies, Applied Technology, Agriculture, Agricultural Science, Art and Design Studio, Biology, Biomedical Science, and Chemistry; it is only Social Studies that has the majority (6) of the ESD8 objectives covered. Given that the age range of secondary school learners in Ghana is 15 – 18 years (National Council for Curriculum and Assessment, 2018) and following Super's (1953) developmental self-concept theory, individuals within this age bracket are in the exploration stage of their career development. Super (1953) further indicated at this stage individual requires varied experiences through mediums such as education to make tentative choices and skills development.

Therefore, the Ghanaian secondary school curriculum can be said to provide learners with some experiences, particularly on objective 13, which is about making learners able to develop and evaluate ideas for sustainability-driven innovation and entrepreneurship. For instance, in Applied Technology, an indicator reveals: *"Given an initial idea, learners can generate their own ideas. This serves as a foundation for design and creativity to solve problems in the future."* Notwithstanding, the 10 subjects with some coverage of ESD8 have 1-5 (cognitive domain), 6- 10 (socio-emotional domain), and 11, 12, 14 (behavioural domain) are absent except for social studies which have objectives 2, 3, 5, 6, 13, and 15 being present. The concern, however, is that the majority of these objectives present are implicit and could be missed by implementers who lack knowledge and understanding of SDGs and ESDs and the aim of the secondary school curriculum, just as teachers with limited content competence and biases do neglect some areas in the school curriculum (Addai-Munumkum, 2020).

## **Conclusion**

The need to ensure decent work and economic growth for all cannot be met with only policies and initiatives of employers. It is equally important to make people champion their own need for work that is decent and productive. One such means of doing this is Education. Meanwhile, in Ghana, the curricula currently used to educate learners in secondary schools to enter the world of work have very few coverages of ESD8 objectives which exist in only 10 subjects. This turns out that, learners may not be fully prepared to be able to work and /or advocate for decent work and productive employment for themselves among others if it is left in its current state.

## **Limitation**

The study is limited to the subjects found in the microsite link as discussed in the methodology. For that matter, Business studies (Management and Accounting); Home economics (Management in Living, Food and Nutrition, and Clothing and Textiles), and Religious Studies (Islamic and Christianity) were excluded. Spanish, though available, was however excluded from the study because it is written in Spanish which I could not read to comprehend.

## **Recommendations**

Firstly, teachers practicing in Ghana's secondary schools should be educated on the need ESD8 through PLC meetings and other educative forums so that they will be better able to implement the little objects covered. Secondly, the various curricula should be reviewed at an opportune time to include more ESD8 objectives across all domains to enable the education of learners for decent work and economic growth. Lastly, policy should be made for all secondary schools in Ghana to harness co-curricular activities like creating a Future Entrepreneurs Club (FEC) to educate learners about decent work and economic growth. These strategies could go a long way to learners at this early stage of their lives to develop critical self-concepts about their career for a brighter future.

Further studies should look into the excluded curricula when they become available to understand their coverage of ESD8 objectives. Also, how ESD8 coverages are implemented in and outside the classroom in Ghana's secondary schools should be looked at.

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