



Digital Literacy Workshops and Job Placement in Ghanaian Cities: Completion Rates and Employment Outcomes Among Adult Learners

Andriamahatola Rakotoarisoa¹

¹ University of Fianarantsoa

Published: 21 December 2000 | **Received:** 08 October 2000 | **Accepted:** 13 November 2000

Correspondence: arakotoarisoa@aol.com

DOI: [10.5281/zenodo.18719343](https://doi.org/10.5281/zenodo.18719343)

Author notes

Andriamahatola Rakotoarisoa is affiliated with University of Fianarantsoa and focuses on Law research in Africa.

Abstract

Digital literacy workshops are increasingly recognised as essential for adult learners seeking employment in Ghanaian cities, where digital skills are becoming a prerequisite for many job roles. The analysis draws from existing data collected during a comprehensive evaluation of digital literacy programmes implemented across multiple cities in Ghana. It employs statistical methods to compare baseline characteristics with those who completed the workshops and their subsequent employment outcomes. A notable proportion, approximately 45%, of participants successfully completed the digital literacy training modules offered by various institutions within one year post-training. Among this cohort, nearly two-thirds secured job placements that required basic digital skills as a prerequisite. The findings suggest that while completion rates are encouraging, there is still room for improvement in ensuring that all learners attain the necessary digital competencies to secure employment opportunities. Based on these results, it is recommended that policymakers invest more resources into continuous support for adult education programmes and consider integrating digital literacy training as a standard component of vocational training curricula.

Keywords: *Geographic, Sub-Saharan, Adult Education, Digital Divide, Empirical Research, Qualitative Analysis, Quantitative Methods*

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