



# GHANA SCIENCE ASSOCIATION



**COMMUNIQUE ISSUED BY THE GHANA SCIENCE ASSOCIATION (GSA) AT THE END OF ITS 18<sup>TH</sup> BIENNIAL WORKSHOP HELD ON WEDNESDAY, 12<sup>TH</sup> OCTOBER, 2022 AT THE KOFORIDUA TECHNICAL UNIVERSITY**

## PREAMBLE

The Ghana Science Association (GSA) is a national multidisciplinary group of Scientists, Technologists, Engineers, Mathematicians and Industrialists that seeks to contribute to (i) the socio-economic development of Ghana through scientific and technological research and (ii) the formulation and implementation of national policy in science, technology and innovation. During its 18<sup>th</sup> Biennial Workshop, the GSA deliberated on the Theme “Achieving Ghana Beyond Aid: Positioning TVET to Drive Ghana’s industrialization in a Post Covid Era” and do hereby make the following observations and recommendations:-

## OBSERVATION

1. TVET is integral to the attainment of Ghana beyond aid agenda
2. Ghana beyond aid goes beyond what we buy, eat, drink and wear, it is a national agenda, and it seeks to create a value system (mindset, and attitudinal change) to propel development
3. There is a erroneous perception that TVET is for academically weak students and underachievers
4. Every Ghanaian needs to be educated and trained to be productive in the development of Ghana
5. Realising Ghana beyond aid using TVET means implementing policies that target youth employment, promoting equity and gender equality to change mindsets and attitudes
6. TVET is social development for all that is industry-led based on skills & demand-driven jobs to remove barriers to livelihoods
7. TVET is science and technology
8. 80% of all global workforce activities involve technical and vocational skills
9. There is no deliberate attempt to link educational expansion closely to industrial requirements
10. Few TVET training facilities for teachers and students exist in Ghana
11. TVET is hinged on Competency Based Training (CBT), unfortunately, it is underutilized in most TVET institutions
12. The challenge of TVET is the implementation of the policies

## OUTCOMES

The GSA, through this workshop has:

1. Provided a platform for stakeholders, scientists, and policy makers to interact and deliberate on achieving the Ghana Beyond Aid Agenda: TVET as the driving force.
2. Discussed the state of TVET in Ghana today, the status of the National policy and its implementation.
3. Created awareness on how restructuring and resourcing TVET can meet manpower needs of industry.

4. Initiated discussions on linkages between science technology and innovation (STI) and TVET

## RECOMMENDATIONS

Based on the observations above, the GSA makes the following recommendations:

1. A policy framework that generates access to relevant and quality TVET training is key for socio-economic and industrial growth of the Nation
2. Provide legislation backing to national TVET policies (Introduce policies & incentives that will support and increase private sector participation in TVET delivery)
3. TVET programmes should be based on market-oriented competencies on green economy & sustainable societies
4. Development of middle-level manpower should be TVET focused
5. Agriculture TVET (ATVET) should be strengthened as a catalyst for productivity-enhancement equipment/tools
6. Sustainable financing options should be sought for TVET as key to the Ghana beyond aid agenda
7. Need for perception change through education and awareness creation on TVET is key to the Ghana beyond aid agenda
8. Improve coherence of governance & management of TVET
9. Invest in TVET teacher training, teaching and learning materials & equipment (Establishment of labs & modern classrooms in all TVET schools)
10. Resource TVET education and research financially
11. Conduct tracer studies to understand and determine the impact of TVET on national development
12. Curriculum development based on industry needs
13. Ensure high standards and quality assurance for TVET delivery
14. Implement authentic assessment in all TVET delivery. e.g., skills demonstration
15. TVET should be accorded equal attention as General Education
16. Government should support the restructuring of apprenticeship training and certification

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