

**NATIONAL CONFERENCE ON BRIDGING THE GAP BETWEEN  
EDUCATION/TRAINING AND INDUSTRY**

*Theme: Achieving a Strong Partnership between  
Education/Training and Industry: The Way Forward*

**COMMUNIQUÉ AT THE END OF THE CONFERENCE**

**Preamble**

On the 19<sup>th</sup>-20<sup>th</sup> May 2014, about 300 participants and resource persons drawn from education and training institutions, industry, policy makers, youth and students, met at the International Conference Centre and in the spirit of nationalism deliberated on the above subject.

Participants were of the view that the notion of existence of a gap between the skills produced by academic and training institutions on one hand and skill requirement of industry on the other hand is not in doubt. Additionally, population growth and demographic dynamics should be taken into consideration in policy planning and within the overall national development agenda.

Based on intensive deliberation and discussion on the issue the participants came up with the following recommendations for policy action:

1. Education and skill training in the country be considered from a global perspective by producing graduates with the view to making them effectively compete in the world of work at the national, regional and global level.

2. A strong and structured collaboration among education and training institutions, government and industry in a broader national framework aligned to the development goals of the country is urgently needed. This collaboration should take the form of the following but not restricted to:
  - Involvement of industry and employers in the labour market in the design of education and training curricula;
  - Periodic retooling of skills of instructors in education and training institutions through regular training at the world of work or industry;
  - Institutionalise and increase the duration of internship/practical attachment for students to enable them appreciate what is taught in class and at the work place.
  - Involvement of practitioners of industry and world of work in the teaching and training at some point of education and training process.
3. Industrial attachment should be provided with competency certification and must be extended beyond the current 3 month period to give students sufficient time to link the classroom work with what occurs at the work place.
4. At the senior high and tertiary levels, the need for general and generic training cannot be discounted but there is also the need for establishing specialised institutions that focus on training science, technology and engineering graduates to provide specific training needed by critical areas in the economy.
5. Review the education system to equip school leavers with productive skills and inculcate in them the values and norms as a country to distinguish Ghanaian graduates from the rest of the world
6. The foundation of education in the country must be strengthened by improving the quality of basic and secondary education through conscious

effort to enhance the governance system and decentralise supervision, management and accountability at the school level.

7. In terms of technical and vocational education training (TVET) participants were of the view that
  - TVET must be strengthened to facilitate employability of the youth particularly in the informal economy.
  - There is the need to bring together all TVET institutions under one sector as part of a governance restructuring and institute targeted support.
8. There is the need for industry and training institutions to collaborate periodically to provide stakeholders with data and statistics on job opportunities, required skills and skills available through regular skill gap survey to guide education/training and policy.
9. Industry should be prepared to invest in a top-up skill training to suit their needs since all over the world, employers offer on-the-job training to fresh school leavers to make them adapt to the requirements of a particular job
10. Introduction of short courses at the polytechnic and technical institutions for graduates to impart world of work skills should be instituted.
11. Skills training should be accompanied by government policies that favour the development of indigenous industries.
12. The National Council for Tertiary Education should consider establishing a unit to liaise between academia and industry to strengthen the partnership between education and industry
13. Restructure Counselling Centres in Senior High Schools (SHS) and tertiary institutions into Resource Development and Counselling Centres (RDCC)
14. Government should consider special incentives for industry that show stronger collaboration with education/training institutions.

15. Establish science and technology parks to serve as incubation hubs for start-up industries.
16. Ensure the deepening of the use of technology in teaching and learning at all levels of education and facilitate better outcomes of the partnership between education/training and industry