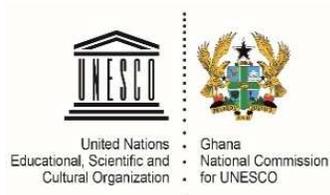


University of Cape Coast
Institute of Educational Planning and Administration



&

Ministry of Education
Ghana National Commission for UNESCO (NATCOM)



**Sensitization Workshop Report on Education
2030 Agenda**

8th - 12th March, 2018

Executive Summary

The Institute of Educational Planning and Administration (IEPA) in Collaboration with Ghana National Commission for UNESCO (NATCOM) Ministry of Education hosted *Sensitisation Workshops on Education 2030 Agenda* from 8th to 12th March, 2018 in *Sunyani, Kumasi and Cape Coast*. The purpose of this workshop was to inform, educate and involve the wider education stakeholders at the grass root level to be well acquainted with the new vision and its targets as well as the strategies for its realisation.

Four presentations centred on Sustainable Development Goals (SDGs) and SDG 4 in particular, Ghana's Current Situation in SDG4 Targets and Implementation as well as Inter- Stakeholder Partnership in Education were given to the participants at various venues.

This report contains background information that was presented to participants, summarizes workshop discussions and next steps that were identified by workshop participants. This report can be used to help direct planning efforts towards the realization of the SDGs and SDG4 in particular.

The following items summarize the suggestions made at the end of the workshop:

1. The workshop should be organized regularly.
2. The workshop was very successful, interesting, educative and understandable and it has enlightened us on the Education 2030 agenda.
3. Sensitization programmes on SDG4 should be aired on radios and television stations.
4. The workshop should also be organized at the rural community levels.
5. The government should provide the resources for the implementation of the programme.

SECTION 1.0:WORKSHOP OVERVIEW

1.1 Background and Objectives

Following the approval of the Sustainable Development Goals (SDGs) and the Framework For Action of Education 2030, the Ministry of Education of the Republic of Ghana in partnership with the Ghana National Commission for UNESCO and the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast have been involved in a restoring process to tactically position Ghana's Education system to the broad strategic vision of SDG 4 and the Education 2030 Agenda.

The readjusting process is also being established in tune with Ghana's 40-year Development Plan currently being put together by the National Development Planning Commission (NDPC). Following the submission of a proposal to Ghana National Commission for UNESCO (NATCOM), the Institute was given the approval and financial support for a sensitisation workshop on the Education 2030 Agenda in three regions of Ghana; Brong-Ahafo, Ashanti and Central. This request falls within the mandate of IEPA, which was set up purposely to play a leading role in capacity building of Educational Administrators.

The purpose of the workshop was to inform, educate and involve the wider education stakeholders at the grass root level to be well acquainted with the new vision and its targets as well as the strategies for its realisation.

The workshop was organized from 8th to 12th March in the 3 regions as follows:

Brong-Ahafo Region - 8th March, 2018

Ashanti Region - 9th March, 2018

Central Region - 12th March 2018

The objectives of the workshop included:

- Building the capacity of key education stakeholders
- Scaling-up efforts at the local or community level to ensure that the objectives of Education 2030 Agenda are met
- Identifying roles of every stakeholder at the local or community level in the Education 2030 Agenda to enable them play those roles more effectively

1.2 Workshop Materials

Several documents were developed to conduct and evaluate the workshop. These included the following:

- **Workshop Agenda:** The workshop agenda is included in Appendix A
- **Participant List:** A list of all workshop participants is included in Appendix B.
- **Workshop Presentation and Handouts:**

The workshop presentations were on:

1. Millennium Development Goals and Sustainable Development Goals Sustainable Development Goal 4,
2. Ghana's Current Situation in SDG4,
3. Targets and Implementation
4. Inter- Stake Holder Partnership in Educationh

These provided basic information on the Millennium Development Goals, SDGs and SDG 4, its targets and implementation as well as what stakeholder partnership in Education is all about. These presentations and handouts used in the workshop are included in Appendix C.

- **Evaluation Form:** to ascertain the level of Knowledge of the stakeholders on the SDGs before the workshop in Appendix D
- **Workshop Evaluation Report:** To evaluate the workshop in Appendix E

2.0 OPENING

2.1 Sunyani - Tyco City Hotel

The workshop commenced at 8.30a.m. with the registration of participants (see **Appendix B**). Prof. Rosemary Bosu gave the purpose for the gathering while the representative from NATCOM Mr. Riche-Mike Wellington outlined the goals and objectives of UNESCO and encouraged participants to go to the UNESCO website and familiarize themselves with the activities of UNESCO. Dr. Alfred Ampah-Mensah acknowledged participants present and introduced the chairperson for the occasion as the Regional Director of Education (Brong-Ahafo Region) in the person of Dr. Richard Attafuah. The chairperson in his opening remarks welcomed participants to the stakeholders' workshop. Giving the opening address, he noted that UNESCO by 2015 had declared that the "Education for All goals" which started in the year 2000 under the Millennium Development Goals remained an "unfinished business" even though much progress has been achieved in Member States the world over. The coming of the Education 2030 Agenda under the Sustainable Development Goals was therefore imperative. This meant that we needed to leverage on the lessons learnt over the fifteen years' implementation of the EFA in other to guide actions at the local level as we move towards 2030. He further indicated that some of the questions that had necessitated this workshop were:

1. What are the new things we need to do as local or community actors in Education?
2. How are we to ensure that the targets of Education 2030 are practically met?
3. How do we mobilise the needed resources to ensure an inclusive and equitable education for all?

He hoped that participants at the end of the workshop would have equipped themselves with the needed tools required to be effective and efficient in their roles as education stakeholders at the local and community level.



From left, Rep for NATCOM (Mr. Richie–Mike Wellington), Regional Director of Education (Dr. Richard Attafuah), and Prof. Rosemary Bosu from IEPA



Group picture taken after the Opening Ceremony in Sunyani

2.2 Kumasi - Joyflux Hotel

At Joyflux Hotel in Kumasi, the workshop commenced at 8:30 a.m. with the registration of participants (see **Appendix A**). Dr. Ampah-Mensah introduced and acknowledged participants. Prof. Bosu gave the purpose of the gathering while the Acting Gen. Secretary from NATCOM, Mrs. Ama Serwaa Neequaye

Tetteh, informed the gathering of UNESCO's mandate, encouraging them to get to know more about UNESCO. The chairperson for the opening was the Manager of the Anglican Unit in the person of Venerable Samuel Agyire. Giving the opening address, he congratulated IEPA and the Ghana National Commission for UNESCO for a fruitful collaboration that had resulted in the implementation of this programme. He further reiterated that, there was the need to leverage on the lessons learnt over the fifteen years of implementation of the EFA in other to guide actions at the local level as we move towards the Education 2030 Agenda.



Ag. General-Sec. NATCOM speaking at the Opening Ceremony in Kumasi



The Chairman; Manager of the Anglican Unit in the person of Venerable Samuel Agyire giving the opening address

2.3 Cape Coast -Our Lady Seat of Wisdom Catholic Church Conference Room

The programme started at 9:00am with an opening prayer by Dr. Ampah-Mensah. He also introduced the dignitaries present and invited Prof. Bosu to give the purpose of the gathering. Prof. Bosu gave the purpose of the gathering as a way of sensitising all stakeholders so that they would understand the roles they play in promoting the Education 2030 Agenda. The Acting Gen. Sec. of UNESCO was invited to talk about NATCOM and what it stood for.

The Representative of the Regional Director of Education welcomed all present and gave the opening address after which he officially opened the workshop.



3.0 PRESENTATIONS

3.1 FIRST PRESENTATION

Prof. Rosemary Bosu enlightened stakeholders on issues related to the Millennium Development Goals (MDGs) leading to the Sustainable Development Goals (SDGs), SDG 4 and the Education 2030 Agenda. Her presentation was to improve stakeholders' awareness and understanding of SDG 4 – “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” to obtain their commitment in its implementation.

She indicated that there are 8 MDG's which should have been achieved before 2015. She informed participants that there are 17 goals with 169 targets. These goals according to her included:

- Eradicating extreme Poverty and hunger
- Achieving universal primary education
- Promoting gender equality and empower women
- Reducing child mortality
- Improving Maternal health
- Combating HIV/AIDS, Malaria and other diseases
- Ensuring environmental sustainability
- Developing a global partnership for development

In her presentation and Building on the Millennium Development goals, Prof. Bosu emphasized on three key areas of the MDGs namely Human Capital, Infrastructure and Human rights. She also talked about the six goals of the Education for All (EFA) as follows:

1. Expansion of early childhood care and education
2. Provision of free and compulsory primary education for all
3. Promotion of learning and life skills for young people and adults
4. Increasing adult literacy by 50 per cent
5. Achievement of gender parity and gender equality
6. Improving the quality of education at all levels

According to her, 486,000 children of school going age are still not in school while adult literacy has improved significantly.

She indicated some challenges Ghana faced with the implementation of Education for All (EFA) goals as: Lack of commitment by stakeholders, Indifference of parents and community members on educational matters, Inadequate and poor school infrastructure and Shortage of qualified teachers particularly in rural, remote and underserved communities as well as Poor road networks linking rural communities.

Prof. Bosu continued her presentation on the Sustainable Development Goals (SDGs) and noted that The Action Plan focus on the People, Planet and Prosperity and the main thing is to eradicate poverty. Prof. Bosu emphasized that the workshop was on the SGD 4 which is Quality Education for all. She noted that, it is an integral part of the sustainable development agenda and emphasized the need to focus on quality education in schools in order to achieve SDG 4. She further stated that there was the need to mobilize global, national, regional and local resources and efforts aimed at ensuring:

- All girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- There is equal access for all women and men to affordable quality technical, vocational and tertiary education.
- All youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- Cultural diversity and cultural contribution to sustainable development.
- All learners acquire knowledge and skills needed to promote sustainable development, including among others through **education** for sustainable development and sustainable **lifestyles, human rights, gender equality**, promotion of a **culture of peace** and non-violence,

global citizenship, and appreciation of **cultural diversity** and of culture's contribution to sustainable development.

On her presentation on the means of implementation, Prof. Bosu emphasized on:

- Building and upgrading education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
- Globally expand substantially the number of scholarships for developing countries to enroll in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries.
- By 2030, increase substantially the supply of qualified teachers, including through international cooperation for teacher training in developing countries.

Participants sought for clarification on following:

- a. What can be done about these challenges of EFA?
- b. Why is Technical and Vocational Education Training (TVET) on the low in Ghana?
- c. How can we use Education at the primary level to draw people's attention on the attainment of environmental sustainability as stated in SDG 4?
- d. What is Ghana's bet on quality education?

Concluding her presentation, she noted that SDG4 targets can be achieved only when the means of implementation was taken seriously.



2ND PRESENTATION

The second presentation was on the Ghana's Performance in SDG4 Targets and Implementation.

Prof. Yaw Afari Ankomah in his presentation on the Ghana's Performance in SDG4 Targets and Implementation, noted that Ghana has come a long way with the targets. Prof. Ankomah looked at how far Ghana had come with specific targets and its implementation notably:

- Technical, Vocational and Tertiary Education.
- Youth and Adult Skills for Employment, Decent jobs and Entrepreneurship.

He also presented on 'Eliminating Gender Disparity in education', where he looked at the proportion of females to males in 2016 and 2017 to see if there was an increase, decrease or equality among them, geared towards achieving Equality in Education among males and females. He also looked at Youth and Adult Literacy and Numeracy, where there was emphasis on the Youth Literacy and Illiteracy rates as well as Adult Literacy and Illiteracy rates.

On the means of implementation, he emphasised on building and upgrading friendly education facilities and learning environments and providing scholarships. He looked at percentage of schools with basic drinking water for 2016 (59%) and 2017 (59%) and percentage of schools with basic sanitation and toilets for 2016 (62%) and 2017 (64% with 58% for single sex).

So what do we do? To achieve SDG 4, we need to mobilize all efforts (global, national, regional and local) that are aimed at:

- Achieving effective and inclusive partnerships.
- Improving education policies and the way they work together.
- Ensuring highly equitable, inclusive and quality education systems for all.
- Mobilizing resources for adequate financing for education.
- Ensuring monitoring, follow-up and review of all targets.

Participants sought for clarification on the following:

- a. Whether the figures presented applied to both public schools and private schools, if that is the case then why?
- b. How teachers are going to upgrade themselves after government decides to face out the Untrained Teachers Diploma programme (UTTD)?
- c. The definition of a qualified teacher?
- d. What can be done to ensure full parent participation in children's education?
- e. How can the teaching profession be made attractive and prestigious?

Prof. Ankomah ended his presentation emphasising the need to do more to ensure that all the targets are achieved.



3RD PRESENTATION

The third presentation was done by Dr. Agbevanu on “Inter-stakeholder partnership in Education”.

Two videos were showed for participants to reflect on them, with respect to collaboration in education. In Dr. Agbevanu’s presentation, he said collaborative arrangements among the stakeholders in education are designed to enhance sharing or pulling resources together. The key features of Educational Partnership he noted are:

- Shared goals to enhance pupils/students learning.
- Respect and understanding for each other’s values.
- Shared sense of ownership.
- Strong focus on learning outcomes.

Dr. Agbevanu emphasised on the school, families, students, teachers, administrators and communities benefiting from the partnership through:

- Enhanced attitudes, communication and relationships among teachers, students and families.
- Empowerment to make decisions that will enhance their children’s education.
- Higher achievement and motivation to learn.
- More support and appreciation from stakeholders.
- Better relationships with students, families and teachers.
- Students who are prepared to work collaboratively as contributing members of society.

GROUP ACTIVITY

Participants were guided to identify their roles in the Education 2030 Agenda as well as prepare an Action Plan for their engagement in the implementation of Ghana Education 2030 Agenda as indicated in Tables 1 and 2.

Table 1: Roles of Stakeholders

Stakeholders	Roles
Parents (PTA)	Support and encourage children in all school/learning activities Create home environment that will foster learning Provide resources for learning Visit school, get to know what is happening Engage with teachers on child's progress Attend and contribute to PTA meetings
SMC	Monitor school activities Support develop plan to improve school activities Lobby for funds for learning activities Partner with school management to manage school
MMDEOC	Implement educational policies Manage educational resources Provide managerial support

Table 2: Action plans of various stakeholders

Group	Responsible Person(s)	What to do	Key Activities	Other Stakeholders to involve	Resources Needed	Timeframe for Implementation	Targeted Community	Success Criteria
1	Circuit Supervisors, Training Officer, Special Education Coordinator, Health Personnel	Sensitize community on SDG4 Agenda 2030	Key duties: radio and TV talk shows, community durbar, door-to-door sensitization, education of faith-based organization, education of district directors.	NCCE, Social Welfare Staff, Opinion Leaders, Chiefs, Pastors, Imams	mobile vans, logistics like fliers and stationeries, fuel, funds from miscellaneous.	2018 – 2020 (3years)	Asokore Mampong, Aboabo, Kofrom, Ashtown, Manhyia.	90% enrolment of pupils in school.
2.	Resources: human resources (training officer), regional managers,	Educate community on gender parity, promote TVET	Identifying and training stakeholders to inform identified groups.	SMCs, PTA, chiefs, assembly members, teachers.	Funds, logistics and resource persons financial (solicit for funds from the community, internally generated funds.)	ending of July 2018	Asoase.	Gender parity achieved, helping 98% of children to enroll to early childhood, helping 99% of the students to enroll on the TVET program at Asoase.
3.	Unions	Organize in-service training for.	Organize workshops	Executives at district levels	Funds and resource persons	First training will be done by end of May because we're going according to the school calendar.	District Executives	

4.	Head teachers	Sensitize various stakeholders in order to get themselves acquainted with the SDG4.	Organize workshop or in-service training for teachers, SMCs and PTA executives Key activities: community meetings, durbars, and church services as well as mosque.	district assembly members, religious leaders, opinion leaders, resource persons from the district education office	vehicle, fuel for vehicle, sponsorship from NGOs	January – December 2018		80% of our folks having good understanding of the SDG4.
4	Circuit Supervisors	Involving parents to assist their wards education through reading, encouraging parents to send all their wards to school, sensitizing parents on the need of girl-child education.	Buying supplementary readers, assisting pupils to do their homework, organizing SMCs and PTA meetings. Through the School Performance Appraisal Meetings (SPAM), Action plan: sensitize the larger community of the SDG4 Agenda 2030	SMCs, PTA	Logistics	31 st July, 2018	Parents	creating an environmental friendly schools for all and sundry

5.	Parents	Sensitize the larger community on SDG4	Identification of parents and mobilizing them through durbars, PTA and SMC meetings, sensitizing parents on their involvement in quality education.	Circuit supervisors, assembly members	funds from NGOs, district assembly and financial ins	May 2018	Opokukrom.	nurturing responsible parents towards education.

Dr. Agbevanu ended his presentation with things we should do as people in educational partnership

- A regular visit to educational institutions and schools
- Ensure accountability
- Everyone must be involved in decision making
- Commitments by all parents
- Setting achievable targets
- Togetherness and Unity



Workshop in pictures

Dr. Ampah-Mensah thanked all for coming and a participant ended the workshop at 4:45pm with a closing prayer.



Section 2.0: Workshop Discussions

This section summarizes the discussions at the sensitization workshop of the SDGs and Education 2030 Agenda. The following sections were developed using participant input, discussions, recorded notes and the completed Next Steps Worksheets, which can be found in Appendix D.

1. What can be done about these challenges of EFA?

A participant at the workshop's view was that the lifestyle of members of the society is a contributing factor to some of these challenges and therefore if they could change their ways of thinking and doing things, it would help in solving these challenges. Another participant's view was that there was the need for infrastructure and qualified teachers to be provided by the government.

2. Why does Technical and Vocational Education Training (TVET) has a low recognition in Ghana and generally reserved for students who are not academically good?

Technical Education should be compulsory but it has been made an option. Therefore science and technology Education is not significant when we don't see the need to make it compulsory at the basic or primary school.

3. How can we use Education at the primary level to draw people's attention on the attainment of environmental sustainability as stated in SDG 4?
4. I think we should include this in the curriculum to help safeguard our water bodies. Our adults will also be educated to help safeguard our water bodies. About the non-formal education, I believe it's about the mindset. The adults themselves don't want to be taught. They feel they have gotten to an age where they've passed learning and thus can't learn anything.
5. What is Ghana's best bet on quality education?

In ensuring quality education, the individual is functional, and should be able to use his skills, knowledge and ability to solve issues within their communities, be an entrepreneur and create jobs.

6. Has the Capitation Grant and the School Feeding programme contributed to education in Ghana?

The Capitation Grant and the School Feeding programme, according to a participant, has helped to eradicate poverty and hunger in schools. Another participant disagreed with that answer with the view that students sometimes come to school hungry.

7. One participant wanted to know if the figures presented applied to both public schools and private schools, if that is the case why?

Figures covers education in general that's both private and public schools.

8. How are teachers going to upgrade themselves after government decides to face out the Untrained Teachers Diploma programme (UTTD)?

This category of teachers is phasing out. Untrained teachers were given the opportunity to become trained teachers. However, currently, modalities are being put in place so that only trained teachers are placed.

9. How do we define a qualified teacher?

Members agreed that a trained teacher is a qualified teacher.

10. With the government's intervention, now the parents are virtually not paying anything, and as compared to before, they care less about their wards' academic progress since their education does not affect their pocket. I don't think it's helping. The response was that; 'that's why we're here. And now that your load has been eased, the best you can do is to help them (children) do well academically. Provide other things that will enhance your ward's education so they can compete with the private schools'.

I think there should be a law to compel parents to do more/go the extra mile. I grew up in a barracks, and over there, the parents other than the child is punished for the child's improper dressing/conduct. Same can't be said for our public schools.

I bet to differ. It's not a matter of enacting of law but I see it to be attitudinal. We have the children Act 560 which indicates parents are not supposed to exploit their own children, yet when you tell them, they refuse and reject your assertion by asking 'if they can't send/use their own children to help them out'. So I believe a proper talking to will do. Reply: The NCCE should collaborate with the traditional leaders to enact or enforce by-laws which will help curb it.

Prof, how about children staying with others?

This has to be negotiated by both parties. They can decide when and at what time the children can sell for them and beyond the time-frame, no child will be allowed out to sell.

11. There should be teacher motivation in the form of allowances that will enable teachers carry out their duties successfully. Imagine a teacher asking his students what they would want to be/do in future and no one mentions 'Teacher', just because the teacher is still using the same old car, then what is being communicated to the students here?
Reply: it is about 'the teacher image' and not money.

Others shared the view that, on the contrary, students are now wishing to become teachers because not only do they see some of their teachers riding in brand new cars, but also because job avenues now can be found around the teaching and nursing fields. We as teachers need to raise our own image and be able to manage our own resources. Reply: it is not about money but building a self-motivation.

12. Are our structures Child friendly?

Since it is established that every district should get an early childhood coordinator, which makes this very important, the Regional Directorate should make sure that these people are working.

On the two videos shown, Dr. Agbevanu asked participants how it relates to the Education 2030 Agenda. A participant said, with the video of the kid with no hands and legs, it shows perseverance. Another participant, with respect to the second video of the dog which was saved by a collaboration of people, said it implies that all stakeholders can work together to achieve the Education 2030 Agenda goals and also use different means and strategies to achieve the set goals.

Section 3.0: Next Steps

After gaining a greater understanding of the Education 2030 Agenda **participants made the following suggestions for the successful implementation of the Education 2030 Agenda:**

Next Steps Worksheets:

What should we do? In answering this question, members agreed that:

- We must mean business this time round, determining at all costs to pursue our goal and to achieve it.
- There is the need for strong collaboration (and dialoguing from time to time as appropriate) among all stakeholders.
- This also calls for shared accountability. Everybody must be held accountable for what is going on.
- It also means defining clearly the types of educational recipients and isolating the vulnerable, those who are likely to miss out
- At the school level, there must be a strong leadership for learning that cares for achievement.
- Pupils must be taught to study with their hearts; creating a culture of hard-work;
- Teachers must learn to develop a passion for teaching
- Time for harsh decisions to be made about education in Ghana. Clear mechanisms to ensure that teachers do not misuse school/instructional hours; a way to be found to empower school children to report teacher time misuse, etc.
- All practices that undermine teacher time on task must stop forthwith.
- We must create an *education sensitive* society – It must be education
 - Everywhere!!
- Send all girls and boys to school, it is their right.
- Provide conducive school learning environments that are child friendly.
- No discrimination. Education must be accessible to the abled, differently-abled, poor, rich, all ethnic groups.
- Invest in education to ensure quality and equity.
- Everyone should be committed and involved so that we can break the cycle of poverty.

Specifics

- In ensuring an all-inclusive education and a proper early childhood education, such kids should be provided with the best of infrastructure to enhance their upbringing as compared to those facilities enjoyed by the primary and Junior High School pupils.
- The Directorate of Education should make sure that teachers who read early childhood education in the university and training colleges are really given the KGs to teach other than they being posted to the Senior High School to teach. The foundation matters most.
- We should insist on the use of the local language to teach up to primary three (3) so the pupils will get the concept in their own language from the scratch.
- The assemblies should include in their budgets the numbers of teachers they would need to send to the
- Various deprived communities (especially to take up early childhood education). They should do this with everyone (partnership).
- For this to be effective, the idea of ‘no one can punish anyone’s child’ shouldn’t be encouraged.
- We should look at ways in accommodating these teachers being posted to these communities. This serves as a motivation.

- Parents being a major stakeholder should contribute their mite so together we can get the quality education we all want for the pupils.
- TVET should be restored giving it all the importance it deserves.
- We need a strong foundation to build the better and quality education we are talking about. Human Resource department of Ghana Education Service should be part of future workshops, since they are responsible for postings

4.0: Workshop Evaluations, Lessons Learned, and Conclusion

4.1. Workshop Evaluation Results

Participants were asked to fill out evaluation forms at the end of the workshop. Results from those forms are summarized below. Other lessons learned for future workshops are also described below.

At the end of the workshop, a short survey was distributed to of the. Thesurveyrepresentedwellthedifferentinstitutions/stakeholdersrepresented at the workshop. They included Head teachers/ Teachers Teacher Associations (NAT, NAGRAT, and Coalition of Concerned Teachers) GES Staff (Directors, Circuit Supervisors, Training Officers, and PROs, Education Units (Regional Managers, Local Managers, Accountant, HR Managers, and District Assembly (NCCE, Social Welfare, Assembly Members, Opinion Leaders, PTA, SMC, Farmers as well as Non-Formal Education Division

The results below are based on a total of 130 completed surveys from participants attachedsurvey as appendix E

The evaluation form had the following sections: Knowledge and Acquisition of Knowledge and Skills, Facilitation, Curriculum and Content, Training materials and Administration.

Knowledge and Acquisition of Knowledge and Skills

The knowledge and acquisition gained from the workshop received very favourable score of 49% of participants rating it excellent while 38% and 11% rated it very good and good respectively. From the comments received more time should be allocated to the workshop next time

Facilitation

Sixty percent (60%) of participants rated facilitation as excellent while 33% rated it very good and 5% good.

Curriculum and Content

Fifty percent (50%) of participants the curriculum and content as excellent, 42 as very good and 10% good.

Training materials

Concerning training materials, 42% rated it excellent, 46% very good and 9 % good.

Administration

Forty percent (40%) of participants rated Administration as excellent, 34% rated it as very good

and 16% good.

Improving the Workshop

On the question of the ways in which the workshop would be better, many responded they would like to have more days for the workshop and not just one day. So that they do not have to rush through presentations and discussions. Participants indicated the desire to attend more sessions, which should preferably be spread out every year.

4.2 Lessons Learned

- Participants were actively involved in all the activities of the workshop
- We achieved our goal of participants understanding the concept of SDGs and Agenda 2030
- Participants understood what role they have to play in Agenda 2030
- Participants completed a draft action plan

4.3 Conclusion

Throughout this workshop, participants gained a better understanding of the Sustainable Development Goals (SDG) in general and SDG4 in particular and how to sensitise the larger community. The participants identified the roles they have to play in order to ensure smooth implementation and the achievement of the Education 2030 Agenda.

APPENDICES

STAKEHOLDERS' WORKSHOP ON

EDUCATION 2030 AGENDA

A: Programme

Programme Line -up

8: 30 a.m.	-	9:00 a.m.: Arrival of Guests/ Registration
9.00 a.m.	-	9:15 a.m.: Welcome and Introduction of Dignitaries
9.15 a.m.	-	9:20 a.m.: Purpose of Meeting
9.20 a.m.	-	9:40 a.m.: Opening Remarks
9:40 a.m.	-	10: 25 a.m.: 1 st Presentation SDGS/ SDG4
10:25 a.m.	-	10: 55 a.m.: Discussions
10:55 a.m.	-	11: 10 a.m.: SNACK BREAK
11:10 a.m.	-	11. 55 a.m.: 2 nd Presentation on Ghana's Performance 1 & 2
11:55 a.m.	-	12:.25 p.m.: Discussions
12:25p.m.	-	1: 25pm.: LUNCH
1:25p.m.	-	2:25p.m.: Group work to identify roles of stakeholders
2:25p.m.	-	2:55p.m. Presentations by Groups
2:55p.m.	-	3:10 p.m. Next Steps
3:10p.m.	-	3:30 p.m. Closing Remarks
3:.30p.m.	-	Closing

Appendix B: Participant List**WORKSHOP ON ENGAGING KEY STAKEHOLDERS ON EDUCATION 2030 AGENDA, HELD IN SUNYANI
ATTENDANCE SHEET**

NO.	NAME	INSTITUTION	TEL.NO	E-MAIL
1.	Owusu Acheaw Williams	Coalition of Concerned Teachers	0243197497	owusuacheaw79@gmail.com
2.	Rev. Alfred K. Fobil	A.M.E. Zion Unit	0244284155	alfredkfobil@gmail.com
3.	Stephen Asare	NAGRAT	0203874711	asarekufuor80@yahoo.com
4.	Elder Atta Aggei	Presbyterian Sch. P.T.A	0245051990	
5.	Bernice Ofori	Non-Formal Edu.	0243404711	bennivii@yahool.com
6.	Issaka Zitor	NCCE	0249489198	zitorissaka@gmail.com
7.	Patrick Achampong	Social Welfare	0203337398	patache723@gmail.com
8.	Samuel Gyamera	Kintampo South District Assembly	0203794106	gyamerasammy@gmail.com
9.	Augustine Twum	Methodist Primary	0245798219	
10.	Gyan Augustine	GES	0246471728	ngyan740@gmail.com
11.	Bonsu Isaac	Asunafo South GES C/S	0242157064	
12.	Abu Rockson	S.M.C	02464599266	
13.	Gyaki Emmanuel	Kintampo South C/S	0204257920	gyakiemma@gmail.com
14.	Alugina Jonathan	Kintampo South C/S	0243913609	
15.	Peter Opoku	GES Sunyani	0242126410	peteropoku30@gmail.com
16.	Frimpong Yaw	Tano South GES P.R.O	0242154393	nanayawfrimpong79@yahoo.com
17.	Waye Simon	SMC Chairman	0243931185	abigo2016@gmail.com
18.	Agyei Da-Costa	Dormaa East Ass. Wamfie	0246828749	agyeidacosta14@gmail.com
19.	Ashietey Erasmus	Anglican Edu. Unit	0244968094	reufrpaanii@rocketmail.com
20.	Adjei Kyeremeh	GES Jaman South District C/S	0242735420	agyeiclement64@gmail.com

21.	Osei Jennifer	Asunafo South (P.R.O) GES	0244886956	
22.	Atobrah Apraku E.	Asunafo South C/S	0243681650	eddieapraku@gmail.com
23.	Cecilia Baffowaa	Kintampo South SMC	0543150778	
24.	Tengan Justine Fordie	Headmaster Kintampo South	0207451039/0247206305	
25.	Kingsford N. Tetteh	SDA Edu. Unit	0208879972	tettehkingdford5@gmail.com
26.	Amo William K.	Dormaa East Wamfie C/S	0208710780	oligopoly1967@gmail.com
27.	Elizabeth Dora Bemon	Bechem M.T.O	0243674295	benibdora7227@gmail.com
28.	Isaac Twum	Presby. Edu. Unit	0205557133	twum.issac@yahoo.com
29.	Kingsford D. Asante	Anglican Edu. Unit	0208207266	dwamenaasante@gmail.com
30.	Daniel Yeboah Hienno	Presby. Edu. Unit	0244672476	dhienno@yahoo.com
31.	Badu Frimpong	Dormaa East Wamfie C/S	0243342545	frimpongbadu@gmail.com
32.	Patrick Cudjoe Mortey	Methodist JHS SMC	0242778328	peacmortey2001@gmail.com
33.	Isaac Oppong Kusi	Methodist JHS		
34.	Nana Antwi	PAT Chairman Presby. Primary	0541812158	
35.	Nyarko Peter	N.F.E.D	0240353204	kwamenyarkogh1@gmail.com
36.	A. Boateng	Techiman North	0209297253	
37.	Nana Nketiah	Drobo Edu. Office	0244107023	
38.	E. T. Nkrabiah	Catholic Edu. Unit	0243584402/0202466459	catholicunit@gmail.com
39.	Kwasi Sarfo	Regional Edu. Office	0208307533	sarfokomeek06@yahool.com
40.	Boamah A. Charles	GES Jaman South C/S	0209338257/0245106896	boamahchales34@gmail.com
41.	Dannis K. Addo	GEs Techiman North	0506659488	deniskwaku@yahoo.com
42.	Kusi James K.	Catholic Edu. Unit	0244823506	
43.	Afena Obeng Elijah	Social Services Chairman	0248987932	
44.	Abdul-Mumin A. S.	Islamic Edu. Unit	0502390532	sampane565@gmail.com
45.	Attah Gyinae	CCT	0209394677	richard-gyinee@yahoo.com
46.	Malik Jalilu	A.M.E Zion Edu. Unit	0200653934	malikjalilu@yahoo.com

47.	Emmanuel K. Ampah	DSW	0542429767	ekingsfordampah@yahoo.com
48.	Saah Anthony	SMC	0209347193	
49.	Yeboah Seidu Iddrisu	Islamic Edu. Unit	0508663134	wofasei68@gmail.com
50.	Abigail Nkrumah	NCCE	0244018619	gnkrumah84@gmail.com
51.	John Sam-Arthur	GBC	0543117118	johnsamarthur@gmail.com
52.	Freda Abban	GTV	0204099992	abbanfreda@gmail.com
53.	Christopher lohga	GTV	0243469522	chrislohga@gmail.com
54.	Henry Effah Bediako	GTV	0244992190	henryeffah@yahoo.com
55.	Dr. Richard Attafuah	G.E.S. Regional Director		
56.	Opoku Agyeman	G.E.S. Regional P.R.O		

WORKSHOP ON ENGAGING KEY STAKEHOLDERS ON EDUCATION 2030 AGENDA, HELD IN KUMASI
ATTENDANCE SHEET

NO.	NAME	INSTITUTION	TEL.NO	E-MAIL
1.	Love Lucy Adu	Social Welfare	0205140093	lucyminnah@yahoo.com
2.	Wilberforce Zangina	NCCE	0245411504	kingzangina@gmail.com
3.	Adomako Joshua	SDA Edu, Unit	0245759826	adomako16@gmail.com
4.	Gina Baah Agyapomah Mensah	Methodist Edu. Unit	0242937666	mensahgina75@gmail.com
5.	Samuel K. Awudi	NCCE	0246768084	samuel2009@live.com
6.	Joseph Derby Hanson	A.M.E. Zion Edu. Unit	0244998390	hjosephderby@yahoo.com
7.	Francis Y. Owusu	NAGRAT	0208111300	owusufy15@gmail.com
8.	Stephen Dowrov	CCT	0246746244	stevdow@gmail.com
9.	A. A. Ninche	NAGRAT	0244836863	ninche72@yahoo.com
10.	Albert Awartey	Metro Edu. Office	0244166810	aawartey@gmail.com
11.	Dorothy Kufumah	Dept. of Social Welfare	0267237426	kufumahdorothy@hotmail.com
12.	Charles K. Ankrah	S. D. A. Edu. Unit	0201579488	cankrah6@gmail.com
13.	Diana Bempong-Marfo	N. C. C. E.	0505768566	dianamarfo86@gmail.com
14.	John Amankwah	Catholic Edu. Unit	024313748	amass44263@gmail.com
15.	Van DR. Samuel Agyiri Kyereme	Anglican Edu. Unit	0244283747	venkyereme@gmail.com
16.	Abu-Bakari Sadik	Metro Edu. Office	0244467046	absadikfo@gmail.com
17.	Rev. Kwame Amo-Afreh	Methodist Edu. Unit	0244119464	revkwameamoafre@yahoo.com
18.	Gabriel Gyamfi	Regional Edu. Unit	0244685647	angelalas23@gmail.com
19.	Asumadu R. O.	CCT	0208787866	oasumadu1@gmail.com
20.	Lydia Coleman	A. M. E. Zion Edu Unit	0248513609	lydiacole@gmail.com
21.	Eric Nketiah	Anglican Edu. Unit	0244173394	ericnketiah156@gmail.com
22.	Margaret Appiah	S. D. A. Edu Uint	0208226233	peggypee2014@gmail.com
23.	Stephen Ofori	G.E.S Regional Edu. Office	0244751378	kkstevoo@yahoo.com

24.	Isaac Oppong	Metro Edu. Office	0244830458	isaccopp214@gmail.com
25.	Ashong Oswald	Metro Edu. Office	0243889631	os.zwash@hotmail.com
26.	Mercy Konadu	Metro Edu. Office	0244451734	mercykonadu9@gmail.com
27.	Christopher Barnieh	Metro Edu. Office	0277888631	christopherbarnieh@gmail.com
28.	Solomon Osei-Kankam	Metro Edu. Office	0201715794/0240775555	sokamm@yahoo.com
29.	Mercy A. Boahen	Metro Edu. Office	0244166729	mercyboahen55@gmail.com
30.	Margaret Do-Nani	Metro Edu. Office	0244742324	magkafui@yahoo.com
31.	Gladys Nontwiri	Metro Edu. Office	0242706276	fosuanentwiri@gmail.com
32.	Phyllis Boateng	Metro Edu. Office	0244252650/0205921912	

**WORKSHOP ON ENGAGING KEY STAKEHOLDERS ON EDUCATION 2030 AGENDA, HELD IN CAPE COAST
ATTENDANCE SHEET**

NO.	NAME	INSTITUTION	TEL.NO	E-MAIL
1.	Aba Kakraba	P. T. A. Executive	0553555952	
2.	Nana Sarbah	P. T. A. Chairman	0245880413	
3.	Vincent Lawoe	Catholic Edu. Unit	0246445684	
4.	Pius Dzinuela	Non-Formal Education	0244643226	pileen2000@yahool.com
5.	Afful Alexander	GES Mfantseman	0242609727	alexkafful@gmail.com
6.	Gideon Fianya	Non-Formal Education	0244830552	gidkoj@yahoo.com
7.	Samuel Eburey	Gomoa East GES	0243523442	samburey12@gmail.com
8.	Janet Sessah	A. M. E. Zion Edu. Unit	0246605482	
9.	Stephen Mgosah	Agona Swadru	0243767764	
10.	Ebenezer Obiri	GES Metro Edu. Office	0505836303	levobiri18@gmail.com
11.	Justice Darko	S.D.A Edu. Unit	0242279701	justoe99@gmail.com
12.	Eric Kofi Amponsah	S.D.A Edu. Unit	0243963992	
13.	Mary Eshun	SMC Chairperson	0247966619	
14.	Patrick Anokye	SMC Chairman	0559480557	
15.	Godfred Mensah	GES Central	0243217271	forayzod@yahoo.com
16.	Cecilia Kommeh	Apewosika Basic Sch.	0200751738	
17.	Kojo Enu	Apewosika Primary Sch.	0262246176	
18.	George Baah	Ekumfi-GES	0244108574	gbaah1078@gmail.com
19.	Patrick Osei-Bonsu	Catholic Edu. Unit Office	0246751259	
20.	Dawuda Ibrahim	District Edu. Office ,Twifo	0246563510	
21.	Samuel Atta Quainoo	Musunkwa D/A Basic Sch.	0271898480	attaquainoos@gmail.com
22.	Ali Dawuda	Musunkwa D/A Sch	0277273113	
23.	Kofi Awer	Musunkwa D/A Sch	0277273113	

24.	Kwesi Yeboah	Musunkwa D/A Sch	0547926812	
25.	Emmanuel Tawiah	District Edu. Office	0243522227	emmastel@hotmail.co.uk
26.	Bekoe Martin	District Edu. Office,Aju	0208245206	Bekoemartin6@gmail.com
27.	Salamatu Gausu	Nagrat	0244085161	salamatugausu@yahoo.com
28.	Regina K. Appiah-Sekyere	Anglican Edu. Unit	0243226696	reginaappiahsekyere@gmail.com
29.	Mavis Arthur	Anglican Edu. Unit	0244745849	Mavisarthur66@gmail.com
30.	Samuel Acquaaah	Metro Edu.Unit	0243355248	Samuel.acquaah@yahoo.com
31.	Rose Johnson	Catholic Edu. Unit	0207730569	Saahrose2@gmail.com
32.	Edward K. Dankwah	Kumasi D/A Basic	0248731584	adwenpa18@gmail.com
33.	Ahmed Tijani Hassan	Islamic Edu. Unit	0242516531	ahmedtijanihassan7@gmail.com
34.	Mohammed Kabiru Yahaya	Islamic Edu. Unit	0249337725	mohammedkabiru@yahoo.com
35.	Moses Arthur-Caiaphas	Twifo Hemang Edu.office	0246693687	mosesarthur@yahoo.com
36.	Appolinus O.A.Asare	GWL for UNESCO	0208874871	appolinus@yahoo.com
37.	Joseph Baah	P.T.A.	0207113770	Jbaah4608@gmail.com
38.	Elizabeth A. Laryea	Presby Edu. Unit	0208419922	laryealizzy@yahoo.com
39.	Henry Thompson	Presby Edu. Unit	0242896340	
40.	Stephen Pennah	Kea C/S	0244887376	fabiclub@yahoo.com
41.	Alhaji Abdulai Nuhu	Gomoa West	0242651852	Hajjabdull17@gmail.com
42.	Joseph C. Assan	Agona West	0244446607	Josephassan47@gmail.com
43.	Isaac Botchway	A.M.E Zion Unit C/C	0265123464	
44.	Josephine Kyei	Assin South Edu.	0244897658	
45.	Alboda Y.Graham	College of Edu.,UCC	0244665914	
46.	Rev. Dr. Isaac Owusu	GES, Abura Dunkwa	0245739642	owusuisaac1990@gmail.com
47.	Felix Kporxah	GES, Awutu Senya	0244765005	Awutusenya.ges@gmail.com
48.	Emma Abena Asabea	GES, Awutu Senya	0555402005	Asabea.ges@gmail.com
49.	John K.Anti	GES,THLD	0242030232	

50.	Anthony Albright Appiah	DEOIC A.A.K	0243225215	anthonyalbright25@yahoo.com
51.	Joseph B.K.Nstiful	GES, Winneba	0242304844	meetbeukak@yahoo.com
52.	Jeff Wiredu-Mintah	GES, Assin North	0244717887	jeffwireduminta@yahoo.com
53.	Maxwell Eusi	SMC, Wawase Basic	0557891245	
54.	Anthony Oppong	SMC, Wawase Basic	055009221	
55.	Michael Rockson	D.E.O, Ajumako	0244147451	Mrocksonb2@gmail.com
56.	Juliet Henking	Presbyterian JHS, Winneba	0244507417	
57.	George Koomson	Agona West	0244575438	
58.	Kofi Serkyi Amah	GBC	0244103834	kserkyiamah@yahoo.com
59.	Ato Bansah	GBC	0244103834	kserkyiamah@yahoo.com
60.	Charles Cobbinah	GBC	0244103834	kserkyiamah@yahoo.com

**WORKSHOP ON ENGAGING KEY STAKEHOLDERS ON EDUCATION 2030 AGENDA, HELD IN CAPE COAST, KUMASI AND
SUNYANI
ATTENDANCE SHEET**

NO.	NAME	INSTITUTION	TEL.NO	E-MAIL
1.	Mr. Martian Nortey	UNESCO	0276234031	manort06@yahoo.com
2.	Mr. Frank Hotor	UNESCO	0208200291	
3.	Mrs. A. S. N. Tetteh	UNESCO	0302666002	
4.	Mr. Riche-Mike Wellington	UNESCO	0302666002	
5.	Mrs. Alberta A. K. Owusu	IEPA	0244723485	abowusu@ucc.edu.gh
6.	Dr. Wisdom K. Agbevanu	IEPA	0207317474	wisdom.agbevanu@ucc.edu.gh
7.	Dr. Alfred Ampah-Mensah	IEPA	0244235091	ampah-mensah@ucc.edu.gh
8.	Prof. Rosemary S. Bosu	IEPA	0244576089	rbosu@ucc.edu.gh
9.	Prof. Yaw A. Ankomah	IEPA	0244070280	
10.	Dr. (Bro.) M. Amakyi	IEPA		
11.	Rex Dzontoh	IEPA	0244737910	
12.	Emmanuel Kwesi Mensah	IEPA	0548412336	emmanuelmensah65@gmail.com
13.	Mavis Amponsah Ababio	IEPA	0241495489	lifemavis@gmail.com
14.	Anthony Bright	IEPA	0240584480	ABcobbinah2@gmail.com
15.	Yakubu Buabeng	IEPA	0246792860	
16.	Emmanuel Takyi	IEPA	0202472146	
17.	John Peters	D.P.A	0209560492	
18.	Felix Donkor	D.P.A	0274106996	

Appendix C: Workshop Presentation and Handouts

[Insert Workshop Presentations and Handouts, if desired]

Appendix D: Next Steps Worksheets

[Insert copies of the completed Next Steps Worksheets, if desired]

Appendix E: Workshop Evaluations

STAKEHOLDERS' WORKSHOP ON EDUCATION 2030 AGENDA

March 2018

WORKSHOP EVALUATION FORM

SECTION A: Please tick appropriately

- Sex: Male Female
 - Workshop Venue: Sunyani Kumasi Cape Coast
 - Position/Place of work (Please Indicate):
-

SECTION B

Please read the questions below and tick the box that best reflects your response.

5 = Excellent, 4 = Very Good, 3 = Good, 2 =Average, 1= Below Average.

Categories	Check your response				
	Low				High
<i>Administration</i>	1	2	3	4	5
Sufficient information about training was given in advance					
Training was organized as scheduled.					
Organizers provided enough assistance during Training					
<i>Curriculum and Content Delivery</i>	1	2	3	4	5
The training met my expectations.					
The goals of the training were clearly defined					
The topics covered were relevant					
Each session stated the objectives clearly					
There was sufficient opportunity for interactive participation					
The training was easy to understand					
I was satisfied with the variety of training methods.					
<i>Facilitation</i>	1	2	3	4	5
The facilitators were knowledgeable about the topics.					
The facilitators were well prepared for the sessions.					
The facilitators encouraged active participation.					
The facilitators answered questions in a complete and clear manner.					
<i>Training Materials</i>	1	2	3	4	5

The materials distributed were useful.					
The presentations were interesting and practical.					
<i>Acquisition of Knowledge and Skills</i>	1	2	3	4	5
I am satisfied with my increased understanding of Education 2030 Agenda					
I am committed to contributing my part towards the attainment of SDG 4					
I will encourage my colleagues and community members to also support the implementation of strategies towards the attainment of SDG 4					

SECTION C

General Comments (if any)

