

# UNESCO-TALENT Regional Workshop on Classroom-based formative assessment (Addis Ababa 2-4 July, 2019)

## *Monitoring the Pre-Tertiary Curriculum Reforms in Ghana: Strategies and Policy Implications*



### **National Council for Curriculum and Assessment (NaCCA), Ghana**

Presented by:

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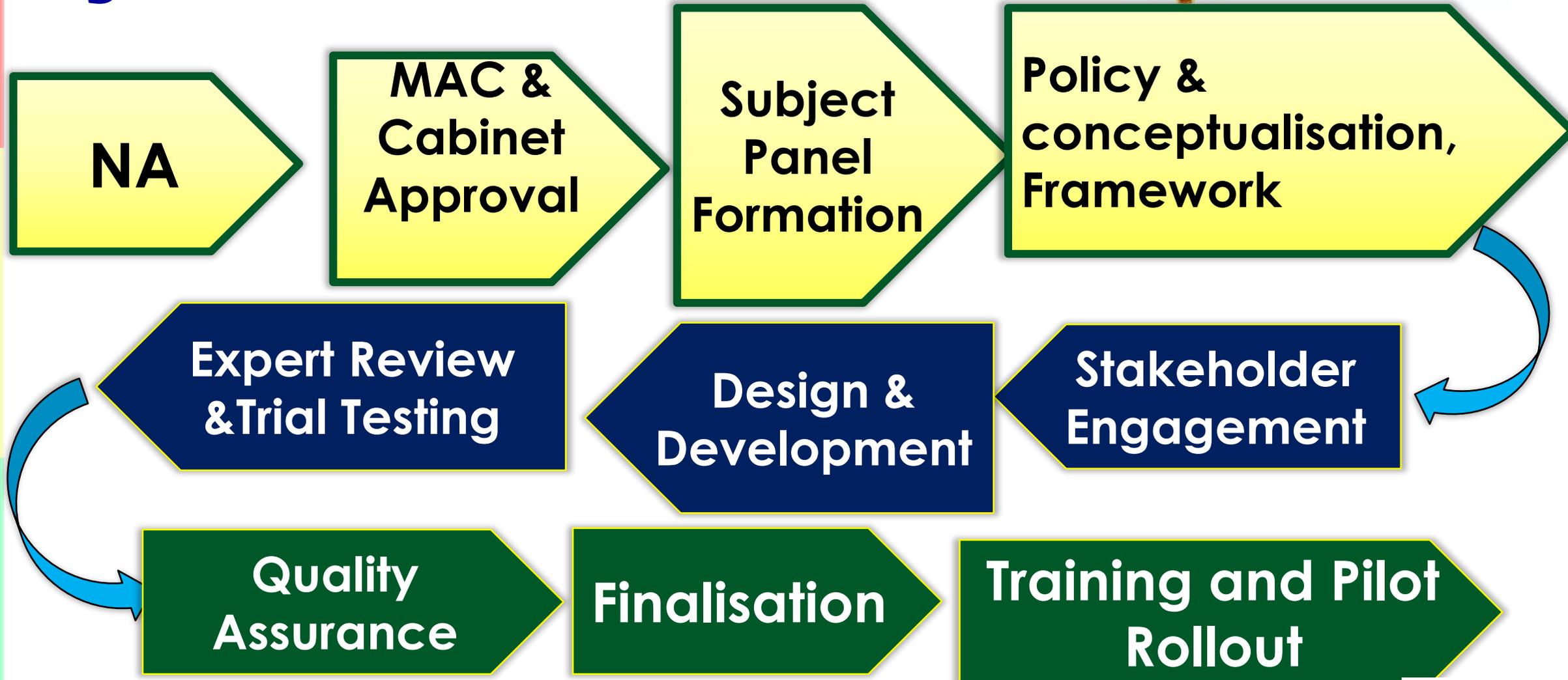
# ***Outline***

1. Introduction- the curriculum development cycle and implementation plan
2. Purpose of NaCCA FOI Monitoring Strategy
3. Type of data to be collected?
4. What can we tell from the data?
5. How will we analyze and display the data?
6. How will the data be utilized?

# NaCCA Curriculum Development Cycle



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# OUR DREAM GHANAIAN CHILD



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**Independent**

**Global Citizen**

**Creative**

**Good Moral Values**

**Innovative**

**Team Leader**

**Critical Thinker**

**Patriotic**

**Problem Solver**

**Digital Literate**

**Team Player**

**Good Communicator**



# Nationwide Implementation Road Map



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Training of a core  
of National  
Trainers (186)

Training of  
Regional and  
District Trainers  
(3,900)

Nationwide Training of  
KG and Primary School  
Teachers(152,000)



Community  
Engagement

Coaching &  
Refresher  
Courses

Monitoring and  
Evaluation for FOI

Supply of Relevant  
Teaching Learning  
Resources

Supply of Curriculum  
Documents to  
Schools



# Purpose of the NaCCA Monitoring System

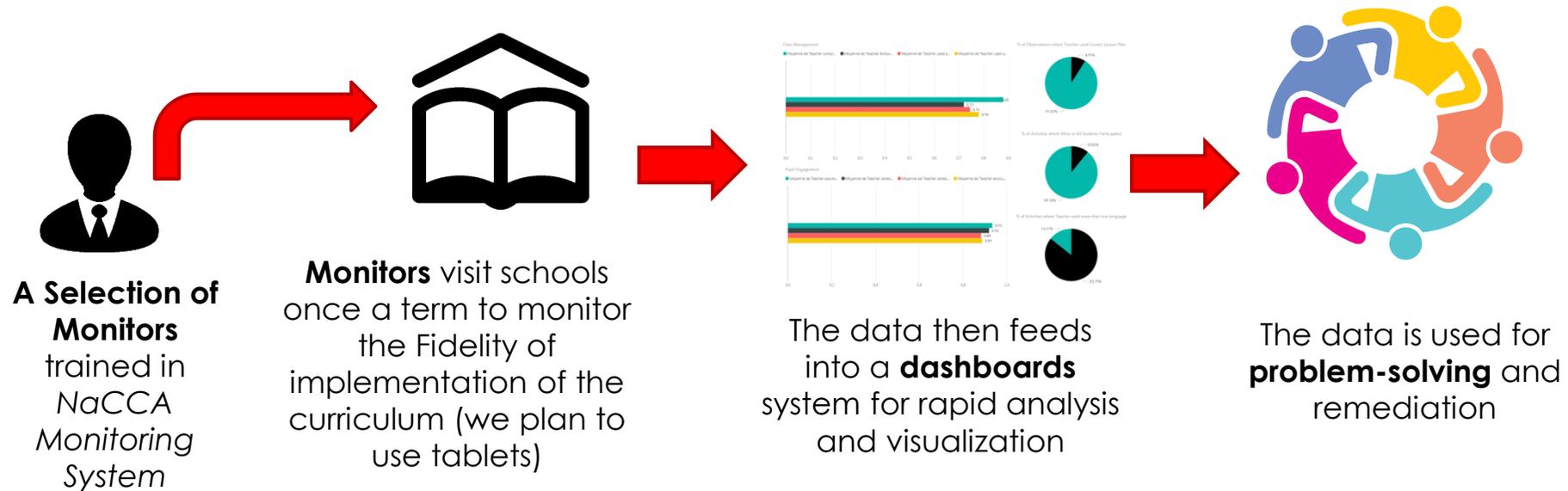
Are Teachers, Head Teachers and other stakeholders implementing the curriculum as they have been designed and in accordance with the training they received?

To what extent are pupils' performance improving as result of the implementation of the Curriculum?

# Overview of NaCCA Monitoring Strategy



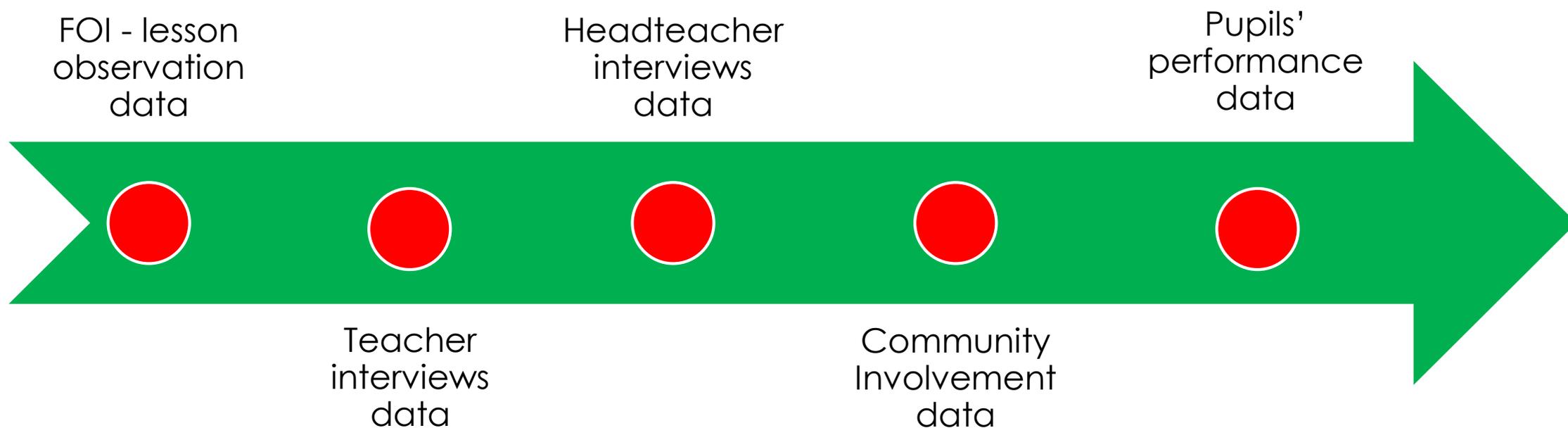
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# Type of Data to be Collected?



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What can we tell from the data?



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## FOI - Lesson Observation Data

Are Teachers implementing the curriculum as designed?

Are Teachers using effective methodologies that enable children to develop the required competencies?

What can we tell from the data?



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# Teacher interviews

Have all Teachers been trained on the curriculum?

What challenges are Teachers facing with the implementation of the curriculum?

What things makes it easier for Teacher to implement the curriculum?

What can we tell from the data?



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## Headteacher interviews

Have all Head Teachers the required capacity to effectively supervise the implementation of the curriculum?

Are Head Teacher effectively playing their supervisory roles related to the implementation of the curriculum?

What can we tell  
from the data?



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## Community Involvement data

To what extent are the  
school communities  
involved in the  
implementation of the  
curriculum?

Do Teachers collaborate  
with key community  
resource persons where  
necessary, in  
designing/delivering  
lessons?

What can we tell  
from the data?



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## Pupils Performance Data

Are pupil  
competencies  
improving as a result  
of implementation  
of the curriculum?

What changes are  
required to further  
improve pupil  
peprformance?

# How will the Data be Presented?



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Data will be displayed using dashboards visualizations and uploaded to NaCCA's website

The dashboards will be accessible to all key stakeholders including MoE, NIB, NTC, GES, REOs, DEOs, and other relevant stakeholders

# Dashboard use



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<b>Create</b>	Create strategies to improve implementation of the curriculum using the results
<b>Determine</b>	causes of schools' implementation problems and best practices
<b>Design</b>	Collaborate with the other agencies of the MoE to design interventions to support schools to address implementation issues

# Policy Implications



- NaCCA will need the MoE to commit to consistent funding for capacity building, data collection, and maintenance of the system.
- NaCCA also needs the Ministry of Education and the related agencies to buy-in the system and to adjust existing policies for the system to be legitimized for referencing.

Thank you!

