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

National Council for Curriculum and Assessment (NaCCA), Ghana

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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

- NA
- MAC & Cabinet Approval
- Subject Panel Formation
- Policy & conceptualisation, Framework
- Expert Review & Trial Testing
- Design & Development
- Stakeholder Engagement
- Quality Assurance
- Finalisation
- Training and Pilot Rollout
OUR DREAM GHANAIAN CHILD

Independent

Good Moral Values

Team Leader

Patriotic

Digital Literate

Global Citizen

Creative

Innovative

Critical Thinker

Problem Solver

Team Player

Good Communicator
Nationwide Implementation Road Map

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)

Coaching & Refresher Courses

Monitoring and Evaluation for FOI

Supply of Relevant Teaching Learning Resources

Supply of Curriculum Documents to Schools

Community Engagement
Purpose of the NaCCA Monitoring System

Are Teachers, Head Heachers 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

A Selection of Monitors trained in NaCCA Monitoring System

Monitors visit schools once a term to monitor the Fidelity of implementation of the curriculum (we plan to use tablets)

The data then feeds into a dashboards system for rapid analysis and visualization

The data is used for problem-solving and remediation
Type of Data to be Collected?

- FOI - lesson observation data
- Headteacher interviews data
- Teacher interviews data
- Community Involvement data
- Pupils' performance data
What can we tell from the data?

FOI - Lesson Observation Data

- Are Teachers implementing the curriculum as designed?
- Are Teachers using effective methodologies that enable children to develop the required competencies?
Teacher interviews

- Have all Teachers been trained on the curriculum?
- What challenges are Teachers facing with the implementation of the curriculum?
- What things make it easier for Teachers to implement the curriculum?

What can we tell from the data?
Headteacher interviews

- Have all Had 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?
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?
What can we tell from the data?

**Pupils Performance Data**

- Are pupil competencies improving as a result of implementation of the curriculum?
- What changes are required to further improve pupil performance?
How will the Data be Presented?

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

Data will be displayed using dashboards visualizations and uploaded to NaCCA’s website.
### Dashboard use

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