

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:

Prince Hamid Armah (PhD)

The Executive Secretary (NaCCA)

Co-Chair, African Curriculum Association



Ministry of Education
REPUBLIC OF GHANA



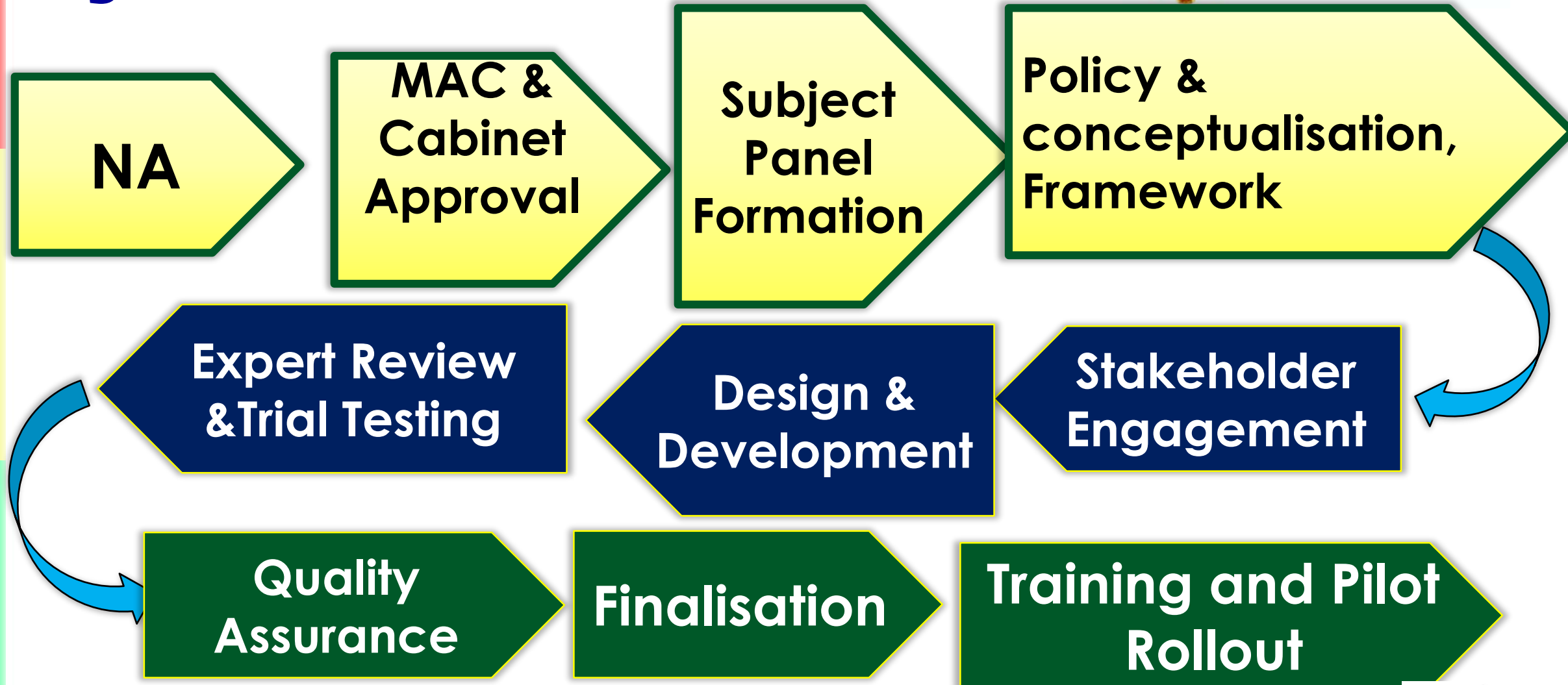
Outline

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



Ministry of Education
REPUBLIC OF GHANA



OUR DREAM GHANAIAIAN CHILD



Ministry of Education
REPUBLIC OF GHANA

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



Ministry of Education
REPUBLIC OF GHANA

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

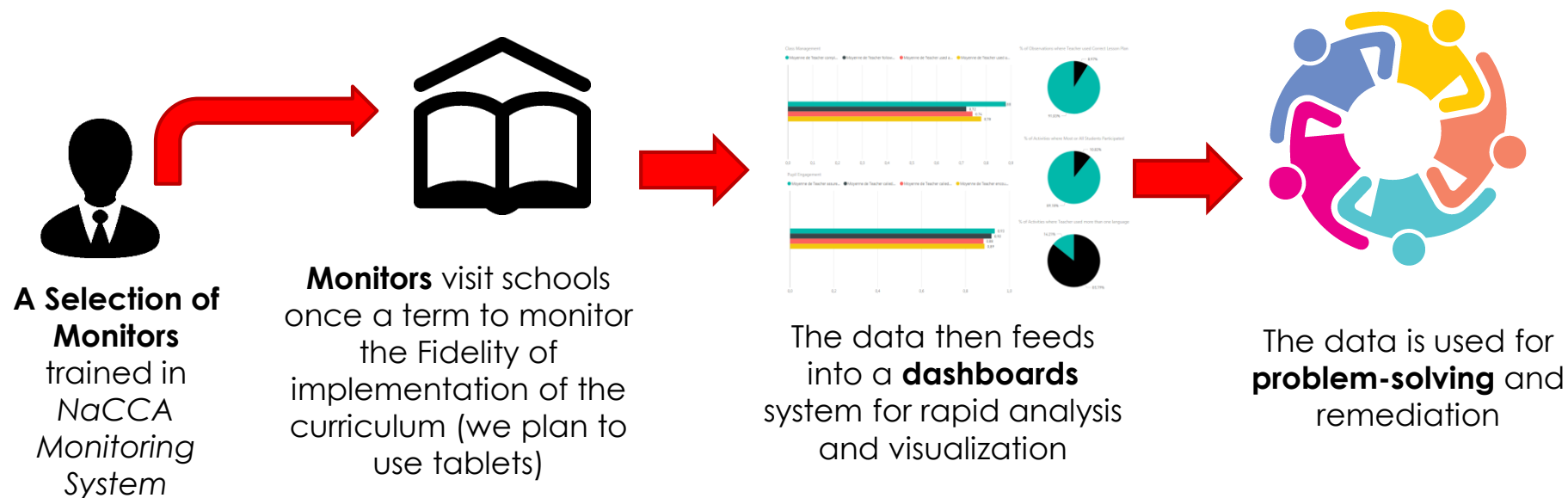
Are Teachers, Head Teachers and other stakeholders implementing the curriculum as they have been designed and in accordance with the training they received?

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

Overview of NaCCA Monitoring Strategy



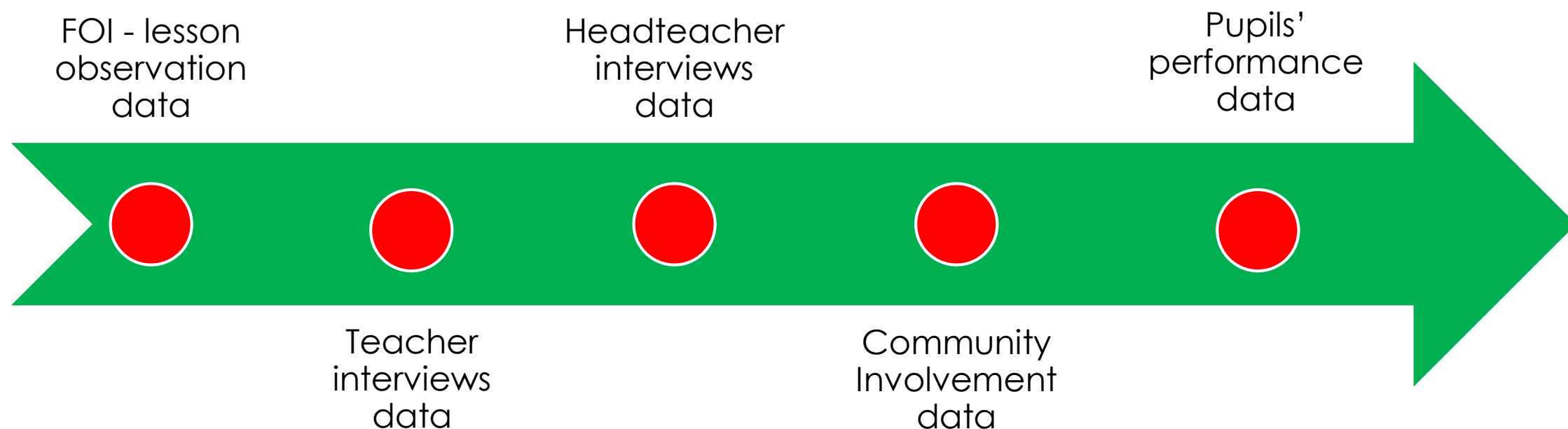
Ministry of Education
REPUBLIC OF GHANA



Type of Data to be Collected?



Ministry of Education
REPUBLIC OF GHANA



What can we tell
from the data?



Ministry of Education
REPUBLIC OF GHANA

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?**



Ministry of Education
REPUBLIC OF GHANA

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?



Ministry of Education
REPUBLIC OF GHANA

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?



Ministry of Education
REPUBLIC OF GHANA

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?



Ministry of Education
REPUBLIC OF GHANA

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?



Ministry of Education
REPUBLIC OF GHANA

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

Create	Create strategies to improve implementation of the curriculum using the results
Determine	causes of schools' implementation problems and best practices
Design	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!

