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Capacity

Developing Sustainable Assessment Systems in Africa: Ghana

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A MULTI-TIERED STRUCTURE SUPPORTS GHANA'S ASSESSMENT SYSTEM

ASSESSMENT TEAM

- The assessment team at the **National Council for Curriculum and Assessment (NaCCA)** is led by a Director and a Deputy Director.
- The team comprises approximately **eight** members responsible for assessment processes.
- Assessment officers are required to hold at least a **Master's degree** in a relevant field, with encouragement for further studies in educational assessment, measurement, and evaluation.

TECHNICAL COMMITTEE

- The technical committee consists of the eight assessment team members.
- It is responsible for the day-to-day operations, including test construction and processing.

STEERING COMMITTEE

- The steering committee mainly comprises management members of NaCCA and development partners depending on the nature of the assessment.
- It reviews and endorses the work of the technical committee, providing suggestions and final approval for assessment activities.



COMPREHENSIVE ASSESSMENT FRAMEWORK GUIDES EVALUATION ACROSS EDUCATION LEVELS

NATIONAL ASSESSMENTS	REGIONAL ASSESSMENTS	INTERNATIONAL ASSESSMENTS
• National Standardized Tests: Conducted every 2 years; assesses every learner in primary two (P2), primary four (P4), and primary six (P6) in English and Mathematics.	• <i>Currently not involved in any regional assessments.</i>	• <i>Currently not involved in any international assessments.</i>



We've seen the need for communities to participate in the child's education...we've earmarked 40 districts across the country, where these communities of excellence have been established with chiefs and opinion leaders, and they really participate in the child's education.

ADDRESSING CHALLENGES TO ENHANCE ASSESSMENT EFFECTIVENESS



CHALLENGES

- Funding constraints
- Capacity limitations
- Difficulties in disseminating assessment information.
- Challenges in implementing differentiated assessment, particularly for learners with special needs (e.g blind learners).
- Software and hardware limitations (e.g., lack of sophisticated data analysis software, data storage systems, and devices for data collection).



POTENTIAL STRATEGIES

- Seeking support from development partners and local sponsors to address funding challenges.
- Implementing Professional Learning Communities (PLCs) and providing teacher assessment manuals to build teacher capacity.
- Differentiated learning
- Advocating for in-person, hands-on capacity building workshops for staff, especially in data analysis and test construction.

Source	Description	Frequency	Duration	Participation
ACER (Australian Council for Educational Research)	• To help Ghana report against SDG 4.1.1 a & b • To help Ghana generate high-quality learning outcomes data to inform Policy, Planning, practice	Quarterly and as and when needed.	2 years	Technical Staff

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For international partners that support us...what we want to say is that with these rigorous and nationwide assessments, we would be glad if they introduced a lot of in-person, hands-on capacity building workshops for the staff.



RECOMMENDATIONS FOR ENHANCING ASSESSMENT IMPACT

Recommendations for International Organizations:

Start Doing	Stop Doing
In-person capacity building.	Remote training.
Supporting inclusive assessments.	Imposing external agendas.
Helping with infrastructure needs.	Withdrawing mid-project support.

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So the data was used to to classify these [Ghana Accountability for Learning Outcomes Project - GALOP] schools, and even the support system needed in those other schools. Of course, we also use the data to also come up with what we call differentiated learning.