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INTRODUCTION

Large-scale learning assessments can be used to generate performance and contextual data on student learning outcomes. They can be national, regional, or international; school based or household based. The UNESCO International Institute for Educational Planning (IIEP-UNESCO) has conducted a qualitative study to explore both how and why learning assessment data are used in six sub-Saharan African countries.

This Information Sheet provides background details for IIEP's Policy Brief on Ghana. It looks at the characteristics and setting of student assessments, presents the roles and responsibilities of the different actors, and sets out the documented uses of learning data.



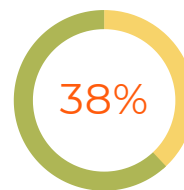
KEY FIGURES (UIS, 2018)

29 767 000

POPULATION

8 755 219

SCHOOL-AGE CHILDREN
(PRIMARY & SECONDARY)



AGED 14 YEARS
AND YOUNGER



PRIMARY GROSS
ENROLMENT

BACKGROUND

In recent years, Ghana has conducted four large-scale assessments: the **National Education Assessment (NEA)**, the **Early Grade Reading Assessment (EGRA)**, the **Early Grade Mathematics Assessment (EGMA)**, and the **Trends in International Mathematics and Science Study (TIMSS)**.

USAID is the main funder for the NEA, the EGRA, and the EGMA, covering design, administration, data analysis, reporting, and staff training. Ghana's participation in TIMSS was financed by World Bank loans.

ASSESSMENT FREQUENCY



2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018



ASSESSMENT DETAILS

	TEST POPULATION	SUBJECTS ASSESSED	TEST FRAMEWORK	BACKGROUND QUESTIONNAIRES
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Before 2016: Grades 3 & 5
After 2016: Grades 4 & 6

Maths;
English

Curriculum based

None, although EMIS data have been used in the past to draw correlations



Grade 2

English and local Ghanaian languages: listening comprehension; letter sound identification; non-word decoding; oral passage reading; reading comprehension

Competency based

2013: accompanied by a student interview questionnaire to gather demographic information
2015: teacher questionnaire introduced



Grade 2

Number identification; addition and subtraction; quantity discrimination; missing number and word problems

Competency based

2013: accompanied by a student interview questionnaire to gather demographic information
2015: teacher questionnaire introduced



Grade 8

Biology; Chemistry; Physics; Earth sciences

Curriculum based

Student, teacher, school, and curriculum questionnaires

ACTORS, ROLES, AND RESPONSIBILITIES

Centralized level

West African Examinations Council (WAEC)

- Leads development, implementation, and analysis of the Basic Education Certification Examination (BECE) and the West African Senior Secondary Certificate Examination (WASSCE)

Curriculum Research and Development Division (CRDD)

- Assisted in adapting EGRA tools to Ghanaian context

National Council for Curriculum and Assessment (NaCCA)

- Holds overall responsibility for the national curriculum and student assessments
- Leads design and implementation of a new pre-tertiary education curriculum and assessment framework
- Prepares teacher and learning materials informed by learning assessment data

National Education Assessment Unit (NEAU; part of NaCCA)

- Leads NEA design, administration, and data analysis
- Led implementation of EGRA/EGMA assessments

Decentralized level

Regional education offices

- Oversee implementation of NEA in districts/schools selected for assessment
- Handle security bags during NEA administration

District education offices

- Oversee NEA administration in districts (enrol sample schools/classes, ensure timely submission of district-level reports, return used/unused test materials to regional directors)

Circuit supervisors

- Trained and posted as NEA administrators in schools



PLANNING FOR A NEW ASSESSMENT



A new national standardized assessment (census-based) is planned, starting with Grade 4. It will be funded by the Ghana Accountability for Learning Outcomes Project (GALOP), which was launched in 2019 and is itself funded by the International Development Association (IDA) and the Global Partnership for Education (GPE). Public funds will be used to extend the assessment to Grades 2, 6, and 8 in the future.

POLICY DOCUMENTS



As of 2020, an **Assessment Framework** is being developed. It will guide the management of the assessment system, ensuring coherence and linkages with the new curriculum framework.

PROGRAMMES AND TOOLS INFORMED BY LEARNING ASSESSMENTS



- New curriculum framework
- NaCCA's teaching and learning materials
- GALOP design
- USAID Learning Programme
- Department for International Development (DFID) programme on teachers

CONTACT



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