



APCEIU

Asia-Pacific Centre of
Education for
International Understanding

유네스코 아시아태평양 국제이해교육원

A Situational Analysis for the GCED Curriculum Development & Integration (CDI) Project in Ghana

**GCED CDI PROJECT
ROUND 4**

A Situational Analysis for the GCED Curriculum Development & Integration (CDI) Project in Ghana

Publisher



The Asia-Pacific Centre of Education for International Understanding (APCEIU) is a UNESCO Category 2 Centre established in 2000 according to the Agreement between UNESCO and the Government of the Republic of Korea, with the mandate to promote Education for International Understanding (EIU) and Global Citizenship Education (GCED) toward a Culture of Peace. APCEIU has been at the forefront of promoting GCED and thereby supporting UNESCO Member states to achieve the Sustainable Development Goals, SDG 4.7 in particular.

Researchers

Andy Smart (Independent education and publishing consultant & co-convenor of NISSEM), together with Yaa Oparebea Ampofo (PhD Candidate and Researcher, University of Wisconsin-Madison).

RG-IGCED-2024-032
ISBN 979-11-93573-40-2

© APCEIU 2023
All Rights Reserved
Reprinted in 2024

Disclaimer

The ideas and thoughts included in this publication do not necessarily represent the view of the APCEIU.

Contact

Institute of Global Citizenship Education, APCEIU
120, Saemal-ro, Guro-gu, Seoul, Republic of Korea
Tel: (+82-2)774-3360
Fax: (+82-2)774-3958
www.unescoapceiu.org
igced@unescoapceiu.org



APCEIU

Asia-Pacific Centre of
Education for
International Understanding

유네스코 아시아태평양 국제이해교육원

A Situational Analysis for the GCED Curriculum Development & Integration (CDI) Project in Ghana

**GCED CDI PROJECT
ROUND 4**



Acknowledgements

We would like to acknowledge the assistance received from many colleagues at NaCCA and NCCE in Ghana. Members of IEPA and NISSEM¹ also made valuable comments, as did Yaa Essah Armah, a doctoral student at the Department of Educational Policy and Leadership, University at Albany, State University of New York.

¹Networking to Integrate SDG Target 4.7 and Social and Emotional Learning into Educational Materials

Project Introduction

This situational analysis was commissioned by APCEIU as a background paper to inform key issues and strategies for its GCED Curriculum Development and Integration (GCED CDI) Project in Ghana (2022-2024).

Global Citizenship Education Curriculum Development and Integration Project (GCED CDI)

In the face of the global challenges of the 21st century, the need for global citizenship education became ever more evident and increasing, eventually leading to the integration of GCED into the Sustainable Development Goals (SDGs 4.7) in 2015. To effectively respond to such growing needs, APCEIU launched the GCED Curriculum Development and Integration Project (GCED CDI) in 2016, with the support of the government of the Republic of Korea. Designed as a three-year project for each round, the GCED CDI aims to support the participating countries with mainstreaming GCED into their educational system specifically by embedding GCED into their curricular materials and/or enhancing the capacity to integrate GCED into curricular implementation. Starting from the 1st Round (Cambodia, Mongolia, Uganda, and Colombia, 2016-2018), APCEIU completed the 2nd Round (Kenya, Lebanon, Sri Lanka, and the Philippines, 2019-2021) of the Project and is currently operating the 3rd Round (Georgia, Indonesia, Lao PDR, and Rwanda, 2021-2023) and the 4th Round (Bangladesh, Bhutan, Ghana, and Malaysia, 2022-2024).

Table of Contents

Executive Summary	8
1. Citizenship, Citizenship Education, and GCED in Ghana	10
2. The Education Ecosystem in Ghana	12
2.1 Introduction	12
2.2 Organisation and administration	13
2.3 Public v. private schooling	21
2.4 Other key national and sub-national education stakeholders and initiatives	22
3. Curriculum, Standards, Syllabi, and Student Assessment	25
3.1 The curriculum framework, subject syllabi, and teaching and learning materials	25
4. Teaching, School Organisation, and School Culture	32
4.1 National and regional data and statistics	32
4.2 School organisation	36
5. Schools and Their Communities	38
6. Recent and Current Donor-supported Interventions	39
7. Discussion	42
7.1 The place of citizenship and global citizenship in Ghana's education ecology	42
7.2 The development and implementation of GCED in the new pre-tertiary curriculum	42
7.3 Cultural identity and global citizenship	44
7.4 Values	46
7.5 Our World and Our People	48
7.6 Teachers' reflections on Our World and Our People	49
7.7 Global citizenship and other subjects in the curriculum	50
7.8 Textbooks	51
7.9 GCED and teaching	52
8. Possible Areas of Focus for the Three-year Research Project	54
8.1 Aims of the project	54
8.2 Guiding principles for the project design	55
8.3 Possible entry points and approaches	56
8.4 Opportunities, challenges, and risks	59
Bibliography	61
Annex: Notes on Our World and Our People, Grade 4 (published by Golden)	66

Acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO
BECE	Basic Education Certificate Examination
CBE	Complementary Basic Education
COE	College of Education
CSO	Civil Society Organisation
ECE	Early Childhood Education
ESP	Education Strategic Plan
FCDO	Foreign, Commonwealth and Development Office
GALOP	Ghana Accountability for Learning Outcomes Project
GCED	Global Citizenship Education
GES	Ghana Education Service
GoG	Government of Ghana
GPA	Ghana Publishers Association
GPE	Global Partnership for Education
ICT	Information and Communications Technology
IEPA	Institute for Education Planning and Administration
JHS	Junior High School
KG	Kindergarten
LTA	Learning & Transformation Agenda
MOE	Ministry of Education
NaCCA	National Council for Curriculum and Assessment
NaSIA	National Schools Inspection Authority
NCCE	National Commission for Civic Education
NGO	Non-governmental Organisation
NPTECF	National Pre-Tertiary Education Framework
NPLAF	National Pre-Tertiary Learning Assessment Framework
NTC	National Teaching Council
NTECF	National Teacher Education Curriculum Framework
OWOP	Our World and Our People
PLC	Professional Learning Community
RME	Religious and Moral Education



SDG	Sustainable Development Goal
SEIP	Secondary Education Improvement Project
SHS	Senior High School
SMC	School Management Committee
SPIP	School Performance Improvement Plan
STEM	Science, Technology, Engineering, and Mathematics
T-TEL	Transforming Teaching, Education and Learning
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Executive Summary

The purpose of this situation analysis is to prepare the ground for APCEIU's three-year project, which will seek ways to mainstream Global Citizenship Education (GCED²) into the formal and non-formal school curricula. The analysis concludes with suggestions as to possible entry points and ways to design an intervention with a research element.

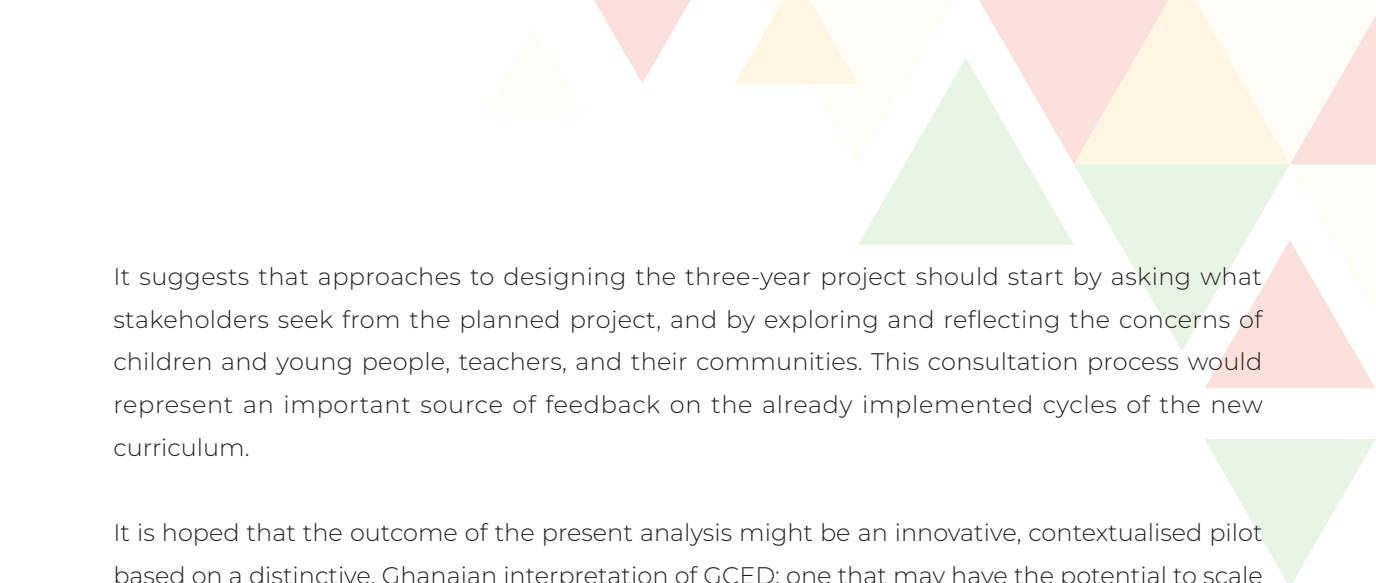
Despite the prominence of GCED in Sustainable Development Goal (SDG) Target 4.7, it continues to generate discussion about its elements. It is perhaps not surprising that different countries, as well as global agencies, have varying understandings and priorities, according to regional and national contexts. These variations do not diminish its importance. On the other hand, the diversity of understanding has undoubtedly made it difficult to define the precise aims and indicators in any specific national context.

The increasing interest in GCED in Ghana has led to its inclusion as a core competency in the new pre-tertiary curriculum, among a set of cross-cutting competencies. Specifically, the new curriculum links GCED with the concept of cultural identity. The two parts of this cross-cutting competency represent both a challenge and an opportunity. GCED is sometimes viewed as part of a vision of a more peaceful, interrelated world, which can provide some kind of counterweight to the otherwise destabilising effects of globalisation. In this regard, a continuing emphasis on cultural identity may seem to undermine a vision for global citizenship.

On the other hand, students' sense of identity and the exploration of identity/ies within a curriculum approach that might include place-based learning, can provide a sound foundation for understanding and appreciating the diversity of other cultures, ideas and opinions, both outside Ghana as well as within the country. Acknowledging the importance of diversity also reflects the new approach to teaching and learning promoted by the new curriculum, which recognises that diverse pathways may lead to high-quality learning outcomes.

The situation analysis arrives at certain implications, which include revisiting some of the approaches in the new curriculum and also understanding how the GCED dimensions of the curriculum are reflected in and supported by schools' own ethos as well as in the communities in which schools operate. It also recognises that the proposed project must support the overall rollout of the new, standards-based approach.

² This document uses the acronym GCED rather than the shorter form GCE, as used by some scholarly works. The acronym GCED is widely used in UN and UNESCO documents, including documents concerning SDGs and Education 2030 as well as APCEIU's programmes and projects.



It suggests that approaches to designing the three-year project should start by asking what stakeholders seek from the planned project, and by exploring and reflecting the concerns of children and young people, teachers, and their communities. This consultation process would represent an important source of feedback on the already implemented cycles of the new curriculum.

It is hoped that the outcome of the present analysis might be an innovative, contextualised pilot based on a distinctive, Ghanaian interpretation of GCED; one that may have the potential to scale up even within a three-year project lifetime and which could potentially provide a way for the Government of Ghana (GoG) to develop measurable indicators for the implementation of GCED, and from there perhaps to develop wider indicators for the achievement of Target 4.7 itself.

Ghana has an opportunity to develop a distinctive approach to implementing GCED that is connected to the concept of cultural identity. Although the National Pre-Tertiary Education Framework (NPTECF) does not itself explain how the two concepts of global citizenship and cultural identity relate to each other, there is no doubt among many educators – in Ghana and elsewhere – that they do. When considering how to design a GCED project in Ghana, it would therefore be worth starting from this challenge: namely, how to strengthen the connections between these two concepts in the minds and practices of key stakeholders, how to design content and pedagogy in support of these connections, and how to report on and measure the degree to which such an intervention might be seen to have achieved its aims. The result could be a valuable and contextual contribution to regional and global thinking about GCED.

1. Citizenship, Citizenship Education, and GCED in Ghana

The GoG's Education Strategic Plan (ESP) for 2018–2030 draws heavily on the SDGs. The plan states that the SDGs were a significant stimulus in developing the new strategy for the education sector. It includes indicators for measuring progress toward the goals (Ministry of Education, 2018, p. 103). However, the sub-indicators for Target 4.7.1—where global citizenship is mentioned as one of the targets for the education goal—are left blank, with a note explaining that 'These sub-indicators are under development, in terms of agreed standards and methodology.'

This imprecision regarding how to implement, measure and report progress on GCED reflects continuing uncertainty both in Ghana and elsewhere as to how best to measure progress against global targets that have been agreed but have not been well-defined and are not easily measurable. At the national level, in Ghana and in other countries, it is common to find stakeholders wondering how the concept of global citizenship relates to the well-established curriculum subject of Citizenship.

The term 'citizenship' itself, while comprising many elements that are central to the Ministry of Education (MOE)'s overall policy and strategy, is mentioned only once in the ESP (other than the cursory references to global citizenship):

'The goal of the MOE is to formulate and implement policies that ensure the provision of quality and accessible education to all Ghanaians to meet the needs of the labour market, and to accelerate the acquisition of requisite skills to achieve human development, good health, poverty reduction, national integration, and international recognition, as well as to create an honest, creative, and responsible citizenship' (MOE, 2018, p. 13).

Beyond this, the ESP does not expand on the concept of citizenship. However, the above statement provides some indication of the values associated with it.

The low profile of the notion of citizenship does not seem to be limited to the education field. In the Constitution of Ghana, the term 'citizenship' is used solely in its sense of the legal status of a citizen with no additional constructions regarding a sense of values.

GCED remains a widely-contested concept, with differing curricular interpretations that reflect diverse national and contextual concerns. In the context of sub-Saharan Africa, notwithstanding work supported by APCEIU in recent years (in Uganda and Kenya), 'There is a distinct lack of research based in Africa concerning global citizenship. The systematic review by Goren and

Yemini (2017) cites only two articles based in sub-Saharan Africa (Edge and Khamsi, 2012; Quaynor, 2015), and thus it would appear that global citizenship in this area has not been researched in depth' (Leithead & Humble, 2020). More recent reviews into the presence of GCED on the continent may also have been carried out.

However, the concept of GCED, following its inclusion in Target 4.7 of the SDGs, has had an impact on thinking and programming within the education and employment landscape in Ghana. In 2017, the New York-based AFS held a one-day conference in Accra, in partnership with the British Council and supported by United Nations Educational, Scientific and Cultural Organization (UNESCO), but without government involvement, with the theme of 'Global Citizenship Education: Essential for Employability and the 21st Century Workforce.'³ The focus of the conference was therefore on skills for work.

In 2018, the Institute for Education Planning and Administration (IEPA) of the University of the Cape Coast hosted a small conference at the university—jointly organised with the National Commission for Civic Education (NCCE), APCEIU, and National Commission for UNESCO—with the theme of 'Promoting Global Citizenship Education in Ghana: Educators' Platform for Action'.⁴ NCCE's presentation concluded with words from Kofi Annan, former Secretary General of the UN: 'Education is the premise of progress in every society, in every family. On its foundation rests the cornerstones of freedom, democracy and sustainable human development.'

Indeed, IEPA's application to become a Category 2 UNESCO Institute included reference to its already existing collaboration with APCEIU, another Category 2 centre.⁵

This growing national interest in GCED is most clearly seen in the inclusion of GCED in the National Teacher Education Curriculum Framework (NTECF)—which has an 'explicit focus on cross-cutting issues to ensure equity, inclusivity, acquisition of transferable skills, and professional values and attitudes conducive to preparing a generation of adaptive and global citizens' (MOE, 2017, p. 64)—and even more so in the NPTECF, the new pre-tertiary curriculum for Ghanaian schools. The present analysis is therefore primarily concerned with the context of the development and implementation of GCED within the new NPTECF.

³ <https://afs.org/afs-events/ghanagcedforum>

⁴ <https://iepa.ucc.edu.gh/gallery/iepa-capacity-building-workshop-ucc-pictures>

⁵ https://www.researchgate.net/publication/346569489_Feasibility_Study_Report_on_the_Proposed_Establishment_of_the_Institute_for_Educational_Planning_and_Administration_in_Cape_Coast_Ghana_as_a_UNESCO_Category_2_Centre

2. The Education Ecosystem in Ghana

2.1 Introduction

Ghana's education sector has a largely centralised structure, led by the MOE, in which Ghana Education Service (GES) plays a leading role, implementing the MOE's policy on basic and special education and being responsible for contracting all public sector teachers.

In December 2018, in order to coordinate the implementation of various education reforms, including the standards-based NPTECF (which began to be implemented in September 2019), the MOE established a National Education Reform Secretariat as a 'delivery unit', designed to support a range of parallel reforms including the Technical and Vocational Education and Training (TVET) reform, basic education decentralisation reform, secondary education reform (particularly for free Senior High School (SHS) education), policy on teacher education reform, and pre-tertiary curriculum reform. Beginning in August 2019, GES also launched a nationwide scheme to provide all 152,000 pre-tertiary teachers with five days of training in the new curriculum. These reforms all faced the challenge of being implemented during the pandemic.

For an extensive overview of data on enrolment and completion rates, as well as many other elements of the education system, a study entitled *Spotlight on Basic Education Completion and Foundational Learning* (UNESCO, 2022), published by the MOE in collaboration with the *Global Education Monitoring Report*, is a recommended resource. We have therefore extensively referenced this study under several headings in this Situation Analysis.

The *Spotlight* study focuses on improving learning outcomes and indicates the MOE's current priorities for improving them:

- Introduce structured materials and support for professional learning sessions focusing on phonics and teaching at the right level.
- Invest in ensuring that textbooks and other teaching and learning materials reach classrooms.
- Provide structured, on-the-job education leadership training for all basic education schools.
- Explore new resourcing mechanisms for basic education, including results-based financing.
- Assist Regional, Metropolitan, Municipal and District Education Offices to prioritise objectives and oversee their achievement, providing supportive supervision to this end.
- Consider ways of decentralising decision-making and enhancing local accountability.

GES's own website lists the following reforms that have been or are underway in the sector:

- Re-alignment of the Teacher Education Division of GES as an agency under the MOE (now known as the National Teaching Council)
- Re-alignment of the Curriculum Research and Development Division of GES as an agency under the MOE (now known as the National Council for Curriculum and Assessment)
- Re-alignment of the Inspectorate Division of GES as an agency under the MOE (now called the National Inspectorate Board)
- Re-alignment of the Technical/Vocational Education Division of GES as an agency under the MOE (to be named Ghana Technical Education Service)
- Creation of a new division of GES (to be called Management Service Division) which shall include special and inclusive education, guidance and counselling, and a school health education programme

Additionally, according to the United States Agency for International Development's (USAID) current country strategy report, 'averaging across the three regions in northern Ghana (Northern, Upper East, and Upper West) for the 2016 National Education Assessment, only 18.4 percent of students achieved proficiency in Primary 4 English. The percentage of women and girls who have never been to school is highest in Northern (59 percent), followed by Upper West (53 percent), and Upper East (45 percent), compared with only 14 percent of women and girls in Greater Accra. One-fifth (20 percent) of women and girls in Greater Accra have completed secondary education or higher, compared with only 4 percent or less in the Northern, Upper East, and Upper West Regions' (USAID, 2020).

Therefore, any intervention targeting GCED must take into consideration the priorities both for improving learning outcomes as well as goals for improving equity.

2.2 Organisation and administration

Basic education runs from kindergarten (KG) to Grade 9,⁶ although some references may be found in some resources to basic education being expanded to include SHSs. For instance, the National Pre-tertiary Education Curriculum Framework (p. 5) states that 'Basic Education has been redefined as a concept to include Senior High School, and the system sub-divided into five key phases as follows:

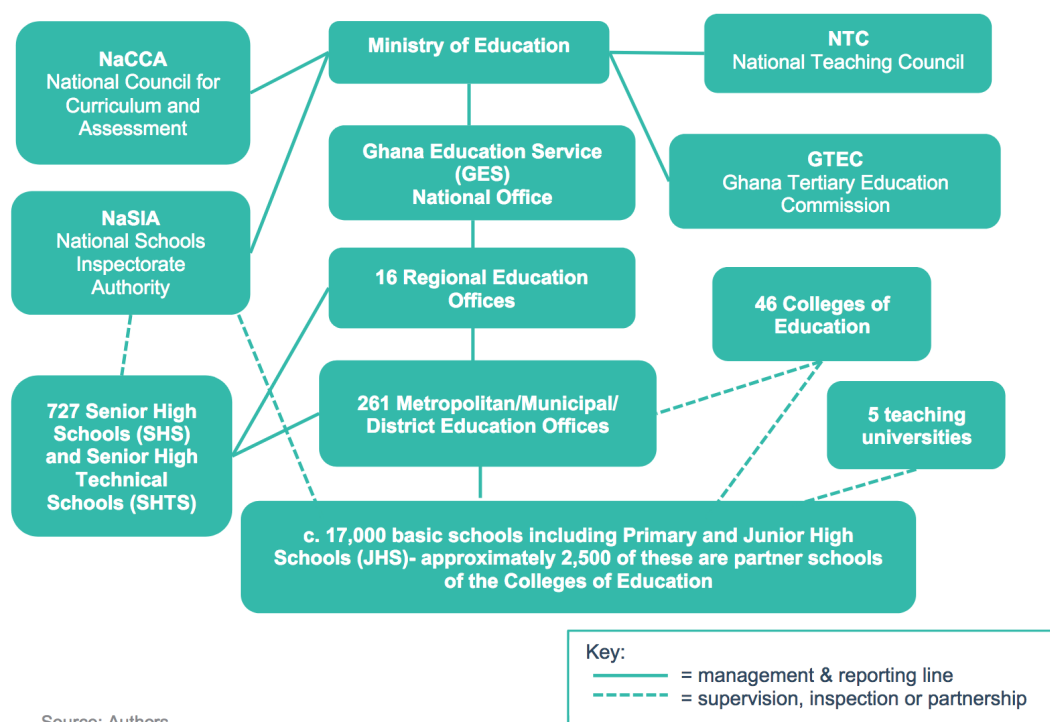
- Key Phase 1 [Foundation level comprising Kindergarten 1 & 2]

⁶See Article 25 of the 1992 Constitution and p. 8 of the National Pre-tertiary Education Curriculum Framework <https://nacca.gov.gh/curriculum>, dated December 21, 2022.

- Key Phase 2 [Lower primary level made up of B1 to B3]
- Key Phase 3 [Upper primary level of B4 to B6]
- Key Phase 4 [Junior high school level of B7 to B9], and
- Key Phase 5 [Senior high school level comprising SHS1–SHS3]'

Key institutional actors in the public education system are organised as follows, as provided in the Spotlight study (UNESCO, 2022):

Key actors in Ghana's public education system



Source: Authors

The key institutions highlighted for the purposes of the present situation analysis are described as follows:

a. MOE

Headed by the Minister for Education, Dr Yaw Osei Adutwum, who was appointed in March 2021. The minister is supported by two deputy ministers, one for general education and the other for TVET. The ministry's administrative head is the chief director. At the time of writing, the chief director is Oheneyere Catherine Agyapomaa Appiah-Pinkrah.

b. GES

Currently headed by Dr Eric Nkanash, who was appointed as acting Director-General in October 2022, the GES works through 16 Regional Education Offices and 212 Metropolitan, Municipal and District Education Offices, overseeing around 17,000 public and 9,000 private schools through a network of school improvement support officers. While the management of basic schools is nominally decentralised to the district level, many GES functions, such as teacher postings, are still highly centralised.

GES's own website offers a frank statement of its achievements and challenges:⁷

Challenges, Prospects and Achievements

- Approximately 82% of the total GES budget is allocated for the payment of salaries, crowding out other expenditures
- Inadequate furniture, especially at the basic school level
- Inadequate supply of sanitation facilities such as gender-friendly toilets/urinals, especially at the basic school level
- Inadequate infrastructure in over-subscribed SHSs
- Inadequate logistics for effective monitoring and supervision
- Inadequate teaching and learning materials and core textbooks
- Lack of teachers to handle key subject areas like Mathematics, Physics and Chemistry
- Inadequate facilities for in-service education and training
- Inadequate language experts and facilities for implementing the Language Policy
- Lack of science equipment in basic schools
- Non-release of transfer grant for the Staff Rationalisation Policy
- Delayed payment of salary arrears due to the Ministry of Finance's policy on payment of three (3) months of salary arrears and which affects staff motivation
- To reduce the attrition rate through teacher motivation and increase the number of trained teachers through on-going programmes, such as the Untrained Teachers Diploma in Basic Education
- To deploy more teachers to deprived areas, such as the three Northern regions of Ghana, to reduce the disparity in pupil-teacher ratios
- To resource the newly created districts with office and residential accommodation facilities, including vehicles, for District Directors

⁷ <https://ges.gov.gh/about-us/>

- To strengthen School Performance Appraisal Meetings in communities and to promote quality preparation of School Performance Improvement Plans (SPIPs)
- To introduce measures to reduce cost of utilities for second-cycle institutions
- To enforce the implementation of staff establishment norms so as to ensure that teachers in Junior High Schools (JHSs)/SHSs cover a minimum of 24 periods a week
- There has been a successful implementation of the Government's Free SHS programme
- There has been access to Complementary Basic Education (CBE) classes for 182,652 out of school children over the last four-year period (2013/14-2016/17) with over 49.4% female participation
- There has been significant success in the project targets of the Secondary Education Improvement Project (SEIP)
- There has been a 100% increase in the capitation grant for schools and the releases have been timely.

GES also manages the Basic Education Certificate Examination (BECE), the main exam for admission into secondary and vocational schools administered at the end of JHS, and its Assessment Services Unit also carries out the Ghana National Education Assessment, a new, biannual nationally and regionally representative measure of student competency in maths and English in Grades 4 and 6.

c. The National Council for Curriculum and Assessment (NaCCA)⁸

'Established by law (Education Act 778) in 2008, inaugurated in 2011 and with its purpose and mandate clarified through the 2020 Education Regulatory Bodies Act, NaCCA has overall responsibility for all matters relating to curriculum development and assessment.... It is also responsible for introducing a new nationally comparable pupil progress assessment regime at selected points in the basic education cycle. Before the NTC, NaCCA and NaSIA were established, the GES carried out their functions. The process of separating these functions from the GES and establishing autonomous agencies was fairly protracted, but the separation of responsibilities is now clear' (UNESCO, 2022).

d. The National Teaching Council (NTC)

Also inaugurated in 2011, the NTC is 'mandated to licence and register teachers, regulate

⁸ <https://nacca.gov.gh/>

institutions offering teacher education, oversee continuing professional development for teachers and ensure that all aspects of teaching comply with the National Teachers' Standards. Teacher licensing was introduced in 2018 for all new entrants to the profession' (UNESCO, 2022).

In 2017, NTC created, in collaboration with the National Council for Tertiary Education, the NTECF.⁹

NTC conducts the Ghana Teacher Licensure Examination for trainees in its teacher education programmes. The licence is the only legal authorisation for teaching in Ghana's schools. NTC is seeking to require teachers in private schools to also have this licence.¹⁰

There has been some dissatisfaction with the licensing process. Akyeampong (in Hwa, et al., 2022) discusses the ongoing frustration with the new policy that only an NTC licence provides the qualification and authorisation to teach. Previously, the completion of formal teacher training was the only qualification needed to teach in schools. Today, many teachers who complete formal teacher training fail the professional licensing exams (which include numeracy, literacy, and general professional skills), which has raised questions about the quality of the training provided by the Colleges of Education (COEs).

NTC is currently working with Transforming Teaching, Education and Learning (T-TEL) to develop a teacher education curriculum guide that may lead to a revision of the NTECF to include SHS, TVET, and Science, Technology, Engineering, and Mathematics (STEM) teacher education.¹¹

(See also the section on Teachers and Teaching, below.)

e. National Schools Inspectorate Authority (NaSIA)

This body was inaugurated in 2011 as the National Inspectorate Board and its purpose and mandate were strengthened through the 2020 Education Regulatory Bodies

⁹ <https://uew.edu.gh/sites/default/files/Announcement%20Files/National%20Teacher%20Education%20Curriculum%20Framework%20.pdf>

¹⁰ <https://seekersnewsgb.com/ntc-to-prosecute-all-teachers-in-the-country-without-teaching-license-effective-2023/>

¹¹ <https://www.myjoyonline.com/ntc-to-implement-reforms-in-teacher-licensure-exam-by-end-of-year/>

Act, which renamed it. NaSIA is responsible for the independent periodic external evaluation of quality and standards in government and private schools. It has recently developed and implemented a new School Inspections Framework and has a network of 300 part-time inspectors to carry out school inspections nationwide.

e. National Schools Inspectorate Authority (NaSIA)¹²

This body was inaugurated in 2011 as the National Inspectorate Board and its purpose and mandate were strengthened through the 2020 Education Regulatory Bodies Act, which renamed it. NaSIA is responsible for the independent periodic external evaluation of quality and standards in government and private schools. It has recently developed and implemented a new School Inspections Framework and has a network of 300 part-time inspectors to carry out school inspections nationwide.

f. TVET

TVET is offered as a strand of secondary education, comprising three years of Senior High Technical School.

'Commission for Technical and Vocational Education and Training (CTVET): Established by law in 2020, replacing the former Council for Technical and Vocational Education and Training and the National Board for Professional and Technician Examinations, CTVET has a mandate focusing on policy formulation for skills development across pre-tertiary and tertiary education (including informal and alternative education); coordination of TVET provision to align with industry needs; curriculum development, assessment and certification (promoting competency-based training); and quality assurance of TVET provision' (UNESCO, 2022).

'Ghana TVET Service: Established in December 2021 to provide cohesion and focus to Ghana's pre-tertiary TVET reforms and delivery, the Ghana TVET Service works closely with the Ministry of Education and CTVET. It plays the same role for pre-tertiary TVET institutions as the GES does for basic schools, JHS, SHS and senior high technical schools (SHTS). The Ghana TVET Service oversees 187 institutions previously managed by 19 separate ministries and agencies. It is also responsible for implementing the Free TVET for All initiative, which involves all 187 pre-tertiary TVET institutions being included in the

¹²<https://www.nasia.gov.gh/>

computerized school selection and placement system for selection by JHS graduates from 2022 onwards. This means all JHS leavers can choose between attending a free SHS or SHTS or a free TVET institution' (UNESCO, 2022).

g. Informal and non-formal education

The Complementary Education Agency, a division of the MOE, manages CBE, including curriculum development. Complementary Education was formerly called Non-formal Education. The Complementary Education Agency launched an educational programme entitled Complementary Education in March 2022. It is reported that 'CBE is designed to cater to children ages 8–14 who have either not had the opportunity to attend formal primary school or have dropped out early due to personal disadvantages they face. CBE provides them with basic literacy and numeracy instruction in one of eleven mother-tongue languages. The 9-month accelerated learning programme is aimed at delivering the knowledge and skills required for children to successfully transition to nearby government primary schools upon completion' (Akyeampong et al., 2022).

NaCCA has little involvement with the non-formal curriculum.

NCCE works with out-of-school youth, including in social clubs, and also among adult and working communities such as fishermen and market traders.

h. Teachers associations/unions

The main formal teachers' associations are the Ghana National Association of Teachers and the National Association of Graduate Teachers. More recently, newer associations have emerged, including the Coalition of Concerned Teachers, Innovative Teachers, and the All Teachers Alliance Ghana.

'Teacher unions play a prominent role in education discourse. Prominent unions include the Ghana National Association of Teachers, National Association of Graduate Teachers, Coalition of Concerned Teachers, Teachers and Educational Workers Union of Ghana, College of Education Teachers Association of Ghana and University Teachers Association of Ghana' (UNESCO, 2022).¹³

¹³<https://myhealthbasics.site/list-of-teacher-unions-in-ghana/>

i. Civil society organisations (CSOs)

*Private Education Coalition:*¹⁴

Includes the following associations: Foundation of Education Research and Development, Association of International Certification Schools, National Council of PTAs, Ghana National Council of Private Schools, National Council for Private Early Childhood Growth and Development (comprising four associations), three CSOs in Education (the Institute for Education Studies, Neogenics Education, Ghana National Education Campaign Coalition), Montessori Alliance of Ghana, and National Council of Private School Teachers.

Eduwatch (Africa Education Watch): A think tank with partner representation in Sierra Leone, Liberia, and Nigeria. Analyses education policy management and reform with comparative perspectives in West Africa.¹⁵

Other CSOs that we have not gathered data on include religious organisations as well as thriving branches of international non-governmental organisations (NGOs) such as Campaign for Female Education.¹⁶

j. Centre for National Distance Learning and Open Schooling)

The iBox¹⁷ is a high-profile initiative led by the Centre for National Distance Learning and Open Schooling. It was first adopted in 2014 and developed as part of the World Bank-funded SEIP (2014-21). It provides SHSs with access to lesson plans, lesson videos, and quizzes, on core and elective subjects, and formed part of the MOE's Covid-19 response.¹⁸ The iBox was referred to by the Minister of Education in his presentation at the Transforming Education Summit in New York in September 2022.¹⁹

¹⁴ <https://pecghana.org/>

¹⁵ <https://africaeducationwatch.org>

¹⁶ <https://camfed.org/what-we-do/where-we-operate/ghana/>

¹⁷ <https://oasis.col.org/items/fb6ef9ac-2484-4e6c-8f9b-457c9d78e015>

¹⁸ 'The MoE and GES introduced several measures to maintain learning for students, including developing radio and TV content for learners across all levels of the education system, a public awareness and health and safety communications campaigns targeting 21,000 out-of-school children, rollout of the iCampus and iBox learning portal for senior high school students, and a partnership with MTN Ghana and Vodafone to zero-rate digital online content. Radio-based education included Sabre Home Learning Radio (early childhood education for rural and peri-urban children).'
<https://docs.edtechhub.org/lib/YMAME8E6/download/NLXJAZPV/Tsapali%20et%20al.%20-%202021%20-%20Country-Level%20Research%20Review%20EdTech%20in%20Ghana.pdf>

¹⁹ <https://www.facebook.com/106159478408014/posts/meet-nana-gyamfi-adwabour-the-executive-director-of-cendlos-mr-adwabour-is-an-as/144724964551465/> and <https://cendlos.gov.gh/ibox/>

It is worth noting that the ESP 2018–2030 proposes the devolution to the district level of responsibility for education up to and including JHS, although this has not yet become law. Decentralisation is seen as a further extension of the democratic process as well as an attempt to address inequalities across the regions.

2.3 Public v. private schooling

Although there are significantly fewer private than public senior high secondary schools, the number of private pre-primary and primary schools has continued to rise. It is widely reported that many higher-income parents send their children to private primary/basic schools before continuing at public SHSs.

‘Attending a public “Category A” SHS is seen as more prestigious than attending a private SHS. The introduction of fee-free SHS education in 2017 further reduced demand for private SHSs, and COVID-19 shutdowns significantly affected private schools’ finances. These two factors have resulted in some private schools closing. Despite private schools’ role in Ghana’s education provision, private school owners and associations do not tend to feature prominently in discussions about education policy development and implementation. The main umbrella body for private schools is the Ghana National Association [Council] of Private Schools’ (UNESCO, 2022).

Many private schools use the national curriculum. However, there are significant disparities in how private and public schools engage with it. As of the time of writing, private schools have generally had access to the new primary curriculum textbooks for more than a year, while government primary schools are only just beginning to receive the new textbooks.

“Demand for private education is high in Ghana, although it varies depending on the stage of schooling. The share of students enrolled in private primary schools increased from 23.2% in 2014 to 27.9% in 2018, according to UNESCO. However, after rising steadily from 15.4% in 2011 to 17.2% in 2015, the proportion of students attending private secondary schools declined moderately to 16.1% in 2018. This shift can be largely attributed to the impact of the Free SHS policy, with many lower-middle-class parents taking advantage of the scheme, whereas they would previously have sent their children to less costly secondary schools. Nevertheless, with pushback about overcrowding following the introduction of the Free SHS programme and an increasing number of employers providing support for private

school education, demand is expected to remain buoyant.

Furthermore, an increasing number of low-fee private institutions aimed at those living on less than \$2 per day is expected to sustain demand for private schooling, especially while overcrowding persists in public institutions. According to the International Finance Corporation, 40% of private schools in Ghana were low-fee institutions as of 2016.²⁰

2.4 Other key national and sub-national education stakeholders and initiatives

a. NCCE

NCCE's mandate stems from the Constitution of Ghana (chapter 19), which describes NCCE's aims as:

1. to create and sustain within the society the awareness of the principles and objectives of this Constitution as the fundamental law of the people of Ghana;
2. to educate and encourage the public to defend this Constitution at all times, against all forms of abuse and violation;
3. to formulate for the consideration of Government, from time to time, programmes at the national, regional and district levels aimed at realising the objectives of this Constitution;
4. to formulate, implement and oversee programmes intended to inculcate in the citizens of Ghana awareness of their civic responsibilities and an appreciation of their rights and obligations as free people.

NCCE therefore engages in informational and advocacy activities on issues such as environmental education,²¹ and other issues,²² as well as carrying out research through its research department to inform its programming. NCCE regularly publishes public reports such as its periodical reports on Matters of Concern to the Ghanaian Voter.²³

Part of NCCE's core school-based programme is its annual Citizenship Week, which

²⁰ <https://oxfordbusinessgroup.com/overview/making-grade-reforms-improve-teaching-standards-and-access-education>

²¹ <https://www.nccegh.org/news/ncce-sensitises-kpeve-residents-on-environmental-degradation,socio-cultural-norms-and-practices-inhibiting-gender-equality>

²² <https://www.nccegh.org/news/ncce-educates-citizens-on-negative-sociocultural-norms-and-practices>

²³ The Election 2020: Matters of Concern to the Ghanaian Voter was the fifth such survey to be conducted since 2004.

runs in cooperation with GES. Each year has a particular topic, such as the environment or 'Ghanaian values', which was the topic in 2022. Schools are encouraged to invite community members to come into the schools as role models, give presentations, and engage with students.

Some schools also run a civic education club.²⁴

NCCE is an independent state institution (similar to the electoral commission in rank), although it receives funding from the government as well as other donors. According to the chairperson: 'The National Commission for Civic Education (NCCE) is an independent, non-partisan governance institution set up under Article 231 of the Constitution of the Republic of Ghana. The Commission works to promote and sustain democracy and inculcate in the Ghanaian citizenry, the awareness of their rights and obligations, through civic education.'²⁵ It has a presence in all 261 districts of the country (sub-divisions of the regions).

b. The Ghana Publishers Association (GPA)²⁶

Ghana has a large and diverse publishing industry, which depends for a large part of its business on the schools market. The GPA includes 116 publishers of both educational and 'trade' (non-educational) books (116 corporate, 4 individual members). Membership details are available at:

<https://gpagh.org/publications/gpa-membership-directory/>

GPA lists three objectives: to 'unite publishers', 'train and empower', and 'promote reading and literacy for the benefit of members and the country as a whole'.

NaCCA has provided briefing meetings to publishers on the progress of the new curriculum development.²⁷

²⁴ <https://www.facebook.com/groups/1574883799500338/>

²⁵ <https://www.nccegh.org/>

²⁶ <https://gpagh.org/>

²⁷ <https://nacca.gov.gh/nacca-meets-publishers-over-ccp-curriculum-implementation/>

c. Support for reading and reading books

- The Ghana Reading Action Plan:

NPTECF (p. 12): 'One main objective of the Ghana Reading Action Plan (G-RAP) is to improve the school curriculum in order to enhance knowledge, skills and competences for all children in Ghana as a necessary step to building the necessary human capital for the transformation of the country. This shall include such priority areas as aligning the syllabi for English and Ghanaian languages to achieve global reading standards and milestones and reviewing the syllabi for appropriate content and sequencing of content' (Ghana has 12 approved languages, although 70–80 languages in total).

- Ghana Library Authority²⁸
- Ghana Book Development Council²⁹
- Accra: World Book Capital³⁰

²⁸ <https://www.library.gov.gh/>

²⁹ <https://www.gbdc.gov.gh>

³⁰ <https://accraworldbookcapital.gov.gh/>

3. Curriculum, Standards, Syllabi, and Student Assessment

The development of the new pre-tertiary curriculum began in 2018. This is the first new curriculum framework since 2010. The new curriculum for the primary cycle was introduced into schools starting in 2019, the JHS syllabi were published in 2021, and the SHS syllabi are currently being developed.

3.1 The curriculum framework, subject syllabi, and teaching and learning materials

a. Curriculum development Primary

The call for textbooks for KG and Grades 1-6, announced in June 2019, can be seen at:

<https://nacca.gov.gh/wp-content/uploads/2021/10/SBC-Submission-Guidelines-Updated.pdf>

Textbooks for primary grades have only just started to reach schools, three years after the initial introduction of the curriculum to schools.³¹ Until now, the primary schools had access only to teachers' resource packs. According to Dr Prince Hamid Armah, former Director-General of NaCCA, 'The use of Teacher Resource Packs (TRP) – as teacher manual which accompanied each subject curriculum – in planning instructions is likely having a transformational impact on teacher preparation and capacity to deliver the curriculum. Informal conversation with a section of the teachers showed that the TRPs are serving an important purpose of filling preparation gaps created by the absence of textbooks.'³²

JHS

NaCCA provided some training to teachers and regional education officers when introducing the JHS curriculum. Implementation of the new JHS has struggled, with no textbooks published yet. NaCCA reports that only the 'common core' has been implemented for JHS, using teacher resource packs provided by NaCCA. Textbooks were delayed due to publishers only being able to start developing new textbooks only when the curriculum has officially been published.

SHS

For the past six months, NaCCA has been working on developing the new SHS curriculum, with technical assistance from T-TEL (funded by Mastercard). They are currently engaged

³¹ <https://www.myjoyonline.com/publishers-start-printing-textbooks-for-new-curriculum-books-to-be-ready-in-120-days-president-of-publishers-association/>

³² <https://princeharmah.com/examining-the-standards-based-curriculum-implementation-whats-working/>

in the fifth round of writing and have almost completed work on a first draft of all subjects and grades. Initial research for the current SHS curriculum work included meeting with teacher associations (unions), vice-chancellors of universities (University of Cape Coast, Ghana), teacher training colleges, and representatives of industry (the Association of Ghana Industries).

In recent years, the Inter-agency Curriculum Working Group, headed and convened by NaCCA, has met on an occasional basis and provided advice on the SHS curriculum development, with the goal of aligning the curriculum with industry goals, trends, and opportunities. According to NaCCA, it would previously simply inform the group of developments, rather than consult and discuss with them, leading to comments by stakeholders that NaCCA was not engaging at institutional levels, but only with individuals from the institution.

The first draft of the SHS curriculum will be trialled briefly. The trialling will differ from trials of the primary and JHS, with more schools participating (selected from 3 zones across the country with 3 schools in each zone). NaCCA describes that the SHS will be 'more vigorous' than the process for the earlier cycles. Curriculum developers will spend one week in each school, after which the schools will prepare their teaching plans based on the currently available textbooks. Preparations are about to start for piloting the new curriculum in SHS1 in 2023. NaCCA will publish teaching and learning materials for the pilot schools and the new SHS curriculum is expected to roll out in its entirety in 2024 (month TBA).

b. Textbooks and other teaching and learning materials

Under Ghana's textbook policy, all publishers are invited to submit textbooks for evaluation and approval. Only approved textbooks may be used in government schools.

NaCCA and Ghana's educational publishers

NaCCA recognises that it has provided little guidance or training for publishers in how to respond to the principles and demands of the new standards-based curriculum.

The textbook submission and evaluation process has changed little over the past 25 years. One of the consequences is that textbook writers and publishers have not been encouraged to innovate or take risks, leading to a degree of similarity in all publishers'

submitted textbooks as they try to avoid diverging from what appears to be specified in the curriculum and syllabi.

Donor support

‘Through the Partnership for Education program, the U.S. government has increased the availability of quality materials in schools to improve teaching and learning and provided more than 10 million learning materials to Ghana since 2014. The materials include Teacher Guides, Pupils Books, Supplementary Leveled Readers, and classroom materials including Alphabet Cards and Word Cards in English, all aligned to the new curriculum, for B1, B2 and B3 grade levels [and KG]. The book donation represents a \$5 million-dollar investment, a part of the larger, nearly \$100 million overall U.S. investment in education in Ghana over the past eight years.’³³

c. The textbook evaluation and approval process

Following the publication of a new curriculum and syllabi, the publishers submit textbooks (with teacher’s guides) for evaluation, and pay an evaluation fee. The call for proposal and the evaluation process are designed and managed by NaCCA, according to published evaluation criteria.

All textbooks that have been submitted and which have passed the minimum threshold of marks are sent to the MOE procurement department, which issues a tender consisting of technical and price components (the technical component being the score already awarded by NaCCA). The publisher that achieves the highest score in the MOE tender is awarded the contract to supply schools with all textbooks for that particular subject and cycle.

There are therefore two kinds of textbooks:

1. Government-designated: the textbooks that were successful in the MOE tender
2. Government-approved: the textbooks that met the minimum technical threshold in the NaCCA evaluation.

Publishers of both kinds of textbooks may market and sell them to private schools and individuals. Most publishers focus mainly on submitting textbooks for approval

³³ <https://gh.usembassy.gov/u-s-government-partners-with-the-government-of-ghana-to-scale-up-readi ng-programs-nationally/>

according to the above process. Others concentrate more on publishing resources for the commercial market, including reading books, supplementary materials, and exam practice books.

The full list of approved textbooks and supplementary materials for primary grades of the new standards-based curriculum can be found at:

https://nacca.gov.gh/wp-content/uploads/2021/02/Final_List-of-Approved-Books.pdf

d. Calls for proposals

The call for textbooks for JHS Common Core Programme, announced in October 2021, can be seen at:

<https://nacca.gov.gh/wp-content/uploads/2021/10/CCP-Submission-Guidelines-Updated-k.pdf>

The GPA reports that publishers have started developing books on the Common Core Programme for JHS and that they are at different stages of development. Some have already submitted their books for assessment or evaluation (via personal communication).

e. Textbook evaluation criteria

The evaluation criteria for the new curriculum have been slightly updated to include the following general guidelines:

The MOE acting through NaCCA wishes to achieve a shift in the methodological approach in the new standards-based curriculum, and as such, the newly approved textbooks will be required to reflect this approach. The assessment criteria will, therefore, give particular weight and importance to textbooks in all subjects, which can demonstrate satisfactorily that they achieve and further the following methodological guidelines:

- The use of Ghanaian content and examples wherever relevant and appropriate according to subject and level of study.
- The inclusion of approaches and content that seek to develop the core competences, i.e. critical thinking and problem-solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL).

- For KG in particular, approaches that involve participatory, activity and play-based child-centred experiences orchestrated with inquiry and discovery methods of delivering the curriculum.
- Gender balance, cultural relevance & social inclusiveness:
 - a) Gender balance of the content
 - b) Representation of Ghana's diversity
 - c) Balance in related Issues (avoiding gender stereotype)
 - d) Social inclusiveness
- Representation of people with special learning difficulties operating successfully in normal life.
- A consistent representation of the attitudes and values spelt out in the curriculum such as curiosity, perseverance, flexibility in ideas, respect, cultural, ethnic and environmental diversity of Ghana in the text, illustrations and examples, wherever it is considered appropriate and relevant.
- An approach which focuses on the development of subject-specific learning domains of knowledge, understanding, application, analysing, synthesising, evaluation and creativity, etc. as well as general and subject-specific competences specified in the National Pre-tertiary Education Curriculum Framework as opposed to an approach which focuses narrowly on content coverage and factual accumulation.
- Assessment, sample questions and activities should constitute:
 - a) 40% Reasoning and Creativity
 - b) 30% Application
 - c) 30% Knowledge and Understanding
- The development of the students' individual responsibility for their own work and progress through formative review questions and assignments.
- An approach that focuses on the integration of STEM.

f. Textbook purchase, delivery and replacements

The MOE decides which of the approved textbooks to supply to schools, based on a separate call for bids. Publishers are required to deliver MOE textbook orders to a designated warehouse or point of delivery. Publishers do not market their books to government schools, only to private schools.

In specific situations, donor organisations have been involved in the provision of school learning materials. For instance, USAID has assisted in the supply of English teaching

textbooks.³⁴ Ratios of students to textbooks vary across the country.

g. Early Childhood Education (ECE)

This situation analysis has not looked at ECE. Readers who are interested in ECE will find a useful discussion in Ackah-Jnr et al. (2022).

h. Assessment and examinations

The BECE, at the end of JHS, has—until recently—consisted of exams in English Language, Maths, Integrated Science, Social Studies, Religious and Moral Education (RME), and French. The format of the new BECE, or a JHS exit exam under a new name, is still under some discussion.

The introduction of the new curriculum has not yet been matched by a decision on the form of new national examinations. Discussions are ongoing about which subjects will be examinable in the new primary exit exam and the JHS exit exam.

On the whole, students from rural schools have usually performed less well in the BECE than those from urban and peri-urban schools, while students from private schools have performed less well than those from government schools (Nugba et al., 2021).

NaCCA has now developed a new National Pre-Tertiary Learning Assessment Framework (NPLAF, 2020), which mandates regular student assessment in addition to the traditional exit exams. According to the foreword, ‘As learners move from one grade level to another, the NPLAF will help educators make informed decisions on their selection and placement into institutions and programmes. Alongside the revised School-Based Assessment (SBA) document, the NPLAF will help to monitor the progress of learners. It will guide the preparation and conduct of various school-level, district, national and international assessments and tests.’

The NPLAF proposes that schools carry out project work, to be assessed by the schools themselves. It also creates, for the first time, a system of national assessment at the end of Grades 2, 4, and 6. NaCCA is currently working on developing the pilot test questions for Grade 2, which will be piloted and rolled out in the coming months.

³⁴ <https://www.myjoyonline.com/education-ministry-receives-3-7m-textbooks-from-usaid/>

With regard to cultural identity and global citizenship, the NPLAF (p. 10) describes how this core competency should be assessed within the new standards-based approach:

'Assessing Cultural identity and global citizenship:

- The assessment processes require teachers to create activities that would make learners aware of their culture. The activities should also guide learners to relate their belief systems within a global context.
- Learners should be assessed to demonstrate skills that show how they are able to apply global best practices in their local context.'

The West African Senior School Certificate Examination, the exit exam for SHS, is administered by the West African Examinations Council, which includes the education systems of Ghana, Nigeria, Sierra Leone, The Gambia, and Liberia.³⁵ The West African Senior School Certificate Examination currently includes four core subjects (English, Maths, Integrated Science, and Social Studies) and 3–4 elective subjects (from six streams: Agricultural, Business, Technical, Vocational, General, and Sciences). It is not clear at the moment how this exam will respond to the new SHS curriculum.

³⁵ Ghana National Office is at: <https://www.waecgh.org/>

4. Teaching, School Organisation, and School Culture

4.1 National and regional data and statistics

Typical personnel, academic calendars and timetables, class size, etc, in different parts of the country

The school year typically runs from September to July. However, the impacts of COVID-19 on school closures and openings have led to a temporary alternate calendar.

Alternate 2022 Academic calendar for KG/PRIMARY AND JHS with Mid Semester Break at Easter

	JAN	FEB.	MARCH	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022
JHS	Q1			Q2		VAC	Q4			Q4		
PRIMARY	Q1			Q2		VAC	Q3		Q4			
KG	Q1			Q2		VAC	Q4			Q4		
FIRST SEMESTER - 20 WEEKS						SECOND SEMESTER - 20 WEEKS						

LEVEL	FIRST SEMESTER				SECOND SEMESTER			
	IN SCHOOL		VACATION		IN SCHOOL		VACATION	
KG/ PRIMARY/ JHS	18th Jan. 2022	9th June, 2022	10th June, 2022	25th July, 2022	26th July, 2022	16th Dec., 2022	17th Dec., 2022	UNTIL NEXT ACADEMIC YER
MID SEMESTER BREAK 12 TH APRIL – 18 TH APRIL, 2022				MID SEMESTER BREAK 30 TH SEPTEMBER – 9 TH OCTOBER, 2022				

2022

FORM	SESSION	FIRST SEMESTER				SECOND SEMESTER			
		IN SCHOOL		VACATION		IN SCHOOL		VACATION	
		FROM	TO	FROM	TO	FROM	TO	FROM	TO
3		7th Feb. 2022	31th May 2022	1st June 2022	13th June 2022	14th June 2022	UNTIL END OF WASSCE	END OF ACADEMIC YEAR	
2		7th Feb. 2022	17th May 2022	18th May 2022	13th June 2022	14th June 2022	1st Nov. 2022	END OF ACADEMIC YEAR	
1		4th April 2022	14th July 2022	15th July 2022	15th Aug. 2022	16th Aug. 2022	13th Dec. 2022	END OF ACADEMIC YEAR	

SHS 3	30 WEEKS	1,200 HOURS
SHS 2	34 WEEKS	1,360 HOURS
SHS 1	31 WEEKS	1,240 HOURS

WASSCE DATES AUG./SEPT. 2022

Source: GES

a. Languages of teaching and learning

Students may study in any of eleven local languages for much of the first three years, after which English becomes the sole language of instruction. Students continue to study a Ghanaian language as well as French as classroom subjects through at least JHS 3. These subjects are noted in the NPTECF as key to promoting local and global citizenship. All textbooks and materials are otherwise in English.

b. Class sizes

'The MoE reports a Pupil-Teacher Ratio (PTR) of 26 (primary) and 12 (JHS) suggesting Ghana's primary and Junior High Schools (JHS) have one teacher handling between 12 and 26 pupils in a class. However, in many urban municipalities, there is no significant correlation between the PTR data and class sizes. For instance, the average basic school class size in the Greater Accra region is 50 pupils, with [some] schools recording between 80 to 100 pupils in a class. This situation is a result of the lack of adequate classrooms in urban areas amidst a regional teacher surplus' (Africa Education Watch, 2022).

c. Teacher education

Teachers intending to teach in either primary or high schools must take a three-year course, followed by a one-year practicum (induction) in order to gain their licence.³⁶

Most teachers gain their teaching licence from the University of the Cape Coast,³⁷ the University of Education, Winneba,³⁸ or one of the COEs (currently 48 in the country).

COEs offer a three-year Diploma in Basic Education, which qualifies for teaching in basic education. The colleges follow a common curriculum designed by the Institute of Education, Cape Coast University. The universities offer a four-year programme for training teachers for either the basic or secondary cycles.

The Ghana Tertiary Education Commission (until 2020 known as the National Accreditation Board) is the agency responsible for regulating, supervising and accrediting all tertiary institutions, including the COEs.

³⁶ See: <https://www.mottmac.com/article/72351/t-tel-ghana>

³⁷ <https://ioe.ucc.edu.gh/>

³⁸ <https://www.uew.edu.gh/>

“The government has introduced a number of reforms aimed at improving teacher training. The most significant of these was the launch of the new four-year Bachelor of Education (B.Ed) programme, which replaced the previous three-year Diploma in Basic Education qualification in September 2019. The Bachelor of Education was developed through a six-year project undertaken by five Ghanaian universities and 105 education experts in collaboration with T-TEL, with development funding from the UK. All new teachers are required to complete the degree, which is provided by a total of 46 specialised colleges.

Entry requirements have been raised for applicants and the previous training model was overhauled. While the old diploma was based primarily on written exams with only limited classroom training, the new degree requires trainee educators to teach students from the first semester onwards, with 40% of the qualification based on a portfolio of continual assessment, 30% on supervised teaching and 30% on written exams. In line with the new national curriculum, trainee teachers will learn to employ interactive, learner-focused pedagogical models instead of rote learning approaches. In order to make the new degree attractive and accessible to SHS graduates of all backgrounds, the government has introduced a monthly stipend of GHS400 (\$77.50) per month for the duration of the degree.

To increase the level of professionalisation among the teaching cadre, the GES began a process requiring teachers to register and take an examination held by the National Teaching Council (NTC) in order to remain licensed. The first of these exams was held in September 2018, with 74% of the 28,757 applicants passing and 26% failing, according to the NTC. A second examination, primarily for those who had initially failed to make the grade, was held in March 2019, and 67% of the 12,076 teachers tested this time received a passing grade.”³⁹

The Institute for Education Studies,⁴⁰ Cape Coast University, offers Education, policy research and advocacy in the areas of teacher education and professional learning, STEM, TVET, and Education, Skills & Employment.⁴¹

³⁹<https://oxfordbusinessgroup.com/overview/making-grade-reforms-improve-teaching-standards-and-access-education>

⁴⁰<https://www.facebook.com/theifest/>

⁴¹ Acting Executive Director, Peter Anti Partey, participated in the APCEIU GCED workshop in August 2022.

d. Teachers' knowledge and practice

Changing or improving teacher practice is very difficult, and many initiatives flounder as 'tissue rejection.' As Akyeampong et al. describe, 'where emphasis is placed almost exclusively on developing problem-solving skills in the context of small group and project work contexts, and individualized instruction is prized over whole-class instruction, then we may be restricting the possibilities of creating productive learning environments in African classrooms' (Akyeampong, Pryor, & Ampiah, 2006).

Also, Akyeampong (in Hwa, et al., 2022) wrote the following about his wider experiences which include many years of studying teachers in Ghana: 'We have to remember that teachers in any country go through the education system themselves and therefore come with expectations from their encounter with teachers. It's the only profession where you actually experience beforehand what teachers do before you become one. So, they come in with strong notions of what teaching is, and then they are socialised into teaching, which often reinforces those notions. Often researchers or reformers come to teachers thinking that, "Okay, they are not effective, so we need to introduce interventions so that they will do A, B, C, D." But these interventions are not strong enough to really shift this hardwired professional culture, this identity which places emphasis on teaching behaviours as a result of their training and professional expectations.'

To support teacher morale and highlight the work of exceptional teachers, an annual award is made to selected teachers. The Ghana Teacher Prize started 27 years ago as the 'Best Teacher Awards' but was renamed in 2018 as the 'Ghana Teacher Prize' to reward 'hard-working teachers across the country'.⁴²

e. Teacher continuous professional development

Professional Learning Communities (PLCs) were formalised in the basic school curriculum when the new curriculum was introduced, including a PLC handbook.

The curriculum stipulates that two hours a week should be devoted to PLCs. However, Dampson (2021) found limited knowledge and implementation of PLCs in the five regions studied. Soares, Galisson, and van de Laar (2020) compared PLCs in several countries and found that during the implementation of the Ghana Learning PLCs, which were focused

⁴² <https://citinewsroom.com/2022/08/education-ministry-launches-2022-ghana-teacher-prize/> and <https://www.youtube.com/watch?v=BAeprZCzsl4>

on early-grade reading, 'many teachers did not participate in the meetings or did not use the meeting materials consistently. Thus, later in the project cycle, the Learning project released revised PLC materials for meetings that took on a more structured approach in order to give teachers more flexibility in choosing the topics most relevant to them for discussion with peers. This change signals a move from the scripted model to a more structured model.'

The PLC Handbooks were produced in two versions, one for coordinators and one for teachers:

1. Working to the National Teachers' Standards (for JHS)
2. Literacy Across the Curriculum (for SHS)⁴³

In the introduction to the handbooks, GES states that they are designed to improve the quality and relevance of teaching and learning through experiential sharing and strategies which also incorporate Gender, Equality, and Social Inclusion, Social and Emotional Learning, Information and Communications Technology (ICT), and 21st century skills.

PLCs were recently also established in SHSs.⁴⁴

4.2 School organisation

From the ESP 2018-2030: 'At the end of the first and third term of every academic year, basic schools receive statistics on their school performance in the form of a School Report Card (SRC), which they share with the community through a School Performance Appraisal Meeting. The SRC is also displayed on the school noticeboard. The information from the SRC is then used to prepare SPIPs, which are created in tandem with the SMC [School Management Committee] and the PTA [Parent Teacher Association] and are a prerequisite to receiving the capitation grant. These are then approved by the District Director of Education (DDE). Once approved, schools receive funds to carry out activities outlined in their SPIPs. These funds are received from the

⁴³ Refer to https://t-tel.org/download/plc-handbook-1-for-basic-schools_-coordinators/?wpdmdl=7812&refresh=635ab6aec5ab31666889390, https://t-tel.org/download/plc-handbook-1-for-basic-schools_-teachers/?wpdmdl=7813&refresh=635ab75e935991666889566, https://t-tel.org/download/plc-handbook-2-literacy-across-the-curriculum_-coordinator/?wpdmdl=7821&refresh=635ab654860a61666889300, and https://t-tel.org/download/plc-handbook-2-literacy-across-the-curriculum_-teachers/?wpdmdl=7824&refresh=635ab55a90d7d1666889050

⁴⁴ <https://educationghana.org/2022-professional-learning-communities-plc-handbook-for-teachers/>

DEOs [District Education Offices]. Headteachers monitor the implementation of the SPIP to ensure the achievement of targets. At the secondary level, schools under the SEIP have been receiving funds for their SPPPs [School Performance Partnership Plans], which are signed off by the GES headquarters and by the Regional Education Offices. In terms of reporting, the school is also the source of primary data collection for the EMIS [Educational Management Information System] Annual Census. Head teachers report on EMIS data for their school, and this is then submitted to circuit supervisors for verification and accuracy. Heads of basic schools are also responsible for submitting information that is used to generate the SRC in the first and third term of every academic year. A pilot has taken place of a mobile SRC and national roll-out is being considered. This system will provide real-time information on the school. At the secondary level, a school mapping portal is in place that collects data once a year on all SHS in the country and is used to generate key statistics on each SHS' (MOE, 2018).

All schools have School Management Committees (SMCs).

5. Schools and Their Communities

The MOE's initiative Communities of Excellence has piloted in three districts from February 2022 to April 2023. It is designed to support communities to develop led by GES facilitated by T-TEL with funding from Jacobs Foundation in Lambussie, Bosome Freho and Akuapem South. 'The intention is that the Managing for Learning methodology will enable and empower districts, schools and communities to co-create their own vision, reach consensus as to where they are now and the issues holding them back, analyse the root causes of issues and constraints and define their own plans in the form of Learning & Transformation Agendas (LTAs). These LTAs, once implemented will help to ensure that communities and schools are working together to raise children with 21st Century Skills, social and emotional learning and character development in addition to literacy and numeracy. Communities which are able to achieve this goal will be awarded the title of "Community of Excellence".'

An analysis was carried out by Aryeh-Adjei (2021):

'Community participation is a hallmark of various educational programs but there are many challenges that lead to ineffective participation. Most basic schools' successes in Ghana depend on the existing community participation. Some of the challenges of community participation in school management in Ghana include the following:

- Parents and guardians seem not to care about anything that concerns the school. They feel reluctant to attend PTA meetings. ... Parents of pupils, especially those in the public schools, are generally not motivated to actively take part in school-level management as compared to private schools in Ghana.
- Structured meetings for SMCs, PTAs, and other stakeholders to discuss issues confronting schools are not fully attended.
- Membership attendance at these meetings are not encouraging, rarely forming a quorum. This does not help in addressing the issues of the schools for effective school management.
- Most SMCs and DEOCs [District Education Oversight Committees] are quite dysfunctional and there is a need to activate and breathe life into them. Again, the roles and functions of DEOCs and SMCs structures are available but capacity building for members on these roles and functions does not seem to be well situated.
- There is a delay in the arrival or unavailability altogether of the capitation grants by the Ghanaian government hence the schools are not able to carry out the activities planned in the School Performance Improvement Plan (SPIP) as scheduled.
- Weak supervision from district education officers tends to weaken the commitment of school heads, teachers and community members in carrying out their duties.'

6. Recent and Current Donor-supported Interventions

The World Bank/Global Partnership for Education (GPE), USAID, and Foreign, Commonwealth and Development Office (FCDO) have been the three largest basic education donors to Ghana over the past five years, while United Nations Children's Fund (UNICEF) and UNESCO have also provided technical and financial support (UNESCO, 2022).

GES's website lists the following development partners:

- UNICEF (for Education Programme)
- USAID (for Partnerships for Education Project: Social Impact, Learning, Innovation, Improving Reading Performance in Primary Schools)
- United Kingdom for International Development (for Complementary Basic Education Programme)
- Belgium/TELEVIC (for Supply and Installation of Integrated E-learning Lab for 240 SHSs)
- Kreditanstalt Wiederaufbau (for Supporting Vocational Training: Voucher Programme)
- World Bank (for Ghana Secondary Education Improvement Project)
- Kuwait (for Expansion and Development of 26 Existing SHS Project)

Since 2014, USAID has had a Learning Activity agreement with the GoG. USAID's current (2020-25) education strategy in Ghana is available at:

<https://www.usaid.gov/sites/default/files/documents/CDCS-Ghana-August-2025x.pdf>

Since 2016, USAID has had a focus on early-grade reading programmes in Ghanaian languages (KG to Grade 2) and in English (Grades 1-3), including textbook development.

The World Bank-funded Ghana Accountability for Learning Outcomes Project (GALOP, 2020-24)⁴⁵ has four components, mainly focused on training and systems:

- Strengthen teaching and learning through support and resources for teachers;
- Strengthen school support, management and resourcing;
- Strengthen accountability systems for learning; and
- Technical assistance, institutional strengthening, monitoring, and research.

The project has additional funds from GPE.⁴⁶

⁴⁵ <https://blogs.worldbank.org/education/reintegrating-out-school-children-ghanas-formal-education-s-system>

⁴⁶ https://documents.worldbank.org/en/publication/documents-reports/documentdetail/27930160034_8863453/ghana-accountability-for-learning-outcomes-project-additional-financing

There has been some critical commentary on the implementation of some of the GALOP project.⁴⁷

The Spotlight study (UNESCO, 2022) included an overview of recent and current donor-funded activities:

One notable trend in recent years has been an increase in private philanthropic donors and foundations seeking to work in partnership with the Ministry of Education, Ghanaian government agencies and other stakeholders on basic education. Such organizations include Big Win Philanthropy, Dubai Cares, the Mastercard Foundation and the Jacobs Foundation. Other organizations delivering technical assistance services include Sabre Education and Right to Play, two non-governmental organizations (NGOs) specializing in early grade education; Plan International Ghana, which inherited two successful technology-focused basic education programmes from the Varkey Foundation; Innovations for Poverty Action (IPA), which has a strong research focus; and the Institute for Educational Planning and Administration, which is now a UNESCO Category 2 Centre of Excellence in Education. Transforming Teaching, Education & Learning (T-TEL), a new Ghanaian not-for-profit technical assistance provider established in 2020, is working in partnership with the Ministry of Education and the Mastercard Foundation on a large-scale secondary education reform programme.

The largest current development partner programme in Ghana is GALOP, funded by World Bank/GPE, with a total commitment of US\$213 million from 2019 to 2024. This project provides a focal point for other partners interested in addressing foundational literacy and numeracy (FLN) within the Ghanaian education system. For example, USAID's new Education Accountability programme will be aligned with GALOP when it commences in 2022.

Several development partner projects have been completed in Ghana over the past few years, helping to build an evidence base of 'what works'.... The projects include:

- The FCDO- and USAID-financed Complementary Basic Education programme. The final evaluation found that it had been very effective and provided good value for money in enabling out-of-school children to re-enter formal education at P3 or P4.
- The FCDO-funded predecessor to T-TEL, called Transforming Teacher Education

⁴⁷ <https://www.mynewsgh.com/teaching-component-of-galop-programme-never-took-place-napo-on-1-2m-controversy/>

and Learning, which supported the introduction of pre-service teacher education reforms. Evaluations have shown significant changes in teachers' practice, knowledge and behaviour but it is too early to see whether this has affected learning outcomes (Cambridge Education, 2020).

- The major USAID-funded Partnership for Education: Learning activity is also coming to an end, although some activity is ongoing through the Transition to English extension. Evaluations have shown that this project made a measurable impact in improving literacy through supporting the use of Ghanaian languages as a medium of instruction in lower primary schools. There is more limited evidence of success, however, for community-engagement programmes such as the USAID Partnership for Education: Innovating (USAID, 2019).
- The IPA and UNICEF Strengthening Teacher Accountability to Reach All Students (STARS) programme aimed to improve student achievement by enhancing head teachers' and circuit supervisors' roles in monitoring, providing feedback, motivating and supporting teachers to teach at the right level by grouping pupils by learning level, not by grade, in 140 schools across 20 districts. Both targeted instruction and targeted instruction plus management training increased students' combined mathematics and English test scores; these approaches are now being scaled up nationally through GALOP.

In addition to the above, the Transforming Senior High School Education, Teaching and Learning is implemented by T-TEL with funding from Mastercard.⁴⁸

The complementary education sector has seen the implementation of the Speed School initiative, one of the most successful in low and middle-income countries, funded by Luminos. It is not known to what extent the programme has had an effect in terms of policy and practice beyond the target schools.⁴⁹

The Global Schools programme is an initiative of the UN Sustainable Development Solutions Network. It has developed and piloted modules for teachers to implement sustainable education programmes in selected schools.⁵⁰

⁴⁸ <https://t-tel.org/our-work/t-shel/>

⁴⁹ <https://www.sussex.ac.uk/research/explore-our-research/education/speed-schools-brought-children-back-to-classroom>

⁵⁰ https://www.globalschoolsprogram.org/_files/ugd/2ed9b9_884b7f40ae174ee7b4597c73833bb591.pdf

7. Discussion

7.1 The place of citizenship and global citizenship in Ghana's education ecology

The ESP 2018–2030 arguably places more emphasis on access, foundational skills, and national development than it does on nurturing values and citizenship, whether in terms of civics at the national level or in terms of global citizenship. An overarching statement about citizenship within the education ecology is found in an annex to the Strategic Plan, which describes how the Plan was developed:

'In developing the plan, particular attention was given to the vision underlying the education system in Ghana: "to produce well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizens for the total development and the democratic advancement of the nation" (GoG, 2002). This philosophy of education continues to resonate in the current vision of education in Ghana' (MOE, 2019, p. 121).

The lack of sub-indicators for 4.7.1, as described in Part 1 above, reflects the challenge that many specialists have faced in deciding how to measure the concepts included in Target 4.7. In particular, the challenges of both Education for Sustainable Development (ESD) and GCED which are at the heart of Target 4.7, despite agreement on their importance, are also recognised by many as being very broad and elastic.

On the other hand, Ghana has clearly attempted to embed both ESD and GCED in its new pre-tertiary curriculum, and this very contextualisation within the curriculum provides an opportunity to investigate contextualised methods of measurement.

7.2 The development and implementation of GCED in the new pre-tertiary curriculum

The NPTECF describes itself as focusing on 'performance standards rather than objectives' (MOE, 2018), as contrasted with the previous 'objectives-based' curriculum. The notions of competencies and standards, within the NPTECF, are practically identical. Core/general competencies are defined (NPTECF, p. 27) as 'combinations of attitudes, skills and knowledge that enhance learners' ability to draw upon and build on what they know, how they think and what they can do in school, for lifelong learning, living and working,' and are described in terms of students' measurable achievements. Standards are defined as 'broad statements that define the content to be learned in terms of clear definable outcomes of what learners at the pre-tertiary education

level should know and be able to do' (p. 18) and 'academic standards are statements that identify specific skills and levels of competency that learners must possess at particular points in the school system in order to move through the educational system.'

In spite of some challenges that remain, the NPTECF has attracted some global attention. For example, the recently published Global Education Monitoring Report on Climate Change Education and Communication comments that 'In Ghana, the National Pre-Tertiary Education Curriculum Framework (2018) encourages learners to take climate actions that foster sustainable growth and development. For instance, the Science Curriculum for Primary Schools (Basic 4–6) (2019) targets upper primary school learners to help them understand the effects of climate change and take responsible action to protect the environment.'⁵¹

The NPTECF positions GCED within a core competency of cultural identity and global citizenship. This is one of six core (or 'general' or 'global'⁵²) competencies that run throughout the NPTECF from KG to SHS.⁵³

Skills for work are therefore part of the wider aim of skills for life. This is supported by the explanation that:

'Essentially, the educational experiences provided to Ghana's learners should inspire them to know about and value the history and traditions of their family, community and nation, as well provide them with the opportunity to critically examine the history and culture of other communities, and of other countries and peoples. That way, the Ghanaian child will not lose his or her identity as a result of the experiences provided through the educational system' (NPTECF, *The Role, Purpose, Vision and Philosophy of the Pre-tertiary Education Curriculum*, p. 18).

All six of the core competencies on which the NPTECF is based—critical thinking & problem solving; creativity & innovation; communication & collaboration; cultural identity & global citizenship; personal development & leadership; and digital Literacy—are intended to be cross-cutting; that is to say, 'All learners will have access to quality core competences education provision *in all subjects at every level*' (NPTECF, p. 68, italics added). The significance of the core

⁵¹ <https://unesdoc.unesco.org/ark:/48223/pf0000383567>

⁵² The three terms are used interchangeably in the framework document.

⁵³ See <https://nacca.gov.gh/curriculum/>, the home page for all NaCCA's curriculum publications.

competencies themselves lies in the expectation of the NPTECF (p. 68) that, ‘Learners will be enthused about the value and importance of core competencies as a lifelong endeavour and are empowered to be global citizens.’ However, global citizenship is the only competency that is also included as a *content area* in a new subject called Our World and Our People (OWOP). It is therefore both a *thematic* area of focus as well as a *cross-cutting* competency.

Although there is much to admire in the inclusion of GCED in the new NPTECF, discussions with NaCCA suggest that they have faced challenges in embedding it into the curriculum. Some of these challenges may well reflect the way it is presented in the subject syllabus for OWOP, and in the textbooks.

NaCCA report (personal communication with authors) that elements of GCED were part of the discussions at the very beginning of the new curriculum development process, within the context of 21st century skills and core competencies, and as part of the philosophy of the new curriculum. They also report that ‘the challenge has been to translate GCED into day-to-day classroom activities.’ This may suggest a possible area of focus, in terms of what we seek to find out in the situation analysis as well as in terms of the three-year project design—mapping to what extent the system is implementing the high-level goals, in terms of the documents, tools/resources, and practices.

7.3 Cultural identity and global citizenship

A premise of the SDGs is that the local and the global are strongly connected:

‘In order to support learners to understand the SDGs as a set of interrelated global goals, and to be a part of the SDG process, they must first understand their own unique perspective. When learners understand their own point of view, they can begin to understand the experiences and conditions that contribute to that perspective. This allows them to reflect on it more critically and consider other points of view. In this way, learners can start to understand the perspectives of others, an essential skill that enables them to collaborate with peers and start to build consensus for taking action on global topics’ (Blanchard, Gibson, & O’Donnell, *Understanding yourself as a foundation for exploring the world*, 2019).

Similarly, in the NPTECF, the dual nature of the core competency of cultural identity *and* global citizenship is reflected in the overarching statement on p. 20 of the NPTECF that ‘The Aim

of the National Pre-tertiary Education Curriculum of Ghana is to turn out graduates who are good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible *local and global citizens*' (italics added).

In this statement, which expresses the succinct overall aim of the NPTECF, *local cultural identity* is presented as an essential foundation for becoming a *global citizen*. The statement also indicates the standards-based approach taken by the new curriculum, whereby students are not only expected to pass exams, but also to be able to solve problems, be creative, and take an active and confident part in their own community, with an understanding of the global implications of their actions.

The aim of this two-part core competency is set out on p. 27 of the NPTECF:

'Cultural identity and global citizenship: Developing learners who put country and service as foremost through an understanding of what it means to be active citizens, by inculcating in them a strong sense of environmental, social, and economic awareness. Learners make use of the knowledge, skills, attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. They build skills to critically analyse cultural trends, identify and contribute to the global world community.'

The core/general competency of cultural identity and global citizenship is sometimes, in the NPTECF, defined broadly to give appropriate emphasis to the wider nature of global citizenship, but in other instances is more narrowly defined. For example, in the table in section 7.2 (p. 28), which sets out the phase-specific competences, it can be seen that the place of global citizenship is largely missing:

Core competences	Early years (KG 1-B3)	Upper Primary (B4-B6)	Junior High School (B7-B9)	Senior High School (SHS1-3)
Cultural identity and global citizenship	Have cultivated healthy habits and love Ghana	<ul style="list-style-type: none"> - Know and believe in Ghana - Have a sense of environmental awareness and responsibility 	<ul style="list-style-type: none"> - Possess a good foundation for further education and possible career trajectories - Have a strong sense of their cultural identity and environment 	<ul style="list-style-type: none"> - Use the knowledge, skills, attitudes acquired to contribute towards the socioeconomic development of the country - Put country and service first and have a strong sense of environmental, social, and economic awareness

The above table shows the tendency of the curriculum framework to marginalise the place of global citizenship in favour of (local and national) cultural identity and environmental education.

A second tendency is for cross-cutting general competencies, at least in the case of cultural identity and global citizenship, to become separate topics, which also has the effect of reinforcing an information-based approach, especially in terms of the treatment of the subject in the textbooks, where each strand is interpreted as a separate section of the textbook.

In a discussion with NaCCA, one member expressed the hopes of the curriculum developers that 'A Ghanaian child should be able to say "I am unique, I am special, I can compete in the global world."'

It is also worth noting that the passage from the role, purpose, vision and philosophy of the NPTECF (p. 18), which was referenced at the start of this analysis, and which sets out the aim of the core competency of cultural identity and global citizenship, also includes a challenge to how GCED is viewed: 'the educational experiences provided to Ghana's learners should inspire them to know about and value the history and traditions of their family, community and nation, as well provide them with the opportunity to critically examine the history and culture of other communities, and of other countries and peoples. That way, the Ghanaian child will not lose his or her identity as a result of the experiences provided through the educational system.' On the one hand, the child will 'know about and value' their cultural identity; on the other hand, s/he will be able to 'critically examine the history and culture of other communities, and of other countries and peoples.'

A final point to make is that cultural identity is expressed in a very important way through children's language, yet the teaching for most children in Ghana is not through their home language.

7.4 Values

The introduction to each subject syllabus includes a section entitled 'Values', which is directed at the teacher but clearly includes values of relevance to GCED:

'At the heart of the curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values:

Respect: This includes respect for the nation of Ghana, its institutions, laws and culture and respect among its citizens and the friends of Ghana.

Diversity: Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

Equity: The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, which requires the provision of equal opportunities for all, and that all should strive to care for one another, both personally and professionally.

Commitment to achieving excellence: Ghana's learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology. Ghana, thus, will instil the value of excellent service above the self.

Teamwork/Collaboration: Ghana's schools are to be dedicated to a constructive and team-oriented working and learning environment. This also means that learners should live peacefully with all persons with an attitude of tolerance and collaboration.

Truth and Integrity: The curriculum aims to develop Ghana's learners into individuals who will consistently tell the truth, irrespective of the consequences, be morally upright with the attitude of doing the right thing, even when no one is watching, be true to themselves and lawful beliefs, and be willing to live the values of honesty and compassion. Equally important, the ethos of the workplace, including integrity and grit, must underpin the learning processes to allow students to see and apply academic skills and competencies in the world of work.'

The challenge is to ensure that values seen to be part of national cultural identity are conducive and not opposed to the development of values that transcend national boundaries. The concept of community cultural wealth (see Yosso, 2005) includes many aspects of the Ghanaian sense of community belongingness such as sharing, care for one's neighbours and community members,

and a communal sense of security and safety. These elements are necessary conditions for the promotion of GCED through community service and service-learning as significant pedagogical activities in the school and community. Assessment of student engagements in these innovative pedagogical methods offers exciting opportunities for diversity in assessment through practical hands-on activities that are sometimes missing in the schools.

As Prof. Edward Appiah, Director-General of NaCCA, put it at the August 2022 workshop: 'An educated person is not someone who has gone to school but rather the kind of person you *are*.'

7.5 Our World and Our People

This new subject was introduced into the pre-tertiary curriculum in 2019 as a strand running from KG through to JHS. In discussions with NaCCA, the development of the OWOP syllabus was described as more of a 'top down' process, in which each specialist in the existing subject worked separately from the specialists in the other subjects, and the results were combined together. The result is not always satisfying, and there is clearly some anxiety among stakeholders as to the final status of OWOP and the subjects that it appears to have subsumed, namely, Social Studies and RME. The links between OWOP and RME, for example, are not clear. Despite the inclusion of RME within OWOP, the NPTECF also states (p. 59) that 'Religion and Moral Education will be a timetabled activity through all phases [KG to SHS 3].'

According to the NPTECF (p. 58), OWOP includes the following elements in each cycle:

- KG1-2: History, Religion and Moral Education, Geography, Science, Physical Education [PE]
- Grades 1-3: Religion and Moral Education, Agriculture, Geography, PE and Computing
- Grades 4-6: Religion and Moral Education, Agriculture, Geography, Civics
- JHS (Grades 7-9): Religion and Moral Education, Civics, Agriculture and Geography

The content of OWOP combines other content across Geography, ICT, Social Studies, and RME and is meant to give students the opportunity to learn in a practical way. However, according to our interviews with NaCCA, OWOP will not be taught beyond the primary grades.

For many stakeholders, particularly in government schools where textbooks are only now being supplied, OWOP is little known. Most government schools have not yet received any textbooks for this subject (although the textbooks for primary grades have been available since 2020). NCCE reported (personal communication) that they have little information about the OWOP syllabus.

Spotlight on: Our World and Our People

In OWOP, Grade 4, global citizenship is to a large extent confined to the fifth strand of the syllabus, which runs through all the primary grades and is entitled My Global Community. Even in sub-strand 4 (Population and Settlement) of strand 2 (All Around Us), one of the exemplars is given as ‘Learners discuss the importance of settlements e.g. people live with other people, we do not live in vacuum, for protection, for pooling resources together etc.’ but global citizenship is not mentioned as a core competency for this sub-strand. Strand 4, which is focused on the nation, is given six pages of the syllabus, whereas strand 5, which is the default section for global citizenship topics, is given one page only, and global citizenship is in fact not listed among the other competences (see p. 21 of OWOP Grade 4). See [Annex 2](#) for a more detailed analysis of an approved Grade 4 OWOP textbook.

7.6 Teachers’ reflections on Our World and Our People

A very small, qualitative focus group survey was conducted with four OWOP teachers⁵⁴ regarding general perceptions of the OWOP course as part of the new curriculum and their opinions about the relevance of the course to students. Responses indicated that the course has been well received and has gone well so far. However, the unavailability of teaching materials and some content overlaps were some challenges that need to be addressed.

All respondents agreed on the relevance of the course to students and expressed positive attitudes towards the course, suggesting that the course ‘prepares the student for life’ and ‘introduces students to their community and their world’. By focusing on the centrality of the individual as a member of their society and world, the course offers students a broader sense of themselves as individuals, their communities, and the world around them. However, some of the content of the OWOP course was a repetition of content from ICT and RME. Additionally, one respondent expressed the view that in some private schools, where OWOP is taken by students, the ICT and RME courses were not added to students’ courses. The current situation where students study ICT and RME in addition to OWOP was sometimes burdensome as an additional course for the lower primary and one suggested it was perhaps more appropriate for the upper primary. The other three respondents said the course was relevant for the lower primary too:

⁵⁴Two of the teachers were from public schools and two from private schools; three were lower primary while one was upper primary. Some private schools do not follow the GES curriculum and may eliminate ICT and RME courses where OWOP is taught. Government schools follow GES directives and OWOP is taken in addition to ICT and RME.

however, content overlaps could be reviewed so that students do not lose interest when overlapping topics are covered in class.

There was a general agreement on the importance of the course and its focus on helping students adapt to their environment and know more about their community, people of different cultures and other religions, and to know, understand, and respect other people in the community.

7.7 Global citizenship and other subjects in the curriculum

a. English and GCED

Cultural identity and global citizenship feature throughout, from Grade 1 onwards, but in Grades 1–3 they are mainly found within the oral strand and really only relate to cultural identity (this is the risk of framing this core competence in this way). The use of cultural identity and global citizenship expands to include the reading strand in Grade 5.

Pp. xx: 'Another issue worthy of note is the integration of laudable human values. This is not to shift the focus of language lessons to preaching these values. Small doses of these values are fused into literature and composition as well as reading and oral work.'

In the topics on pp. xxi to xxii, GCED does not feature. Rather, the focus is on topics of values of 'Social, moral & cultural values such as honesty, diligence, patriotism, commitment, respect for elders, care for public property.'

b. RME and GCED

One of the curricular subjects retained in the new curriculum from its predecessor curriculum is RME. The new pre-tertiary RME syllabus can be seen at:

<https://nacca.gov.gh/wp-content/uploads/2019/04/RELIGIOUS-AND-MORAL-EDUCATION-B1-B6.pdf>

In our discussions with NCCE about the background of civic education in the national curriculum, it was reported that the MOE had responded to NCCE's previous proposals to include civic education as a standalone subject, saying that it was the role of RME to address many of NCCE's concerns in terms of providing a 'holistic education' (NCCE had, in fact, previously developed a syllabus for Civic Education, which was not adopted in schools.).

The status of RME appears to be uncertain and is the subject of media questions.⁵⁵ In terms of RME in the ongoing SHS curriculum development, it is planned to combine the three monotheistic religions into a single subject called Religious Studies, therefore teaching about the religions rather than teaching the religions.

One respondent at NaCCA described RME in the curriculum as a 'convoluted issue'.

c. Social Studies and GCED

Social Studies will remain as part of the JHS curriculum.⁵⁶ NaCCA's own home page, which shows all of the subject curricula included in the new NPTECF, does not include Social Studies and has yet to be updated (according to NaCCA):

10.3 Junior High School [B7 -B9]

1. Literacy [Gh. Lang, Eng. Lang Arts., French or Arabic]
2. Mathematics
3. Science
4. History
5. Geography
6. Our World & Our People (*Religion and Moral Education, Civics, Agriculture and Geography)
7. Creative Design and Technology (Visual Arts, Home Economics, Pre-Tech)

Other updates have also yet to be made regarding the JHS curriculum: OWOP is not a subject at the JHS, while Social Studies and RME are standalone subjects.

7.8 Textbooks

There is little evidence from our analysis that textbook writers have been able to reflect well the core competencies in the submitted and approved textbooks. On the other hand, the GPA themselves report that they have faced no difficulties or challenges regarding understanding the standards-based curriculum (personal email communication).

An analysis of an approved Grade 4 OWOP textbook in [Annex 2](#) shows the importance of translating high-level policy aspirations into the details of the planned curriculum (in the form of the textbook), and therefore into classroom practice. The textbook shows little evidence of the

⁵⁵ <https://www.ghanaweb.com/GhanaHomePage/features/To-those-against-Religious-and-Moral-Education-1283479>

⁵⁶ <https://3news.com/social-studies-has-not-been-removed-from-ghanas-curriculum-nacca/>

aims of the standards-based approach, nor of an implementation of global citizenship beyond a rote teaching methodology. Unless the writers of the approved textbooks—which for all teachers in government schools represent policy documents that they should follow—are able to reflect the intended connections between cultural identity and global citizenship in ways that are meaningful to the teacher and the student, even in remote classrooms, the hoped-for changes in pedagogy and learning are unlikely to happen. Where the textbook fails to support such changes, the desired changes are unlikely to happen.

By contrast, in the words of Professor Kwame Akyeampong, a Ghanaian–British academic at the Open University in the United Kingdom, ‘If you can get a textbook—which teachers and students are so familiar with—to be used differently, you have a big chance to really transform a school and education’ (cited in Smart et al., 2023)

On the other hand, it should also be noted that since textbooks for the new primary curriculum have yet to be delivered to most government schools and have yet to be even approved for JHS, there has been little opportunity so far to understand how teachers will respond to the new textbooks and whether they will see them as supporting them in their efforts to teach the new standards-based curriculum, with its intended changes in pedagogy and assessment.

7.9 GCED and teaching

The decision to reflect the SDGs and in particular global citizenship in the design of the new pre-tertiary curriculum has yet to be seen in terms of re-orienting the content and pedagogy of teaching. It is not clear whether this is largely due to the difficulty of carrying out changes in a diverse and complex system such as the education sector, or whether there is a case of ‘tissue rejection’ of the concept of global citizenship in itself.

Improving teachers’ practices should be at the core of the proposed intervention. Section 5.0 of the NPTECF, on The Role, Purpose, Vision and Philosophy of the Pre-tertiary Education Curriculum, defines the pedagogical purpose behind the new standards-based curriculum:

‘In general, standards help teachers to design a curriculum, instruction and assessment on the basis of what is appropriate, relevant and important to learn (i.e. teachers will be provided with ideas about what to teach and the flexibility to design instructions from multiple perspectives to ensure and enhance learning). This flexibility will enable teachers to make learning expectations clear to all learners and enhance teachers’ ability to

consider the diverse needs, previous experiences, interests and personal characteristics of all learners within the framework of inclusivity. Consequently, all learners will be given the chance to be part of the shared learning experiences of the classroom, regardless of their differences.'

The following words by Jerome Bruner are as relevant today as they were half a century ago and probably apply equally in low-resource and high-resource contexts:

'A curriculum is more for teachers than it is for pupils. If it cannot change, move, perturb, inform teachers, it will have no effect on those whom they teach...If it has any effect on pupils, it will have it by virtue of having had an effect on teachers.'⁵⁷

⁵⁷ Bruner, J. (1999 [1977]). *The process of education*. Cambridge, MA: Harvard University Press, p. xv.

8. Possible Areas of Focus for the Three-year Research Project

This situation analysis does not seek to define the scope of the planned three-year project. Nevertheless, it may be useful to indicate some possible entry points for the project, based on our analysis. In all cases, the objective should be to turn policy into practice.

In order to arrive at possible entry points, we might begin by asking:

- What are the aims of the project?
- What guiding principles might be applied, based on the above situation analysis?
- What approaches might therefore provide possible entry points, according to these principles?

8.1 Aims of the project

The concept note between APCEIU and the national partners, the MOE, IEPA and NaCCA, describes the aim of the three-year curriculum integration project as follows:

To support and facilitate the development of effective national and/or local curricula, or those of similar values (curricular guidelines, pedagogical guides, syllabi, textbooks, or teaching-learning resources) on GCED, with particular focus on the establishment and strengthening of sustainable implementation mechanisms for mainstreaming and curricula integration of GCED and the capacity-building of key human resources on GCED curriculum development and implementation.

This aim, which is common to all of APCEIU's country-level projects, will need to be contextualised not only to the values and culture(s) of Ghana, but also to the context of ongoing educational activities and structures.

A first step in designing the project might be to isolate the key features of GCED as promoted by the NPTECF. This will enable the development of a theory of change and possibly also indicators to measure the longer-term success of the project. Although the key features, as identified at the start of the project, may need to be modified as a result of findings during the project, the overall outcome may be a contribution—as suggested in the introduction to this document—to developing measurable indicators of GCED, which might itself lead to developing wider indicators for the achievement of Target 4.7 itself.

At the same time, in this first step, the project's leadership may seek to identify what stakeholders

themselves seek from the project by exploring and reflecting the concerns of children and young people, teachers, and their communities. This consultation process would represent an important source of feedback on the already implemented cycles of the new curriculum and its inclusion of the competencies of cultural identity and global citizenship.

The project-long process of seeking to identify and measure can include documenting the narratives and observed experiences of teachers and other stakeholders during the life of the project in terms of these key features, as well as documenting, where possible, the concrete outcomes.

8.2 Guiding principles for the project design

The design should reflect the cultural context of global citizenship and possibly also of citizenship. This includes the concerns and interests of those on whom we depend to nurture the values of global citizenship, including students, parents and guardians, and—perhaps—the communities served by the schools and which, in turn, serve the schools. This is the significance of the term ‘effective’ in many planned educational interventions. It relates not only to how the curriculum is *implemented* but also how it is *perceived* by its major stakeholders.

In the words of our respondents at NCCE: ‘There is interest in citizenship when people see that it affects their lives directly, when it is about recognising their rights and helping one another.’ There appears to be less interest when it is about seemingly more abstract or distant (both geographically and conceptually) concerns, such as governance or about instilling large-scale actions and responsibilities.

Any intervention around GCED will therefore likely benefit from a consideration of school culture, in terms of:

- attending to students’ experiences within school;
- connecting these experiences to their out-of-school lives;
- capturing the perspectives of the communities in which the schools lie.

In this way, the three elements of cultural identity, global citizenship, and school culture (in the sense of students’ feeling of belonging)⁵⁸ can form a strong basis for an intervention.

⁵⁸<https://www.oecd-ilibrary.org/sites/d69dc209-en/index.html?itemId=/content/component/d69dc209-en>

Will the project be designed as *research*? And, if so, will it be an *action research* model, in which the practitioners (namely the teachers and their principals) are engaged in the initial design as well as in feedback loops during implementation and in the final analysis and recommendations?

Ownership by key stakeholders at all levels will be vital to the success of the project. It may be worth recalling the powerful effect produced on the audience by two key actors from the Kenya GCED project (supported by APCEIU),⁵⁹ when they presented at the GCED workshop in Accra in August 2022. The words of the presenters described their efforts to reach the ‘hard to reach’ during the project, how they had strived to advocate for the project at every level of the education and political system, and how they had even on occasion addressed legal challenges to their efforts. It is to be hoped that those involved in the present project might become equally effective as educational ambassadors.

Once the design has been agreed upon, one might also consider designing a theory of change, perhaps expressed as a research question. For example, *how might teaching the association of cultural identity with global citizenship lead to better outcomes in terms of pro-social and pro-societal dispositions?* The theory of change might include tracking and supporting the implementation of the new curriculum to reflect the GCED aims as well as the standards-based approach. The period immediately following the introduction of any new curriculum can be fruitful for gathering feedback and testing methods of support.

8.3 Possible entry points and approaches

The following suggestions might inform the detailed design of the three-year project.

As to which of the cycles of basic education might be most suitable as an entry point, the upper primary and/or JHS cycles might offer the most appropriate entry points, for the following reasons:

- The amount of attention that has been and is already being given in projects related to early grade reading and maths
- Focusing on age groups that have—for the most part—achieved enough competency in reading and writing not to find it a struggle
- Students have not yet reached the SHS cycle where the curriculum may be denser and

⁵⁹ Jane Nyaga and Jane Njue, both from the Kenya Institute of Curriculum Development (KICD).

where the shadow of the secondary school exit exam looms

- The curriculum framework has been settled for upper primary and the textbooks published (the JHS has some continuing uncertainty regarding the place of OWOP, Social Studies, and RME)
- Children's growing sense of engagement at this age with the world beyond their immediate family circle and with issues of culture, belonging, and identity

On the other hand, as NaCCA pointed out in their feedback to the earlier draft of this document, 'KG and lower primary, being the foundation of formal education, should be included as entry points for GCED integration.' The decision, of course, will lie with the project design team.

Pedagogical challenges, including the intentions behind the standards-based curriculum, will need to be addressed in any project design. The project should include a standards-based pedagogical element. The analysis of the sample Grade 4 textbook for OWOP ([Annex 2](#)) and discussions with NaCCA all strongly suggest that the three-year research project needs to face the challenge of how to influence pedagogy.

In regard to pedagogy (and its relation to student assessment), the following statements from the NPLAF regarding *Assessing cultural identity and global citizenship* might also be recalled:

- The assessment processes require teachers to create activities that would make learners aware of their culture. The activities should also guide learners to relate their belief systems within a global context.
- Learners should be assessed to demonstrate skills that show how they are able to apply global best practices in their local context.

These statements are effectively a guide to the kinds of activities that would best demonstrate students' engagement with the target competency. The assessment of such activities would require a major shift from traditional assessment approaches, but would nevertheless represent desirable learning experiences.

It might be worth considering reviewing and refining the approved textbooks (or parts of the textbooks), including teacher's guides, particularly for the GCED 'carrier subjects' of OWOP and English, so that the content and pedagogy of the textbooks support the connections between cultural identity and global citizenship as intended by the NPTECF. Can OWOP and English as a subject be further supported to make GCED both explicit and implicit, and to shift the

approaches to how they are taught? The task of refining the teaching and learning materials in this way will depend on navigating the arrangements between NaCCA and the publishers of the approved textbooks, but could no doubt be achieved if the will is available.

Whether or not the project leadership believes refinements to the textbooks, or part of the textbooks, is possible, it may also be worth looking at the domain of the teaching of literacy, language, and literature. In the introduction to the upper primary syllabus (p. vi), the philosophy of the English 'language and literacy learning curriculum' is described in terms of: 'participatory and thematic approaches should be emphasised to help children connect literacy learning in the classroom to solving real world problems in their environment and world around them.'⁶⁰ The philosophy goes on to say that 'literacy is not just reading and writing but also listening, speaking and thinking. It involves the knowledge and skills to engage in social and academic processes needed for effective functioning in the school and community.'

For upper primary and junior high cycles, working creatively with English, the language of instruction, could have equal or more impact compared to working with OWOP, given how language study can provide opportunities for personal expression. One possible approach might be based on students' memoir writing around themes of identity, belonging, and agency, linked to 'real world problems in their environment and world around them'. Activities might include engaging with published texts that have been selected for how they reflect GCED values and themes, with the addition of memoir writing. Alternatively, depending on the grades, some students could take part in memoir writing, while others have a more active engagement with the local and wider community in their writing and actions.

The context for what takes place in terms of the academic curriculum is, of course, the ways in which students (and teachers) feel attached to and engage with the school, their community, and the wider world. This cuts across and goes beyond the curriculum. What do students think matters most in the curriculum? What do they care about? What do they think helps them to understand the major issues in society and the environment?

A survey could seek to measure ways in which the key elements of GCED, as identified in the national curriculum, are reflected not only in curriculum subjects but also in terms of relationships among students, between students and teachers (and schools), and between the school and its community. This has interesting 'academic' potential but might be less easy

⁶⁰ <https://nacca.gov.gh/learning-areas-subjects/new-standards-based-curriculum-2019/#155497986293-8-431d18ec-e24e>

to communicate to stakeholders. It might be less easy to measure in terms of the three-year project, but—as already suggested—could be a valuable way to develop wider indicators for the achievement of GCED.

For reference, relevant surveys of students' perceptions of global citizenship include the instrument developed by Oxfam's (2015) guide for schools on what makes a global citizen (quoted in Leithead & Humble, 2020).

As a final observation regarding entry points and approaches, teachers' PLCs have been developed in recent years. Can the project design analyse the work already done and the approach it has taken with a GCED framework? Similarly, attention can be turned towards the Communities of Excellence initiative. NCCE is clearly well-placed to support such an intervention.

8.4 Opportunities, challenges, and risks

The drafting of this situation analysis has engaged many stakeholders. There is clearly interest and enthusiasm among some of the stakeholders to commit institutional support to develop and strengthen GCED efforts. The active participation of so many institutions at the August 2022 workshop also attests to the level of interest in GCED. Nevertheless, the project is likely to face the uncertainties of some stakeholders regarding the very concept of GCED. This is a further reason for the project to undertake, as a first step, a process of revisiting and 'isolating' of the key features of GCED, as outlined in [Part 8, section 1](#), above.

Furthermore, in discussions with NCCE, it was reported that two of the main challenges that they face and would like to address—apart from issues of limited funding and of occasionally feeling like they have to work in competition with NGOs doing similar projects in the field of civic education—are the issue of apathy from stakeholders and the issues related to the role of social media in civic education (both its role in spreading disinformation and also its low penetration in rural areas, which NCCE is particularly mindful to reach).

Any intervention that seeks to influence pedagogy faces significant challenges. In order to mitigate the risks of these challenges, the nature of any proposed pedagogical shift must be explicit and appropriate to the context. The role of textbooks in making changes explicit is vital. In a centralised education system, the professional development of teachers (and also principals) must align with the methodology followed by the government-approved teaching and learning materials. A related risk, therefore, is in the development of new teaching and learning materials

to support the proposed pedagogical changes. How will the writers of the materials adapt how they write? Furthermore, in a textbook system in which private sector publishers are responsible for developing textbook content, there will be a challenge relating to revisiting and refining that content. Perhaps alternative content for part of the approved textbooks might be co-developed with the publishers.

What about the summative exams, which are so often the ‘tail that wags the dog’? Is there any evidence that, for example, OWOP might not—in practice—be taught in some or many schools if it is not an examinable subject?

Finally, it is widely acknowledged that remote and rural schools represent a potential challenge for any such intervention. It will therefore be important to ensure that any project design takes into account the ‘hard to reach’. An equity-based design is desirable for the longer-term sustainability of any educational intervention.


Bibliography

- Ackah-Jnr, F.R., Appiah, J., Addo-Kissiedu, K., & Kwao, A. (2022). Early Childhood Education Policy and Practice in Ghana: Document and Evidence Analysis with McDonnell and Elmore's Framework of Policy Instruments. *Multidisciplinary Journal of Educational Research*, 12(3).
<https://hipatiapress.com/hpjournals/index.php/remie/article/view/9964/3785>
- Africa Education Watch. (2022). Education Alert Policy Brief, Vol. 24 – May 1, 2022.
<https://africaeducationwatch.org/publication/education-alert-vol-24>
- Akyeampong, K. (2018). Understanding CBE in Ghana: *An analysis of the CBE pedagogy in Ghana (Paper prepared for the UK Department for International Development (DFID))*. REAL Centre, University of Cambridge.
https://www.educ.cam.ac.uk/centres/real/downloads/Policy%20papers/CBE%20-%20Final%20Impact%20Evaluation%20-%20REAL%20RP_V2.pdf
- Akyeampong, K., Pryor, J., & Ampiah, J.G. (2006). A vision of successful schooling: Ghanaian teachers' understandings of learning, teaching and assessment. *Comparative Education*, 42(2), 155–176.
- Akyeampong, K., Carter, E., Rose, P., Ryan, J., Sabates, R., & Stern, J.M.B. (2022). The effects of language preference and home resources on foundational literacy retention during school holiday closures in Ghana: Lessons from the Complementary Basic Education Programme. *Prospects*, 52(1-2).
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8640505/>
- Angyagre, S.E., & Quainoo, A.K. (2019). What are the critical dimensions in Ghana's senior high school social studies curriculum? Under the lens of a critical global citizenship education framework. *International Journal of Development Education and Global Learning*, 11(2), 142–158.
<https://files.eric.ed.gov/fulltext/EJ1237228.pdf>
- APCEIU. (2017). *Global Citizenship Education: A Guide for Policymakers*. APCEIU.
- Aryeh-Adjei, A.A. (2021). Community Participation in the Management of Ghanaian Schools. *Open Journals in Education*, 10(Issue SI).
<https://files.eric.ed.gov/fulltext/EJ1297942.pdf>

- Blanchard, K.P., Gibson, H., & O'Donnell, C. (2019). Understanding yourself as a foundation for exploring the world. In A. Smart et al. (Eds.), *NISSEM Global Briefs: Educating for the social, the emotional and the sustainable* (pp. 370–385).
<https://learningportal.iiep.unesco.org/en/library/nissem-global-briefs-educating-for-the-social-the-emotional-and-the-sustainable-diverse>
- Bosio, E. (2022). Embracing the Global South: Educators' Understanding on the Role of Global Citizenship Education in Brazil, South Africa, and Ghana. In M. Öztürk (Ed.), *Engagement with Sustainable Development in Higher Education* (pp. 199–208). Springer.
- Buabeng, I., Ntow, F.D., & Otami, C.D. (2020). Teacher Education in Ghana: Policies and Practices, *Journal of Curriculum and Teaching*, 9(1).
<https://files.eric.ed.gov/fulltext/EJ1248146.pdf>
- The Commission for Technical and Vocational Education and Training. (2021). *Technical and Vocational Education and Training Report*.
- Dampson, D.G. (2021). Effectiveness of Professional Learning Communities in Ghanaian Basic Schools through the Lenses of Socio-Cultural Theory. *Journal of Educational Issues*, 7(2).
https://www.researchgate.net/publication/356619328_Effectiveness_of_Professional_Learning_Communities_in_Ghanaian_Basic_Schools_through_the_Lenses_of_Socio-Cultural_Theory
- Dominici, P. (2022). The weak link of democracy and the challenges of educating toward global citizenship. *Prospects*. <https://doi.org/10.1007/s11125-022-09607-8>
- Education Regulatory Bodies Act, Act 1023, 2020 (GH).
- Education Service Act, Act 778, 2008 (GH).
- Government of Ghana. (2004). *White Paper on the Report of the Education Reform Review Committee*.
- Government of Ghana. (2020). *National Commission for Civic Education Annual Report*.

- 
- Hwa, Y.Y. (Ed.). (2022). *Purpose, Pressures, and Possibilities: Conversations About Teacher Professional Norms in the Global South. Research on Improving Systems of Education*. Oxford: Research on Improving Systems of Education.
https://doi.org/10.35489/BSG-RISE-Misc_2022/06
- IBE-UNESCO and APCEIU. (2018). *Training Tools for Curriculum Development: A Resource Pack for Global Citizenship Education (GCED)*. IBE-UNESCO.
<https://unesdoc.unesco.org/ark:/48223/pf0000366288>
- Kwenin, I.A. (2020). Perceptions on Citizenship Education in Social Studies in Senior High Schools in Ghana. *International Journal of Research and Innovation in Social Science (IJRISS)*, 9(11).
- Leithead, J., & Humble, S. (2020). How children living in poor informal settlements in the Greater Accra Region, Ghana, perceive global citizenship. *International Journal of Development Education and Global Learning*, 12(1).
https://www.scienceopen.com/document_file/3f76a884-2f5e-4eb7-a6c0-de90cec615ed/ScienceOpen/ijdegl12010006.pdf
- Ministry of Education, Ghana. (2017). *National teacher education curriculum framework: The essential elements of initial teacher education*.
<https://uew.edu.gh/sites/default/files/Announcement%20Files/National%20Teacher%20Education%20Curriculum%20Framework%20.pdf>
- Ministry of Education, Ghana. (2017). *National Teachers Standards' for Ghana: Guidelines*.
- Ministry of Education, Ghana. (2018). *Education Strategic Plan 2018-2030*.
<https://assets.globalpartnership.org/s3fs-public/2019-05-education-strategic-plan-2018-2030.pdf?VersionId=vEGK.klV26xMQ.hDq0G3SRm2GwPsqd5>.
- Ministry of Education, Ghana. (2022). *Fidelity of Implementation: Feb 22* (MoE, NaCCA, GES, BigWin Philanthropy).
<https://nacca.gov.gh/wp-content/uploads/2022/09/Fidelity-of-Implementation-Feb-2022.pdf>
- NaCCA. (2018). *National Pre-Tertiary Education Curriculum Framework for developing subject curricula*.
<https://nacca.gov.gh/wp-content/uploads/2019/04/National-Pre-tertiary-Education-Curriculum-Framework-final.pdf>

- NaCCA. (2020). *National Pre-Tertiary Learning Assessment Framework*.
https://ghanaeducation.org/wp-content/uploads/2021/01/National-Pre-Tertiary-Learning-Assessment-Framework_-24062020.pdf
- NaSIA. (2021). *School Performance Plus Inspection Aggregate Report*.
- Nugba, R.W., Quansah, F., Ankomah, F., Tsey, E.E., & Ankoma-Sey, V.R. (2021). A Trend Analysis of Junior High School Pupils' Performance in the Basic Education Certificate Examination (BECE) in Ghana. *International Journal of Elementary Education*, 10(3).
https://www.researchgate.net/publication/354459914_A_Trend_Analysis_of_Junior_High_School_Pupils%27_Performance_in_the_Basic_Education_Certificate_Examination_BECE_in_Ghana
- Sandoval-Hernández, A., Isac, M. M., & Miranda, D. (2019). *Proposal of a Measurement Strategy for SDG Global Indicator 4.7.1 and Thematic Indicators 4.7.4 and 4.7.5 using International Large-Scale Assessments in Education*. UNESCO Institute for Statistics.
<https://gaml.uis.unesco.org/wp-content/uploads/sites/2/2019/08/GAML6-REF-9-measurement-strategy-for-4.7.1-4.7.4-4.7.5.pdf>
- Sandoval-Hernández, A., & Carrasco, D. (2020, March). *A Measurement Strategy for SDG Thematic Indicators 4.7.4 and 4.7.5 using International Large Scale Assessments in Education*. UNESCO Institute for Statistics.
https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/06/Measurement-Strategy-for-474-and-475-using-ILSA_20200625.pdf
- Sandoval-Hernández, A., & Carrasco, D. (2020, 14 December). *Ensuring the Next Generation are Global Citizens and Stewards of Sustainable Development: Why Monitoring SDG 4.7 is Essential*. UNESCO Institute for Statistics.
<http://uis.unesco.org/en/blog/ensuring-next-generation-are-global-citizens-and-stewards-sustainable-development-why>
- Smart, A., Bernard, J., Williams, J.H., Benavot, A., & Sinclair, M. (2023). Integrating SEL into Textbooks and Instruction in Low- and Middle-Income Countries. In S.E. Rimm-Kaufman, M.J. Strambler & K.A. Schonert-Reichl (Eds.), *Social and Emotional Learning in Action: Creating Systemic Change in Schools*. Guilford Press.
<https://www.routledge.com/Social-and-Emotional-Learning-in-Action-Creating-Systemic-Change-in-Schools/Rimm-Kaufman-Strambler-Schonert-Reichl/p/book/9781462552047>



Soares, F., Galisson, K., & van de Laar, M. (2020). A Typology of Professional Learning Communities (PLC) for Sub-Saharan Africa: A Case study of Equatorial Guinea, Ghana, and Nigeria. *African Journal of Teacher Education*, 9(2).

<https://journal.lib.uoguelph.ca/index.php/ajote/article/view/6271/5934>

The Constitution of the Republic of Ghana. (1992, amended 1996).

https://www.constituteproject.org/constitution/Ghana_1996.pdf

The President's Committee on Review of Education Reforms in Ghana. (2002). *Meeting the Challenges of Education in the Twenty-First Century*.

UNESCO (2022). *Spotlight on Basic Education Completion and Foundational Learning in Ghana 2022*.

<https://unesdoc.unesco.org/ark:/48223/pf0000383113>

USAID (2020). *Country development cooperation strategy: 2020–2025*.

<https://www.usaid.gov/sites/default/files/documents/CDCS-Ghana-August-2025x.pdf>

Yosso, T.J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1).

https://thrive.arizona.edu/sites/default/files/Whose%20culture%20has%20capital_A%20critical%20race%20theory%20discussion%20of%20community%20cultural%20wealth_1.pdf

Annex: Notes on Our World and Our People, Grade 4 (published by Golden)

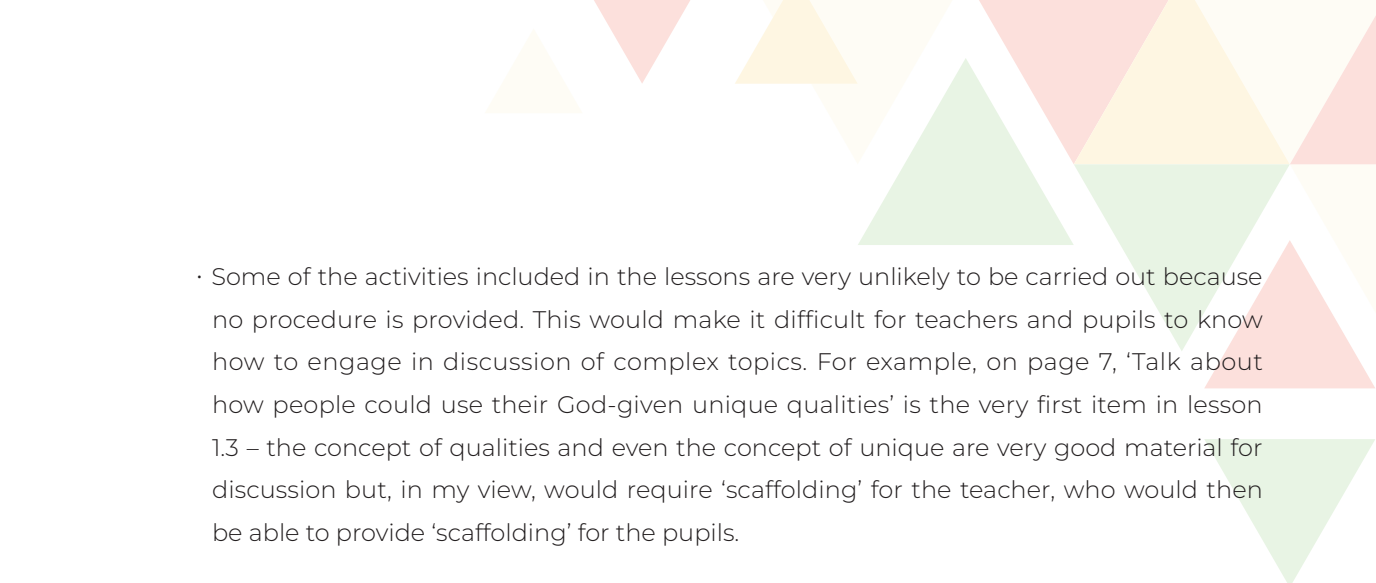
The following notes are not intended as a methodical analysis of the textbook, which would need to be organised according to prior criteria and to be carried out on all approved textbooks for the subject and grade. Nor do they include any analysis of the accompanying teacher's guide. Rather, these notes highlight some themes that are likely to form part of a future, more comprehensive analysis.

General comments

- Overall, the textbook has kept to the syllabus in terms of organisation, topics and competencies. It uses the content standards of the syllabus as a way of organising the headings and sequence of units in the textbook.
- A major general comment is that the content of the syllabus offers, in principle, a lot of rich opportunities for classwork that could – in principle – support education that is creative and problem-solving and which develops confidence in pupils towards engaging with the immediate and wider society. However, due to the details of the syllabus and the approach taken by the writers, the outcome is unlikely to meet the overall aim of the NPTECF, which is stated as follows:

The following notes are not intended as a methodical analysis of the textbook, which would need to be organised according to prior criteria and to be carried out on all approved textbooks for the subject and grade. Nor do they include any analysis of the accompanying teacher's guide. Rather, these notes highlight some themes that are likely to form part of a future, more comprehensive analysis.

- Although the core competencies of the NPTECF, as set out on p. 20 of the document, link cultural identity and global citizenship together as a single competency, the majority of this Grade 4 textbook reflects issues of cultural identity rather than issues of global citizenship. That is, the two are not deployed as two parts of a single core competency. As a result, in my opinion, the potential synergy between these two aspects of pupils' personal development – that is, cultural identity and global citizenship – are treated as being distinct from each other rather than as being interconnected.
- Each unit of the textbook starts with several layers (weights) of headings, including the content standards and the indicators. One wonders how this information is used in the classroom, by both the teacher and the pupils.

- 
- Some of the activities included in the lessons are very unlikely to be carried out because no procedure is provided. This would make it difficult for teachers and pupils to know how to engage in discussion of complex topics. For example, on page 7, 'Talk about how people could use their God-given unique qualities' is the very first item in lesson 1.3 – the concept of qualities and even the concept of unique are very good material for discussion but, in my view, would require 'scaffolding' for the teacher, who would then be able to provide 'scaffolding' for the pupils.

Unit 1

The theme is potentially very interesting and is capable of engaging pupils in thinking about individuality, how to respect themselves, and how to respect others. However, the same comment as above also applies here: the teacher would need more help to be able to deal with this theme in a class of 10 year-olds. (NB: I have not looked at the teacher's guide.)

I would say that sorting the children in the class by weight is not advisable, let alone sorting them by intelligence. On the other hand, it should be noted that the characteristics of 'dull' and 'intelligent' are given as examples in the syllabus itself. So, in my view, some attention should be given to the examples provided in the syllabus.

The texts that the pupils should read in this unit seem to me to be quite difficult for 10-year-olds to understand. Readability may be an issue across the textbook.

The theme of not damaging the body is interesting and will engage children. But topics like tattooing and piercing are of a different order from FGM, I would say. They could be taught using actual examples – with more context for each example – in order to encourage more discussion. Some of these issues are less a matter of right/wrong than other issues, in my opinion. (Piercing is a very traditional custom in cultures in other parts of the world, if we are thinking about global citizenship. See, e.g:

<https://edtimes.in/the-science-behind-piercings-why-indians-pierce-these-specific-body-parts-and-its-benefits/>)

Lesson 1.3, 'Using our God-given unique qualities', again offers great opportunities for class discussion and activities but it is all treated in the textbook as being questions of right and wrong.

Exercise 1 (pp. 10): This is a waste of a page. Other examples can be seen in the textbook.

Unit 2

The 'strengths and weaknesses' of individual students is a very difficult topic. Is someone who is more confident necessarily 'stronger'? What about someone who is more patient –are they stronger or weaker? Doesn't it depend on the context? How would one go about 'overcoming' weaknesses, as the textbook suggests? The content of the unit is a rather superficial treatment of a complex topic and would be much improved by using situations that are more authentic. This in turn would depend on the authors doing more research into actual examples when writing the material.


Pp. 18: 'If your friend's character is not good, be bold to stop the friendship.' The textbook suggests that this will 'help us to live peacefully with our friends and people around us.' I would ask: how does a 10-year-old judge good and bad character? No help is given to the teacher or student to be able to do this. The treatment of the theme is rather simplistic (A better response by a pupil to such behaviour might be for the pupil to engage with their friend about the reasons for their poor behaviour).

Pp. 18-19: The textbook should not encourage pupils to write on the pages. (See also p.45.) And what is the academic purpose of asking a student to draw themselves here?(However, I note that this example has been taken from the syllabus.)

Pp.21: Providing ways of saying 'Good morning' etc is not very useful for a 10-year-old who almost certainly does this every day in any case. Civil communications are of course important, but 10-year-olds surely do not need to be taught to say 'Good morning'. A more engaging methodology could be found to address the theme.

The sentence on pp.23 – 'We should allow people to speak their minds even if we don't agree with what they say.' is an example of how the textbook should explore more areas for discussion. For example, this sentence could be taken as meaning the opposite of the sentence on p.17, which says: 'We should be bold to say no to those who say or do things to disturb or hurt us.'

Activity on pp.23: 'Talk about how you can start a good interpersonal relationship with a new pupil who just joined your class.' The phrase 'interpersonal relationship' is not very appropriate for a Grade 4 pupil. But also, how would they do this activity meaningfully?This would be a good opportunity for a well-scaffolded role play.



Likewise, on pp.25, in the lesson 'How to live in harmony with people', it says, 'At school, we should accept the opinions of others.' This goes further than the previous statement about allowing people to speak their minds. Does accepting an opinion mean agreeing with that opinion?

Pp. 30: 'The father is the head of the nuclear family.' Also on p.31 it says that the mother does the cooking and maintains the home. How does this reflect the call for gender equality in SDG target 4.7? The NPTECF (p. 10) states that among the key strategies is the following: By 2030, 'eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations'.

On pp.20, among the objectives of the NPTECF: 'Promote an inclusive educational system where individual strengths and potentials are valued and maximised, regardless of ethnicity, religion, gender, geographical location or disability.' Other examples can also be found in the NPTECF. <https://nacca.gov.gh/wp-content/uploads/2019/04/National-Pre-tertiary-Education-Curriculum-Framework-final.pdf>

Much of Unit 5 is likely to lead to memorisation. The final section on p.43 is about how to become a good person and be a community helper. This could have been a great opportunity to end the unit by promoting authentic student agency in the community.

Some of strand 4 duplicates the content of strand 1 (e.g. the unit on Good Manners).

Strand 5 – My Global Community – is very short, with only two units. The first is on 'Cultural Exchanges between Ghana and her neighbours', but the second is on geology. The first of these is an indication of how the matrix of core competencies and subject specific practices in the Our World Our People syllabus, which appears to reference global citizenship many times, may not be a true reflection of how much teaching time will be given to the themes of GCED. <https://nacca.gov.gh/wp-content/uploads/2019/04/National-Pre-tertiary-Education-Curriculum-Framework-final.pdf>

The geology unit at the end of the textbook reveals the problem faced in the organisation of the new curriculum, of squeezing physical geography into the new subject area of Our World and Our People. (The geology unit is provided in the syllabus, so in this respect, the textbook is merely following the syllabus.)

Sample double-page spreads from the Grade 4 textbook:

