

NaCCA NEWSLETTER

Be Informed, Stay Updated!

Fourth Edition

New Era at NaCCA Begins:

Strategic Continuity and Transformational Leadership

The National Council for Curriculum and Assessment (NaCCA) has officially welcomed Professor Samuel Ofori Obuobisah Bekoe as its new Acting Director-General, marking the beginning of a new phase in the institution's leadership and strategic direction.

In his introductory message, Prof. Bekoe expressed deep gratitude for the opportunity to serve and lead an institution that remains central to Ghana's ongoing educational transformation. "I am honoured to assume the role of Acting Director-General of the National Council for Curriculum and Assessment (NaCCA) and to lead an institution that is central to Ghana's educational transformation," he stated.

Recognising NaCCA's pivotal role in shaping Ghana's curriculum and assessment landscape, Prof. Bekoe affirmed his commitment to ensuring that curriculum standards, assessment systems, and teaching and learning materials remain fit for purpose, forward-looking, and aligned with national development aspirations. "With over eighteen years of experience in higher education, academic leadership, and national policy engagement, I fully understand the strategic importance of the Council's mandate and the value of the collective expertise of its staff and ...



PROF. SAMUEL OFORI BEKOE
Ag. Director-General, NaCCA

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SHS & SHTS LEARNING AREAS

The selection of the learning areas and the subject combination are dependent on the individual school's capacity (resources) and focus areas.

01 Agriculture

02 Science

03 Business

04 Languages

05 General Arts

06 Home Economics

07 Global Studies

08 Applied Technology

09 Visual and Performing Art



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Our Mandate

The National Council for Curriculum and Assessment (NaCCA) is an agency of the Ministry of Education mandated by the Education Regulation Body Act, 2020 (Act 1023) to develop national curriculum and assessment standards for pre-tertiary educational institutions.



OUR MISSION

“To develop curriculum and assessment standards that ensure children in Ghana are lifelong learners with a heightened sense of national identity and global citizenship.”



OUR VISION

“Developing a world-class curriculum and assessment standards for quality educational provision for all children in Ghana”.



OUR VALUES

NaCCA's operations are guided by a set of core values, the **PPRICE** Model. These are: -

- **Professionalism**
- **Passion**
- **Respect**
- **Integrity**
- **Collaboration**
- **Excellence**

Profile of Professor Samuel Ofori O. Bekoe

- Ag. Director-General of NaCCA

Prof. Samuel Ofori Obuobisah Bekoe is a distinguished educationist and academic with over eighteen (18) years of progressive experience in higher education, research, teacher development, academic administration, and educational leadership. His professional trajectory reflects a deep commitment to advancing quality education and building robust systems that support effective teaching and learning in Ghana and beyond.

Prof. Bekoe has played an instrumental role in shaping academic and institutional structures through his various leadership positions at the University of Education, Winneba (UEW), where he served as Head of Department, Dean of Faculty, and a member of the Governing Council. His leadership style is characterized by strategic vision, collaborative engagement, and an unwavering dedication to academic excellence and institutional growth.

Until his appointment as the Acting Director-General of the NaCCA, Prof. Bekoe was the Director of the Institute for Teacher Education and Continuing Professional Development (ITECPD) at UEW. In this role, he led the coordination of teacher training programmes, continuing professional development activities, and partnerships aimed at improving teacher quality and instructional delivery nationwide.

Prof. Bekoe also made a significant impact at the national level as the President of the University Teachers Association of Ghana (UTAG), where he demonstrated strong leadership and negotiation skills in advancing the interests of university faculty and contributing to national discourse on education policy and reform.

As a curriculum expert, Prof. Bekoe's work spans curriculum design and development, instructional planning, assessment systems design, and programme evaluation. His contributions have supported the formulation, review, and implementation of education policies, teacher standards, and learning frameworks. He is passionate about building responsive and



inclusive education systems that meet both national priorities and global trends.

A rich portfolio of research and consultancy work with various local and international organisations complements his technical competencies. He has led and participated in multiple projects related to education reform, leadership training, capacity building, and the development of training manuals for educators. His analytical skills in both qualitative and quantitative research methodologies underpin his success in data-driven programme evaluations and policy analyses.

ACADEMIC QUALIFICATIONS

PhD in Curriculum Studies: University of Strathclyde, Glasgow, Scotland, UK (2003–2006)

Bachelor of Education (B.Ed.) in Social Studies & Mathematics: University of Education, Winneba, Ghana (1999–2000)

Diploma in Education (Dip. Ed.) in Social Studies &

Mathematics: University of Education, Winneba, Ghana (1996–1999)

Teachers' Certificate “A” : Presbyterian College of Education, Akropong-Akwapim, Ghana (1987–1990)

GCE “O” Level – Pope John Senior High School and Minor Seminary, Koforidua, Ghana (1980–1985)

LEADERSHIP PHILOSOPHY AND VISION

Prof. Bekoe believes that quality education begins with visionary leadership, effective policies, and a professionally empowered teaching force. His leadership at NaCCA is focused on consolidating the gains of Ghana's curriculum reforms, promoting inclusive education, strengthening assessment systems,

and enhancing stakeholder engagement for sustainable learning outcomes.

He is committed to building an inclusive, responsive, and future-ready education system. His leadership emphasizes evidence-based reforms, stakeholder collaboration, and the alignment of learning outcomes with both national development priorities and global standards. Through innovation, policy stewardship, and capacity building, he continues to steer NaCCA towards achieving its vision of transforming education for sustainable development.



Mr. Eric Amoah,

Ag. Deputy Director-General (Technical Services) at NaCCA, is a seasoned educationist with over a decade of experience in curriculum development, teacher training, education management, and assessment administration.

He has served as a classroom teacher, department head, national facilitator, and curriculum specialist, with teaching experience spanning senior high, technical, and tertiary institutions.

At NaCCA, he has played a key role in curriculum reforms, national assessments such as the NST, and initiatives that strengthen teacher capacity and learner assessment. He has also served as an Examiner for WAEC and NABPTEX and contributed to national projects with the Ghana Statistical Service. Guided by servant leadership and innovation, his vision is to promote inclusive learning, curriculum fidelity, and stronger assessment systems to advance Ghana's education.



Dr. J.R. Achoanya Ayam,

Ag. Deputy Director-General (Management Services) at NaCCA, is a seasoned financial administrator, systems accountant, and institutional development expert with over 25 years of leadership experience. He has served in academia, banking, and consultancy, providing strategic advisory to both local and international institutions.

A certified management professional, he lectures in Corporate Finance, Accounting, and Governance, with research interests in FinTech, Risk, and Public Sector Management. His achievements include transforming Builsa Community Bank Ltd., leading reforms at the Catholic University College of Ghana, and managing large-scale projects across sectors.

Guided by servant leadership and innovation, Dr. Ayam is committed to advancing efficient systems and institutional excellence in Ghana's education sector.

EDITORIAL

Charting a Renewed Course with Purpose and Partnership



Rebecca Abu Gariba
Editor-in-Chief

There are moments in an institution's life that stand out, not simply for their visibility but for the quiet shift they bring to its rhythm, aspirations, and direction.

The appointment of Professor Samuel Ofori Bekoe as Ag. Director-General of the National Council for Curriculum and Assessment (NaCCA) in May this year marked a quiet but significant shift in the Council's rhythm and direction. His arrival brought clarity and conviction that curriculum reform in Ghana requires both thought leadership and grounded collaboration. From his very first staff durbar, Professor Bekoe set the tone for a new culture of shared purpose—urging staff to see themselves not just as custodians of standards, but as active contributors to Ghana's education transformation. He

reinforced this spirit when he met Senior High School manual writers in Ho, encouraging them to “get it right” for teachers who will implement the curriculum in classrooms. Since then, NaCCA has broadened its engagements locally and internationally.

A highlight has been the partnership with the European Union's Regional Teachers Initiative for Africa (RTIA), a collaboration aimed at building capacity and advancing evidence-informed curriculum implementation, especially in the area of Green Skills. Closer to home, sustained interactions with the private school sector and the Ghana Publishers Association have deepened cooperation and strengthened alignment on textbook delivery and curriculum rollout. Through these engagements—alongside hosting delegations from universities, global education experts, and assessment bodies—NaCCA continues to affirm its role as a key driver of curriculum reform, innovation, and collaboration. Under Professor Bekoe's leadership, the Council is charting a renewed course: one rooted in purpose, partnership, and a commitment to learner-centred education.

NaCCA Conducts Assessor Training and Data Collection for Out-of-School Children Assessment



From 25th to 26th July 2025, the National Council for Curriculum and Assessment (NaCCA) organised a two-day assessor training, followed by a ten-day data collection exercise for the Cohort 3 Endline of the Out-of-School Children (OOSC) Assessment. The initiative seeks to measure learning outcomes of learners in the Accelerated Learning Programme across the Savannah, Northern, North East, and Oti Regions. The training equipped 140 enumerators with practical skills to conduct standardised assessments in local languages such as Likpakpaln, Brifour, Dagbani, Ewe, Ashanti Twi, Gonja, Mampruli, and Dagaare. Participants were guided through assessment procedures, the use of digital tablets, ethical standards, and data quality assurance, ensuring accurate and culturally sensitive evaluations. Data collection commenced on 28th July and lasted ten days. Enumerators worked across ALP centres using digital tablets to facilitate real-time data entry, supervision, and troubleshooting. This integration of technology strengthened efficiency and data integrity throughout the process. Madam Anita Collison, Ag. Director of Standards, Assessment, and Quality Assurance at NaCCA, highlighted the significance of the exercise: “This comprehensive data collection is vital for understanding the impact of the Accelerated Learning Programme. The insights gained will shape strategies to enhance access and outcomes for out-of-school children across Ghana.” With strong coordination, logistical support, and commitment to data-driven decisions, NaCCA continues to advance inclusive and equitable education for all Ghanaian children.

UNITING FOR IMPACT:

Stakeholders Meet to Craft Ghana's Country Action Plan



In a high-level stakeholder meeting held in Accra yesterday, the Minister for Education, Honourable Haruna Iddrisu, led discussions toward the development of a Country Action Plan (CAP) aimed at strengthening teacher capacity and enhancing educational quality in Ghana. The meeting brought together key institutions including the European Union–Regional Teachers' Initiative for Africa (EU-RTIA) Facility Team, the National Council for Curriculum and Assessment (NaCCA), and the National Teaching Council (NTC). Central to the dialogue were two key focus areas: the Green Skills Competency Framework and Mental Health and Psychosocial Support (MHPSS) for teachers. Hon. Iddrisu underscored the Ministry's commitment to sustainable partnerships that drive impactful policy change and capacity development across the education sector. He highlighted the urgent need for a national digital learning platform that would promote inclusive and equitable access to quality learning resources for all Ghanaian students. The EU-RTIA Facility is expected

to provide targeted technical support for the development and implementation of these frameworks, bolstering Ghana's broader educational transformation agenda. This collaborative effort signals a renewed focus on teacher well-being, climate-conscious education, and digital equity as pillars of future-ready learning.



NaCCA Holds Maiden Governing Board Meeting and Orientation



The newly inaugurated Governing Board of the National Council for Curriculum and Assessment (NaCCA) held its maiden meeting on 20th and 21st August 2025 at the AH Hotel in East Legon, Accra. The two-day session brought together the Governing Board, Ag. Director-General, and senior management of NaCCA to reflect on the Council's vision, review ongoing initiatives, and set the course for the years ahead. In his opening remarks, Board Chair, Prof. Vincent Assanful, commended members for their commitment to serve at such a critical stage in Ghana's education journey. He underscored the Board's responsibility to provide policy direction, strategic oversight, and accountability while ensuring NaCCA operates with transparency, innovation, and

excellence. Prof. Samuel Ofori Bekoe, Ag. Director-General of NaCCA, shared the Council's strategic vision, reaffirming a commitment to curriculum development, stronger assessment standards, and the integration of technology in teaching and learning. He stressed that NaCCA's priority is to nurture learners who are creative, problem-solving, and globally competitive, while deepening collaboration with teachers, parents, publishers, and policymakers. The meeting also featured expert inputs from Prof. George Oduro, Technical Advisor to the Minister of Education, on building mission-focused governance; Dr. Mrs. Stella Agyenim-Boateng of the Public Services Commission on governance

and HR policy; and Mr. Kwabena Biritwum from the Ministry of Finance on financial management. Directorate heads further updated the Board on progress, challenges, and upcoming projects. The maiden meeting marked a milestone in NaCCA's journey, closing on a renewed pledge of partnership between the Board and management to drive Ghana's curriculum reforms and ensure quality learning outcomes for all learners.





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stakeholders,” he said. “I am committed to fostering collaboration, transparency, and innovation in everything we do.” He assured the public and the education sector of his intention to sustain and build upon the progress made under the leadership of his predecessors. “Together, we will build on the strong foundation laid by our predecessors and take NaCCA to greater heights,” he remarked.

Looking ahead, Prof. Bekoe emphasized the need to deepen impact through

strengthened curriculum implementation, improved assessment practices, and the promotion of inclusive, competency-based learning across all levels of pre-tertiary education. “We will continue to engage meaningfully with stakeholders, embrace evidence-based reforms, and uphold the highest standards of professionalism in delivering on our mission,” he assured.

Prof. Bekoe concluded his message with a call to unity and purpose: *“I am excited about the*

journey ahead and confident in our shared ability to make a lasting impact on Ghana’s education system. Let us work together to build an education framework that equips learners not only for academic success but also for active citizenship and lifelong productivity.”

The Management and Staff of NaCCA congratulate Prof. Bekoe and look forward to a transformative era under his leadership.

Ensuring Curriculum Success: NaCCA Engages Publishers on the New SHS, SHTS, and STEM Curriculum

On 13th February 2025, the National Council for Curriculum and Assessment (NaCCA) engaged with publishers and content creators at the British Council in Accra. The session aimed to introduce and explain the structure, content, and goals of the new Senior High School (SHS), Senior High Technical School (SHTS), and Science, Technology, Engineering and Mathematics (STEM) curriculum.

Mr. Reginald George Quartey, Ag. Director of Curriculum, and Madam Joana Vanderpuije, Ag. Director of Instructional Resources, led the presentations. The team provided an in-depth overview of the curriculum’s



framework, highlighting its competency-based design, subject combinations, and integrated assessment model. The new curriculum encourages critical thinking, problem-solving, and the practical

application of knowledge.

Participants were given access to a digital resource hub containing subject syllabi, teacher guides, and learner materials to support content development.

NaCCA's Ag. DG Joins Writers in Developing Year 3 Teacher Manuals for New Curriculum

NaCCA's Acting Director-General, Prof. Samuel Ofori Bekoe, joined a team of curriculum experts and writers at the Volta Serene Hotel for the development of Year 3 Teacher Manuals for the new SHS, SHTS, and STEM curriculum—currently being rolled out from the 2024/2025 academic year.

The manuals under development are designed to serve as practical guides for teachers, offering step-by-step support in delivering the new curriculum. They aim to help teachers effectively integrate the curriculum's cross-cutting themes, while nurturing 21st Century skills, core competencies, and shared Ghanaian values in students.



Addressing the team, Prof. Bekoe emphasised the transformative role of curriculum in national development. “The future of our country depends on the quality of instruction we provide our

learners,” he stated. He urged the writers to approach their task with a deep sense of purpose, knowing its impact on learners and the broader future of Ghana.



Empowering Education:

NaCCA Leads Data Collection for Communities of Excellence



The National Council for Curriculum and Assessment (NaCCA) conducted a nationwide survey across 40 districts as part of the Communities of Excellence Programme (CEP). The CEP is an initiative of the Ministry of Education focused on improving literacy and numeracy outcomes in low-performing basic schools.

The CEP brings together a vibrant network of education stakeholders, including local communities,

NGOs, and school leadership—to support effective teaching and learning at the foundational level. The programme focuses on collaboration, innovation, and data-driven solutions to improve learner outcomes in reading and numeracy.

The survey team visited some selected beneficiary schools, gathering first-hand feedback from District Directors of Education, headteachers, teachers, learners, and School Management Committees. These interactions provided valuable insights into the programme's implementation and identified areas for improvement to ensure a stronger impact.

Districts visited included Jaman South, Bibiani Anhwiaso Bekwai, Birim North, Bosomtwe Anloga, Sissala West, Juaboso, and Bolgatanga East. Across the country, the commitment and energy displayed by participants reinforced the collective drive to transform education delivery.



NaCCA HOLDS FOI DISSEMINATION WORKSHOPS ACROSS MIDDLE AND SOUTHERN ZONES

The National Council for Curriculum and Assessment (NaCCA) has taken another step towards deepening the roll-out of the Communities of Excellence Programme (CEP) by holding Fidelity of Implementation (FOI) dissemination workshops across the Middle and Southern Zones.

In the Middle Zone, the workshops were held in Kumasi on 10th July and in Sunyani on 11th July 2025. The dissemination then moved to the Southern Zone, with sessions held in Takoradi on 22nd July and in Accra on 24th July 2025.

The series drew a wide representation of stakeholders from across the education sector. Among those present were the Ag. Deputy Director-General of NaCCA, the Deputy Executive Director of the Complementary Education Agency (CEA),



Regional and District Directors of Education, School Management Committee (SMC) members, headteachers, and classroom teachers.

The sessions provided participants with key findings from the FOI exercise, shedding light on how the CEP is currently being implemented in schools and communities. Through focused group discussions, stakeholders shared experiences from their local contexts, identified implementation challenges, and

highlighted success stories.

These reflections were later brought into a plenary session that generated practical recommendations aimed at strengthening fidelity, quality, and consistency in programme delivery. The workshops also underscored the strong commitment of stakeholders to improving learning outcomes in their communities.

Feedback from participants revealed that the dissemination not only served as a vital accountability tool but also created a platform for aligning local practices with national expectations for the CEP.

By engaging stakeholders at this level, NaCCA and its partners aim to sustain the momentum of the Communities of excellence model and ensure measurable, lasting improvements in Ghana's education delivery.



Sunyani



Kumasi



Takoradi



Accra

NST ITEM DEVELOPMENT WORKSHOP BREAKS NEW GROUND



The National Council for Curriculum and Assessment (NaCCA) organized a pivotal three-day workshop from 24th to 26th April 2025 at The Aknec Hotel, Accra, to develop high-quality test items for the National Standardized Test (NST) for Primary Two learners. The workshop focused on Mathematics and English Language, with an integrated emphasis on Socio-Emotional Learning (SEL), aligning with the Standards-Based Curriculum (SBC) and the Global Proficiency Framework (GPF).

In her opening remarks, Ms. Anita Collison Frances Cordie, Ag. Director of the Standards, Assessment and Quality Assurance (SAQA) Directorate at NaCCA, emphasized the strategic role of assessment in improving educational quality. She underscored the need for learner-centered assessments that reflect not only academic competencies but also key socio-emotional skills such as empathy, resilience, and collaboration.

Facilitated by the SAQA Directorate, the workshop featured plenary sessions, subject-specific breakout groups, and hands-on item-writing. Key presentations were delivered on the use of EGRA/EGMA tools, the GPF, and strategies for integrating socio-emotional learning, equipping participants with both global perspectives and practical tools.

Each subject group was tasked to develop 100 test items based on a newly developed Test Blueprint. By the end of the workshop, finalized items were submitted for review, with illustrations to follow for piloting and printing.

Despite time constraints, the workshop achieved its objectives, laying a strong foundation for a globally benchmarked and learner-focused assessment system. NaCCA remains committed to delivering inclusive and standardized assessments that promote holistic development and academic excellence across Ghana.



NaCCA TRAINS TEACHERS IN FORMATIVE AND DIFFERENTIATED ASSESSMENTS

In a bold step to advance curriculum fidelity and effective classroom practices, the National Council for Curriculum and Assessment (NaCCA) conducted a transformative two-day training workshop for staff of the SOS Educational Institute from April 29 to 30, 2025.

Facilitated by NaCCA's Standards, Assessment, and Quality Assurance (SAQA) directorate, the capacity-building session focused on strengthening educators' understanding and application of formative, summative, and differentiated assessment strategies within the Standards-Based Curriculum (SBC) framework.

In her opening remarks, Ms. Anita Collison Frances Cordie, Ag. Director of SAQA, emphasized a mindset shift—from assessment as mere grading to assessment as a tool for improving learning outcomes and nurturing growth. The training featured expert-led presentations, breakout sessions, and practical exercises. Topics ranged from Bloom's Taxonomy and test item development to feedback strategies and socio-emotional learning integration. Educators also engaged in hands-on activities to create rubrics, observation tools, and curriculum-aligned multiple-choice questions (MCQs), culminating in group presentations and peer feedback.

Notably, sessions on test item analysis and differentiated assessment deepened participants' capacity to assess learners equitably and responsively. By the workshop's close, educators reported increased

confidence in applying assessment strategies that are inclusive, reflective, and performance-driven. The SOS leadership commended NaCCA for its professional delivery and reaffirmed its commitment to sustaining the momentum through continuous professional development. This partnership stands as a model for effective collaboration in enhancing educational quality across Ghana.



Curriculum Ministerial Steering Committee



NaCCA Strengthens Private SHSs Capacity Through Student Transcript Portal Training

As part of the nationwide rollout of the new SHS Curriculum, the National Council for Curriculum and Assessment (NaCCA), in partnership with the West African Examinations Council (WAEC), the National Schools Inspectorate Authority (NaSIA), and other stakeholders, organized a two-phase training workshop for private Senior High Schools (SHS) across the country.

The training focused on the practical use of the newly introduced Student Transcript Portal (STP), a digital platform designed to streamline the implementation of the students' assessment and Transcript System. The initiative was aimed at

equipping school leaders and technical officers with the knowledge and tools required to navigate the portal effectively and ensure smooth adoption at the school level.

To promote inclusivity and ease of access, the training was divided into two zones. The first session, which is the Northern Zone workshop was held in Kumasi. It brought together participants from Ashanti, Bono, Bono East, Ahafo, Northern, North East, Savannah, Upper East, and Upper West regions. The Southern Zone workshop took place in Accra on 15th and 16th May 2025, bringing together schools from Greater Accra, Volta, Eastern, Central, Oti,

Western North and Western regions. The two-day session provided intensive, hands-on training for participants. A total of 507 participants were trained, among them representatives from three schools based outside Ghana.

This zonal approach not only encouraged regional balance but also allowed for targeted discussions that addressed the unique needs of participating schools. By the end of the sessions, participants were better prepared to integrate the Transcript Portal into their administrative processes, a crucial step toward strengthening the delivery of secondary education under the new curriculum framework.



THE SIGNIFICANCE OF ASSESSING EDUCATIONAL MATERIAL IN GHANA'S EDUCATION SYSTEM

Assessment of educational materials is a crucial process in evaluating the quality and relevance of instructional resources in Ghana. It involves a comprehensive review and evaluation of resources such as textbooks, supplementary readers, teachers' guides, e-learning applications, and other digital instructional tools to ensure adherence to national curriculum standards and alignment with the developmental needs of learners. The National Council for Curriculum and Assessment (NaCCA), established under the Education Regulatory Bodies Act, 2020 (Act 1023), is mandated to execute this vital task, thereby ensuring the availability of quality-assured instructional resources across all levels of pre-tertiary education.

In a nation where education functions as the foundation of socio-economic and national advancement, it is essential to systematically oversee the quality of all instructional resources—both print and digital. Studies highlight that textbooks, educational applications, and other instructional tools serve not only as teaching aids but also as significant determinants of learning outcomes and classroom practices (Oakes & Saunders, 2004; Pingel, 2010). The assessment of these materials in Ghana aids in the identification and removal of inaccuracies, outdated information, misleading digital content, and culturally inappropriate materials, thereby ensuring that learners have access to resources that are relevant, inclusive, and empowering.

Furthermore, NaCCA's evaluation ensures that educational resources, such as textbooks, supplementary materials, or e-learning platforms, advocate for learner-centred methodologies, promote inclusivity and gender sensitivity, and foster critical thinking, creativity, along with 21st-century skills. These elements are essential constituents of Ghana's Standards-Based Curriculum.

Call to Publishers and EdTech Developers

To uphold the integrity, credibility, and relevance of instructional resources in Ghana, publishers and EdTech companies are highly encouraged to submit their materials for assessment by NaCCA prior to market introduction. This process ensures that the products adhere to curriculum standards, pedagogical principles, and ethical norms. A NaCCA-approved material, whether in print or digital format, signifies a mark of quality assurance, thereby increasing its appeal to schools, teachers, and parents. Such approval not only affirms the educational value of the resource but also enhances its commercial attractiveness and widespread adoption across the nation.

By submitting their materials for evaluation, publishers and developers establish strategic partnerships in advancing Ghana's educational objectives. They play an active role in promoting equity and access to high-quality instructional resources. Moreover, publishers and developers who align their content with the Standards-Based Curriculum contribute to the enhancement of literacy, numeracy, digital literacy, and lifelong learning skills among students. Research indicates that nations with comprehensive approval systems for instructional resources experience greater consistency and fairness in teaching and learning (UNESCO, 2016), underscoring the significance of Ghana's approach.

Call to Schools

Headteachers, circuit supervisors, and district directors are strongly advised to ensure that only NaCCA-approved instructional resources, whether in print or digital format, are used within pre-tertiary educational institutions. These approved materials have undergone comprehensive quality assurance procedures, making them the most reliable and effective tools for teaching purposes.

Educational institutions should be encouraged and supported to consistently use NaCCA-approved books, apps, and e-learning platforms. The utilisation of such resources guarantees that classroom instruction is grounded in accurate, age-appropriate, and curriculum-aligned content. Conversely, employing unapproved resources, whether a book or an



Joseph Barwuah

educational app, may undermine educational standards, disseminate misinformation, and mislead students. Therefore, schools ought to procure materials solely from verified suppliers and ensure that each instructional resource bears the official NaCCA Approval Logo and QR code.

Call to Teachers and Learners

Teachers, as the primary implementers of the curriculum, hold a crucial responsibility in the effective utilisation of NaCCA-approved instructional resources. Their lesson plans, classroom activities, and assessments must be explicitly aligned with these resources to ensure consistency and uphold quality standards across educational institutions. Furthermore, teachers are also tasked with guiding learners to appreciate the significance of relying on authentic, quality-assured materials.

Learners, in turn, gain direct benefits from NaCCA-approved resources, whether print or digital, as these are designed to be age-appropriate, inclusive, and supportive of their developmental needs. Using these resources allows learners to establish strong foundations in literacy, numeracy, problem-solving, and digital literacy, while also encouraging creativity and confidence. As Jeynes (2010) notes, the accessibility and quality of learning materials greatly influence learner achievement, emphasising the importance of using well-vetted resources.

Conclusion

The assessment of educational materials in Ghana surpasses mere regulatory compliance; it serves as a national safeguard to ensure the quality of education. It guarantees that learners receive accurate, relevant, and developmentally suitable resources that foster creativity, critical thinking, digital literacy, and lifelong learning. By urging publishers and EdTech developers to submit their materials for evaluation, assisting schools in adopting NaCCA-approved instructional resources, and empowering teachers and students to utilise them effectively, Ghana fortifies the foundation for equitable, inclusive, and high-quality education.

Ultimately, the evaluation of educational materials constitutes a collective obligation. Publishers, developers, educational institutions, policymakers, and communities are required to collaborate to ensure that every Ghanaian learner gains access to resources, both print and digital, that equip them not only for academic achievement but also for active engagement in the knowledge society of the twenty-first century.

Joseph Barwuah

***Senior Instructional Resource Officer, NaCCA
(Instructional Resource Directorate, NaCCA)***

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NaCCA Team Visits Mawuli SHS to Engage Visually Impaired Students



The National Council for Curriculum and Assessment (NaCCA), led by the Ag. Director of Curriculum, Mr. Reginald George Quartey, paid a visit to Mawuli Senior High School in Ho and interacted with visually impaired students and to observe how they made use of the Braille in their studies.

The visit formed part of NaCCA's ongoing commitment to promoting inclusive education and ensuring that curriculum resources meet the needs of all learners. In an interactive session, students confidently shared their experiences of learning through Braille.

They highlighted the vital role it plays in their education while pointing out challenges such as delays in receiving Braille textbooks, limited access to assistive devices, and the extra time needed for reading and writing. Despite these barriers, the students

expressed determination to excel, emphasising that with timely support and encouragement, they can compete effectively with their sighted peers.

Teachers and school authorities praised the resilience of the learners but also appealed for greater provision of Braille materials and continuous training to strengthen inclusive teaching practices.

Mr. Quartey reaffirmed NaCCA's commitment to inclusivity, pledging to work with stakeholders to improve the production of Braille textbooks, integrate learner perspectives into curriculum development, and advocate for stronger support systems for visually impaired students.

The visit underscored that inclusive education is not only about access, but also about equity and empowerment, ensuring that no learner is left behind.

