



NATIONAL EDUCATIONAL ASSESSMENT SUPPORT SERIES



Under the auspices of EduGuard Insights, an
educational consultancy in Ghana, West Africa

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EduGuard Insights - 2024/2025





Director's Message: The Drive!

I have got a story to tell. In actuality, the realities of the story have not ended yet. Nonetheless, I have decided to tell it, as it affords me the power to alter the end!

It was obvious to myself and everyone within my circle in 2017/2018 when I completed Chemu Senior High School, that Jonathan was going to be a teacher. The inspiration was simple: I had awesome teachers who taught me Biology, most especially Mr Bronzy (I honestly don't know his real name). I just wanted to be like him.

He just seemed to know everything about the natural world and yeah, he made it fun discussing the natural world.

Fast forward, I secured a teaching role teaching Integrated Science, with ICT later added as I indicated my strength with Technology

Here's the kicker: It did not take too long before I realized that the focus for administration was the grades the students acquired after exams. It was not too hard to beat the system: JUST ASSESS OBJECTIVES THAT REQUIRED LOWER LEVEL PROCESSING AND YOU WOULD BE NAMED BEST TEACHER. Honestly, and I am not so proud of this but I did beat the system.

After graduating from the University, I was faced with the same context. To be fair, most educators around the world, are faced with this dilemma: Whether to prioritize the sanctity of educational assessment or choosing to design assessment tools to appeal to the expectations of Administration.

In all honesty, there are many significant physical barriers that keep the system this way.



In my personal experience, institutions of higher learning who offer Education programmes place a significant emphasis on Educational Assessment. Of course, more can be done. The reality nonetheless is that graduate teachers have the requisite knowledge to assess formatively and summatively.

The corporate space offers a different reality: DO WHAT YOUR BOSS NEEDS TO KEEP YOUR JOB. The sad realization is that very little focus is placed on the process of meeting the needs of the Boss, with all the focus placed on the outcome.

Beyond the harsh demands of the job, systemic structures such as overwhelming number of students per class, extra-curricular engagements of teachers, unavailability of resources, have all contributed to educational assessment being reduced to a fully TRANSACTIONAL PROCESS.

Unfortunately however, this culture is seen in students asking questions such as "Sir, would this come to our exams?"

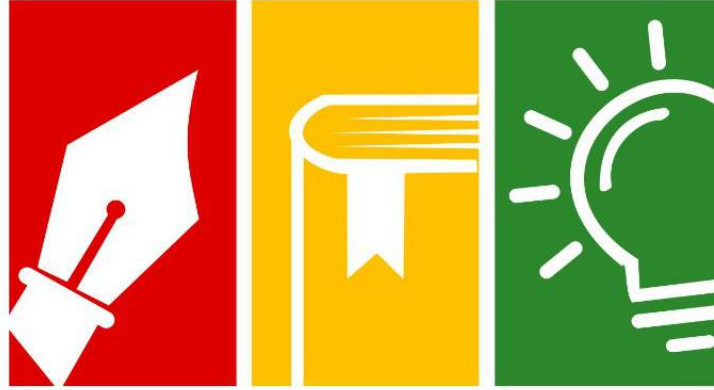
Focus of education today in Ghana has largely been reduced to the outcomes of assessment. Rather than assessment informing the growth of students as well as guiding lesson delivery, assessment has become a single measure of the success of a teacher.

This personal experience, as well as evidenced in conversations with my friends, has pushed me to design and undertake this project.

The National Educational Assessment Support Series (NEASS) has been strategically designed to contribute to the improvement of educational assessment strategies. FOR GHANA!

Jonathan Agbetsoamedo

Executive Director, EduGuard Insights



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Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.

- Nikos Kazantzakis





OUR OBJECTIVES:
An indication of what
our success relies on!



OUR GOALS:
The future we are
honestly committed to
achieve in short term,
medium and long term!

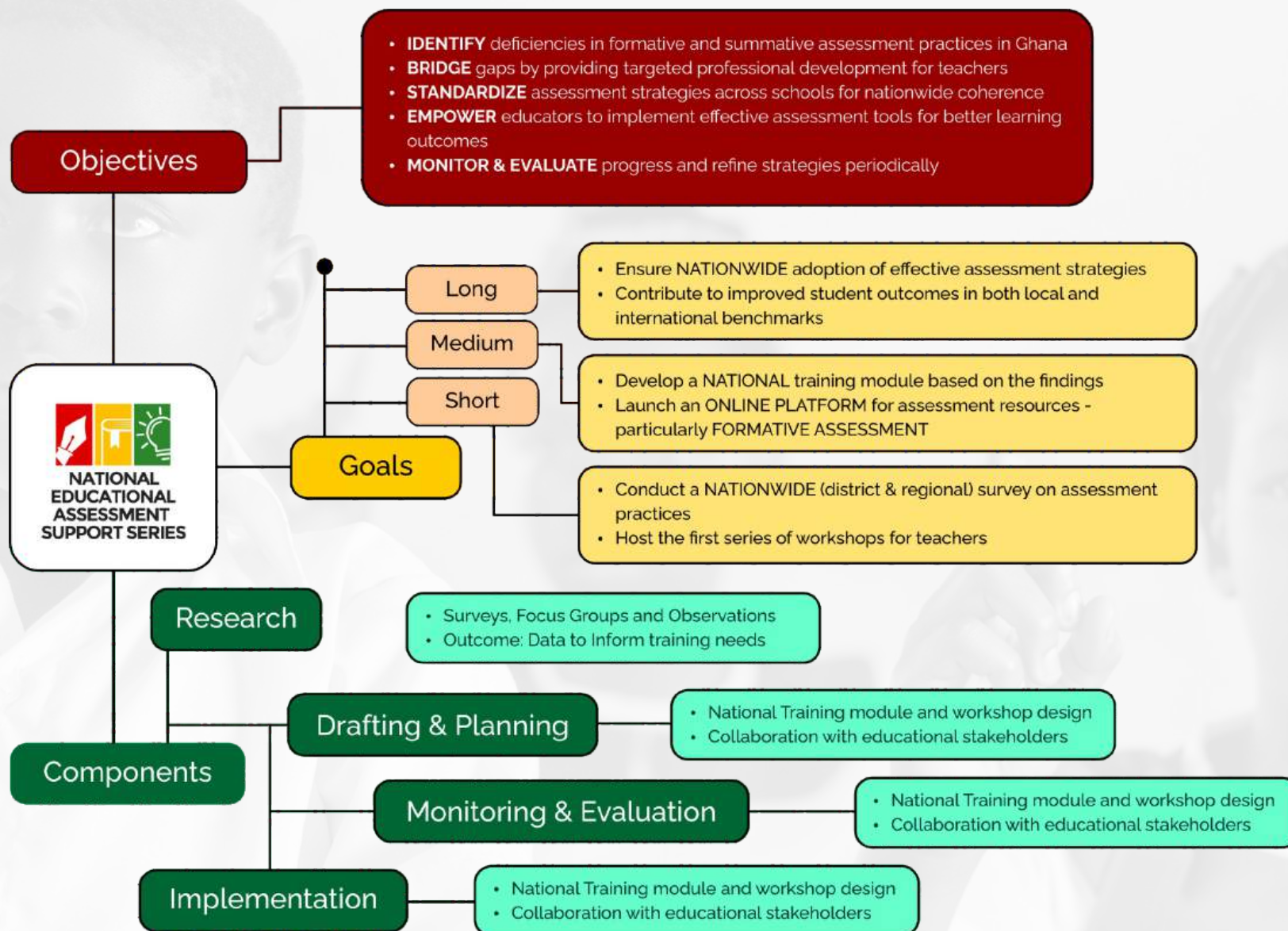


COMPONENTS:
The parts of the project.
How would NEASS play
out in reality?



NATIONAL EDUCATIONAL ASSESSMENT SUPPORT SERIES (NEASS)

NEASS Project at a glance - Infographics





Focus


The vision of the National Educational Assessment Support series would be described as successful should the following be met:

National research and analysis on the mode of educational assessment and its ends in Ghana

Development of a National Framework for Educational Assessment

Development of an online portal with free Formative Assessment resources for teachers

Organization of an annual National Teachers' Conference starting 2026



Overview of National Educational Assessment Support Series 2024

Background



Assessment plays a pivotal role in the teaching and learning process, acting as a bridge between curriculum objectives and student outcomes. However, in Ghana, significant deficiencies in both formative and summative assessment practices have been identified. Many teachers lack the requisite skills to design and implement effective assessments that align with learning objectives, resulting in practices that often fail to accurately measure student progress or guide instructional improvement.

Reports from national and international educational assessments (e.g., BECE, WASSCE) highlight discrepancies between expected learning outcomes and actual student performance, underscoring the need for a structured approach to assessment reform.

These shortcomings are often rooted in outdated methods, lack of capacity-building opportunities for teachers, and inconsistent national guidelines on effective assessment practices.

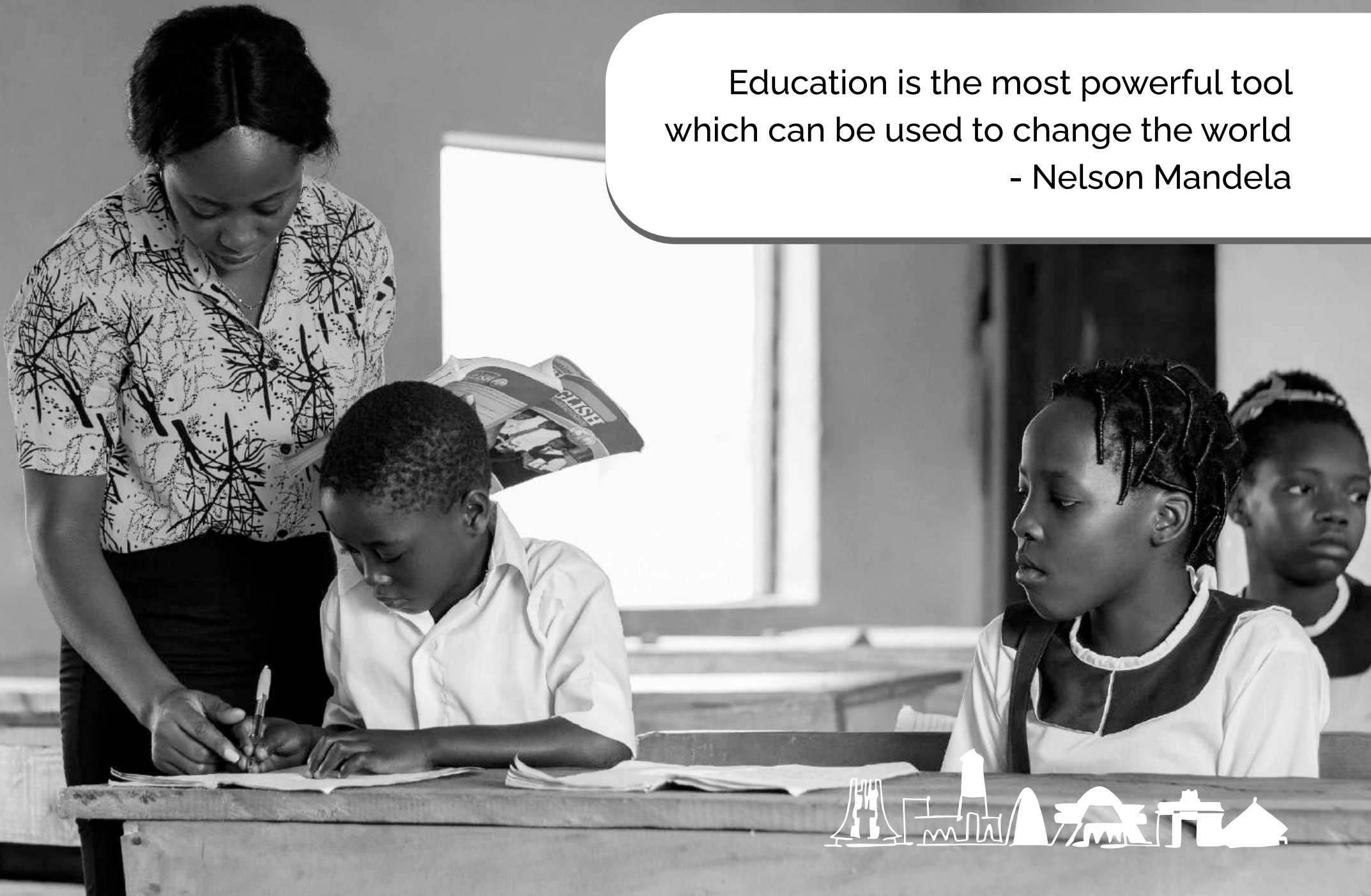
The National Educational Assessment Support Series seeks to address these challenges through a systematic and evidence-based approach, transforming the culture of assessment across Ghana's educational landscape.

Objectives

- **IDENTIFY** deficiencies in formative and summative assessment practices in Ghana
- **BRIDGE** gaps by providing targeted professional development for teachers
- **STANDARDIZE** assessment strategies across schools for nationwide coherence
- **EMPOWER** educators to implement effective assessment tools for better learning outcomes
- **MONITOR & EVALUATE** progress and refine strategies periodically



Education is the most powerful tool
which can be used to change the world
- Nelson Mandela





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