

# RISE

RESEARCH ON IMPROVING  
SYSTEMS OF EDUCATION

# Surveys of Enacted Curriculum

## Implementing SEC in Nigeria

May 2022



BILL & MELINDA  
GATES *foundation*

- Give CSEA a head start on the SEC methodology.
- Get CSEA to conceptualize the broader implementation frame for this study – to gain a holistic view.
- Identify and discuss how to approach the critical aspects or points of this study upon which the results will fundamentally rest – i.e. the non-negotiables for effective implementation of this study in Nigeria.
- Discuss and agree roles that the CSEA SEC focal persons will play at different stage(s) of the study.

# Nigeria SEC study goals & objectives

Using the SEC tools, design and implement a study of the curriculum standards, assessments, classroom instruction and children's learning achievements.

Primary emphasis on foundational literacy and numeracy (FLN).

Critically analyze pace or progression alignment of curriculum content and teacher instruction with children's performances from grade to grade.

Position the study to capture relevant in-country variation.



# Timeline

## April – May: Set-up

- CSEA orientation - online
- Study conceptualized, shared
- Engage key players, panel formation
- Study delimitations: subjects, grades, geography, etc.
- Overall design

## Aug – Sept: Teacher survey

- Pre-testing survey tools
- Teacher orientation
- Survey of teachers' instruction
- Data entry & cleaning

- In-person training – CSEA
- In-person training – panel of experts
- Taxonomy adaptation (development)
- Coding & Rating: standards, assessments
- Teacher sampling, field partners
- Survey tools adaptation (development)
- Data processors developed

## June – July: Expert panel

- Data analysis & interpretations
- Reports & disseminations

## Oct – Nov: Wrap-up

# Activities scope, Key players, Critical delimitations

Study component	Main Activities	Key actors	Comments
<b>A. Initial trainings</b>	<ol style="list-style-type: none"> <li>1. Orienting CSEA focal persons</li> <li>2. Training panel of experts</li> <li>3. Finalize study delimitation</li> <li>4. Developing/Adapting taxonomy</li> </ol>	<p>RISE CSEA Panel of Experts</p>	<ul style="list-style-type: none"> <li>- <u>Delimitation aspects</u>: subjects, grades (standards, assessments, teachers to be surveyed, child performances), geography, period (pre vs. post-CV19 closures), etc.</li> <li>- Taxonomy lays the foundation for all subsequent activities.</li> </ul>
<b>B. Content analysis</b>	<ol style="list-style-type: none"> <li>5. Coding &amp; Rating workshops                             <ul style="list-style-type: none"> <li>- Curriculum syllabuses</li> <li>- Assessments</li> </ul> </li> </ol>	<p>Panel of experts CSEA</p>	<ul style="list-style-type: none"> <li>- Individual coding followed by group discussions</li> <li>- CSEA to facilitate group discussions</li> <li>- Assessments: NECO, NALABE, LEARNigeria, etc.</li> <li>- C&amp;R to be done by 3-4 experts per subject.</li> </ul>
<b>C. Teacher survey</b>	<ol style="list-style-type: none"> <li>6. Survey tools adaptation</li> <li>7. Tools' pre-testing</li> <li>8. Teacher sample composition</li> <li>9. Teacher orientation on SEC</li> <li>10. Survey of teachers' instruction</li> <li>11. Teachers' reflections &amp; feedback</li> <li>12. Panel of experts' reflections &amp; feedback</li> </ol>	<p>RISE, CCA CSEA Panel of experts State partners Survey host instns Schools &amp; hd tchrs Teachers</p>	<ul style="list-style-type: none"> <li>- Clarity of goals for conducting the teacher survey, esp. not to be used to evaluate teacher performance.</li> <li>- Full day orientation for teachers with a lot of practical group activities around the concept of "Cognitive Demand".</li> <li>- Panel of experts as main facilitators of teacher orientation sessions, leveraging their prof. expertise.</li> </ul>
<b>D. Data processing</b>	<ol style="list-style-type: none"> <li>13. Survey data entry</li> <li>14. Child performance data</li> <li>15. Data Input &amp; processing</li> <li>16. Content viewer development</li> <li>17. Research analysis outputs</li> <li>18. Results interpretation</li> </ol>	<p>CSEA CCA RISE</p>	<ul style="list-style-type: none"> <li>- Item-level child performance data.</li> <li>- Aggregation across children is okay, but not across items.</li> </ul>
<b>E. Reporting &amp; disseminations</b>	<ol style="list-style-type: none"> <li>19. Project implementation report</li> <li>20. Results reporting</li> <li>21. Results dissemination</li> <li>22. Working papers &amp; research articles</li> </ol>	<p>CSEA RISE, CCA</p>	<p>All done &amp; dusted by 30<sup>th</sup> Nov.</p>

# Required resources

Player	Key resources: Data, Time, Skills, etc.	Comments
<b>CSEA</b> - Focal point persons (4) - Group discussion facilitators (2)	<ul style="list-style-type: none"> <li>- Time to attend and participate in C&amp;R workshops.</li> <li>- Group discussion facilitation skills.</li> <li>- Events planning skills.</li> <li>- Program implementation &amp; monitoring skills.</li> <li>- Public speaking and presentation skills.</li> </ul>	<ul style="list-style-type: none"> <li>- The group facilitation role requires first-hand experience with C&amp;R.</li> </ul>
<b>Panel of Experts</b> (3 – 4 per subject)	<ul style="list-style-type: none"> <li>- Time for the in-person workshops.</li> <li>- Persistence to work on cognitively demanding tasks.</li> <li>- Ability to see others' view and willingness to give/take constructive criticism.</li> <li>- Ability to work with MS Excel.</li> <li>- Subject-specific expertise.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual C&amp;R work must be done.</li> <li>- Group discussions are not targeted at generating consensus or agreement across experts.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- Literacy and Numeracy teachers.</li> <li>- Currently practicing teacher, not retired teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- When completing the survey, teachers must have a specific class they teach at the back of their minds. when completing the survey tools.</li> </ul>

# Surveys of Enacted Curriculum (SEC)

- Tools for academic content analysis, alignment analysis, and teacher support (Blank, Porter, & Smithson, 2001; Smithson, 2013)
- Systematic analysis, quantification of academic content embedded in curriculum resources.
- Map academic content on three dimensional displays that reveal relative emphases across different curricula content areas.
- Describe coverage, sequence and pace of curricula and diagnose sources of misalignment within and between curricula components.
- Produce a set of indicators to guide policy on educational curriculum development, review and reform.
- Facilitate teacher reflection, professional development and review of classroom instructional content and practices.

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