



Curriculum Vitae

Personal Data

PRINCE HAMID ARMAH (PhD), Lecturer

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6th October, 1981

Ghanaian

Brief Profile

Dr. Prince Hamid Armah is a mathematics educator, quantitative education researcher, curriculum reform specialist, and public policy consultant with over two decades of experience across university teaching, educational research, national curriculum and assessment reform, teacher education, legislative leadership, ministerial service, and international development consultancy. His work sits at the intersection of mathematics education, curriculum policy, educational assessment, teacher professional development, and public sector reform, with a sustained commitment to improving quality, equity, and system accountability in education.

He holds a PhD in Mathematics Education from the University of Aberdeen, United Kingdom, with specialisation in curriculum, pedagogy, and education policy. He also holds an MSc in Development Finance from the University of Ghana Business School, an M.Ed. in Mathematics and a B.Ed. (Hons) in Mathematics from the University of Education, Winneba, and an LLB from the Ghana Institute of Management and Public Administration. He holds Qualified Teacher Status in England and was professionally registered with the General Teaching Council for Scotland. He has advanced training in quantitative methods from the Universities of Nottingham, Edinburgh, and Manchester, with expertise in structural equation modelling, Rasch measurement, regression modelling, factor analysis, and related approaches to policy and educational research.

Dr. Armah previously served as Director-General of the National Council for Curriculum and Assessment. He led major reforms in Ghana's pre-tertiary curriculum and assessment system. These included implementing the Standards-Based Curriculum and the Common Core Programme, developing the National Pre-Tertiary Learning Assessment Framework, and introducing the National Standards Test. He also contributed substantially to teacher education reform, including the development of the four-year Bachelor of Education programmes for Colleges of Education and the framework and roadmap for the Ghana Teacher Licensure Examination. He also served on the Project Technical Team for the Ghana Accountability for Learning Outcomes Project, contributing

NaCCA-related technical inputs to the Project Appraisal Document and Project Implementation Manual, particularly on curriculum implementation, teacher development, national assessment, and accountability reforms.

Beyond academia, he served as Member of Parliament for Kwesimintsim and Deputy Minister for Works and Housing, bringing together scholarly depth, policy analysis, legislative experience, and executive leadership. He also served on the Ministry of Education's technical team for the Education Strategic Plan 2018 to 2030 and has provided consultancy and technical support to major national and international institutions, including the World Bank, USAID, FCDO, PwC Ghana, Oxford Policy Management, and the United Nations Education Commission.

His teaching experience spans Ghana and the United Kingdom across primary, secondary, and tertiary education, while his research and publication record bridges scholarship, policy, and practice. He is the author of Teaching Junior High School Mathematics in Ghana and has published widely in peer-reviewed journals, technical reports, policy briefs, and public commentary. His career is marked by a rare capacity to connect rigorous research, national reform leadership, and practical educational improvement in ways that are both academically grounded and policy relevant.

Areas of Expertise or Professional Skills

- Mathematics education, curriculum studies, and subject pedagogy
- Competency-based and standards-based curriculum design, implementation, and evaluation
- Educational assessment, classroom assessment literacy, national testing, and learning measurement
- Teacher education, teacher professional learning, teacher policy, and curriculum implementation support
- Education policy analysis, system reform, implementation research, and institutional accountability
- Quantitative research methods, including structural equation modelling, Rasch measurement, regression modelling, factor analysis, item response models, and mixed methods inquiry
- Education financing, public financial management, monitoring and evaluation, and policy communication
- Research supervision, academic writing, stakeholder engagement, and high-level technical advisory work

Professional Qualifications

Rank	Supporting evidence	Period
1. Lecturer, Department of Mathematics Education, University of Education, Winneba	Appointment and continuing service at UEW	Apr 2018 to date
2. Qualified Teacher Status, England	Qualified Teacher Status certificate issued by the Teaching Regulation Agency, United Kingdom	2016
3. Professional Registration, Scotland	Professional registration certificate issued by the General Teaching Council for Scotland, United Kingdom	2013

Professional Responsibilities

Position	Office/Location	Period
1. Manuscript Reviewer	Distance Education (Journal)	2026 to date
2. Manuscript Reviewer	European Journal of Scientific Research and Reviews	2025 to date
3. Editor	African Journal of Educational Studies in Mathematics and Sciences	2025 to date
4. MPhil Thesis Supervisor and Internal Assessor	Department of Mathematics Education, University of Education, Winneba	2025 to date
5. Academic Counsellor	Department of Mathematics Education, University of Education, Winneba	2018–2019
6. Manuscript Reviewer	Innovation for Poverty Action's Ghana Education Evidence Summit	April 2018
7. Manuscript Reviewer	Comprehensive Journal of Educational Research (CJER)	2013–2018

Education

Qualification/Certificate obtained	Name of Institution Attended	Date
1. MA in Economic Policy Management (ongoing)	University of Ghana, Accra, Ghana	2024 to date
2. LLB (Bachelor of Laws)	Ghana Institute of Management and Public Administration, Accra, Ghana	2021-2024
3. MSc in Development Finance	University of Ghana Business School, Accra, Ghana	2021-2022
4. PhD in Mathematics Education	University of Aberdeen, Aberdeen, United Kingdom	2012-2015
5. M.Ed. in Mathematics	University of Education, Winneba, Ghana	2009-2011
6. B.Ed. (Hons) in Mathematics	University of Education, Winneba, Ghana	2003-2007
7. Senior Secondary School Certificate	St. John's Secondary School, Sekondi, Ghana	1998-2000
8. Basic Education Certificate	University Practice School, North Campus, Winneba	1996-1997
9. Junior Secondary Education (Form 1–2)	Top Royal Preparatory School, Kwesimintsim, Takoradi	1993–1995
10. Primary Education	Excellence Pathway Academy, Kwesimintsim, Takoradi (P1–P3); Gomoaman Preparatory School, Gomoa Asebu, Winneba (P4); Essawah Preparatory School, Kwesimintsim, Takoradi (P5–P6)	1987–1993

Career History

Position/Title	Name of Institution	Date
Deputy Minister for Works and Housing	Government of Ghana	Feb 2024–Jan 2025

Responsibilities:

- Supported sector policy formulation, infrastructure strategy, and inter-ministerial coordination.

- Represented Ghana in national and international policy and technical engagements on housing, infrastructure, and urban development.
- Oversaw technical reporting, policy briefings, and implementation monitoring.

Position/Title	Name of Institution	Date
Member of Parliament, Kwesimintsim Constituency	Parliament of Ghana	Jan 2021–Jan 2025

Responsibilities:

- Vice Chairman, Parliamentary Committee on Education.
- Member, Parliamentary Committee on Finance.
- Member, Parliamentary Committee on Subsidiary Legislation.
- Participated in law-making, policy review, and parliamentary oversight.
- Contributed to education policy scrutiny, budget discussions, and constituency representation.

Position/Title	Name of Institution	Date
Director-General	National Council for Curriculum and Assessment (NaCCA), Ministry of Education, Ghana	Jan 2019–Jan 2021

Responsibilities:

- Led the reorganisation of Ghana’s pre-tertiary curriculum into four pathways: Primary Years, Common Core, High School Diploma, and Career-Related Programme.
- Contributed to the development of the GALOP Project Implementation Manual and served on the Project Technical Team, providing NaCCA-related technical inputs on curriculum implementation, teacher training, teaching and learning materials, and accountability systems.
- Directed the development and national rollout of the Standards-Based Curriculum for KG to Primary and the Common Core Programme for Junior High School, ensuring alignment with teacher education curricula.
- Oversaw the end-to-end development of over 1000 instructional materials, including textbooks, workbooks, teacher guides, training manuals, and related curriculum resources.
- Coordinated a national teacher orientation cascade involving 150 Master Trainers, 3,900 Regional Trainers, and over 151,000 teachers to support implementation of the revised curriculum.
- Led the development of the National Pre-Tertiary Learning Assessment Framework and the operationalisation of the National Standards Test, including associated assessment protocols and item bank development.
- Introduced major curriculum and assessment reforms, including revised school-based assessment, formative assessment guidance, curriculum implementation monitoring tools, and inclusion measures for learners with special educational needs and gifted learners.

- Directed national curriculum communications, publisher orientation, textbook approval processes, stakeholder engagement, and public awareness initiatives to strengthen reform uptake and legitimacy.
- Delivered the key performance indicators under the Curriculum Reform Roadmap while strengthening NaCCA’s institutional systems, performance management, and budget accountability.

Position/Title	Name of Institution	Date
Lecturer	Department of Mathematics Education, University of Education, Winneba	Apr 2018–to date (with secondment to NaCCA, 2019- 2021; leave of absence for parliamentary and ministerial service, 2021-2025)

Responsibilities:

- Teaches undergraduate and postgraduate courses in mathematics education, curriculum studies, and research methods.
- Supervises undergraduate and postgraduate research and contributes to academic programme review, assessment, and curriculum innovation.
- Pursues research on curriculum reform, teacher beliefs, assessment literacy, mathematics achievement, and implementation challenges in low-resource settings.
- Provide academic counselling and mentoring to students on academic progression, internship preparation, professional conduct and career pathways in mathematics education.

Position/Title	Name of Institution	Date
Principal Consultant	First Line Education Services, Accra	Jun 2016–to date

Responsibilities:

- Provides technical leadership on education policy, curriculum evaluation, teacher development, education finance, and institutional reform projects.
- Leads consulting assignments, proposal development, research design, training, and stakeholder engagement for national and international clients.
- Has worked with teacher education institutions, development partners, consulting firms, and public agencies on funded education initiatives.

Position/Title	Name of Institution	Date
Senior Lecturer (Part- time)	College of Distance Education (CODEL), formally Institute for Distance and e-Learning, University of Education, Winneba	Jun 2016– Mar 2018

Responsibilities:

- Taught research methods and mathematics education courses and supported distance learning programme delivery and academic administration.

Position/Title	Name of Institution	Date
Founding Executive Director	Institute for Education Studies (IFEST), Accra	Sept 2013– Jul 2017

Responsibilities:

- Founded and led an independent policy and research think tank focused on education reform, equity, and evidence-informed policy.
- Authored policy briefs, advocacy papers, and public commentary that shaped national debate on curriculum reform, BECE replacement, Free SHS, and teacher licensing.
- Engaged in stakeholder consultations, media advocacy, and research-informed policy dialogue.

Position/Title	Name of Institution	Date
Mathematics Teacher, Various Institutions in Ghana and the United Kingdom	Christ Jesus Basic School, St. John’s School, Sekondi College, Adiembra Senior High School, Takoradi International School, Baidoo Bonsoe Senior High Technical School, Fraserburgh Academy, Bridge of Don Academy, Banchory Academy, Kincorth Academy, St. Machar Academy, Hazelhead Academy, and related schools	Sept 2001– Feb 2017

Responsibilities:

- Taught mathematics across primary, junior high, senior high, Cambridge/IGCSE, and secondary school settings in Ghana and the UK.
- Prepared learners for BECE, WASSCE, National 3–5, Highers, A-Levels, IB, and related examinations.
- Applied inclusive pedagogy, assessment, lesson planning, pastoral support, and curriculum adaptation across diverse school contexts.

Details of teaching experience at University or equivalent level

Department of Mathematics Education, University of Education, Winneba - 2018 to date

Undergraduate programmes

	Course	Level	Period
1.	PMTD 121 Mathematics Curriculum	100	2025-date
2.	PMTD 231 Methods of Teaching Junior High School Mathematics	200	2026-date
3.	PMTD 241 Methods of Teaching Senior High School Mathematics	200	2025-date
4.	EDP 351 Research Methods/Design in Mathematics	300	2026-date; 2018-2019
5.	EDPD 351 Pre-Internship Seminar	300	2025-date
6.	EDPD 361 Post-Internship Seminar	400	2018-2019

Postgraduate programmes

	Course	Level	Period
	MTE 516 Foundations of Mathematics	500	2018-2019

College of Distance Education (CODEL), formally Institute for Distance and e-Learning - 2016 to 2018

	Course	Level	Period
	EDB 431 Research Methods in Education (PGDE)	500	2016-2018

Postgraduate Research Supervision and Examination

Thesis or Dissertation Supervision

	Topic of Thesis or Dissertation	Programme	Student Name	Year	Role
1	A Phenomenological Exploration of the Lived Experience of Mathematics Anxiety among Senior High School Students in the Ketu South Municipality of Ghana	MPhil Mathematics Education	Raphael Latsey	Ongoing	Supervisor
2	Talking, Showing, and Doing Mathematics. A Discursive and	MPhil Mathematics Education	Michael Oppong	Ongoing	Supervisor

Non-Discursive Study of Ghanaian Junior High Students' Mathematical Reasoning

3	Measuring What Matters: Developing and Validating Instruments for Assessing Teachers' Knowledge of Core Competences	MPhil Mathematics Education	Prince Osei-Anokye	Ongoing	Supervisor
4	Reclaiming the Educative Value of Field Experience in Mathematics Teacher Education: A Critical Praxis Perspective on Professional Learning	MPhil Mathematics Education	Koudji Dovene Komla	Ongoing	Supervisor
5	Re imagining Equity in Lower Secondary Mathematics Curriculum Reform in Ghana A Critical Pedagogy Perspective on Inclusion and Justice	MPhil Mathematics Education	Abraham Kenneth Quansah	Ongoing	Supervisor
6	Determinants of Academic Performance of Mathematics Students in Ghanaian Secondary Education Institutions	MPhil Mathematics Education	Christabel Kabukuor Otumi	Ongoing	Supervisor
7	Investigating the Adoption of CleverMath Software for Teaching Geometry in Public Senior High Schools in the Upper Denkyira District	MPhil Mathematics Education	Maxwell Atia	Ongoing	Supervisor

External or Internal Assessment of Thesis or Dissertation

	Topic of Thesis or Dissertation	Programme	Type of Assessment	Institution	Student Name	Year
1	Investigating the Available Resources for Teaching and Learning Mathematics in Senior High Schools in the Volta Region of Ghana	MPhil Mathematics Education	Internal Examiner	University of Education, Winneba	Mary Voegborlo	2026

2	Investigating the Relationship Between Senior High School Teachers' Content Knowledge and Their Students' Achievement in Trigonometry	MPhil Mathematics Education	Internal Examiner	University of Education, Winneba	Christian Yao Siabi	2026
3	Investigating Mathematics Anxiety Level and Its Effect on Junior High Students' Performance in Mathematics in the Abuakwa South District, Ghana	MEd. Mathematics	Internal Examiner	University of Education, Winneba	Gladys Zenesere	2026
4	The Trend in Performance of Learners in BECE Mathematics from 2018 to 2022: A Case Study of Essikado Nana Nketia Basic School	MEd. Mathematics	Internal Examiner	University of Education, Winneba	Ferdinand Nda Andrews	2025

Publications, Research/Projects Conducted or Undertaken, Creative Works/Productions Produced:

Books

1. **Armah, P. H.** (2026). Teaching Junior High School Mathematics in Ghana: A Practical Guide for Student Teachers and Practising Teachers. Firstline Education Services Ltd, Accra, Ghana. ISBN 978-9988-42-093-2.

Peer-Reviewed Journal Articles

1. **Armah, P. H.** (2026). Distributional inequality in mathematics achievement: Quantile regression evidence from low-performing secondary schools in Ghana. *International Journal of Learning, Teaching and Educational Research*, 25(5), 252–282. <https://doi.org/10.26803/ijlter.25.5.12>
2. **Armah, P. H.**, Armah, R. B., Yeboah, D. O., & Adusei, M. S. (2026). Extended theory of planned behavior: A contextual framework for school mathematics reform. *International Journal of Evaluation and Research in Education*, 15(1), 725–739. <https://doi.org/10.11591/ijere.v15i1.36495>
3. **Armah, P. H.**, Yeboah, D. O., Adusei, M. S., & Armah, R. B. (2026). Teachers' sensemaking, agency and the implementation of core competencies: Lessons from Ghana's competency-based

mathematics curriculum reform. International Journal of Learning, Teaching and Educational Research, 25(1), 623–657. <https://doi.org/10.26803/ijlter.25.1.30>

4. **Armah, P. H.**, Adusei, M. S., Armah, R. B., & Yeboah, D. O. (2025). Mathematics achievement in underserved secondary schools: Interplay of teacher characteristics, school conditions and student attributes. *African Journal of Educational Studies in Mathematics and Sciences*, 21(1), 105–124. <https://doi.org/10.4314/ajesms.v21i1.7>
5. **Armah, P. H.** (2025). Revisiting the nature of school mathematics: Philosophical foundations and implications for contemporary pedagogy. *Open Journal of Philosophy*, 15(3), 672–694. <https://doi.org/10.4236/ojpp.2025.153041>
6. **Armah, P. H.** (2025). Assessment practices of Ghanaian senior high school mathematics teachers: A national survey of practices, self-rated skills, and predictors. *European Journal of Mathematics and Science Education*, 6(3), 161–177. <https://doi.org/10.12973/ejmse.6.3.161>
7. **Armah, P. H.**, & Robson, D. (2019). Exploring intentions to teach mathematical problem solving: An application of the Theory of Planned Behaviour. *African Journal of Educational Studies in Mathematics and Sciences*, 15(1), 117–133. <https://www.ajol.info/index.php/ajesms/article/view/182267>
8. **Armah, P. H.**, & Robson, D. (2018). Identifying beliefs underlying the teacher’s decision to teach mathematical problem solving: An elicitation study using the Theory of Planned Behaviour. *African Journal of Educational Studies in Mathematics and Sciences*, 14, 167–183. <https://www.ajol.info/index.php/ajesms/article/view/182267>
9. **Armah, P. H.**, & Osafo-Apeanti, W. (2012). The effect of graphing software on students’ conceptual understanding of quadratic functions. *African Journal of Educational Studies in Mathematics and Sciences*, 10, 9–22. <https://www.ajol.info/index.php/ajesms/article/view/93847>

Referred Conferences Proceedings/Articles

1. Armah, P. H. (2019, May 29). Expanding secondary school access for disadvantaged children in Ghana: Curriculum and assessment implications. African Curriculum Association Conference, GIMPA, Accra.
2. Armah, P. H. (2017, September 15). Overview and challenges of Ghana’s education system: How to fix it. Reforming Ghana’s Educational System Retreat, IEA, Birdrock Hotel, Anomabo.
3. Armah, P. H. (2017, September 15). Teacher education and professional learning in Ghana. Reforming Ghana’s Educational System Retreat, IEA, Birdrock Hotel, Anomabo.
4. Armah, P. H. (2017, July 23). Curriculum change decision-making: Breadth or depth? Ministerial Advisory Committee on Pre-Tertiary Curriculum Review, Miklin Hotel, Accra.

5. Armah, P. H. (2014, October 17). Reasons primary teachers give about teaching mathematical problem solving: A salient beliefs elicitation using the Theory of Planned Behaviour. 2nd Annual School of Education PGR Conference, University of Aberdeen, United Kingdom.
6. Armah, P. H. (2013, October 23–27). Beyond “show and tell” to problem solving: Discrepancies between teachers’ beliefs and practices. 5th Asian Conference on Education, Osaka, Japan.

Non-Peer-Reviewed Publications such as Editorials, Columns, Reviews of others’ work

1. Armah, P. H. (2024, June 9). State intervention in addressing housing deficits in Ghana: Implications for SDGs. *MyJoyOnline*.
2. Armah, P. H. (2022, June 11). Standards-based curriculum implementation – What’s working? *MyJoyOnline*.
3. Armah, P. H. (2022, April 29). Bridging the digital divide in Ghana, encouraging girls and women in ICT. *MyJoyOnline*.
4. Armah, P. H. (2022, February 19). Gender gaps in STEM education – Government leading the way with solutions. *MyJoyOnline*.
5. Armah, P. H. (2022, February 14). Criminal libel is dead and buried but “law” on responsible citizenship is alive. *MyJoyOnline*.
6. Armah, P. H., & Mereku, D. K. (2021, August 31). Standards-based curriculum reforms: Do schools need textbooks or resource books? *MyJoyOnline*.
7. Armah, P. H. (2021, June 17). Exploring Akufo-Addo’s commitment to education: Policy, spending, and outcomes. *Graphic Online*.
8. Armah, P. H. (2021, June 3). Free SHS this, Free SHS that: Ignoring the noise; acknowledging the challenges. *Modern Ghana*.
9. Armah, P. H. (2021, May 19). Ghana’s common core programme: A curriculum paradigm whose time has come. *MyJoyOnline*.
10. Armah, P. H. (2021, May 6). Striking a balance between school rules and rights of students; a needle in a haystack. *MyJoyOnline*.
11. Armah, P. H. (2021, March 21). Unapproved textbooks: Regulatory gap needs plugging. *Graphic Online*.
12. Armah, P. H. (2021, March 1). In the sciences, gender-inclusive approach will benefit all. *Graphic Online*.
13. Armah, P. H. (2021, January 25). To secure our future, we must secure education for our children. *Starr FM Online*.
14. Armah, P. H. (2020, August 11). On the weight of victory. *MyJoyOnline*.
15. Armah, P. H. (2020, May 4). Covid-19 must awaken Ghana’s sleeping industrial giant. *MyJoyOnline*.
16. Armah, P. H. (2020, January 7). Free secondary education: A paradigm whose time has come. *MyJoyOnline*.
17. Armah, P. H. (2019, December 24). Licensure regime: A critical tool aimed at improving teacher standards. *Adom Online*.
18. Armah, P. H. (2019, April 20). A new curriculum for the new Ghana we want. *NaCCA Website*.

19. Armah, P. H. (2017, September 29). Re: NPP considers 4-years SHS duration again. *Modern Ghana*.
20. Armah, P. H. (2017, September 14). Free SHS: Expanding access through private sector participation. *Modern Ghana*.
21. Armah, P. H. (2017, September 10). Free SHS is here. *Modern Ghana*.
22. Armah, P. H. (2017, May 18). Government's new direction on Free SHS beneficiaries appears problematic, lacks coherence. *Modern Ghana*.
23. Armah, P. H. (2017, April 11). How do teacher trainees learn how to teach? *Modern Ghana*.
24. Armah, P. H. (2016, June 29). Reducing the financial barriers to quality education in Ghana: Consultations on global education financing. *The Education Commission*.
25. Armah, P. H., & Avoke, S. (2016, June 7). Is the Ghana Education Service becoming a private recruitment agency? *Daily Graphic*.
26. Armah, P. H. (2016, June 6). Is teacher trainee allowances debate driven by partisan politics or policy imperatives? MyJoyOnline.
27. Armah, P. H. (2016, March 1). SONA 2016: Six key issues in education the President got completely wrong. *Modern Ghana*.
28. Armah, P. H. (2015, September 2). Stop English from obstructing Ghanaian children learning. *Modern Ghana*.
29. Armah, P. H. (2015, August 28). Over 300,000 day students to benefit from Free SHS policy. *Modern Ghana*.
30. Armah, P. H. (2015, May 14). Ghana must urgently reform its school system to improve quality and equity. *Modern Ghana*.
31. Armah, P. H. (2015). Government touts achievements in education, but the attributions are misleading. *Modern Ghana*.
32. Armah, P. H. (2015, February 11). 58 years of British colonial education system in Ghana: Structural challenges and the way forward (2). *Modern Ghana*.
33. Armah, P. H. (2015, February 5). 58 years of British colonial education system in Ghana: Structural challenges and the way forward (1). *Modern Ghana*.
34. Armah, P. H. (2014, September 12). Scrapping high-stakes BECE: A leap towards transforming how Ghanaian students learn. *Modern Ghana*.
35. Armah, P. H. (2014, September 5). Salvaging Ghana's ailing education system: Proposed structural reforms. *Modern Ghana*.

Selected Media Mentions and Public Citations

1. CCP to produce globally competitive graduates – NaCCA boss. *The Daily Guide Network*. 11 November 2020.
2. NaCCA boss lauds UG scientists for Covid-19 research breakthrough. *The Chronicle*. 14 April 2020.
3. Ghanaians being intellectually dishonest on Comprehensive Sexuality Education discussion – Dr. Armah. *ABC News Ghana*. 30 September 2020.

4. Infrastructure alone cannot guarantee quality education – NaCCA boss. *ABC News Ghana*. 22 July 2019.
5. Ghana ready to roll out new syllabus in September – Dr. Prince Armah. *News Ghana* 24. 28 August 2019.
6. Publishers Association was not sidestepped in curriculum reform – NaCCA boss. *MyJoyOnline*. 9 September 2019.
7. NaCCA boss explains new ‘J. B. Danquah’ curriculum for schools. *GhanaWeb*. 10 January 2020.
8. Prince Hamid Armah: From Aberdeen to Improving Education in Ghana. *University of Aberdeen Alumni Profile*.
9. New curriculum will address challenges in current system – Prince Hamid Armah. *Modern Ghana*. 27 February 2020.
10. SHS students must repay investment with good behaviour – NaCCA boss. *3news.com*. 11 February 2020

Copyrights

Copyright-protected academic book: *Teaching Junior High School Mathematics in Ghana* (2026).

Other Scholarly and/or Creative Works not captured in other section(s)

Theses and dissertations

1. **Armah, P. H. (2022)**. Efficiency of Public Education Spending and Economic Growth: Evidence from Sub-Saharan Africa (Unpublished MSc dissertation). University of Ghana Business School, Legon.
2. **Armah, P. H. (2015)**. Teaching Mathematical Problem Solving in Ghana: Teacher Beliefs, Intentions and Behaviour (PhD thesis). University of Aberdeen, United Kingdom.
3. **Armah, P. H. (2011)**. Improving Students’ Performance in Quadratic Functions: The Role of Graphing Software in Conceptual Understanding (Unpublished M.Ed. dissertation). University of Education, Winneba.

Project and technical reports

1. **Armah, P. H. (2019)**. *Assessment practices in mathematics and science classrooms: An investigation of low-performing senior high schools in Ghana*. Ministry of Education, Ghana.
2. Pijuan, A., **Armah, P. H.**, Acheampong, T., McCord, A., & Nigel, P. (2019). *Research and analysis for the design of DFID Ghana’s Partnerships Beyond Aid (PBA) programme*. HEART (High-Quality Technical Assistance for Results) Report.
3. **Armah, P. H. (2017)**. *Influences on students’ math and science learning outcomes: Evidence from Ghana’s SEIP schools*. Ministry of Education, Ghana.
4. **Armah, P. H. (2017)**. *College of Education principals’ year-end evaluation of T-TEL*. National Council for Tertiary Education, Ghana.

5. **Armah, P. H. (2017).** *Curriculum reform study*. Transforming Teacher Education and Learning (T-TEL), Ghana.
6. **Armah, P. H. (2016).** *Stakeholder consultation report: Towards better financing pathways for quality education for all*. UN Education Commission.

Policy briefs and proposals

1. **Armah, P. H., & Mereku, D. (2018).** *Expanding secondary school access for disadvantaged children in Ghana: Implications for curriculum and assessment reforms*. A technical proposal to the Ministry of Education, Ghana.
2. **Armah, P. H., & Anti, P. (2016).** *Converting polytechnics in Ghana into technical universities: A policy proposal to hasten slowly (Occasional Paper No. 1)*. Institute for Education Studies.
3. **Armah, P. H. (2016).** *Teacher professional learning in Ghana: Promoting standards, enhancing professionalism (Policy Brief No. PB16-01)*. Institute for Education Studies. Accra

Manuscripts in progress or under review

1. **Armah, P. H., & Acheampong, T. (2025).** *Public education spending efficiency in Sub-Saharan Africa: Evidence from DEA and growth-linked econometric analysis* [Manuscript in preparation].
2. Pheunpha, P., Chaiyakarn Zheng, J., & **Armah, P. H. (2025).** Organisational climate, quality of work life, and commitment among public health personnel: A structural equation modelling approach [Manuscript submitted for publication].

Professional Development

Training Sessions

Course Title	Course Instructor (if desired)	Location	Period
1. Policy Development, Analysis Implementation and Development	Blossom Corporate Training LLC, Dubai	Dubai, UAE	Oct-Nov 2022
2. Workshop on Postgraduate Dissertation Supervision	UEW facilitators	University of Education, Winneba, Ghana	Jun 2016
3. How to Construct and Validate Measures Using the Rasch Model	Doctoral Training Centre, University of Manchester	Manchester, United Kingdom	Nov 2015
4. Consultancy Skills for STEM Researchers	Centre for Academic Development, University of Aberdeen	Aberdeen, United Kingdom	Jun 2015

5. Regression Modelling for Categorical Data	Doctoral Training Centre, University of Edinburgh	Edinburgh, United Kingdom	Jun 2015
6. Introduction to Structural Equation Modelling (SEM)	Doctoral Training Centre, University of Nottingham	Nottingham, United Kingdom	Mar 2015
7. Using NVivo in Qualitative Data Analysis	University of Aberdeen	Aberdeen, United Kingdom	Mar 2015
8. Measurement Models: Factor Analysis and Item Response Models	Doctoral Training Centre, University of Nottingham	Nottingham, United Kingdom	Feb 2015
9. Principles of Learning and Teaching in Higher Education	University of Aberdeen	Aberdeen, United Kingdom	Aug 2014
10. Fast Track Quantitative Methods using SPSS	Doctoral Training Centre, University of Edinburgh	Edinburgh, United Kingdom	Dec 2013
11. Exploring and Developing Entrepreneurship Competency for PhDs and Early Career Researchers	Researcher Development Unit, University of Aberdeen	Aberdeen, United Kingdom	Dec 2013
12. Basic Statistics for Postgraduate Researchers	University of Aberdeen	Aberdeen, United Kingdom	Dec 2013
13. Introduction to Education Research Design (ED53G)	University of Aberdeen	Aberdeen, United Kingdom	Nov 2012

Seminars and Workshops

Course Title	Location	Period
1. Common Core Curriculum Programme (JHS1–SHS1)	Stakeholder Engagement, GNAT Headquarters, Accra	Feb 2020
2. Youth empowerment through education and employment	Made in Taadi Youth Seminar, Takoradi Technical University Auditorium, Takoradi	Dec 2019

3. The curriculum review guidelines	Common Core Curriculum Development Workshop, Blue Royal Hotel, Larteh	Nov 2019
4. Unpacking the core competencies for curriculum development and teaching	Common Core Curriculum Development Workshop, Blue Royal Hotel, Larteh	Nov 2019
5. The National Pre-Tertiary Curriculum Review: Conceptual understanding for JHS and SHS curricular	Common Core Curriculum Development Workshop, Blue Royal Hotel, Larteh	Nov 2019
6. The Common Core Curriculum Programme (JHS1–SHS1): Framework and progression	Common Core Curriculum Development Workshop, Blue Royal Hotel, Larteh	Nov 2019
7. National Pre-Tertiary Learning Assessment Framework (NPLAF)	Stakeholder Engagement, Accra Technical Training Centre, Accra	Nov 2019
8. Curriculum reform and textbook replacement timelines	Stakeholder Engagement, Accra Technical Training Centre, Accra	Nov 2019
9. Access to secondary education as national development	Takoradi Senior High School, 61st Awards Day, Takoradi	Nov 2019
10. Stakeholder roles in transforming education	Jaycris International School, 20th Anniversary Durbar, Takoradi	Nov 2019
11. Design of the new Pre-Tertiary education curriculum: Standards and assessment	World Teachers Day Seminar, University of Education, Winneba	Oct 2019
12. Transforming Ghana's education: Standards-based theories and methods	27th Annual GMTA Conference, University of Education, Winneba	Aug 2019
13. Data analysis: Qualitative and quantitative approaches	SEIP Research Agenda Training, MoE Conference Room, Accra	Oct 2018
14. One year of Free SHS policy: Costs and lessons	Public Forum, Executive Theatre, TV3 Premises, Accra	Oct 2018

15. Strategies for education research, validity and reliability	SEIP Research Agenda Training, MoE Conference Room, Accra	Sep 2018
16. Education reforms and their impact on teacher trainees and colleges of education	23rd Annual Congress of the Teacher Trainees' Association of Ghana (TTAG), Ada College of Education	Aug 2018
17. Styles of education research	SEIP Research Agenda Training, MoE Conference Room, Accra	Aug 2018
18. Ensuring the future of our children	Speech and Prize Giving Ceremony, Christ Jesus Educational Centre, Awoshie	Jul 2018
19. Introduction to research	SEIP Research Agenda Training, MoE Conference Room, Accra	Jul 2018
20. National Council for Curriculum and Assessment Workshop for Curriculum Writing	Blue Royal Hotel, Larteh	May 2018
21. Correlation techniques	SEIP Research Agenda Training, DG's Conference Room, GES, Accra	Oct 2017
22. Descriptive analysis: descriptive statistics, mean and standard deviation, and assessing normality	SEIP Research Agenda Training, DG's Conference Room, GES, Accra	Oct 2017
23. Preliminary analysis: checking the reliability of a scale and choosing the right scale	SEIP Research Agenda Training, DG's Conference Room, GES, Accra	Oct 2017
24. Preliminary analysis: missing value analysis (MVA) and data manipulation	SEIP Research Agenda Training, DG's Conference Room, GES, Accra	Sep 2017
25. Getting started and preparing data files: Introduction to SPSS	SEIP Research Agenda Training, DG's Conference Room, GES, Accra	Jul 2017
26. Designing a study: research designs and sampling techniques	SEIP Research Agenda Training, DG's Conference Room, GES, Accra	May 2017

27. Philosophical foundation of social science research and variable measurement	SEIP Research Agenda Training, DG's Conference Room, GES, Accra	Apr 2017
28. Assumptions in One-Way ANOVA	SEIP Research Agenda Training, DG's Conference Room, GES, Accra	Apr 2017
29. Unearthing Ghanaian teachers' beliefs and intentions regarding problem-solving in primary schools	Faculty of Science Education Seminar, University of Education, Winneba	Apr 2014

Conferences

Name of Conference	Location	Presentations (if any)	Period
1. 42nd Session of the UNESCO General Conference	Paris, France	Participant	Nov 2023
2. Pan Africa Students Conference: Ghana 2022	Pentecost University, Accra, Ghana	Speaker	Oct 2022
3. 41st Session of the UNESCO General Conference	Paris, France	Participant	Nov 2021
4. 17th Parliament of University of Ghana Education Policy Dialogue	Accra, Ghana	Speaker	Jul 2021
5. International Baccalaureate (IB) Global Conference	Abu Dhabi, UAE	Participant	Oct 2020
6. High-Level Conference on Accelerated Learning in the Middle East and Africa	Cairo, Egypt	Participant	Feb 2020
7. Education World Forum 2020	London, England	Participant	Jan 2020
8. National Dialogue Series on Free SHS Policy	Multimedia Ltd, Accra, Ghana	Speaker	Nov 2019

9. UNESCO-TALENT Regional Workshop on Formative Assessment	Addis Ababa, Ethiopia	Speaker	Jul 2019
10. 3rd Africa Curriculum Association Conference	GIMPA, Accra, Ghana	Speaker / Presenter	May 2019
11. Education World Forum	London, United Kingdom	Participant	Jan 2019
12. WISE Africa Conference	Accra, Ghana	Participant	May 2018
13. T-TEL Project: 2nd National Teacher Education Curriculum Forum	NTCE Auditorium, Accra, Ghana	Participant and Contributor	Jun 2016
14. Education Commission Live Webinar	Online	Participant	Jun 2016
15. 21st National General Assembly of Teacher Training Association of Ghana	Jasikan College of Education	Speaker	Feb 2016
16. 5th Asian Conference on Education	Osaka, Japan	Presenter and Session Chair	Oct 2013
17. British Society for Research into Learning Mathematics Conference	University of Edinburgh, United Kingdom	Participant	Nov 2012

Curriculum Development

Course or instructional material	Period
1. Author, Teaching Junior High School Mathematics in Ghana: A Practical Guide for Student Teachers and Practising Teachers, developed as an instructional resource for PMTD 231.	2026
2. University course materials and lecture resources continually revised for PMTD 121, PMTD 231, PMTD 241, and EDP 351.	2018 to date
3. Common Core Programme Mathematics Curriculum and associated teacher training manuals and resource packs.	2019–2020

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| 4. | National Pre-Tertiary Learning Assessment Framework and National Standards Test operational materials. | 2019–2020 |
| 5. | Contributor to the four-year Bachelor of Education teacher education curriculum, with particular focus on mathematics. | 2017–2019 |
| 6. | National Pre-Tertiary Curriculum Framework and Mathematics Standards-Based Curriculum (KG–Primary 6). | 2017–2018 |

Student Development

Activity	Category / level	Nature of involvement	Period
1. Academic counselling	Undergraduate students	Advised students on academic progression, study challenges, and performance support.	2018–2019
2. Undergraduate project supervision	Undergraduate	Research design guidance, proposal development, project supervision, and assessment.	2016 to date
3. Postgraduate thesis supervision and examination	M.Ed. / MPhil and related postgraduate work	Supervision, internal assessment, viva participation, and methods support.	2016 to date
4. Research capacity building	MoE / GES professional staff and early-career researchers	Delivered training in quantitative and qualitative methods, SPSS, research design, reliability, and data analysis.	2017–2018
5. Course and manual development support	Student teachers and distance learners	Developed course materials, slides, and instructional guidance to strengthen subject-method preparation.	2016 to date

Mentorship

Area(s) of Development	Number of Staff Mentored
1. Postgraduate research design and thesis development	Multiple M.Ed./MPhil students over the period
2. Quantitative methods, data analysis, and academic writing	MoE/GES staff, research fellows, and junior colleagues

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| 3. Curriculum and mathematics education scholarship | Student teachers, undergraduate researchers, and 3 early-career colleagues |
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Membership of Professional Associations

Name of Association	Position held (if applicable)	Period
1. University Teachers Association of Ghana (UTAG)	Member	2018 to date
2. Mathematical Association of Ghana	Member	2012 to date
3. Basic Education Research Group, Ministry of Education, Ghana	Member	2017–2021
4. NASUWT, England, United Kingdom	Member	2015–2017
5. Education Institute of Scotland (EIS), United Kingdom	Member	2012–2017
6. Scottish Secondary Teachers Association (SSTA), United Kingdom	Member	2012–2017
7. British Society for Research into Learning Mathematics (BSRLM), United Kingdom	Member	2012–2017
8. Applied Quantitative Methods Network (AQMEN), United Kingdom	Member	2012–2016
9. National Association of Graduate Teachers (NAGRAT), Ghana	Member	2010–2012

Institutional Service

Name of Committee(s) and/or Board(s)	Position or role	Period
1. Finance and Commerce Committee, Tema Oil Refinery Company Ltd Board	Chairman	2023–2024
2. Tema Oil Refinery Company Ltd Board of Directors	Board Member	2022–2024
3. Local Organising Committee, 3rd Africa Curriculum Association Conference	Chairman	2019
4. African Curriculum Association	Chair, Publications Committee	2019–2020

5. Ghana Education Evidence Summit Planning Committee	Consultant to Planning Committee	April 2018
6. Adiembra Senior High School Board of Governors	Member	2010–2013

Community Service

Name of Institution/Organisation	Position(s) held (if applicable)	Period
1. Institute for Education Studies (IFEST)	Founding Executive Director	2013–2017
2. STEMNET Programme, Scotland	STEM Ambassador	2013–2015
3. University of Aberdeen PhD research students' group	Representative	2012–2013
4. Sekondi-Takoradi Metropolitan Assembly	Elected Assembly Member	2010–2013
5. Nana Kobina Gyan and Anaise Basic Schools SMC	Member	2011–2013
6. Ghartey Hall JCRC, University of Education, Winneba	Public Relations Officer	2005–2006
7. Royal Focus Magazine, Ghartey Hall JCRC, University of Education, Winneba	Editor-in-Chief	2004–2005

Professional Service or Consultancy outside the University

No.	Name of institution/client	Period of service	Office/position held
1.	First Line Education Services Ltd and related clients	2016 to date	Principal Consultant
2.	Ghana Secondary Education Improvement Project Research Agenda, World Bank / Ministry of Education	Feb 2017 to Apr 2019	Lead Researcher
3.	GES Workforce Initiative, FCDO / PwC Ghana	Dec 2018 to Jan 2019	Education Consultant
4.	Partnerships Beyond Aid Programme, FCDO / Oxford Policy Management / Open University	May 2018 to Jan 2019	Lead Education Consultant
5.	National Education Strategic Plan 2018 to 2030, FCDO / Ministry of Education	Aug 2017 to Jan 2019	Technical Consultant / Technical Team Member
6.	USAID Partnership for Education Learning, USAID / FHI360	Feb 2016 to Apr 2018	Curriculum Consultant

7.	SEIP Mid-Term Review, World Bank / Ministry of Education	Nov 2017 to Apr 2018	Technical Advisor / Research Team Member
8.	Curriculum Reform Study, T-TEL, FCDO / Cambridge Education	Dec 2017 to Mar 2018	Lead Researcher
9.	Pre-Tertiary Curriculum Framework and Mathematics Standards-Based Curriculum, Government of Ghana / NaCCA	Jun 2017 to Feb 2018	Curriculum Consultant
10.	Principals Evaluation, T-TEL, FCDO / Cambridge Education	Aug 2017 to Nov 2017	Lead Researcher
11.	Financing Global Education Opportunity Project, UN Education Commission	Mar 2016 to May 2016	Lead Re

Grants, Honours, Awards, Prizes or Professional Recognition and other Key Accomplishments

Name/Type of Award or Accomplishment	Awarding Institution or Organisation	Period
1. Led Ghana's national rollout of the Standards-Based Curriculum and the Common Core Programme while serving as Director-General of NaCCA	National Council for Curriculum and Assessment (NaCCA), Ministry of Education, Ghana	2019–2021
2. Oversaw the development of the National Pre-Tertiary Learning Assessment Framework and the operationalisation of the National Standards Test while serving as Director-General of NaCCA	National Council for Curriculum and Assessment (NaCCA), Ministry of Education, Ghana	2019–2020
3. Oversaw the development, review, approval, production, and distribution of over 1000 curriculum materials, including textbooks, workbooks, teacher guides, and training manuals, while serving as Director-General of NaCCA.	National Council for Curriculum and Assessment (NaCCA), Ministry of Education, Ghana	2019–2020
4. Led the conceptualisation and technical design that helped secure more than £5 million in institutional strengthening support from Big Win Philanthropy for Ghana's Ministry of Education, focused on curriculum fidelity monitoring and school support systems.	National Council for Curriculum and Assessment (NaCCA), Ministry of Education, Ghana	2020–2021

5. Graduate Training Bursary	Economic and Social Research Council (ESRC), United Kingdom	Nov 2015
6. Graduate Training Bursary	Economic and Social Research Council (ESRC), United Kingdom	Jun 2015
7. SoE Graduate Bursary	University of Aberdeen, United Kingdom	Mar 2015
8. Graduate Training Bursary	Economic and Social Research Council (ESRC), United Kingdom	Dec 2013
9. Principal's Excellence Award	University of Aberdeen, United Kingdom	Oct 2013
10. Ghana Education Trust Fund (GETFund) PhD Scholarship	GETFund, Ghana	Aug 2012

Referees

1. **Prof. Jophus Anamuah-Mensah**

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Prince Hamid Armah, PhD



8 April 2026