Regional Workshop on National Learning Assessment Systems in sub-Saharan Africa: Knowledge sharing and needs assessment

Experiences of building national assessment systems in SSA
CAPE VERDE
NATIONAL EDUCATION PROGRAMME

• VISION FOR EDUCATION
An education system closely tied to the knowledge economy, focused at all levels on helping young people attain proficiency in languages, integrated sciences, technology; and fostering a cosmopolitan outlook. A system which builds an awareness of how to behave and act with a sense of responsibility towards other members of society, and prepares young people for lifelong learning, instilling a culture of research, experimentation and innovation. (PEE [Education Strategy Plan]: 33)
EDUCATION POLICY PRIORITIES (2021 HORIZON)

Universal access for all children of 4/5 years of age to preschool education, including those with SEN.

Connecting preschool education to primary education so that all pupils benefit from 2 years of preschooling.

Equitable access to universal free education up to Year 8, and the implementation of social programmes, especially for priority and groups with special needs.

Restructuring and modernising the education system.

Expansion of vocational education and training

Teacher training

Decentralising management to improve performance:
- Designing an efficient and effective model of pedagogical supervision;
- Educational Assessment (Defining internal and external assessment policy);
- Institutionalising an assessment system to measure progress at all levels, including both learning and insertion into the labour market.
FUNDAMENTAL PRINCIPLES DRIVING EDUCATION POLICY AIMED AT IMPROVING QUALITY OF LEARNING

- Improving quality of teaching at all levels
- Analysing students’ progress through the system
- Regular testing to measure learning outcomes
THE EDUCATION STRATEGY PLAN (PEE) SETS OUT MEASURES TO ENSURE INCLUSIVE AND HIGH QUALITY EDUCATION

Compulsory Primary Education

A foundation for life

In Compulsory Primary Education

- Support teachers with the appropriate tools to carry out formative assessment so that they can identify areas for improvement (Significant repetition of 40% in year 2, 20% in year 4, and 22.2% in the first cycle of secondary, years 7 and 8. (pages 64, 65, 72)

In Compulsory Primary Education

- Revise assessment models (taking into account changes and innovation in primary education – 8 years of compulsory primary education) (page 68)

In Compulsory Primary Education

- Implement a formative approach to competences, as well as restructuring and adapting the learning assessment system.
GOALS AND OBJECTIVES

A National Learning Assessment System review, aimed at ensuring it meets the following standards:

• Advances the educational attainment of all students, and offers guidance on how to improve performance;
• Allows teachers to collect the information needed to assess each student’s educational performance, with an emphasis on identifying aspects of their learning that need to improve;
• Promotes a differentiated system of assessment, taking into account the differing rates of progress and development of each student, drawing up a plan for supporting students who are struggling to acquire the competences required at the end of each cycle; and
• Reduces failure and dropout rates through a personalised and inclusive approach to education.
NATIONAL LEARNING ASSESSMENT SYSTEM OVERVIEW

• **Primary School**

  - **Local authority tests** at the end of Years 2, 4, 6 and 8 in all core subject areas.

CHANGES FROM ACADEMIC YEAR 2018/2019

• National Finals (Years 4 and 8) in Portuguese Language and Maths;

• Assessment tests (Years 2 and 6) in Portuguese Language and Maths.
• **Secondary Education**
  - **Internal general exams** at the end of Years 9, 10, 11 and 12 in annual and biannual subjects.
  - **National general exams** at the end of year 12 in specific subjects.
  - **Resit Exams**
CHALLENGES AND PROSPECTS IN TERMS OF RELEVANT SUSTAINABLE DEVELOPMENT GOALS (SDG 4)

• **Goal 1.** Guarantee that all children and young people of both sexes complete primary and secondary education, which should be free, equitable and **quality**, with relevant and **effective** learning outcomes.
Thank you.

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AVALIAR PARA MELHORAR
ASSESS TO IMPROVE

(This presentation was translated by Robin Munby, United Nations volunteer translator)