



ASSESSMENT IN MOZAMBIQUE

GLÓRIA PEDRO MANHIÇA

- In Mozambique, education is a right for all.
- There are 7 years of free compulsory primary education.
- **Assessment** – this is a key part of the curriculum at all levels of the learning and teaching process.

1. Classroom assessment

2. Exams

3. *Provinha* testing

4. Large-scale national review

5. Regional Review (SEACMEQ [Southern and Eastern Africa Consortium for Monitoring Educational Quality])

PQG [Government 5-year Plan] (2015-2019), PEE [Strategic Plan for Education] (2012/2016-2019) and REGEBE.

LARGE-SCALE NATIONAL REVIEW



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The PQG (2015-2019) states that the education sector should:
"promote the acquisition of key reading, writing and mathematical competences and skills in primary school."

Indicators to be monitored in Year 3:

- Students' performance in Portuguese language by region and level.
- Students' performance in maths by region and level.
- Student's characteristics and their learning environments.
- Characteristics of teachers and headteachers.
- Teachers' and headteachers' views on the teaching and learning process.
- Basic condition of schools/available resources.

LARGE-SCALE NATIONAL REVIEW



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- Covers Year 3 students.
- Takes place every 3 years.

First National Assessment - 2013

- Second National Assessment - 2016

Objectives:

- Assess the level students are at in their learning and the conditions of their learning environment;
- Allow problems affecting students' learning to be resolved.
- Provide results which will help to define and assess education policy.



Competences to be assessed

- **Portuguese Language**

Level 1 – Recognising the alphabet;

Level 2 – Using the alphabet;

Level 3 – Reading comprehension and analysis.

- **Maths**

Level 1 – Identifying geometric shapes;

Level 2 – Reading numbers and counting;

Level 3 – Solving problems.



Overview

	Planned	Carried out
No.of Districts	125	125
No. of Schools	400	397
No. of Students	10,000	6,749 (70%)
No. of Teachers	590	590
No. of School Directors	425	425



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Data collection tools

- Portuguese test
- Maths test
- Teacher's questionnaire
- Management questionnaire
- School information sheet
- School form
- Student data form

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- **Portuguese Language**

Student performance % by competence levels:

Competence levels	2013	2016
Level 1 – Recognising the alphabet	82.6	83.6
Level 2 – Using the alphabet	43.6	43.8
Level 3 – Reading comprehension and analysis	6.3	4.9

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Student performance % for Maths and Portuguese Language in 2016 by competence levels:

Levels	Level 1	Level 2	Level 3
Maths	89.42	50.29	7.71
Portuguese Language	83.6	43.8	4.9

Conclusions:

1. Students' performance in Maths is better than in Portuguese Language in relative terms.
2. Students' performance in Maths and Portuguese Language is still not at a satisfactory level (3).



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Factors associated with students' underperformance:

- Poor basic working conditions
- Insufficient time in school
- Difficulty managing large classes
- Lack of understanding of learning and teaching process methodologies and strategies
- Lack of support from parents and guardians in students' education
- Lack of interest on the part of students



Organisation of the process:

1. Production of a Reference Matrix in consultation with the Centre for the Support of Distance Learning at the Federal University of Minas Gerais in Brazil;
2. Training and development of test items by teachers;
3. Testing items (10 schools - Province and City of Maputo);
4. Inputting results for delivery to Centre for the Support of Distance Learning;
5. Adapting topics according to advice from Centre for the Support of Distance Learning;
6. Defining the sample;
7. Informing Regional Directorates for Education and Human Development, regions and selected schools;
8. Producing assessment instruments;
- 9 Selecting the institution to carry out testing



Organisation of the process:

10. Training chosen company/institution
11. Transport of testing material to region (3 days in advance) and then to school on day of the assessment;
12. Application of assessment instruments under supervision of the company and technical observer from Ministry of Education and Human Development;
13. Inputting of information by company/institution;
14. Production of report;
15. Dissemination of report among Regional Directorates for Education and Human Development; Regional Youth, Education and Technology Services; teacher training institutes and schools.



Constraints:

- Substitution of schools in inaccessible areas (Zambezia, Sofala and Manica - **Political-Military Crisis**);
- Lack of diligence from head teachers, teachers and students (leadership problems);
- Delays in the disbursement of funds;
- Skepticism on the part of some ministers regarding the role of the review;
- Lack of funds for the dissemination of reports;
- Instability of some of the chosen institutions.

Classroom assessment



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- **Diagnostic Assessment** - Allows us to evaluate prerequisites - knowledge, skills, abilities and attitudes conducive to new learning.
- **Formative Assessment** - Regulates the teaching and learning process. A continuous and systematic process.
- Allows teachers to adapt learning process to students' needs and target areas of difficulty. (2/3 per term)
- **Summative Assessment** - Aims to classify the student's performance at the end of a teaching period, which could be a unit, a group of units, a school year or the entire school cycle.



Exams

- **Exam** - Enables students' performance to be classified at the end of the level.
- **Exams** are an important source of information for use in the overall assessment cycle.
- **Exams** at the end of Years 5, 6, 10 and 12 are conducted by the Ministry of Education and Human Development, based on proposals from schools.
- The **exam** in Year 2 is conducted at the regional level.
- **In Primary School** there are exams in Years 2, 5 and 7.
- **In Secondary School** there are exams in Years 10 and 12.

NB: Exams cannot be the only determining factor in whether a student passes or fails.

Provinha test “I can read already”



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The ***Provinha*** test - is a component of formative assessment.

Objectives:

- To monitor students' learning development
- To identify the action to be taken and strategies to be adopted to help students reach the required level.

Period of implementation

- 1st *Provinha* - 2012 (carried out in March and October)
- 2nd *Provinha* - 2013 (carried out in March and October)
- The first *Provinha* was carried out in 68 schools in the Province and City of Maputo.
- The second was carried out in Maputo (both province and city), Cabo Delgado, Niassa, Tette and Zambezia.

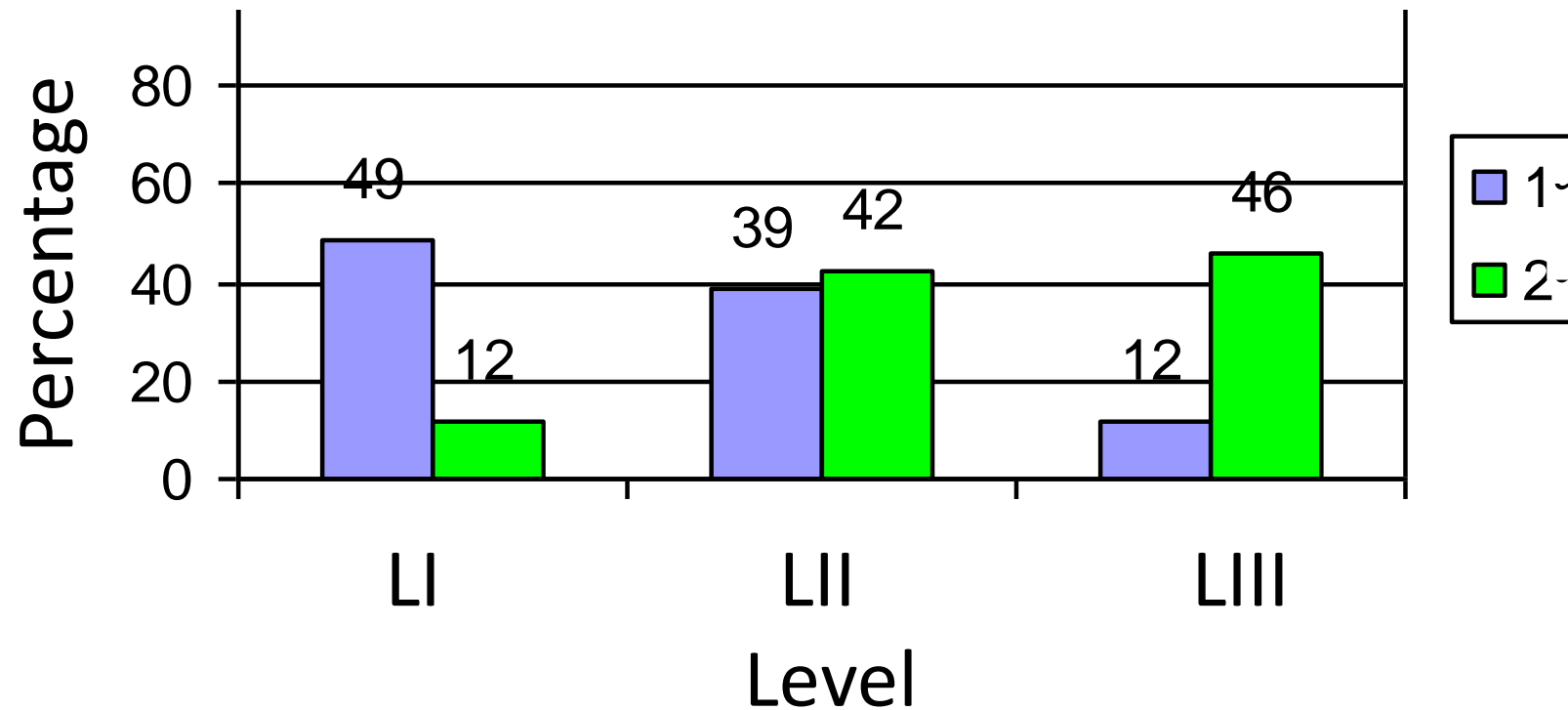
Note: With the help of UNICEF the programme has recently been continued in 6 districts of the provinces of Zambezia and Tete.

Overall result in each implementation period



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Percentage of students at each competence level





- SEACMEQ II-2000 (report in English on SEACMEQ website)
- SEACMEQ III-2007 (final report not printed due to lack of funds)
- SEACMEQ IV-2013 – currently in process of verification and calibration at Gabarone.

Needs:

- Data analysis software training for INDE [National Institute of Education Development] staff.
- Training for government staff in how to analyse and use assessment results.



Thank you

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