ASSESSMENT IN MOZAMBIQUE

GLÓRIA PEDRO MANHIÇA
Context

• 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])

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.
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

<table>
<thead>
<tr>
<th></th>
<th>Planned</th>
<th>Carried out</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Districts</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>No. of Schools</td>
<td>400</td>
<td>397</td>
</tr>
<tr>
<td>No. of Students</td>
<td>10,000</td>
<td>6,749 (70%)</td>
</tr>
<tr>
<td>No. of Teachers</td>
<td>590</td>
<td>590</td>
</tr>
<tr>
<td>No. of School Directors</td>
<td>425</td>
<td>425</td>
</tr>
</tbody>
</table>
Data collection tools

- Portuguese test
- Maths test
- Teacher’s questionnaire
- Management questionnaire
- School information sheet
- School form
- Student data form
### Portuguese Language

**Student performance % by competence levels:**

<table>
<thead>
<tr>
<th>Competence levels</th>
<th>2013</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 – Recognising the alphabet</td>
<td>82.6</td>
<td>83.6</td>
</tr>
<tr>
<td>Level 2 – Using the alphabet</td>
<td>43.6</td>
<td>43.8</td>
</tr>
<tr>
<td>Level 3 – Reading comprehension and analysis</td>
<td>6.3</td>
<td>4.9</td>
</tr>
</tbody>
</table>
Student performance % for Maths and Portuguese Language in 2016 by competence levels:

<table>
<thead>
<tr>
<th>Levels</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>89.42</td>
<td>50.29</td>
<td>7.71</td>
</tr>
<tr>
<td>Portuguese Language</td>
<td>83.6</td>
<td>43.8</td>
<td>4.9</td>
</tr>
</tbody>
</table>

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).
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

- **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.
- **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.
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

**Percentage of students at each competence level**

<table>
<thead>
<tr>
<th>Level</th>
<th>1st Period</th>
<th>2nd Period</th>
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<tbody>
<tr>
<td>LI</td>
<td>49%</td>
<td>12%</td>
</tr>
<tr>
<td>LII</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>LIII</td>
<td>46%</td>
<td>12%</td>
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</table>
- 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)