

**DEMOCRATIC REPUBLIC**



**OF SÃO TOMÉ AND PRÍNCIPE**

**(Unity – Discipline – Work)**

**Ministry of Education, Culture, Science and Communication**

# **REGIONAL WORKSHOP ON NATIONAL LEARNING ASSESSMENT SYSTEMS**

**São Tomé and Príncipe**



**08 December 2017**

# Summary

- ❖ Organisation of the Education System;
- ❖ Organisation of the National Education Programme;
- ❖ Assessment System;
- ❖ National Assessment Impact;
- ❖ Measures to improve the learning and teaching process and guarantee quality education.

# Organisation of the Education System;

According to Framework Law No. 2/2003 of 2 June, the education system in São Tomé and Príncipe is organised into:

- ❖ **Preschool Education** (ages 0-6)
- ❖ **Primary Education** (Years 1 to 6, organised into 2 cycles);
- ❖ **Secondary Education** (Years 7 to 12, organised into 2 cycles);
- ❖ **Higher Education** (universities and technical colleges);
- ❖ **Out-of-school Education** (literacy and vocational education).

# Organisation of the National Education Programme

# The STP National Education Programme

The São Tomé and Príncipe National Education Programme is enshrined in the **Education Policy Charter (vision 2022)**, which determines the guidelines, goals and strategies for education policy over the next ten years (2012-2022).

## General objective of the Charter

To provide quality education and training to everyone in São Tomé and Príncipe, complying with the guidelines laid down in the MDGs, the Education for All Conference in Jomtien, Thailand, the Dakar World Education Forum, and the World Conference on Special Needs Education in Salamanca, Spain.

## **The specific objectives of the Charter are:**

To guarantee all young people in São Tomé and Príncipe, in a gradual and sustainable way, access to 12 years of quality, universal, free education;

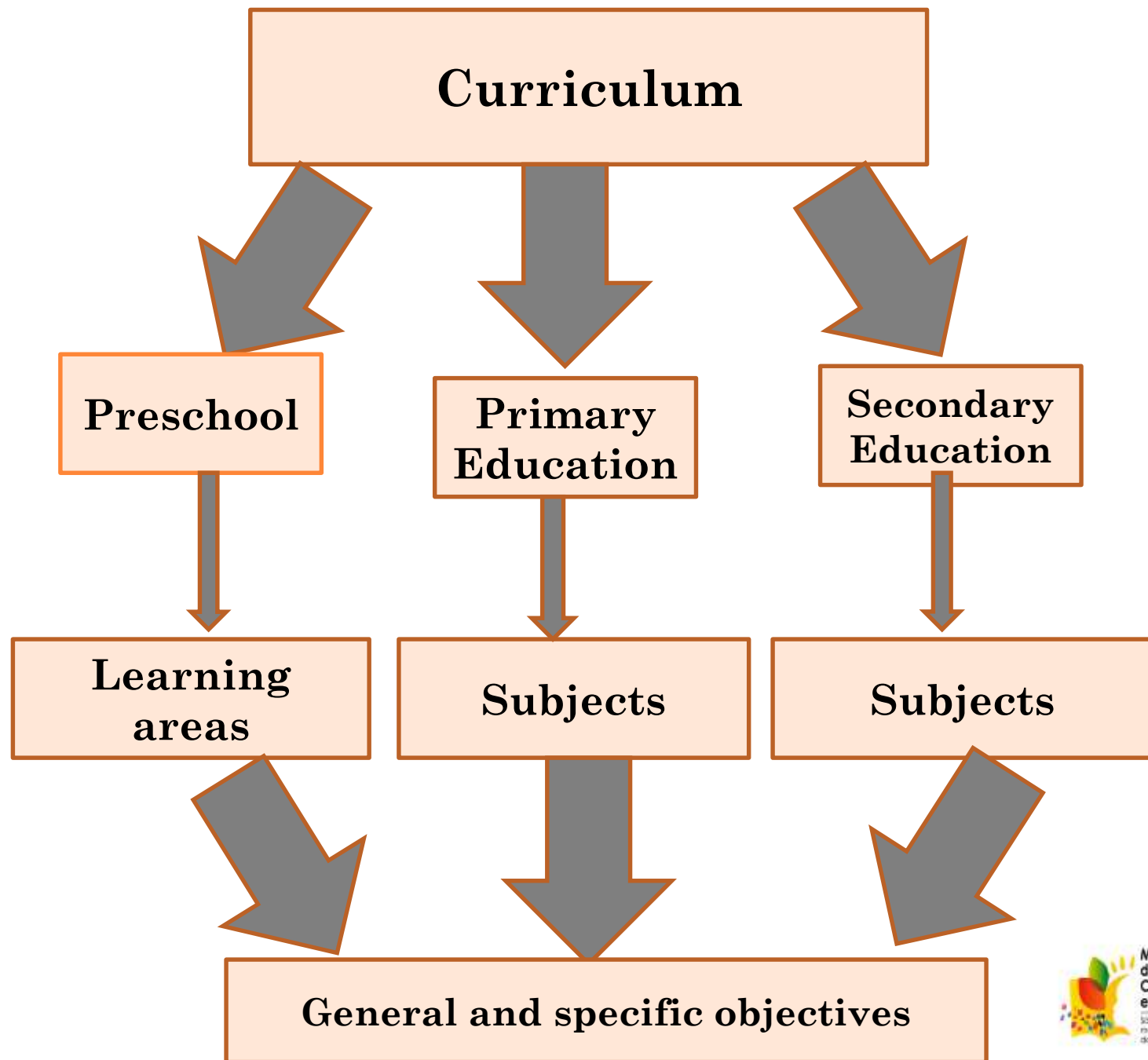
To implement high-level policy aimed at training and empowering members of the teaching profession and other ministry staff;

To develop a programme of quality professional technical education to integrated with secondary and higher education, as well as the national economy;

To guarantee the expansion, adaptation and perfection of the school network, and putting in place adequate material and teaching conditions;

To develop a quality higher education sector integrated and adapted to the conditions of the labour market, and encourage students to undertake further education and training within the country;

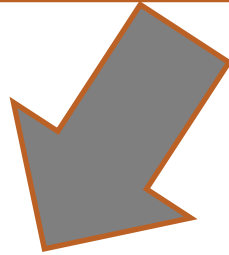
To synchronise the various education policy instruments into one document outlining short, medium and long-term strategies, based on consistent data capable of facilitating political dialogue and decision making on the part of government and development partners.



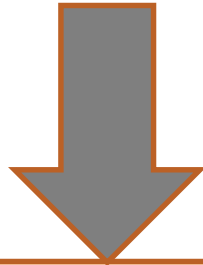


# Assessment System

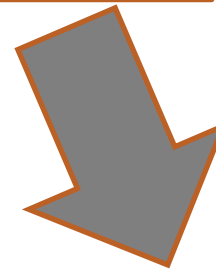
# Assessment System



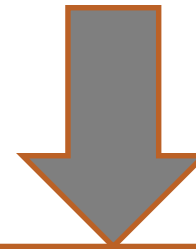
**Internal  
assessments**



**Diagnostic;  
Formative;  
Summative**

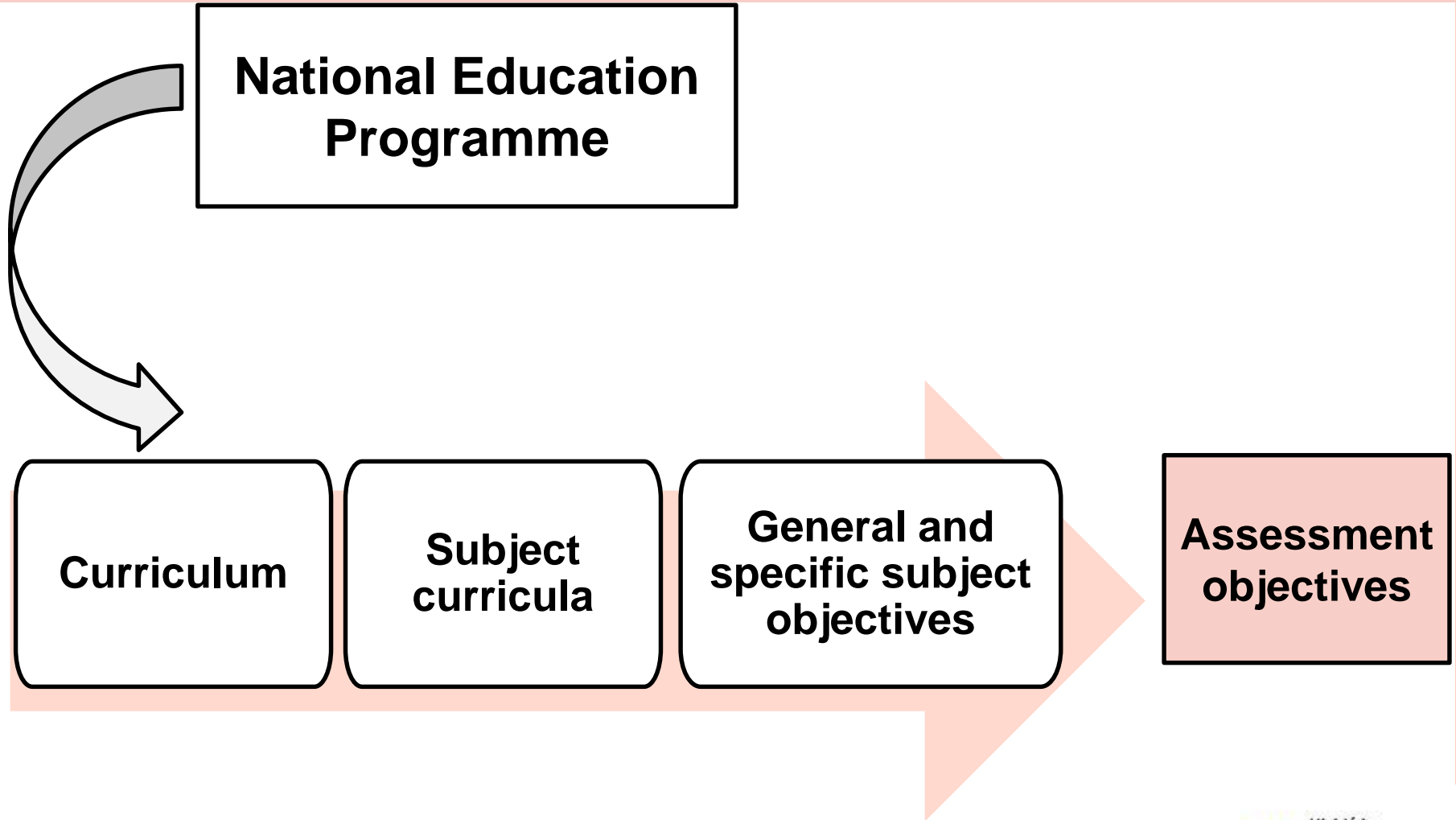


**External (national)  
assessments**



**National Exams;  
Assessment Tests**

# Assessment objectives linked to curriculum objectives



# National Assessment Impact

# Impact of national assessments (exams)

→ **Political impact:** reform of the curriculum; investment in initial training and continuous teacher training; investment in teaching materials; building of schools and classrooms; expansion of the school network and universalisation of education; involving families in students' education, etc.

→ **Institutional and pedagogical impact:** creation of new regional teacher monitoring structures throughout the country; training head teachers and educational administrators; creation of internal programmes to improve the quality of teaching

Implementation of the School Improvement Plan which sets learning goals for schools.

# Impact of national assessments (learning assessment)

- Carried out within primary education in May 2016: AALEB (Large-Scale National Primary Learning Assessment) - Years 2, 4 and 6, subjects - Portuguese Language and Maths. Results published in January 2017.
- Carried out within secondary education in May 2017: AALES (Large-Scale National Secondary Learning Assessment) - Years 9 and 12, subjects - Portuguese Language and Maths. Results not yet published.

The AALEB results are being used by institutions within the Ministry of Education (education departments, teacher training institutions and primary schools).

## **Actions implemented based on AALEB results**

- Training of head teachers on how to implement the School Improvement Plan;
- Implementation of the School Improvement Plan with learning goals set by schools (academic year 2017/2-18).

**Measures to improve the learning and teaching process and guarantee quality education.**

- ❖ Use assessment results to analyse the role and function of government in forming education policy and building quality education for all;
- ❖ Use assessment results to develop initial and continuous teacher training programmes.
- ❖ Align school curriculum with teacher training curriculum at all levels of education;
- ❖ Use assessment results to evaluate teachers, schools and teacher training programmes;
- ❖ Raise awareness of the importance of external assessment among teachers, students, parents and guardians, and other members of the education community, in order to instill confidence in assessment results.
- ❖ Develop strategies which to help the entire education community recognise that assessment results reflect students' learning, which in turn reflects the quality of the learning and teaching process.



# MECCCC-DGPIE-GAAE

## Thank you

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