



# REPÚBLICA DE MOÇAMBIQUE MINISTÉRIO DA EDUCAÇÃO

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**International Literacy Day**

**“All Children Reading”**

*Washington, 8 September 2011*

# Outline presentation:

- ❑ **Education in Mozambique**
  - ❑ Context, priorities and objectives
  - ❑ Progress and challenges (EMIS data)
- ❑ **Measuring learning outcomes: *current status***
  - ❑ Different studies
  - ❑ The case of Cabo Delgado (Aga Khan Study)
  - ❑ SACMEQ (II and III)
- ❑ **Improving learning outcomes: *future implications***
  - ❑ Stronger focus on quality interventions
  - ❑ Strengthening the management of the education system
  - ❑ Focus on Monitoring (Learning )Achievements
  - ❑ Major challenges

# EDUCATION IN MOZAMBIQUE

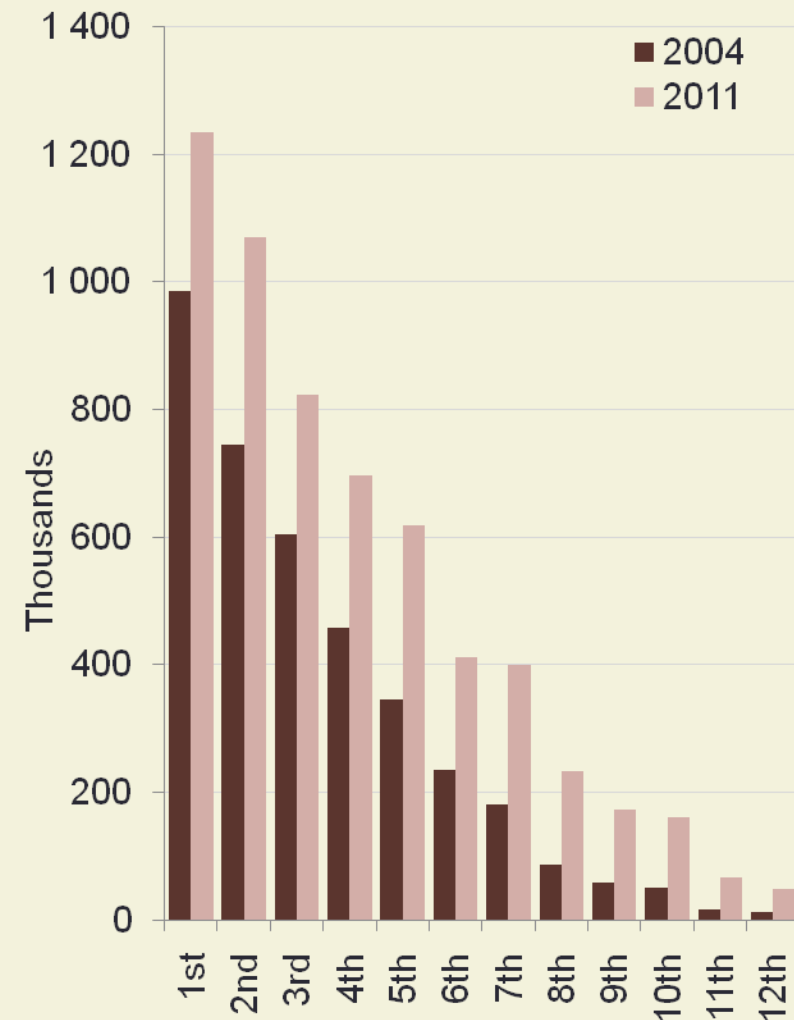
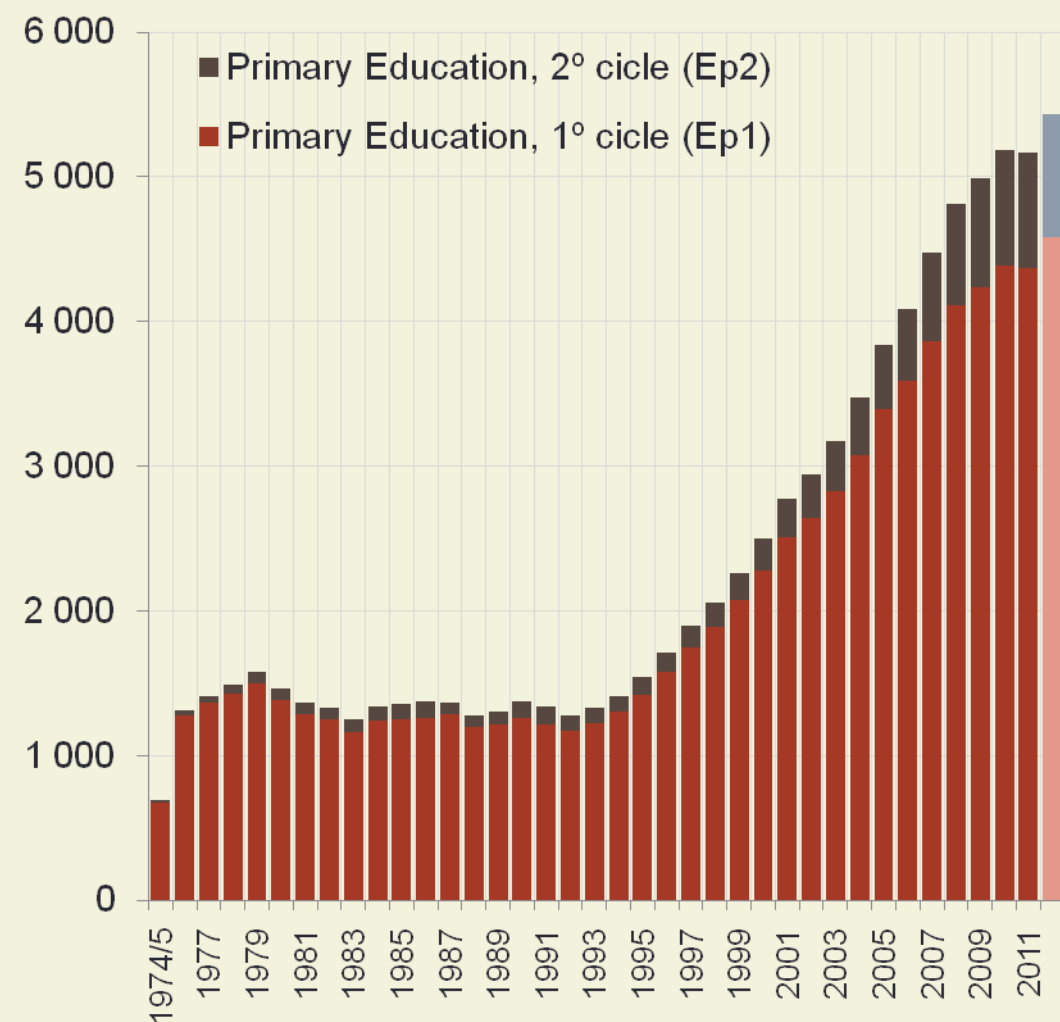
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Priorities, progress and challenges

## Education in Mozambique: Context, priorities, objectives

- ❑ Education key to combating poverty and increase (economic) development;
- ❑ *First priority* concerns **the** provision of seven-year primary education of quality for all children (*commitment to the MDGs*);
- ❑ At the same time, recognizing the importance of other levels of education, the sector prepares for their expansion within the parameters of existing (institutional and financial) capacity to ensure quality and sustainability.

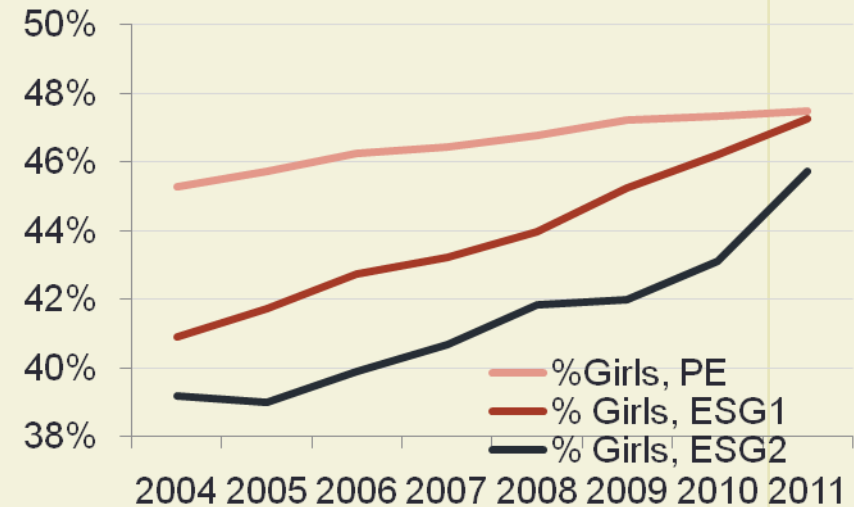
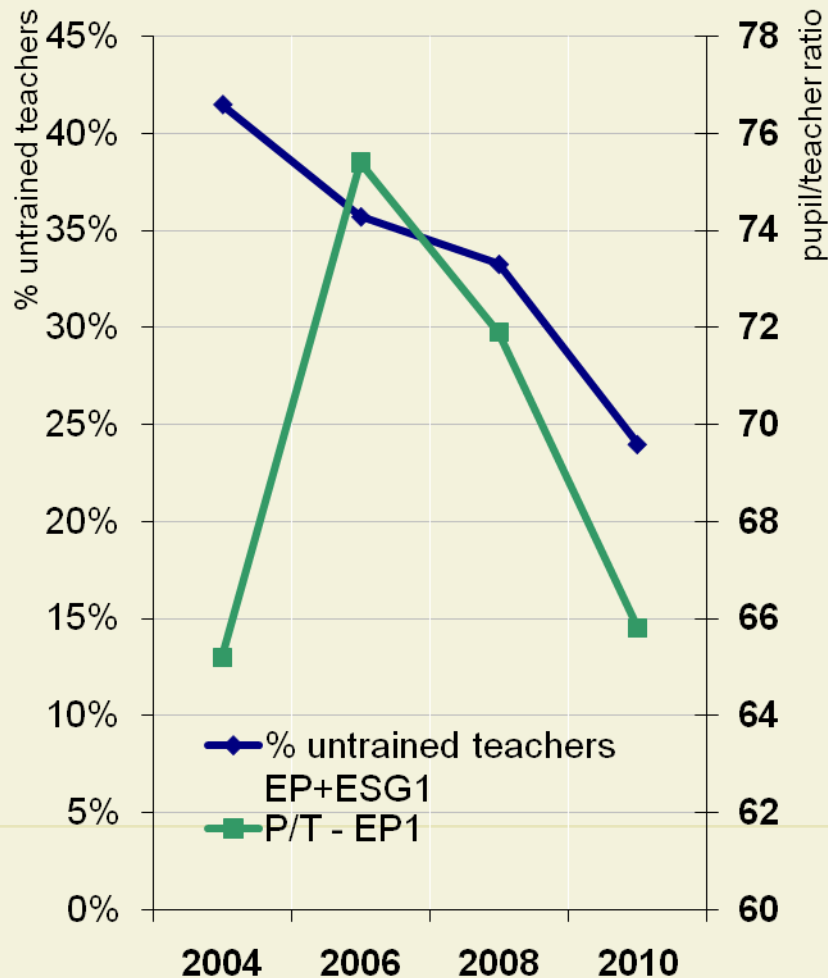
# Progress: exponential expansion at all level



Number of students, Primary Education, day school, public

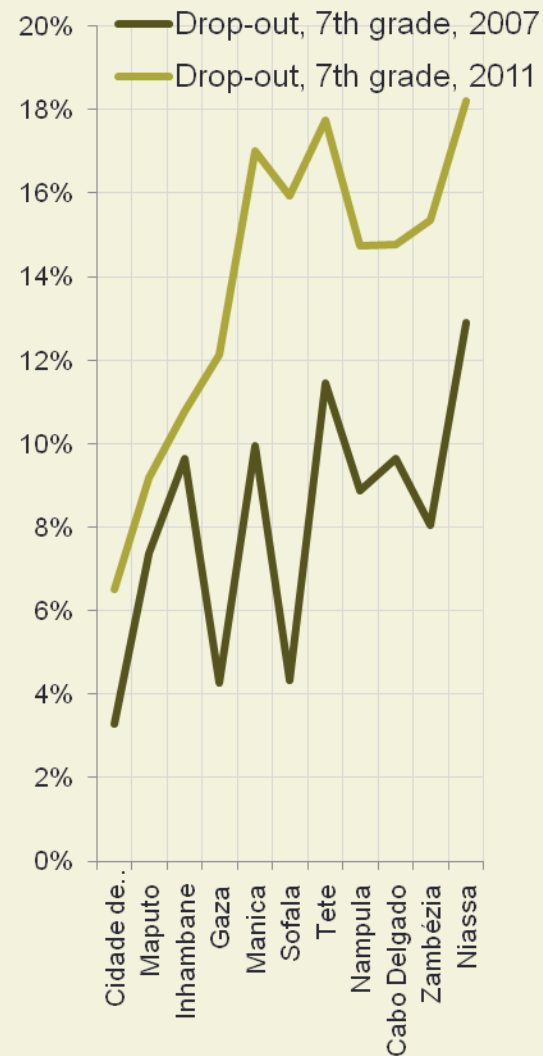
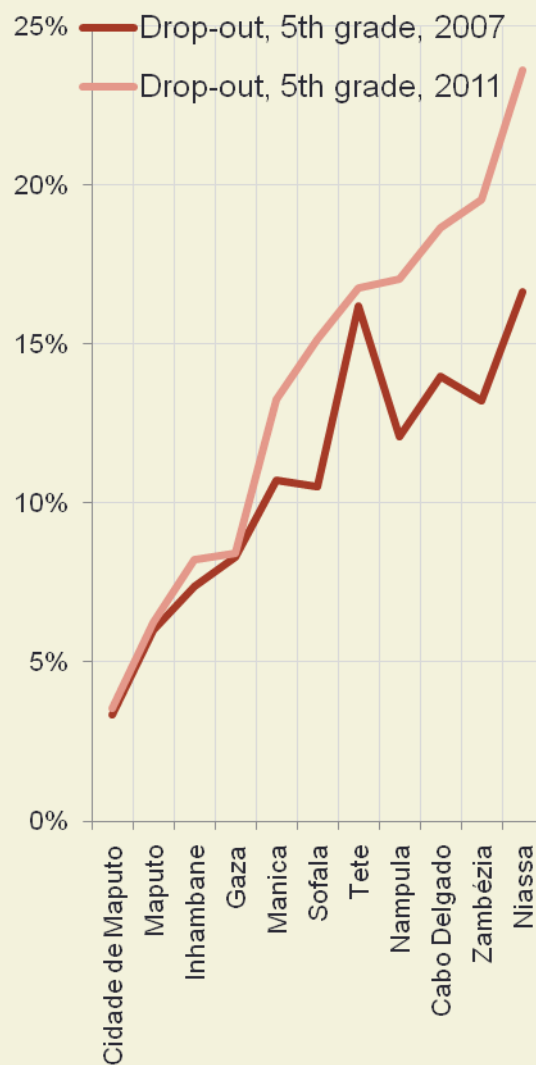
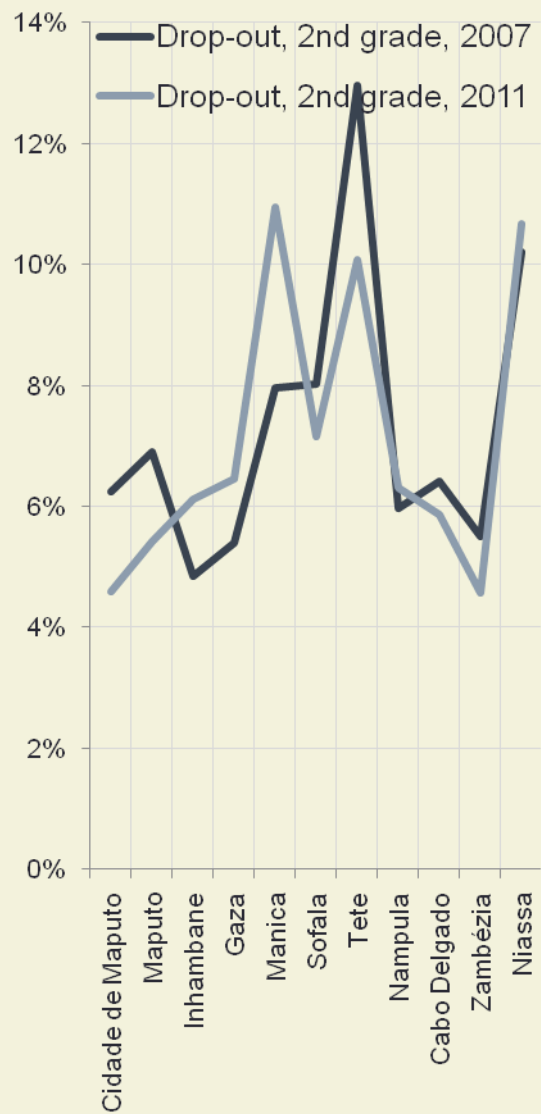
Nº of students per class, 2004 and 2011, all school types

## Progress: equity and quality indicators

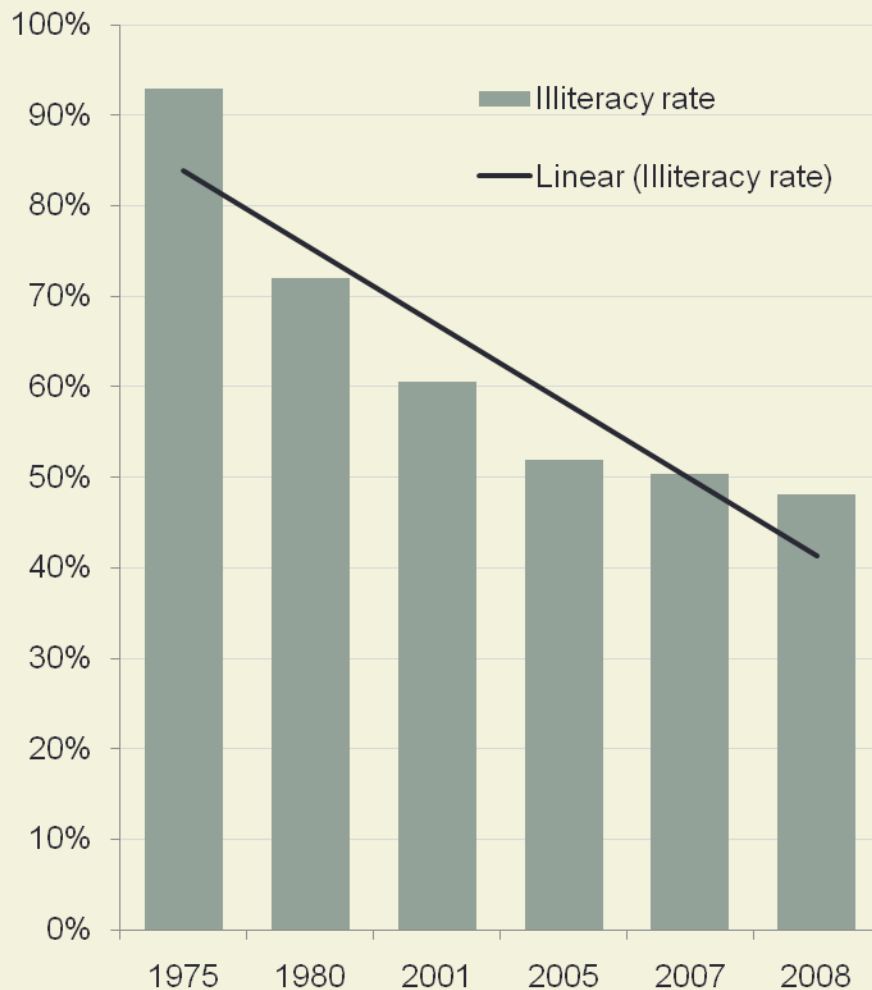


- Increased equity in gender in primary and secondary education
- Less untrained teachers
- Reduced pupil/teacher ratio, but still high.

# Challenge: Increase in drop-out (5th and 7th grade)



# Progress: reduction of illiteracy rate



## Challenges:

- Great differences between
  - rural and urban (2008: 76% vs 37%)
  - female and male (2008: 62% vs 31%)
- Since 2005, reduction is slowing down



# MEASURING LEARNING OUTCOMES

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Results from different studies

## Different assessments undertaken

### At national level:

- ❑ INDE (1997-2001), 2006, grade 1 to 5 in Portuguese, Mathematics and Natural Sciences
- ❑ NGO Progresso (Provinces of Niassa and Cabo Delgado), 2007, Early Grade Reading
- ❑ 2011- Aga Khan Foundation, Opportunities to Learn & Early Grade Reading in Cabo Delgado, Mozambique;
- ❑ Centre of Learning and Capacity Building of Civil Society (CESC), 2011

## Different assessments undertaken

### **Within the context of regional/international initiatives:**

- ❑ SACMEQ II (2000) – Grade 6, Reading and Maths
- ❑ SACMEQ III – Grade 6 on Reading, Maths and HIV

## Measuring outcomes: Aga Khan Foundation – *Case study in Cabo Delgado, 2011*

**Context:** establishment of a baseline of student reading fluency and time on task.

### **Purpose:**

- ❑ To assist AKF in refining their interventions to better assist teachers and students in the classroom;
- ❑ To improve teaching and provide greater support to teachers;
- ❑ To improve the politics, practice and decisions that have an impact on how time is used within the school and specifically within the classroom.

## Measuring outcomes:Aga Khan Foundation – *Case study in Cabo Delgado, 2011* Aga Khan Foundation

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### **Key questions:**

- ❑ What is the variation of Opportunity to Learn (OTL) offered at schools and how does that compare to the potential opportunity that students should have?
- ❑ How are teachers using the existing OTL to help students develop the skills needed for reading?
- ❑ What can be done to improve the opportunity to learn provided to the student? How can we improve school effectiveness?

# Measuring outcomes: Aga Khan Foundation – *Case study in Cabo Delgado, 2011* Aga Khan Foundation

## **12 Selected Indicators:**

### ***Related to time on task***

1. The percentage of days the school is open;
2. Teacher attendance rate;
3. Student attendance rate;
4. The percent of time during the day available for instruction;
5. The percent of time in class students are on task;
6. Equivalent number of days available for learning (based on 1-5).

## Measuring outcomes:Aga Khan Foundation – *Case study in Cabo Delgado, 2011* Aga Khan Foundation

### ***Related to reading habits:***

7. Percent of students with a reading textbook
8. Observed use of reading textbooks in class
9. Percent of time used for reading activities
10. Third grade reading ability
11. Class size
12. School support visits

## Measuring outcomes: Aga Khan Foundation – *Case study in Cabo Delgado, 2011* Aga Khan Foundation

### **Major findings:**

- ❑ Little time on task
- ❑ Different factors contribute that lessons do not take place:
  - ❑ School year starts later;
  - ❑ Lessons starting later;
  - ❑ Absenteeism of teachers and students due to various reasons (illness, attending funerals);
  - ❑ School participating in official visits, public events.

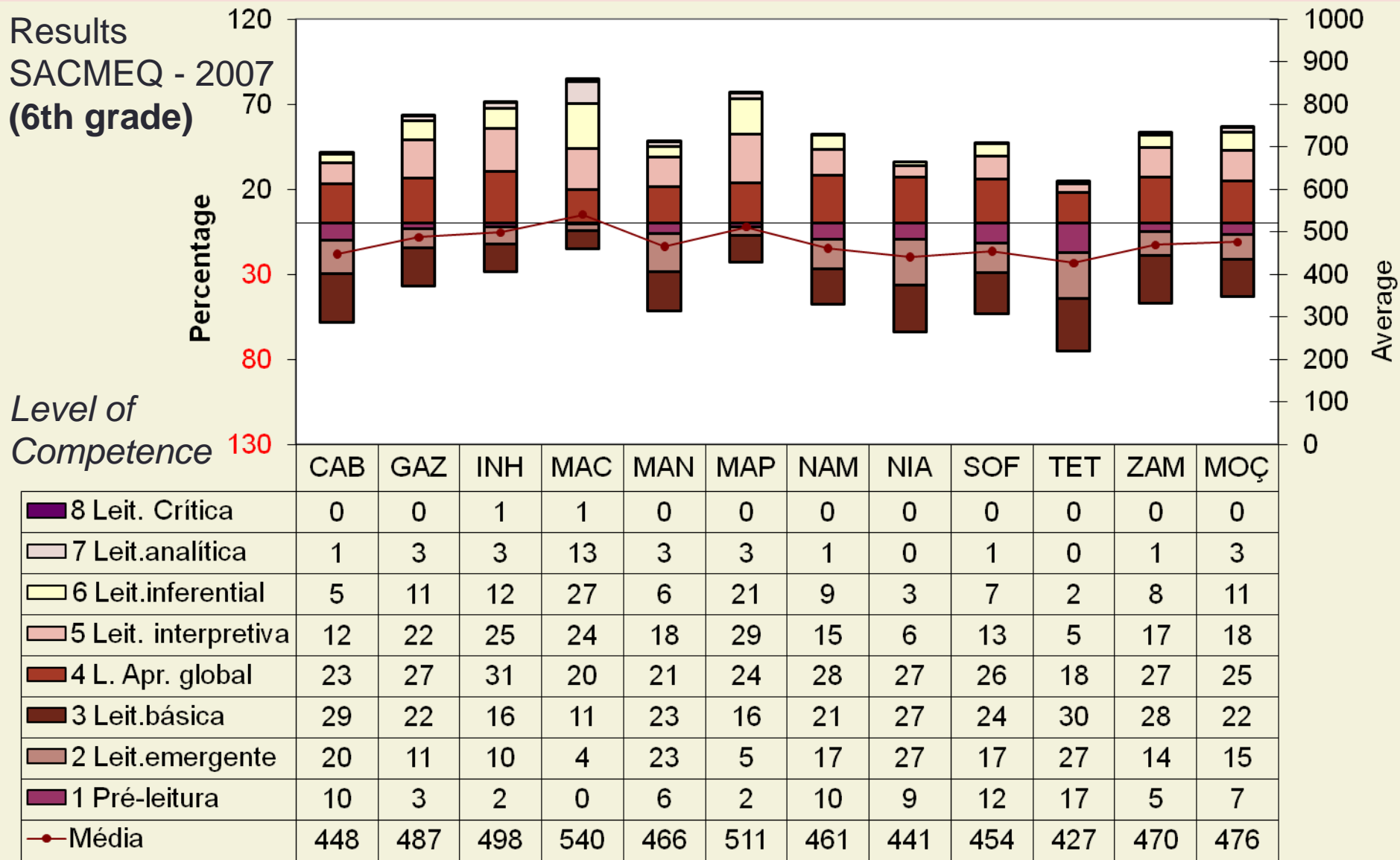


## Measuring outcomes:Aga Khan Foundation – *Case study in Cabo Delgado, 2011* Aga Khan Foundation

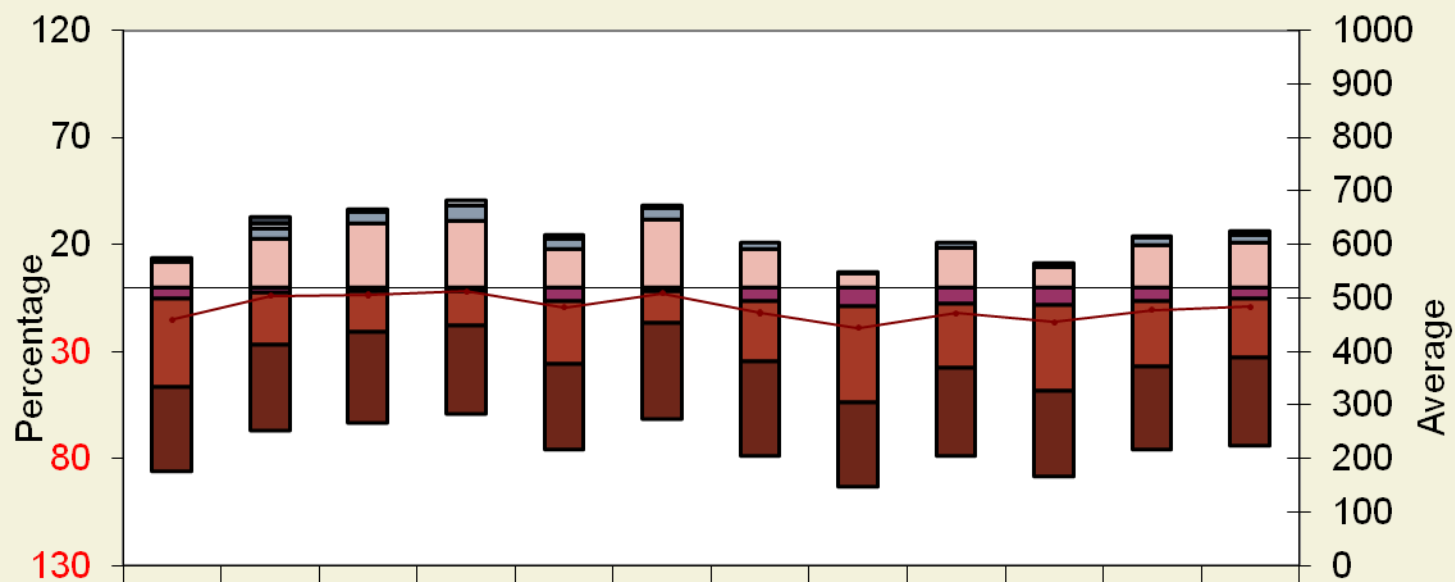
### **Major findings (cont):**

- ❑ Time spent ineffectively in the classroom
  - ❑ Students were off task (socializing, not paying attention, out of the room or doing some sort of administrative task, like cleaning the blackboard);
  - ❑ Interaction between teachers and students limited;
  - ❑ Almost no silent reading is occurring and very little reading aloud;
  - ❑ The majority of engaged time is spent on seatwork (completing an exercise or a task in their notebooks);
  - ❑ Oral activities, such as demonstration, question and answer and drill were more common.

# SAQMEC III: Weak performance in basic competencies – *Reading*



# SAQMEC III: Weak performance in basic competencies - Maths



Level of Competence

Level of Competence	CAB	GAZ	INH	MAC	MAN	MAP	NAM	NIA	SOF	TET	ZAM	MOÇ
8 Res problemas abstractos	0	0	0	0	0	0	0	0	0	0	0	0
7 Resolução Problemas	0	3	0	0	0	0	0	0	0	0	0	0
6 Oper complexas	0	2	1	2	2	1	0	0	0	1	0	1
5 Domínio operações bás	2	5	6	7	5	6	3	0	2	1	4	4
4 Aplicação elem oper bás	12	23	30	31	18	32	18	6	19	10	20	21
3 Operações-básicas	40	40	42	41	40	45	44	40	41	40	39	41
2 Operatório-emergente	41	24	19	16	29	15	28	45	30	40	31	28
1 Pré-operatório	5	3	2	2	7	2	6	9	8	8	6	5
Médias	460	504	506	512	483	509	472	445	472	455	478	484

## In summary:

- ❑ Mozambique still a long way from meeting the Millennium Development Goals (MDGs) for Education;
- ❑ The quality of education is at the centre of the political and social debate (internal within the ministry, and external with civil society, cooperating partners, etc);
- ❑ **Major challenges:** Retention in the system, improving learning outcomes, *as well as* monitoring implementation and results (outcomes).

# IMPROVING LEARNING OUTCOMES

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Implications for future interventions

## Stronger focus on quality interventions:

- ❑ Focus on learning to read and write in first grades of primary school:
  - ❑ Renewed attention for early childhood development (current coverage of pre-school 4%)
  - ❑ Best teachers in lower grades
  - ❑ Reform Teacher Training programme (2 – 3 years) and ensure school level support for (new) teachers
  - ❑ Expansion of bilingual education
  - ❑ Provision of additional reading materials to create a culture of reading
- ❑ Increasing learning time through:
  - ❑ reducing number of shifts;
  - ❑ Stronger focus on school management, supervision, monitoring and evaluation;
- ❑ Ensuring participation of most vulnerables:
  - ❑ Targeted school lunches;
  - ❑ Support to OVCs through Direct Support to School programme.

## Strengthening the management of the system:

- ❑ Improving school management:
  - ❑ Redefining the role of the Director (mandate, requisites, profile, etc.)
  - ❑ School director being selected based on document application;
  - ❑ Re-enforcement of role of School Councils in the planning, management and monitoring of education at school level
- ❑ Enhancing monitoring and supervision at school/classroom level
  - ❑ Peer monitoring and support at school level;
  - ❑ Decentralized supervision (districts and ZIPs)

## Focus on monitoring learning outcomes at classroom level

### **Instrument: *Provinha “Já sei ler” – I can read!***

- ❑ **Objective:** to identify level of competence (early grade reading);
- ❑ **Type of test:** school based;
- ❑ **Frequency:** Twice a year;
- ❑ **Grade:** 3
- ❑ **Assessed areas:** Reading
- ❑ **Institution:** INDE and external agencies (*at central level to ensure uniformity*)
- ❑ **Sample:** Census



## Focus on monitoring learning outcomes at classroom level

- ❑ **Users of results:** Teachers, Directors, Parents
- ❑ **Status:**
  - ❑ Instruments being developed and piloted
  - ❑ Generalization expected in 2013

## Focus on monitoring sector outcomes

### **Instrument: National Assessment**

**Objective:** Assess quality of learning in initial classes

**Type of test:** Tests to the students, questionnaires to the teachers and managers

**Grade:** 3

**Frequency:** every two years

**Áreas:** Reading and Maths

**Institutions:** INDE and external partners (central to ensure comparability)

**Sample:** Census

**Unity of Assessment:** Provinces

**Users of results:** Teachers, Directors, Teachers trainers.

**Status:** To start in 2012 (pilot study)

## Focus on monitoring sector outcomes

### **Instrument: International Assessment (SACMEQ)**

**Objective:** Measure learning outcomes and related factors at national level, facilitating regional comparison;

**Frequency:** once in the 5 years

**Instruments:** Tests, questionnaires to teachers and school managers

**Grade:** 6

**Areas of assessment:** Reading and Maths

**Institution:** INDE, SACMEQ (*international comparability*)

**Users of results:** Policy makers (policy formulation)

# Major challenges in measuring outcomes

- ❑ Measuring outcomes implies many things:
  - ❑ Defining competences, norms and standards;
  - ❑ Elaborating instruments to measure;
  - ❑ Training people to use the instruments;
  - ❑ Capacity to process information, as well as use information in policy making, planning, and implementation;
  
- ❑ Complex matter with different dimensions that requires a lot of capacity and resources at different levels:
  - ❑ How to prepare the system (from central till school level) to use such instruments in daily practice?
  - ❑ How to ensure that managers, teachers, parents and students use the results?

# Major challenges in measuring outcomes

- ❑ Capacity and resources are limited:
  - Important to identify clearly where to start (***prioritize!***);
  - Phased approach with short term and longer targets;
  - Acceptance that progress may be slow, in terms of improving (learning outcomes).

THANK YOU

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