



**Preparations for TPC – Mozambique : A
Citizen Led Assessment Facilitated by
FACILIDADE**

**Part I
(July 7 to 11, 2016)**



Faridah from UWEZO, Uganda and I are staying at Perola Recidencial. Faridah has arrived a day earlier, on July 6, and has started with the FACILIDADE team on creating the assessment tools. I arrive, after a marathon 20-hour journey, in the evening of July 7. Armando is present at the Nampula airport to receive me. In 20 minutes we are in the hotel. He gives me some local currency, Metical, to eat dinner. 1 Metical is the same as 1 Indian Rupee. Dinner costs 400 Metical – grilled chicken with fries and salad in a Portuguese Café across Perola.

Armando picks us up from Perola at 8 pm on July 8



Mozambique was a Portuguese colony till 1975. With a population of about 24 million, it has 11 provinces, Nampula being one. The 11 provinces are further divided into 150 districts. The official language here is Portuguese, but only 36 % of the population speak it. The rest speak their respective local regional languages which do not have a script. The language widely spoken in Namupla is Macua.

A Nampula street



Since independence in 1975, Mozambique has seen a 16-year civil war, which ended in 1992. It destroyed its socio-economic development. The end of the civil war was accompanied by the introduction of major reforms in law and governance that led to the establishment of a democratic system and proclamation of fundamental freedoms. The first general democratic and multi-party elections took place in 1994.

Street that leads to
FACILIDADE



About 69 per cent of Mozambican population live in rural areas. Agriculture is the main economic activity and employs about 79 per cent of the population. Agriculture accounted for 29 per cent of GDP in 2008 (UNDP Mozambique, 2011). According to the INE 2011c, 56.9 per cent of the population lives below the poverty line. The UNDP, however, reported this to be 79.8 percent in 2010.

Entering FACILIDADE



In the Republic of Mozambique, education is a right and duty of all. The State shall promote the extension of education, continuing professional education and equal access for all citizens (Article 88 of the Constitution).

In 1992 a National Education System law was passed. This law defines 3 tiers of education: pre-school, school and extra-school education.

FACILIDADE compound



The public primary school is free of cost. Since 2004, when the new curriculum was introduced, the primary school has been divided into 3 tiers with a view to provide basic education for 7 years to all: the 1st tier (1st and 2nd grades), 2nd tier (3rd to 5th grades) and the 3rd tier (6th and 7th grades). The official age of entry in grade 1 is six years, completed in the year of entry.

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Upon completion of primary education, a child has the option of either continuing education by joining General Secondary Education or branch off to basic level of Technical and Vocational Education.

The General Secondary Education has two tiers: 8th to 10th grade and 11th – 12th grade.

The General Secondary Education is not free of cost.

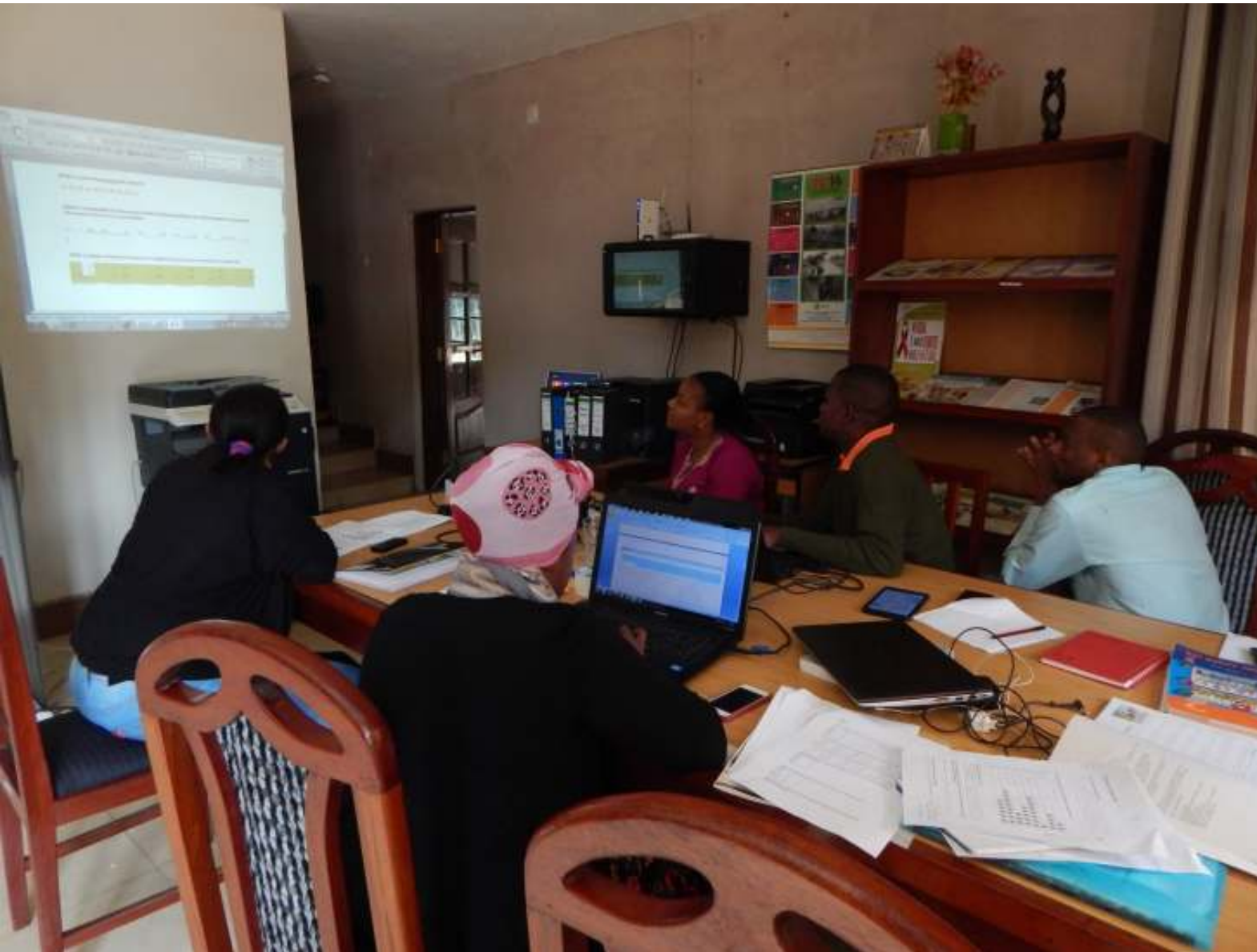
FACILIDADE reception (L-R: Suaf, Aphonse and Flor)



I reach the FACILIDADE office with Faridah and Armando on July 8. Matilde is away at Beira to attend a seminar, she joins us on July 9.

I give the team a broad picture of ASER India and sit with Armando and Isidine to work on the TPC village, household and school observation questions. Around noon the power goes off, there is no back up in the office. By 3 pm all laptops have shut off. We stop. It gets dark early. We continue our conversation in darkness. Around 6 pm, we pack up – the electricity is still not back.

I meet the FACILIDADE – TPC team (L-R: Isidine Ussene, Benwess Macuarimba, Lino Andre, Amelia Ussene, me and Faridah)



Matilde is back today (July 9). I sit with Armando and Isidine to continue with our unfinished agenda from the previous day.

Faridah works with with her group: Amelia, Matilde, Lino and Benwess (Bene for short). Bene is the translator in this group. Today they are reviewing the 6 samples of reading and mathematics tools that will be pre-tested on July 11.

By the end of the day, while we give shape to the formats on village, household and school observation formats that will be pre-piloted, we realise that 3 of the 6 sample stories created do not conform to the prescribed curriculum. This is bad news, we will perhaps have to defer the field pre-test. It may not be on Monday.

**Review of testing tools
(L-R: Faridah (back), Amelia Ussene
(back), Matilde De Melo,
Lino Andre and Benwess
Macuarimba)**



Sunday is largely uneventful during the day. It's raining, so we cannot walk around the city. Faridah and I take a taxi ride. No sight-seeing spots in Nampula! After aimlessly driving around for 2 hours, we arrive at an Indian restaurant strongly recommended by Armando. The restaurant is massive, and can perhaps sit more than 100 persons at a time. Mr. Rawat from Dilshad Garden is thrilled to meet another Delhiite! I am thrilled to eat Indian food, and so is Faridah.

Armando joins me in the evening to view the Euro championship in DD's pub, just across Perola. Many Portuguese, along with Mozambicans, are in attendance. No guesses for who the Mozambicans are supporting. The place erupts with Eder's match winner.

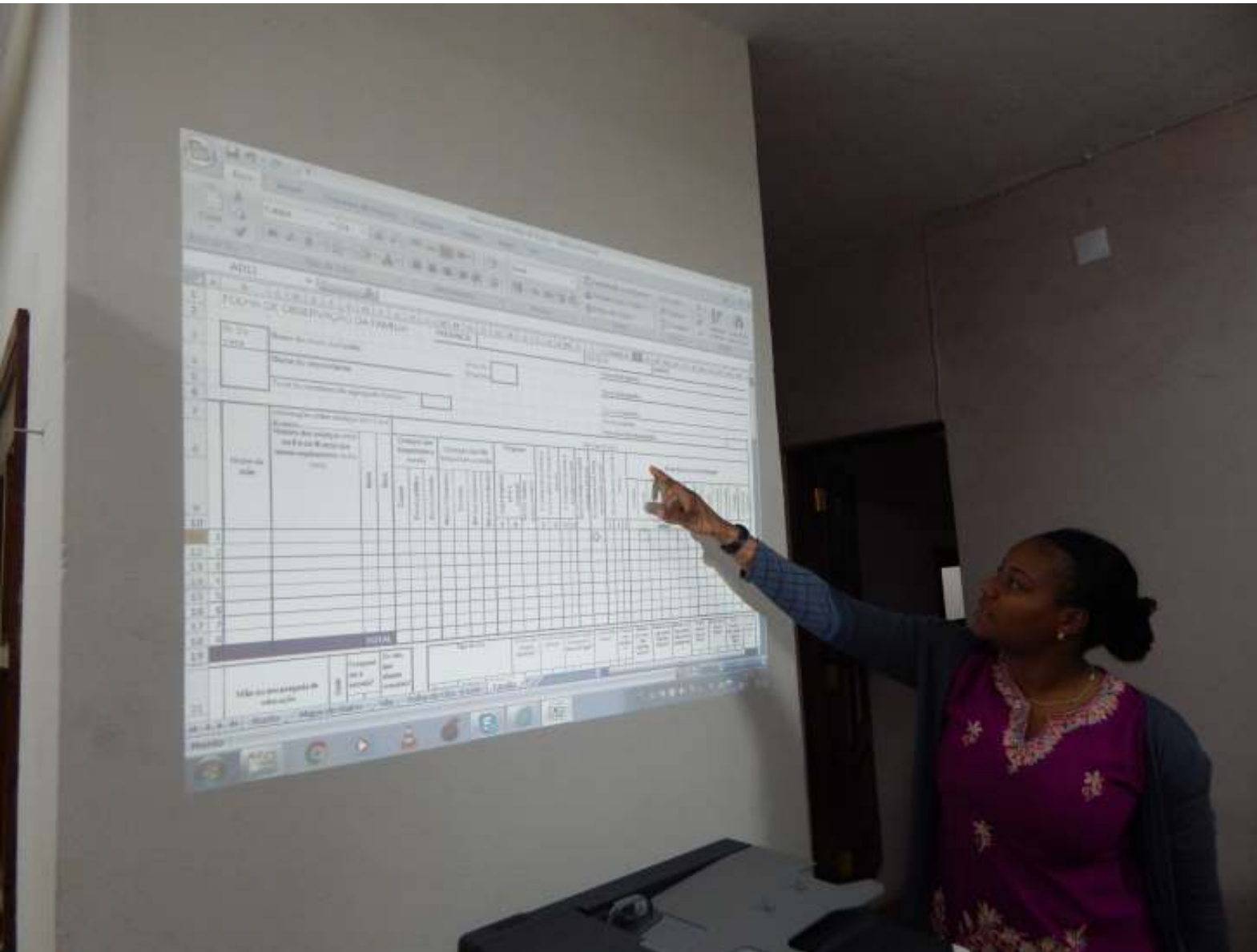
Review of testing tools continues
(L-R): Faridah (back), Amelia Ussene
(back), Matilde De Melo,
Lino Andre and Benwess
Macuarimba)



The session to finalise the tools starts at 8 am in the morning (July 11). Armando having finished working on the observation formats, joins the group. I have a largely leisurely day, alternating between reading on Mozambique and witnessing the proceedings. After many animated discussions, they are in agreement.

The assessment tools and the observation formats are hurriedly printed. We start for Marrupula at 1 pm.

Discussions on testing tools (L-R: Faridah (side), Amelia Ussene (side), Lino Andre and Matilde De Melo.



We go to Murrupula district for the pre-test. Murrupula is the adjoining district and is 80 kms away from Nampula.

Matilde scrutinizing the household observation sheet created by Armando.

NÍVEL 2: Leitura de numeros de 10 até 50

41, 12, 33, 26, 38, 35, 29, 46, 44, 17

NÍVEL 3: Comparação de números até o limite 50. *Reconhecimento da ordem crescente e decrescente dos números bem como as quantidades*

17 _____ 19 23 _____ 23 35 _____ 38 21 _____ 47 42 _____ 12 44 _____ 0

NÍVEL 6: Adição vertical com números de 2 algarismos com e sem transporte até ao limite 99

	12		31		11		38		47		48
+	22		+ 31		+ 88		+ 59		+ 47		+ 23
<hr/>											

NÍVEL 7: Subtracção vertical com números de 2 algarismos com e sem transporte até ao limite 99

Sample mathematics assessment tool

Manual de recolha de dados - Microsoft Excel

AF11

FOLHA DE OBSERVAÇÃO DA FAMÍLIA

PRÉVIA

DISTRITO

BARRO

N.º da casa

Nome do chefe da família

Área de Estudo

Nome do inquirido

Nome do respondente

Data do inquérito

Total de membros da agregação familiar

Data do inquérito

Hora de início do inquérito

Informação sobre crianças de 6 a 15 anos

Nome da mãe

Nome das crianças entre os 6 e os 15 anos que vivem regularmente nesta casa

Idade

Sexo

Tipos de escolas frequentadas a escola

Escolas públicas

Escolas privadas

Materiais disponíveis

Outros

Em que escola estuda

Em que ano estuda

Proprietário

Tem computador a estudar antes de ir para a escola

Tem acesso à internet a estudar

Quantos livros tem para ler

Tem acesso a livros

Nível Básico de aprendizagem

Letras

Matemática

TOTAL

Mãe ou encarregado de educação

Tem computador a estudar?

Tem acesso à internet a estudar?

Quantos livros tem para ler

Tem acesso a livros

Nível Básico de aprendizagem

Letras

Matemática

Household observation format