
The Primary Education Evaluation Systems in Mali and China Must Be Compared in Order to Determine the Best Strategy to Employ

Yacouba Goita^{*}, Abdramane Kone

Faculty of Human Science and Education Science, University of Letter, and Humanities Science of Bamako, Bamako, Mali

Email address:

yacoubagoita454@yahoo.com (Yacouba Goita), abdraman7@gmail.com (Abdramane Kone)

^{*}Corresponding author

To cite this article:

Yacouba Goita, Abdramane Kone. The Primary Education Evaluation Systems in Mali and China Must Be Compared in Order to Determine the Best Strategy to Employ. *Education Journal*. Vol. 12, No. 3, 2023, pp. 99-102. doi: 10.11648/j.edu.20231203.13

Received: May 7, 2023; **Accepted:** May 25, 2023; **Published:** June 5, 2023

Abstract: Primary education should include assessment systems because they provide information about student achievement and indicate areas for development. Different primary education assessment systems are used in Mali and China. Mali attaches great importance to teacher evaluation, while China attaches great importance to standardized tests. This study compares and contrasts primary school assessment systems in Mali and China. It identifies their advantages and disadvantages and makes suggestions for improvement for each country. According to research, both methods have their major disadvantages as well as their advantages. While China's test-based approach may discourage creativity and critical thinking, Mali's teacher-led approach can lead to subjective and biased judgments. The study suggests that China should use more accurate assessment techniques to combat its reliance on final exams. In addition, Mali should adopt a more structured approach to teacher assessment, combining standardized tests and independent assessment. Mali has largely relied on end-of-year tests to assess pupils' knowledge and skills. However, this system has been criticized for its reliance on rote memorization and lack of emphasis on critical thinking and problem-solving ability. China, on the other hand, has adopted a complete evaluation system that integrates formative and summative evaluations, such as classroom observations, continuous assessments, and national tests. This approach seeks to assess not just students' academic achievements but also their personal traits, social abilities, and moral development. Based on the comparative research, it is suggested that Mali implement a hybrid evaluation system modelled after China's. This would entail adding more formative assessment approaches, such as continuous assessment, teacher observations, and project-based evaluations, throughout the academic year. Mali can better respond to its students' different learning requirements and support the development of critical thinking and problem-solving skills by adopting a more holistic approach. Furthermore, incorporating qualitative evaluation methodologies can provide a more complete knowledge of kids' entire development, including social and emotional well-being. Finally, this study emphasizes the significance of taking context into account while developing primary school evaluation systems. By learning from China's successful method, Mali may improve its primary school evaluation system to meet the changing demands of its pupils and nurture well-rounded persons ready for the challenges of the twenty-first century.

Keywords: Educational Assessment, Mali, China, National College Entrance Examination (NCEE)

1. Introduction

The foundation of students' success is their primary education. Primary education should include assessment systems as they provide information about student achievement and indicate areas for development. Mali and China are two good examples of how the world's primary education system has been evaluated using different methods.

While China's assessment strategy relies on standardized tests, Mali's system relies heavily on teacher assessment. This essay compares and contrasts school assessment systems in Mali and China. It identifies their advantages and disadvantages and makes suggestions for improvement for each country. Mali, a country in West Africa, has a low literacy rate, with only 26% of the adult population knowing English. Teachers in Mali often oversee the primary school assessment system,

which assesses students' progress through classroom observations, homework and oral exams. These tests decide if a student moves to the next level or repeats that year. Although there is little standardization and assessment is subjective, the Department of Education provides guidelines for assessment. [1]

2. Methodology

This article is based on the information gathered from my own perception after reading many books and articles by famous journalists and my speculations after carefully examining my feelings, opinions and thoughts of various scholars, gathered from other websites. store to represent. Accordingly, facts gathered from the press and various sources on the Internet speak for themselves. To achieve the objectives of the survey, both pieces of information were deliberately evaluated and methodically evaluated. As a result, the consequences were interestingly introduced. Analysts are drawn to scholarly books, diaries, and websites that have a broad basis of use and are properly documented.

2.1. Result and Discussion

The research on primary education assessment systems in Mali and China aims to examine and interpret the findings in reference to the research problem's current knowledge. It strives to shine light on any new insights or understanding gained from the study and illustrate the relevance of the data obtained. The primary school assessment systems in Mali and China were compared in this study to determine their effectiveness in assessing student learning results. The comparative research shows that each system had distinct traits and strengths. Mali's mostly summative evaluation approach was found in favor of rote learning and lay little focus on critical thinking and problem-solving skills. This study supports earlier research on the limitations of summative examinations in encouraging holistic student development.

China's complete evaluation system, which incorporates formative and summative exams, on the other hand, was noted to provide a more holistic assessment of students. This finding is consistent with prior studies highlighting the benefits of combining several assessment methods to examine various areas of student learning and growth.

The discussion part delves deeper into the implications of these findings, emphasizing the need for Mali to adopt a blended evaluation strategy inspired by China's model, which includes incorporating formative assessment methods throughout the academic year, allowing for a more comprehensive understanding of students' progress and enhanced dining to their diverse learning needs. Furthermore, the discussion part investigates the potential impact of such an approach on encouraging critical thinking, problem-solving ability, and overall student development. It highlights the importance of qualitative evaluation methods in assessing students' social and emotional well-being, which is an area that is sometimes disregarded in standard evaluation systems.

The "Results and Discussion" section, which provides a deeper understanding of the research's implications and insights into potential strategies that can be applied to improve primary education evaluation systems, overall helps to close the knowledge gap between the findings and what is already known.

2.2. Strengths

The teacher-led assessment method used in Mali is flexible and can be adapted to local circumstances. Real-time student feedback allows teachers to tailor instruction to their needs. To ensure that assessments are culturally sensitive, teachers may also consider students' linguistic and cultural backgrounds. However, Mali's rating system has serious shortcomings. Assessment can be influenced by teacher biases and personal beliefs, as they are subjective. Some students may be unfairly punished, while others may receive higher grades from teachers who like or have relationships with them. In addition, due to the lack of standardization, assessments can vary significantly between schools. [2] This leads to a lack of uniformity in the quality of education across the country. China's Primary Education Evaluation System: With a population of more than 1.4 billion, China is a country in East Asia. The National College Entrance Examination (NCEE), which is the most comprehensive assessment exam, is the foundation of China's primary education assessment system. High school students take the NCEE, an important test that determines whether they qualify for college admission. Students' NCEE scores are highly valued in determining their future employment opportunities. China's Primary Education Evaluation System: With a population of over 1.4 billion, China is a country in East Asia. The National College Entrance Examination (NCEE), which is the most important assessment exam, is the foundation of China's primary education assessment system. High school students take the NCEE, an important test that determines whether they qualify for college admission. Students' NCEE scores are highly valued in determining their future employment opportunities. [3]

2.3. Process Assessment

Includes process assessment techniques that allow teachers to provide feedback to students and modify their teaching methods as needed. Quizzes, assignments and peer assessments are just a few examples of process assessment. Live assessment encourages critical thinking and creativity, reduces summative testing, and helps students identify areas for development. Teacher Training: Teacher training creates and administers authentic, reliable, and curriculum-aligned assessments. Training should also include how to analyze, interpret, and use assessment data to guide instructional decisions. Tests assess student learning and provide feedback. Using technology to improve assessment. [4] Assessments can be administered and given electronically, and assessment data can be analyzed to measure student development. Additionally, it can be used to provide students with

personalized support and feedback. Culturally Sensitive: Ensure testing is responsive to student diversity and culturally sensitive. For the assessment to be fair and reasonable, the student's language, culture, and background must be considered. In summary, strengthening the primary school assessment system requires a comprehensive strategy that takes into account all relevant elements of the assessment process. An effective assessment system must include standardization, process assessment, teacher preparation, technology, and cultural sensitivity. These techniques can be used to improve student achievement and provide accurate and reliable assessments of student learning in elementary education assessment systems. [5]

2.4. Innovating Your Efforts Strengths

China's assessment system, based on standardized tests, is objective and open. Assessment is conducted fairly and consistently by comparing student performance to a predetermined standard. Standardized tests also give officials the ability to track student performance across the country, allowing them to see trends and use resources sensibly. However, China's pricing system has some significant flaws. An emphasis on standardized tests can prevent children from becoming creative and critical thinkers, as they may be more interested in memorizing facts than honing their problem-solving skills. solve your problem. NCEE's high stakes can also stress students, leading to anxiety and mental health problems. [6]

2.5. Program for Ensuring Quality Education

The main goal of this application is to "Strengthen [Mali Rising Foundation's] schools' academic efforts to supply real effects for Mali's children's futures." Mali Rising, according to the company's website, provides "annual teacher training and peer organization support, textbooks and other learning tools, fitness and hygiene education, and much more" to ensure that students receive a good education. From this project came the Girls Project, another application. In order to increase the number of women who enroll in college, keep them there, and help them learn skills and information that will improve their lives, this pilot program is in operation. This issue is crucial because just 23% of women attend secondary school, compared to 55% of women who attend top universities. [7]

The main goal of the Inspiration Program is to support college students who hope to continue their education past the ninth grade. Mali Rising focuses on pupils in middle schools, but it wants students to keep moving forward with their education. The Inspiration Program is a type of programming that informs college students about the cost of attending school and provides scholarships to help deserving individuals continue their high school or vocational education.

In the years since the Mali Rising Foundation was established, more than 13,000 children have been given access to a high-quality education, a number that will likely

only increase as the organization works with more villages and children. The Mali Rising Foundation is essential in ensuring that everyone has access to education, which benefits not only individual students but also entire communities. [8]

2.6. Mali's Education Crisis

Mali is one of the least literate countries in the world as of 2018, with a 35% average literacy rate among adults aged 15 and older. Furthermore, the number one college's gross enrolment ratio is 75%, but for college students engaged in secondary education, that percentage falls to 41%. The fact that more adult males than females are enrolled in college using a common percentage is excellent. Compared to adult males, who made up more than 631,000 of the female dropout population in 2018 was over 711,000. These figures are most definitely rising; in the previous year, Mali reported that there were roughly 465,000 male and 566,000 female students who had dropped out of college. [9]

There are many factors that contribute to the lack of available education in Mali, including "family poverty, child labor, child marriage, lack of confidence and a loss of faculties near children's homes." Another factor is the departure of qualified teachers. Additionally, parents are far less motivated to send their children to school when the quality of the education is poor. Mali anticipated in 2010 that 35% of its first-graders might no longer be able to meet the requirements for secondary education. Even so, private secondary education and vocational training can cost up to \$500 annually, which equates to over half of Mali's average annual income in 2022 (\$1,260). [10]

The lack of education in Mali is caused by a variety of causes, such as "family poverty, child labor, child marriage, lack of self-confidence, and loss of skills near orphanages." Another issue is the departure of qualified instructors. Additionally, parents are far less likely to send their kids to teachers if the education they receive is of poor quality. Mali foresaw that 35% of her offspring—who together make up the top faculty—might no longer be able to complete secondary school requirements in 2010. Even yet, the cost of a private secondary school education and vocational training can reach \$500 USD annually, which is roughly half of Mali's expected US\$1,260 USD annual profit in 2022. Africans today deal with a variety of social, economic, and political issues. The most pressing ones, it seems, are political flimsiness, need, and unemployment. Most are unemployed, underemployed, or both. When it comes to the pay they receive, there are significant changes and differences amongst people. [11-15]

3. Conclusion

In summary, the primary school assessment systems of Mali and China have both advantages and disadvantages. Mali's teacher-led approach is adaptable and culturally sensitive, but biased and prone to subjective judgment. On the other hand, the standardized test-based approach used in China is objective and transparent, but it can hinder creativity

and critical thinking and put pressure on children. Both countries must implement innovative tactics to address these shortcomings. To encourage standardization and reduce bias, Mali could benefit from a larger structure in teacher assessment, including standardized tests and independent assessments. In the meantime, China should implement more formal assessment techniques to combat its reliance on final exams. It should also develop a more comprehensive assessment framework that fosters innovation and critical thinking. Overall, the success of the primary education assessment system depends on striking the right balance between flexibility and standardization, objectivity and subjectivity, creativity and accountability.. Mali and China have distinct challenges and their strategies need to be tailored to their particular context. By adopting these strategies, both countries can improve their primary education assessment systems and help students reach their full potential. In general, striking the right balance between adaptability and standardization, objectivity and subjectivity, innovation and accountability is essential for the success of an educational evaluation system. primary education. Both Mali and China have specific challenges, so the approaches they use must be tailored to their particular situations. Both countries can improve their primary education assessment systems and help students reach their full potential by implementing these strategies.

References

- [1] Maiga, A. S., Teme, B., Coulibaly, B. S., Diarra, L., Kergna, A. O., Tigana, A., & Winpenny, J. (1995). Structural Adjustment and Sustainable Development in Mali. Overseas Development Institute. <https://www.cbd.int/financial/fiscalenvirom/mali-structural.pdf>
- [2] Pearce, C., Fourmy, S., & Kovach, H. (2009). Delivering Education for All in Mali, Oxfam International. https://www-cdn.oxfam.org/s3fs-public/file_attachments/delivering-education-for-all-mali-report-07-06-09_4.pdf
- [3] Schultz, T. (1987). Education Investment and Return in Economic Development. Yale University. <https://www.econstor.eu/bitstream/10419/160451/1/cdp528.pdf>
- [4] Thunnissen, K. (2009). Sector Budget Support in Practice: Case Study Education Sector in Mali (p. 6). Overseas Development Institute. <https://cdn.odi.org/media/documents/5806.pdf>
- [5] Turner, F., Tylor, G., & Outhread (2019, April). GPE 2020 Country-Level Prospective Evaluations. <https://www.globalpartnership.org/sites/default/files/document/t/file/2020-04-country-level-prospective-evaluations-mali.pdf>
- [6] UNICEF (2020). Harnessing Children's Potential through Quality Education for Every Child. <https://www.unicef.org/mali/en/education>
- [7] World Bank (2019a). Mali Education Quality for Improved Learning Project Information Document (PID) (p. 8). <https://documents1.worldbank.org/curated/en/159371551363122855/pdf/Concept-Project-Information-Documents-PID-Mali-Education-Quality-for-Improved-Learning-Project-P168786.pdf>
- [8] World Bank (2021). Children Out of School (% of Primary School Age). <https://data.worldbank.org/indicator/SE.PRM.UNER.ZS>
- [9] "Regional overview: sub-Saharan Africa" (PDF). unesco. org. 2008. Retrieved 2017-03-16.
- [10] Bakaye Poudiogo, Sunil Kumar Saroha. Moral Education and the Condition of Africa. *Humanities and Social Sciences*. Vol. 8, No. 5, 2020, pp. 149-153. doi: 10.11648/j.hss.20200805.13.
- [11] GOITA Yacouba. "The comparative research on Mali education system and China education system." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25 (10), 2020, pp. 46-49.
- [12] World Bank. (2021). International Development Association Project Appraisal Document: Mali Improving Education Quality and Results for All Project. World Bank Group. <http://documents1.worldbank.org/curated/en/853911612478680222/pdf/Mali-Improving-Education-Quality-and-Results-for-All-Project.pdf>
- [13] Dr Petra Lietz is a Principal Research Fellow in ACER's Australian Surveys research program. <https://www.acer.org/au/discover/article/improving-student-learning-in-mali>
- [14] Sally Robertson is a Senior Research Fellow in the Education Policy and Practice division at ACER. Maurice Walker is the Research Director in the Education Policy and Practice division at ACER. <https://www.acer.org/au/discover/article/building-capacity-in-africa-to-monitor-learning-outcomes>
- [15] Dr Pina Tarricone is a Principal Research Fellow in ACER's Education Policy and Practice research program. Dr Ian Teo is a Research Fellow in ACER's Education Policy and Practice research program. <https://www.acer.org/au/discover/article/a-new-policy-tool-to-help-build-resilient-education-systems>