



pasec
Programme d'analyse des systèmes
éducatifs de la confemen

PASEC EDUCATION SYSTEM PERFORMANCE IN CONFEMEN COUNTRIES

*Competencies and Learning
Factors in Primary Education*



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1

CONFEMEN AND PASEC



PASEC supports the steering of CONFEMEN member countries' education systems with the aim of improving the quality of education.



The Conference of Ministers of Education of French-Speaking Countries (CONFEMEN) has been working, since its creation in 1960, for the **promotion of education and vocational and technical training**.

44 state and government members.

3 basic missions:

- Inform its members on the evolution of education systems and ongoing reforms;
- Contribute to reflections on topics of common interest with a view to taking concerted action; and
- Facilitate consultations between ministers and experts to reach common positions and formulate recommendations in support of regional and international education policies.



Created in 1991, the CONFEMEN Programme for the Analysis of Education Systems (PASEC) aims to document **the evolution of education system performance** in order to support **the elaboration and monitoring of education policies**.

35 national assessments in over twenty countries in Africa, Asia and the Middle East. 1 international assessment throughout 10 Sub-Saharan African countries.

PASEC is built on **3 pillars:**

- Reliable data, and solid and relevant analysis.
- Strengthened national assessment capacities.
- Results exploited in education sector steering and reform

- International PASEC Team of experts based in Dakar
- National teams in each country



2

The
PASEC2014
Survey Context,
Goals and
Methodology



PASEC2014 is the first edition of the new PASEC assessment model in Francophone Sub-Saharan Africa.

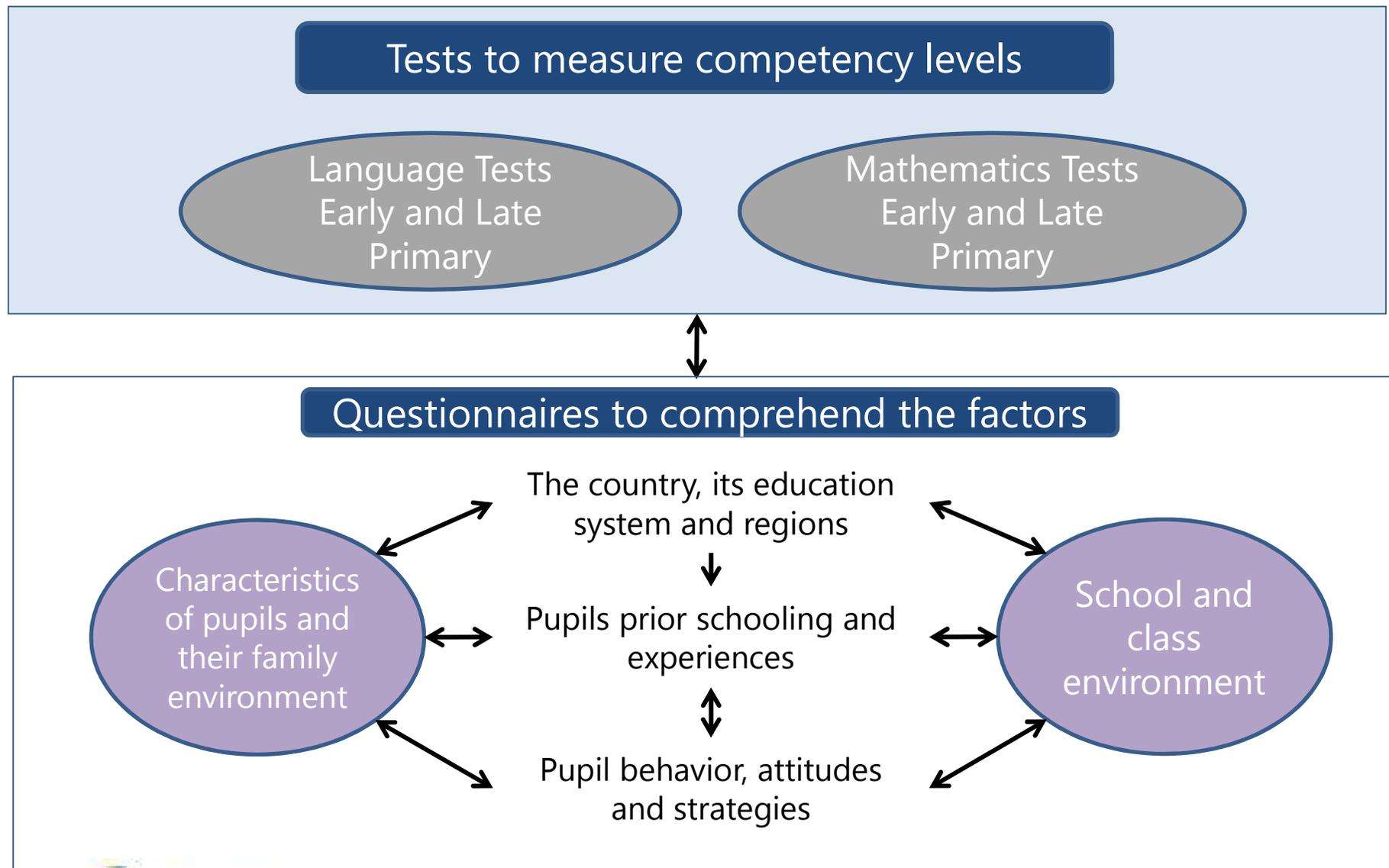
PASEC
2014

Focus on the international comparability of pupil competencies at the beginning and the end of the primary cycle to analyze and better understand the effectiveness and equity of education systems.

- Measure competencies at the beginning and the end of the primary cycle (Grade 2 and Grade 6) in two key subjects (language and mathematics)
 - *Be able to provide necessary remediation to the quality of teaching and learning, from the earliest opportunity.*
 - *Measure the competencies whose mastery will determine future schooling, careers and social integration.*
- Analysis of the factors of learning achievements

Country-by-country analysis + Comparative analysis

PASEC2014 compares pupils' competencies to better understand the effectiveness and equity of education systems.



The PASEC2014 tests were designed according to a scientific process that adheres to international assessment standards.

Language Tests

Mathematics Tests

Early
Primary

Part 1 : Listening Comprehension
Part 2 : Familiarization with
Written Language and Reading-
Decoding
Part 3 : Reading Comprehension

Part 1 : Arithmetic
Part 2 : Geometry, Space and
Measurement

Late
Primary

Decoding Isolated Words and
Sentences 26%
Reading Comprehension 74%

Arithmetic 46,9%
Measurement 35,8%
Geometry and Space 17,3%

PASEC has developed specific competency scales for each grade and subject, defining a “sufficient” competency threshold.

Language Competency Levels
Level 4
Level 3
“Sufficient” Competency Threshold
Level 2
Level 1
Below Level 1

Mathematics Competency Levels
Level 3
Level 2
“Sufficient” Competency Threshold
Level 1
Below Level 1

The “sufficient” threshold enables to determine the share of pupils that face a greater probability of mastering – or not – the knowledge and abilities deemed necessary to pursue their schooling in good conditions.

Language - Early Primary

Description of Competency Levels

Levels	Distribution of Pupils throughout the Levels of the Scale	Description of Competencies
Level 4	14.1%	Intermediate reader: enhanced reading autonomy is bolstering their understanding of sentences and texts
Level 3	14.5%	Novice reader: gradual improvement of written language decoding, listening comprehension and reading comprehension skills
"Sufficient" Competency Threshold		
Level 2	28.7%	Emerging reader: gradual development of written language decoding skills and reinforcement of listening comprehension skills
Level 1	30.3%	Early reader: first contact with the oral and written language
Below Level 1	12.4%	In difficulty with Level 1 knowledge and competencies.

Mathematics - Early Primary

Description of Competency Levels

Levels	Distribution of Pupils throughout the Levels of the Scale	Description of Competencies
Level 3	23.2 %	Master the oral number sequence. Compare numbers, complete logical series and perform operations with numbers over 50 . Solve basic problems with numbers under twenty using reasoning skills.
Level 2	29.7 %	Recognize and compare numbers up to 100. Complete logical series and perform operations with numbers under 50 . Manage concepts of orientation in space. Develop an ability to solve basic problems with numbers under 20 using reasoning skills.
"Sufficient" Competency Threshold		
Level 1	30.9 %	Progressively develop their knowledge of the mathematical language. Master the first concepts of quantity with objects and numbers under 20 . Appraise the relative size of objects, recognize simple geometric shapes and develop awareness of the first concepts of orientation in space.
Below Level 1	16.2 %	In difficulty with Level 1 knowledge and competencies.

Language - Late Primary

Description of Competency Levels

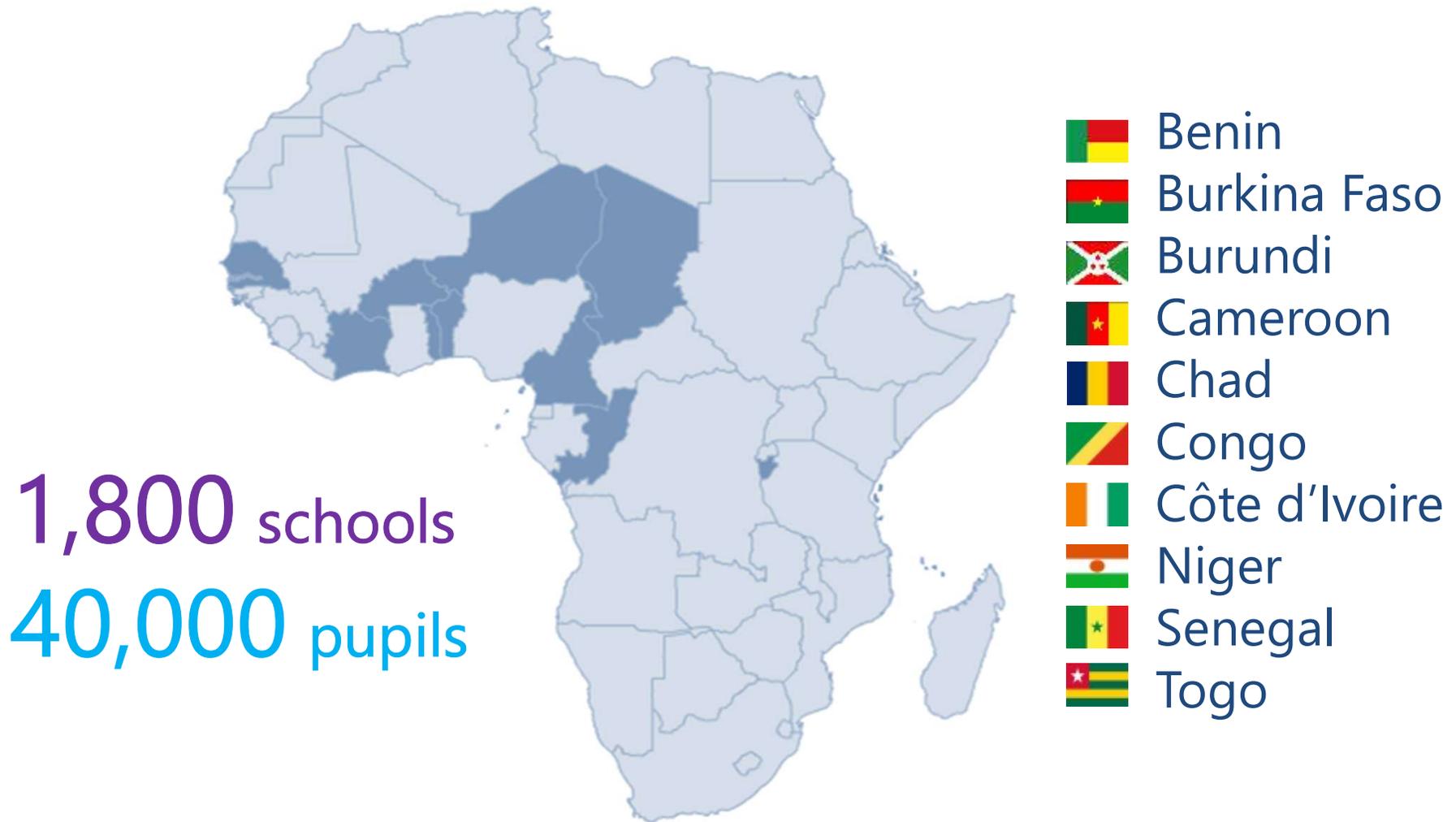
Levels	Distribution of Pupils throughout the Levels of the Scale	Description of Competencies
Level 4	17.1 %	Processing of narrative passages, informative texts and documents: <ul style="list-style-type: none"> • Associate and interpret implicit ideas • Identify the author's intention, determine implicit meaning and interpret characters' feelings • Connect information and compare data prior to use.
Level 3	25.6 %	Combine two pieces of explicit information from a document or carry out simple inferences in a narrative or informative text. Extract implicit information from written material while giving meaning to implicit connectors, anaphora or referents. Locate explicit information in long texts and discontinuous documents.
"Sufficient" Competency Threshold		
Level 2	27.7 %	Identify and understand isolated words. Locate explicit information in short and medium length texts. Paraphrase explicit information from a text.
Level 1	21.2 %	Developed decoding skills and draw on them to understand isolated words taken from their everyday lives. In difficulty understanding the meaning of short and simple texts.
Below Level 1	8.4 %	In difficulty with Level 1 knowledge and competencies.

Mathematics - Late Primary

Description of Competency Levels

Levels	Distribution of Pupils throughout the Levels of the Scale	Description of Competencies
Level 3	14.7 %	<p>Answer arithmetic and measurement questions requiring analysis of situations</p> <p>Solve problems involving fractions or decimal numbers</p> <p>Solve problems involving surface area or perimeter calculations</p> <p>Find data on a diagram prior to calculating distances</p> <p>Perform calculations and conversions involving hours, minutes and even seconds.</p>
Level 2	26.3 %	<p>Answer brief arithmetic, measurement and geometry questions resorting to the three assessed processes: knowing, applying and reasoning.</p> <p>Perform operations with decimal numbers and solve familiar problems.</p> <p>Complete logical series with decimal numbers or fractions.</p> <p>Convert units of measurement with or without a conversion table.</p> <p>Solve arithmetic problems involving operations with days, hours and minutes, or units of length.</p> <p>Know the names of certain solids, basic geometric shapes and some characteristic lines.</p>
"Sufficient" Competency Threshold		
Level 1	31.8 %	<p>Answer very brief questions by calling upon factual knowledge or a specific procedure.</p> <p>Carry out the four basic operations with whole numbers, potentially with regrouping.</p> <p>Recognize the length measurement unit: the meter., and orientate themselves in space by identifying directions and positions and by reading coordinates on a graph.</p>
Below Level 1	27.2 %	In difficulty with Level 1 knowledge and competencies.

Ten countries of Francophone Sub-Saharan Africa participated in this first edition of the wide-scale comparative assessment of education systems.



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PASEC2019



PASEC2019

PASEC
2019

Same focus as for PASEC2014 : students competencies at the beginning and the end of the primary cycle to analyze and better understand the effectiveness and equity of education systems.

- Measure competencies at the beginning and the end of the primary cycle (Grade 2 and Grade 6) in two key subjects (language and mathematics)
- Language : language of instruction
- Test for teachers
- Pre-test in 2018
- Full scale test in 2019
- International report 2020
- National reports 2020-2021

Country-by-country analysis + Comparative analysis

PASEC2019

PASEC
2019

17 countries have officially expressed their intention to participate

- 14 African countries (Benin, Burkina-Faso, Burundi, Cameroon, Chad, Côte d'Ivoire, DRC, Gabon, Madagascar, Mali, Mauritius, Mauritania, Senegal, Togo)
- Lebanon, RPD Lao, Cambodia.
- Contracts agreements to be signed by the end of 2016

The PASEC web-page provides access to data and publications and facilitates communication with stakeholders.

The screenshot displays the PASEC website interface. At the top, there is a header with the PASEC logo and the text 'Programme d'Analyse des Systèmes Éducatifs de la Confemén'. Below the header is a navigation menu with links for 'Le PASEC', 'Pays d'action', 'Evaluations', 'Publications & Résultats', 'Données', 'Actualités', and 'Contact'. The main content area features several sections: 'Restitution des résultats préliminaires PASEC2014' with a date of 07/11/2015 and a 'Lire la suite' button; 'Pays d'action' with a date of 07/11/2015 and a 'Voir les pays d'action' button; 'Publications' with a search bar and a 'Voir toutes les publications' button; 'Domaines d'action' with icons for 'Production de données et d'analyses sur les systèmes éducatifs francophones', 'Renforcement des capacités en évaluation', and 'Appui à l'utilisation des résultats d'évaluation'; 'Actualités' with a date of 02/11/2015 and a 'Lire l'article' button; and 'Votre espace' with buttons for 'Chercheurs', 'Médias', 'Écoles & parents d'élèves', 'Ministères de l'éducation', and 'Partenaires'.

www.pasec.confemen.org