



pasec
Programme d'analyse des systèmes
éducatifs de la confemen

Evaluation du PASEC en Afrique Subsaharienne francophone, lien avec le suivi de l'ODD4

Plan of presentation

1 PASEC methodological approach

2 PASEC's Contribution to Monitoring Indicator
4.1.1

3 Implementation of the Rosetta Stone Project



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PASEC methodological approach

PASEC methodological approach

	Language test	Maths test
Grade 2 Individual Examination - 30' discipline	<ul style="list-style-type: none">• Oral comprehension• Familiarization with writing and reading/decoding• Reading comprehension	<ul style="list-style-type: none">• Arithmétique• Géométrie, espace and measurement
Grade 6 MCQ test – in autonomy - 2 h max per discipline	<ul style="list-style-type: none">• Decoding of isolated words and sentences• Reading comprehension	<ul style="list-style-type: none">• Arithmétique• Géométrie, espace and measurement



PASEC methodological approach

Like most international assessments of prior learning, PASEC has opted for a presentation of student scores across scales of competence in the disciplines being assessed.

Scales in reading test in grade 2 and grade 6

Scales in maths in grade 2 and grade 6

PASEC2019 and PASEC2014 followed the same logic. The PASEC2019 results are expected by the end of December 2020.



PASEC2019 Update

PASEC2019 involved 14 countries (Bénin, Burkina, Burundi, Cameroun, Congo, Côte d'Ivoire, Gabon, Guinée, Niger, Madagascar, RDC, Sénégal, Tchad, Togo).

Unlike PASEC2014, the PASEC2019 evaluation included a component on teacher competencies. These are:

To measure the level of mastery of disciplinary content (reading comprehension and math)

To measure the level of didactic knowledge on the contents taught (reading comprehension and maths).



2

PASEC's Contribution to Monitoring Indicator 4.1.1



Monitoring indicator 4.1.1



4.1.1

Pourcentage d'enfants et de jeunes : (a) en 2e ou 3e année d'études ; (b) en fin de cycle primaire ; et (c) en fin de premier cycle du secondaire qui maîtrisent au moins les normes d'aptitudes minimales en (i) lecture et (ii) mathématiques, par sexe

- ❖ The major challenge in monitoring indicator 4.1.1 is the availability of data. For this to happen, data must be collected.
- ❖ Need for comparable regional assessments.
- ❖ The finding is that many countries still do not have monitoring data for indicator 4.1.1.



Monitoring indicator 4.1.1

- ❖ Discussions with the various partners, in particular the UIS, made it possible to implement the **Rosetta Stone** project with the IEA.

Implementation of Rosetta Stone project

Linking the PASEC and IEA tests in the measurement of ODD4 Indicator 4.1.1.

The approach consists of re-administering the PASEC2019 tests in three countries (Senegal, Guinea and Burundi) with the tests developed by the IEA.

For this, CONFEMEN, through PASEC, the IEA and the three countries participating in the project, are collaborating in its implementation.

Implementation of Rosetta Stone project

The project is implemented in a sample of 100 schools per country for about 2500 students per country.

The data was collected between March and July 2020. The closure of schools due to COVID-19 caused a shift in the collection period for Senegal and Guinea.

The collected data is currently being cleaned to prepare the scaling process.

Implementation of Rosetta Stone project

The scaling will make it possible to put the data collected in the 3 countries on the same scales as the PASEC2019 data.

The data will then be analyzed by IEA in collaboration with PASEC to produce the report.



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Thank you for your attention

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