Evaluation du PASEC en Afrique Subsaharienne francophone, lien avec le suivi de l’ODD4
Plan of presentation

1. PASEC's methodological approach

2. PASEC's Contribution to Monitoring Indicator 4.1.1

3. Implementation of the Rosetta Stone Project
PASEC methogological approach
## PASEC Methodological Approach

<table>
<thead>
<tr>
<th>Grade 2</th>
<th>Language Test</th>
<th>Maths Test</th>
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</thead>
</table>
| Individual Examination - 30’ discipline | • Oral comprehension  
• Familiarization with writing and reading/decoding  
• Reading comprehension | • Arithmétique  
• Geométry, space and measurement |

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Language Test</th>
<th>Maths Test</th>
</tr>
</thead>
</table>
| MCQ test – in autonomy - 2 h max per discipline | • Decoding of isolated words and sentences  
• Reading comprehension | • Arithmétique  
• Geométry, space and measurement |
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

PASEC 2019 and PASEC 2014 followed the same logic. The PASEC 2019 results are expected by the end of December 2020.
PASEC 2019 Update

PASEC 2019 involved 14 countries (Bénin, Burkina, Burundi, Cameroun, Congo, Côte d’Ivoire, Gabon, Guinée, Niger, Madagascar, RDC, Sénégal, Tchad, Togo).

Unlike PASEC 2014, the PASEC 2019 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).
PASEC's Contribution to Monitoring Indicator 4.1.1
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
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 PASEC 2019 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 PASEC 2019 data.

The data will then be analyzed by IEA in collaboration with PASEC to produce the report.
Thank you for your attention

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