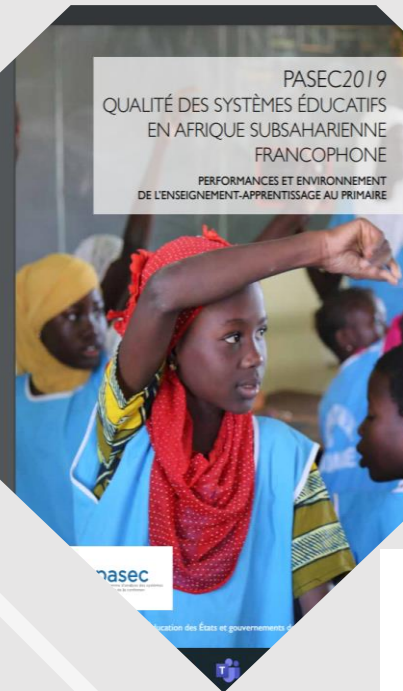


Strategy 2022-2026: PASEC2024 assessment



Hilaire Hounkpodoté, PASEC Coordinator

Contribution to informing SDG4

- Good monitoring of SDG4 suggests that countries have the data to fill in the targeted indicators.
- Assessments must not only meet country needs (national) but also allow for international comparisons.
- Since 2014, PASEC has been striving to meet the expectations of countries through contextual cyclical evaluations but also by emphasizing the objective of scaling up results at the international level.
- Each country/system should therefore be able to learn what is best from other education systems

PASEC and Rosetta Stone Project

PASEC Methodology to collect data

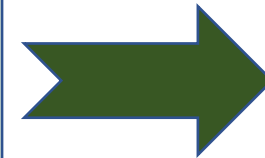
Assessment in grade 2, grade 6, grade 9/10 in language/reading and mathematics.

Evaluation of teachers on the content and didactic skills of teachers in the schools surveyed

Questionnaire on school environment and management

PASEC Methodology to collect data with others assessment

- **Methodology** for data collection and data analysis is not significantly different.
- **questions about the content of what is being evaluated**, according to the grade.
- **Rosetta Stone**, first experience to link PASEC, ERCE, TIMSS/PIRLS.
- **3 PASEC countries**, but will have allowed to see what can be done to move forward in the harmonization



Each Regional assessment reflects the context of the region/country, but the results of this first experience is useful for practitioners.

Harmonization of methodologies and policy linking

- Rosetta Stone's experience is shared with countries, particularly with technicians in charge of evaluations, educational planners, etc.
- It is up to the countries to appropriate the results with the support of PASEC and the UIS so that the message can be well understood by the educational policies.

Harmonization of methodologies and policy linking

- The results should not lead to hasty conclusions but should allow for the evolution of the strategy for harmonizing the methodology for the link between the evaluation programs.
- The strategy will not be to duplicate exactly what is done elsewhere in sometimes different contexts, but to learn what is possible in order to adapt it, of course with global expectations in mind.

Harmonization of methodologies and policy linking

- PASEC is continuing this effort to harmonize methodologies.
- The proposed PASEC2024 assessment of grade 9/10 students will be done in this perspective.

Evolution of countries between 2014 and 2024

PASEC2014	Bénin, Burkina Faso, Burundi, Cameroun, Congo, Côte d'Ivoire, Niger, Sénégal, Tchad et Togo
PASEC2019	Bénin, Burkina Faso, Burundi, Cameroun, Congo, Côte d'Ivoire, <u>Gabon</u> , <u>Guinée</u> , <u>Madagascar</u> , Niger, <u>République Démocratique du Congo</u> , Sénégal, Tchad et Togo
PASEC2024	Bénin, Burkina Faso, Burundi, Cameroun, Congo, Côte d'Ivoire, Gabon, Guinée, Madagascar, Niger, République Démocratique du Congo, Sénégal, Tchad, Togo + Mali, Viet Nam, Guinée Bissau, Centrafrique, Sao Tomé et Principe, Djibouti, Tunisie, Mozambique, Nigéria,

The main objective of the 2022-2026 strategy is the production of data and analyzes on learning assessment

Achieving this objective requires three actions:



Collection, analysis and production of basic education data



Decision support based on quality data and analyzes



Capacity building of national actors and support for the establishment of a national evaluation system

How?

1

Expertise developed by the Program

2

Existence of national teams trained on the procedures

3

Countries and technical and financial partners mobilized



PASEC2024 evaluation makes it possible to follow the trends observed during the last 2 evaluations cycle

The PASEC2024 assessment package will include:

1. Assessing the skills of pupils at the start and end of primary school in language/reading and mathematics
1. The evaluation of teachers on the content and didactic skills of teachers in the schools surveyed

The assessment will incorporate **a survey of end of lower secondary (middle school) students**

- **Cognitive tests and standardized questionnaires** will be renovated in collaboration with countries
- Participating countries will benefit from **capacity building** on technical issues on the design of survey tools, field data collection, data analysis

PASEC will also offer other evaluation thematic studies to countries



Children entering the primary cycle (end of pre-school) to give the possibility to countries to have data on children's skills



Children who are out of school : children of official primary school age who are not enrolled in a primary or secondary school, such as those in lifelong learning settings



Participation in the PASEC2024 evaluation offers several advantages

In general:



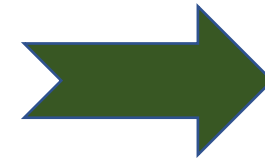
Support countries and partners to improve national education policies



Assess progress as part of the global goals

Specifically:

- **Diagnose** the quality of the primary education system
- **Consolidate data** on three evaluation waves (*For former countries, those of PASEC2014*)
- **Have data** to analyze evolution of the education system between 2019 and 2024 (*for the 4 new countries of the PASEC2019 evaluation*)



*These periodic evaluations of PASEC will help the **participating countries** by providing them with **recent** and **quality information** for the management of education systems .*



The evaluation schedule is punctuated by the sequence of several phases over a 5 years period between 2022 and 2026



1



2



3



4



5



6



7

Design-renovation of
survey instruments
and procedures of
information
collection

Development of the
test and procedures
for skills assessment
in college.

Testing of assessment
tools on a sample of
schools at the end of the
2022-2023 school year

Sampling and data
collection in schools at
the end of the 2023-
2024 school year and
data entry .

Processing and analysis
of international data by
PASEC

Production and
publication of
international reports,
technical reports and the
data exploitation manual
by PASEC in 2025

Production and
publication of national
reports with the support
of international expertise
in the first quarter of
2026

During the year 2026, complementary analyzes to international reports through research documents and educational policy notes will be produced.



PASEC2024 evaluation and the instruments design process

Reflection
Consultation
strategic

Study for the orientation of PASEC implementation

Country consultation workshop on the
implementation of the assessment

Exploratory study of the curricula of CONFEMEN
countries

Study of countries curricula and international post-primary
benchmarks

Survey: identification of analysis needs of countries and partners for the design and updating of questionnaires

Development of cognitive tests and questionnaires Primary / College:

- Production of test items by all participating countries
- Support from country experts (methodological advice/improvement/selection)
- Support from international experts (co-production of tests and questionnaires / scientific advice / analysis)

Primary cognitive test

Early primary		Primary end	
Language	Math	Writing comprehension	Math

Primary background questionnaires

Beginning and end of primary school pupils,
teachers, directors

College cognitive test

Writing comprehension	Math
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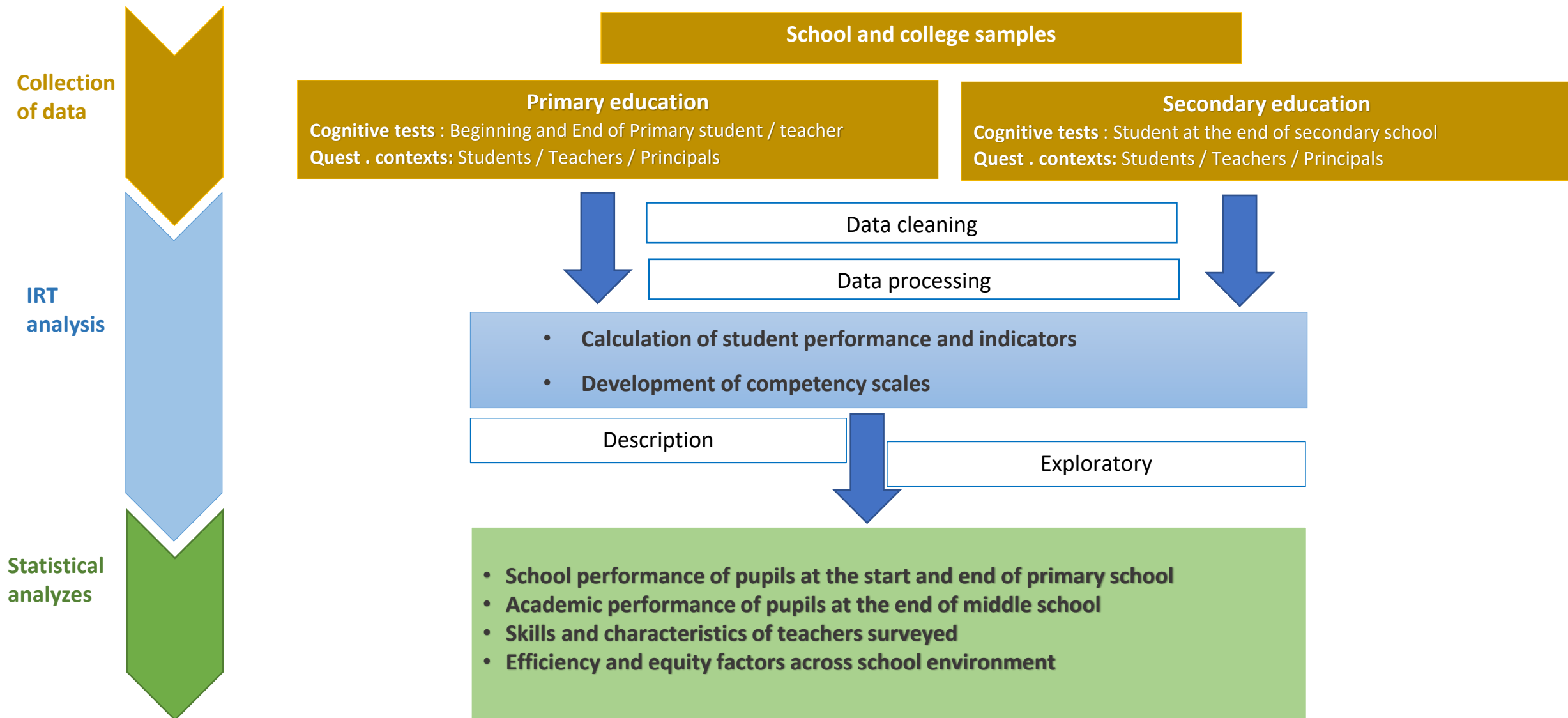
College background questionnaires

Middle school students, Teachers, Directors

Study
backing

Design
testing

PASEC2024 evaluation and the Data analysis process



PASEC2024 evaluation will produce three types of deliverables

Deliverable 1: International documents

- Set up of 4 international databases (*3 databases at student level and 1 database at teacher level*)
- Development of two international reports on all countries (*performance and school environment*)
- A technical report and a methodology and data exploitation manual

Deliverable 2: National documents

One or two national reports per country

Deliverable 3: Thematic analyzes

Several additional analyzes and thematic notes (on important and topical subjects for the management of education systems)

The international assessment will also provide capacity building to country teams throughout the assessment process (instrument design, budget design, sampling, data entry, data cleaning, data analysis and use of results).



The estimated schedule is as follows:

Activities	2021	2022					2023				2024				2025				2026			
	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
Administrative and financial preparation for PASEC2024 evaluation																						
Preparation of call for applications for evaluation																						
Launch of the PASEC2024 call for applications																						
Receipt and analysis of applications																						
Grouping 1 of national teams																						
Identification missions for technical and financial arrangements in the countries																						
Preparation and signing of agreements																						
Organization of decision-makers' workshops																						
Improvement and development of instruments and procedures																						
Renovation of primary survey instruments and procedures																						
Design of college survey instruments and procedures																						
Organization of cognitive laboratories for items and procedures																						
Grouping 2 of national teams																						
Organizing the testing of instruments and procedures																						
Data entry, processing, analysis and drafting of the test report																						
Item selection workshop																						
Specific thematic training of national teams																						
Analysis of country databases and sampling of schools																						
<div><div></div>Activities completed<div></div>Activities in progress<div></div>Activities to do</div>																						

The estimated schedule is as follows (continued):

[illegible]

10

Activities completed

10

Activities in progress

10

Activities to do

The national team must have at least 10 members with different profiles

A **manager of the national PASEC team** who coordinates the work of the members of the national team and monitors the smooth running of the survey (in terms of logistics, financial arrangements, etc.)

- Two **pedagogues/didacticians** specialized in the primary and end-of-primary curricula
- A **French pedagogue/didactician** specialized in end-of-school curricula who has a diploma in the field of French and French didactics
- A **mathematics pedagogue/didactician** specialized in end-of-school curricula who has a degree in the field of mathematics

- An **economist/statistician** specialized in education preferably with experience in sampling and weighting techniques
- A **statistician**, preferably a specialist in data from education systems and/or in the evaluation of public policies
- A **statistician** with a degree in statistics with a good knowledge of statistical software such as STATA and/or SPSS and familiar with college databases

- An education **planner** with very good knowledge of the national education system, education policies and programs (governmental or not)
- A **computer scientist** familiar with data acquisition and management processes as well as the creation of input masks





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Thank you

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