PASEC2014's methodological model is based on the measurement of pupils' basic competencies in the language of instruction and mathematics, at the beginning and at the end of the primary cycle (Grade 2 and Grade 6) and allows:

- To be able to provide necessary remediation to the quality of teaching and learning, from the earliest opportunity.
- To measure the competencies whose mastery will determine future schooling, careers and social integration.
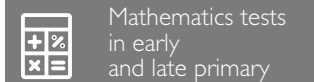
The PASEC2014 assessment also gathered extensive information about pupils, classes, schools, local communities and educational policies, to appraise the level of resource distribution, understand school practices and relate this information to pupil performance.

PASEC2014 COMPARES PUPIL'S COMPETENCIES TO BETTER UNDERSTAND THE EFFECTIVENESS AND EQUITY OF EDUCATION SYSTEMS.
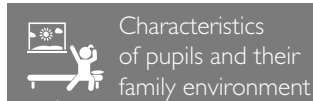
TESTS TO MEASURE COMPERENCY LEVELS
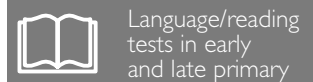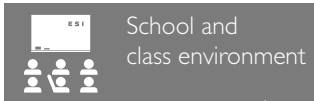
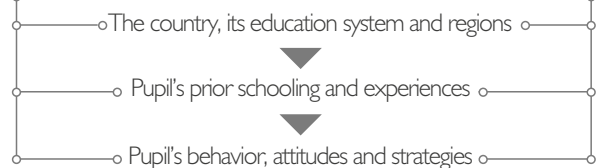| Language/reading tests in early and late primary | Mathematics tests in early and late primary |

QUESTIONNAIRES TO COMPREHEND FACTORS

| Characteristics of pupils and their family environment | School and class environment |

- The country, its education system and regions
- Pupil's prior schooling and experiences
- Pupil's behavior, attitudes and strategies

OVER 1,800 SCHOOLS
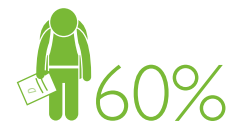## CLOSE TO 40,000 PUPILS SURVEYED

A VAST MAJORITY OF PUPILS DO NOT DISPLAY THE COMPETENCIES EXPECTED IN PRIMARY SCHOOL.

70%
70% of early primary pupils are below the "sufficient" threshold in language
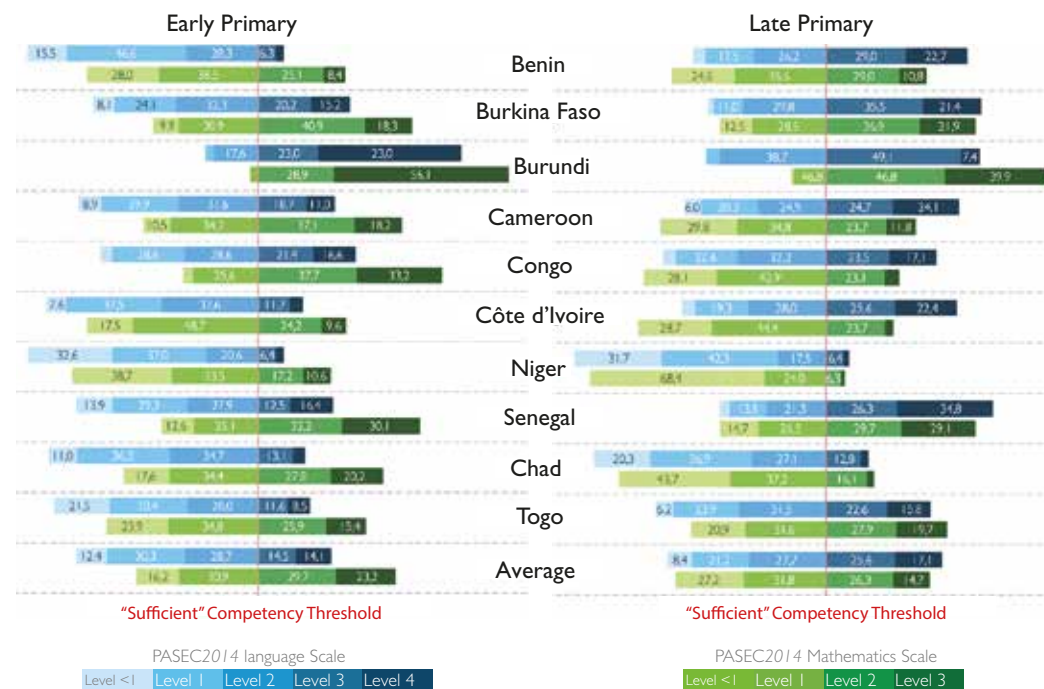
50%
50% of early primary pupils are below the "sufficient" threshold in mathematics

60%
60% of late primary pupils are below the "sufficient" threshold, in reading and mathematics
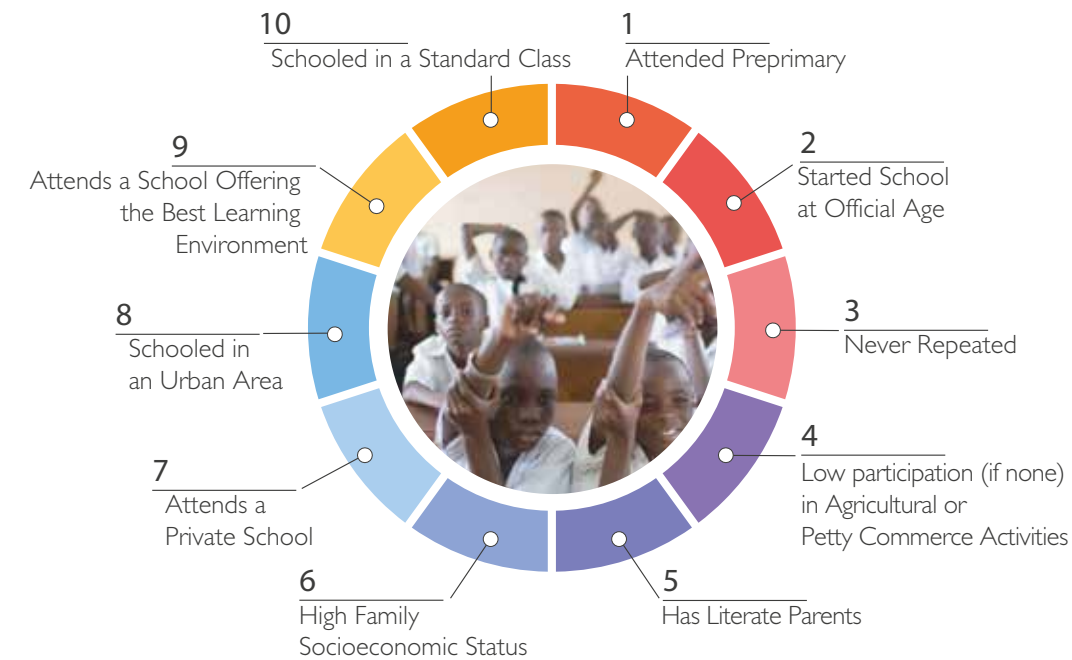
PASEC HAS DEVELOPED SPECIFIC COMPETENCY SCALES FOR EACH GRADE AND SUBJECT, DEFINING A "SUFFICIENT" COMPETENCY THRESHOLD.

Early Primary — **Late Primary**

Benin
Burkina Faso
Burundi
Cameroon
Congo
Côte d'Ivoire
Niger
Senegal
Chad
Togo
Average

"Sufficient" Competency Threshold — "Sufficient" Competency Threshold

PASEC2014 language Scale — PASEC2014 Mathematics Scale
Level <1 Level 1 Level 2 Level 3 Level 4 — Level <1 Level 1 Level 2 Level 3

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.

DISPARITIES BETWEEN FAMILIES AND INITIAL SCHOOLING CAREERS TRANSLATE INTO LEARNING GAPS AT THE BEGINNING AND THE END OF THE PRIMARY CYCLE.

10 PUPIL LEARNING ACHIEVEMENTS FACTORS

10 Schooled in a Standard Class
1 Attended Preprimary
9 Attends a School Offering the Best Learning Environment
2 Started School at Official Age
8 Schooled in an Urban Area
3 Never Repeated
7 Attends a Private School
4 Low participation (if none) in Agricultural or Petty Commerce Activities
6 High Family Socioeconomic Status
5 Has Literate Parents

IN GENERAL, IN EARLY PRIMARY, TEACHERS ARE LESS QUALIFIED AND EXPERIENCED THAN IN LATE PRIMARY.

- Over 80% of pupils have teachers whose academic level is equivalent to secondary education and 10 to 25% are taught by a teacher who has not received pre-service training.
- In 8 out of 10 countries assessed, at least 40% of pupils of early primary are taught by teachers with at least ten years of seniority while 50 to 70% of pupils at the end of primary.

PASEC2014
Avenues for Reflexion

1 Promote Preprimary Education

2 Reflect on the articulation between the teaching language and mother tongue in the early grades of primary

3 Strengthen the support provided to early primary pupils, especially in reading

4 Rethink assessment and promotion policies and implement support measures for pupils in great difficulty

5 Improve the quality, availability and allocation of school equipment and pedagogical resources

6 Strengthen teacher training and upgrade teacher status

7 Stimulate girls' interest in mathematics

8 Implement family sensitization and support mechanisms

9 Consider the situation of pupils not achieving satisfactory results by the end of primary

READING

Levels	Description of Competencies
Level 4	Pupils can gain an overall understanding of narrative passages, informative texts and documents. Pupils are then able to interpret several implicit ideas in these texts while drawing from their experience and knowledge. When reading literary texts, pupils are able to identify the author's intention, determine implicit meaning and interpret characters' feelings. When reading informative texts and documents, they can connect information and compare data prior to using it.
Level 3	Pupils are able to combine two pieces of explicit information from a document or can carry out simple inferences in a narrative or informative text. They can extract implicit information from written material while giving meaning to implicit connectors, anaphora or referents. Pupils locate explicit information in long texts and discontinuous documents.
"Sufficient" Competency Threshold	
Level 2	Pupils draw on their orthographic decoding skills to identify and understand isolated words taken from their everyday lives. They are also able to locate explicit information in short and medium length texts by identifying clues in the text and questions. Pupils can paraphrase explicit information from a text.
Level 1	Pupils have developed decoding skills and can draw on them to understand isolated words taken from their everyday lives but are in difficulty when it comes to understanding the meaning of short and simple texts.
Below Level 1	Pupils at this level do not display the competencies measured by this test. These pupils are in difficulty when it comes to Level 1 knowledge and competencies.

MATHEMATICS

Levels	Description of Competencies
Level 3	Pupils are able to answer arithmetic and measurement questions, usually presented in the form of a short text of two or three lines, requiring them to analyze situations and then decide on the appropriate approach. In arithmetic, they can solve problems involving fractions or decimal numbers; in measurement they can solve problems involving surface area or perimeter calculations. Pupils can find data on a diagram prior to calculating distances while abiding by the constraints set out in the wording of the exercise. They are also able to perform calculations and conversions involving hours, minutes and even seconds.
Level 2	Pupils are able to answer brief arithmetic, measurement and geometry questions by resorting to the three assessed processes: knowing, applying and reasoning. Some questions call on factual knowledge or a scientific approach; others require analysis of a situation prior to determining the appropriate approach. In arithmetic, pupils perform operations with decimal numbers and can also solve familiar problems by analyzing the wording of the question or extracting data from a double-entry table. They know how to complete logical series with decimal numbers or fractions. In measurement, pupils can tell the time and convert units of measurement with or without a conversion table. They are also able to solve arithmetic problems involving operations with days, hours and minutes, or units of length. In geometry, pupils know the names of certain solids, basic geometric shapes and some characteristic lines (diagonal, median).
Seuil « suffisant » de compétences	
Level 1	Pupils can answer very brief questions by calling upon factual knowledge or a specific procedure. In arithmetic, they are able to carry out the four basic operations with whole numbers which might require writing down the operation using regrouping. In measurement, they recognize the length measurement unit: the meter. In geometry, they are able to orientate themselves in space by identifying directions and positions and by reading coordinates on a graph.
Below Level 1	Pupils at this level do not display the competencies measured by this test. These pupils are in difficulty when it comes to level 1 knowledge and competencies.

Bénin Burkina Faso Burundi Cameroun Congo Côte d'Ivoire Nige Sénégal Tchad Togo

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.

CONFEMEN has 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.
- Facilitate consultations between ministers and experts to reach common positions and formulate recommendations in support of regional and international education policies.

The CONFEMEN Programme for the Analysis of Education Systems (PASEC) is a tool to support the steering of CONFEMEN member states' and governments' education systems, to improve education quality. Created in 1991, it aims to provide information on the evolution of education system performance, to contribute to the determination and monitoring of education policy. In two decades PASEC had conducted 35 national assessments in over twenty countries in Africa, Asia and the Middle East.

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.

PASEC2014
EDUCATION SYSTEM PERFORMANCE IN FRANCOPHONE SUB-SAHARAN AFRICA

COMPETENCIES AND LEARNING FACTORS IN PRIMARY EDUCATION

@Performances Grou

NATIONAL ASSESSMENTS SINCE 1995
2014 INTERNATIONAL ASSESSMENT

The report is also available in digital format at www.pasec.confemen.org

AGENCE FRANCAISE DE DÉVELOPPEMENT Schweizerische Eidgenossenschaft Confédération suisse Confederazione Svizzera Confederaziun svizra / Direction du développement et de la coopération DDC ORGANISATION INTERNATIONALE DE la francophonie THE WORLD BANK confemen pasec Programme d'analyse des systèmes éducatifs de la confemen

Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie

LANGUAGE

Levels	Description of Competencies
Level 4	**Intermediate reader: enhanced reading autonomy is bolstering their understanding of sentences and texts** Pupils have acquired written language decoding and listening comprehension competencies which enable them to understand explicit information in words, sentences and short passages. They can combine their decoding skills and their mastery of the oral language to grasp the literal meaning of a short passage.
Level 3	**Novice reader: gradual improvement of written language decoding, listening comprehension and reading comprehension skills** Pupils have improved their listening comprehension and decoding skills and can concentrate on understanding the meaning of words. In listening comprehension they are able to understand explicit information in a short passage containing familiar vocabulary. They gradually develop links between the oral and written language and thus improve their decoding skills and expand their vocabular y. In reading comprehension, they are able to identify the meaning of isolated words.
"Sufficient" Competency Threshold	
Level 2	**Emerging reader: gradual development of written language decoding skills and reinforcement of listening comprehension skills** Pupils have improved their listening comprehension skills and are able to identify a lexical field. They are in the process of developing the first basic links between the oral and written language and can perform basic graphophonological decoding, recognition and identification tasks (letters, syllables, graphemes and phonemes).
Level 1	**Early reader: first contact with the oral and written language** Pupils are able to understand very short and familiar oral messages to recognize familiar objects. They have great difficulty decoding written language and performing graphophonological identification (letters, syllables, graphemes and phonemes).
Below Level 1	Pupils at this level do not display the competencies measured by this test. These pupils are in difficulty when it comes to Level 1 knowledge and competencies.

MATHEMATICS

Levels	Description of Competencies
Level 3	Pupils master the oral number sequence (counting up to sixty in two minutes) and are able to compare numbers, complete logical series and perform operations (sums and subtractions) with numbers over fifty. They can solve basic problems with numbers under twenty using reasoning skills.
Level 2	Pupils can recognize numbers up to one hundred, compare them, complete logical series and perform operations (sums and subtractions) with numbers under fifty. They have developed awareness of spatial orientation (below, above, beside). They begin to develop an ability to solve basic problems with numbers under twenty using reasoning skills.
"Sufficient" Competency Threshold	
Level 1	Pupils progressively develop their knowledge of the mathematical language and master the first concepts of quantity (quantification, comparison) with objects and numbers under twenty. They can appraise the relative size of objects, recognize simple geometric shapes and they develop an awareness of the first concepts of spatial orientation (inside, outside).
Below Level 1	Pupils at this level do not display the competencies measured by this test. These pupils are in difficulty when it comes to Level 1 knowledge and competencies.