

# **PROGRAM FOR THE ANALYSIS OF EDUCATION SYSTEMS (PASEC)**

Nicole Ricci

Rachel McDaniel

Simon Chen

# ORGANIZATIONAL BACKGROUND

CONFEMEN - Conference of Ministers of Education of Francophone Countries

History of the organization - Founded in 1960 with 15 member states

- Dakar, Senegal (established 1968)
- 44 member states

Mission:

- To inform its members about evolution of education systems and provide discussion
- Cooperation on common themes and challenges
- Facilitate dialogue between ministers and field experts for education policy development



# CONFEMEN

## Conference of Ministers of Education of Francophone Countries

- Run as an alliance between ministries in member countries
- No other assessments by CONFEMEN, but there is the Education Quality Observatory (OQE) which complements PASEC assessment to help with policy creation. - created in 2017



# ASSESSMENT BACKGROUND

PASEC - Program for the Analysis of Education Systems

- Purpose and Objectives:
  - To improve the quality of education and equity in francophone countries
  - To provide indicators for policy
  - To contribute to the development of national education systems
- In two decades, PASEC has carried out close to 40 national assessments in almost 20 countries of Sub-Saharan Africa, the Indian Ocean, the Middle East and South-East Asia. **VERIFY**



# ASSESSMENT BACKGROUND

PASEC - Program for the Analysis of Education Systems



- Measures at Grade 2nd (beg. of primary) and Grade 6 (end of primary)
- 2019 new additions - added a teacher survey and option to test language proficiency in another language from French
- Frequency - Every 5 years (2014, 2019, ect.)
- History - PASEC has collected data since 1991, but improved assessment started in 2014 with 8 countries, 14 countries in 2019

# ASSESSMENT METHODS

Target Groups:

School principals

Teachers

Pupils (Grade 2 or 6)

Sampling Strategy:

Randomly selected schools

In the beginning, 16 pupils

In the end, 25 pupils

Subjects:

Language tests +

mathematics tests +

Questionnaire



# ASSESSMENT METHODS

Teachers:

- Reading comprehension
- Reading comprehension didactics
- Mathematics
- Mathematics didactics
- Context questionnaire.



Schools:

- Individual characteristics - the characteristics of its school
- Elements of school inspection
- Relations with parents and the local community
- The pedagogical and management aspects
- The school life of the school.

# PARTICIPATING COUNTRIES

14 francophone African countries participated in PASEC2019

Benin, Burkina Faso, Burundi, Cameroon, Congo, Cote d'Ivoire, Gabon, Guinea, Madagascar, Niger, Democratic Republic of Congo, Senegal, Chad and Togo

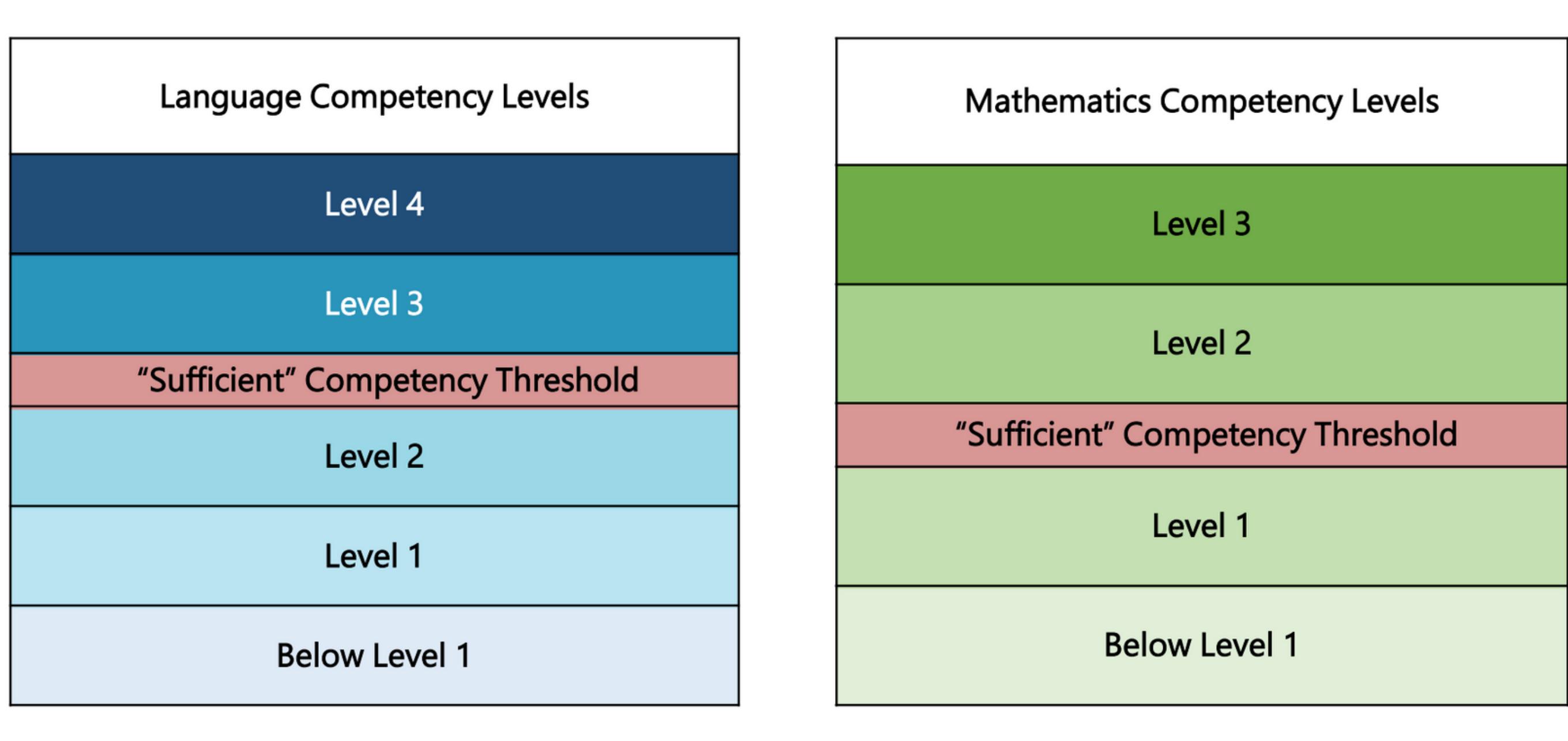


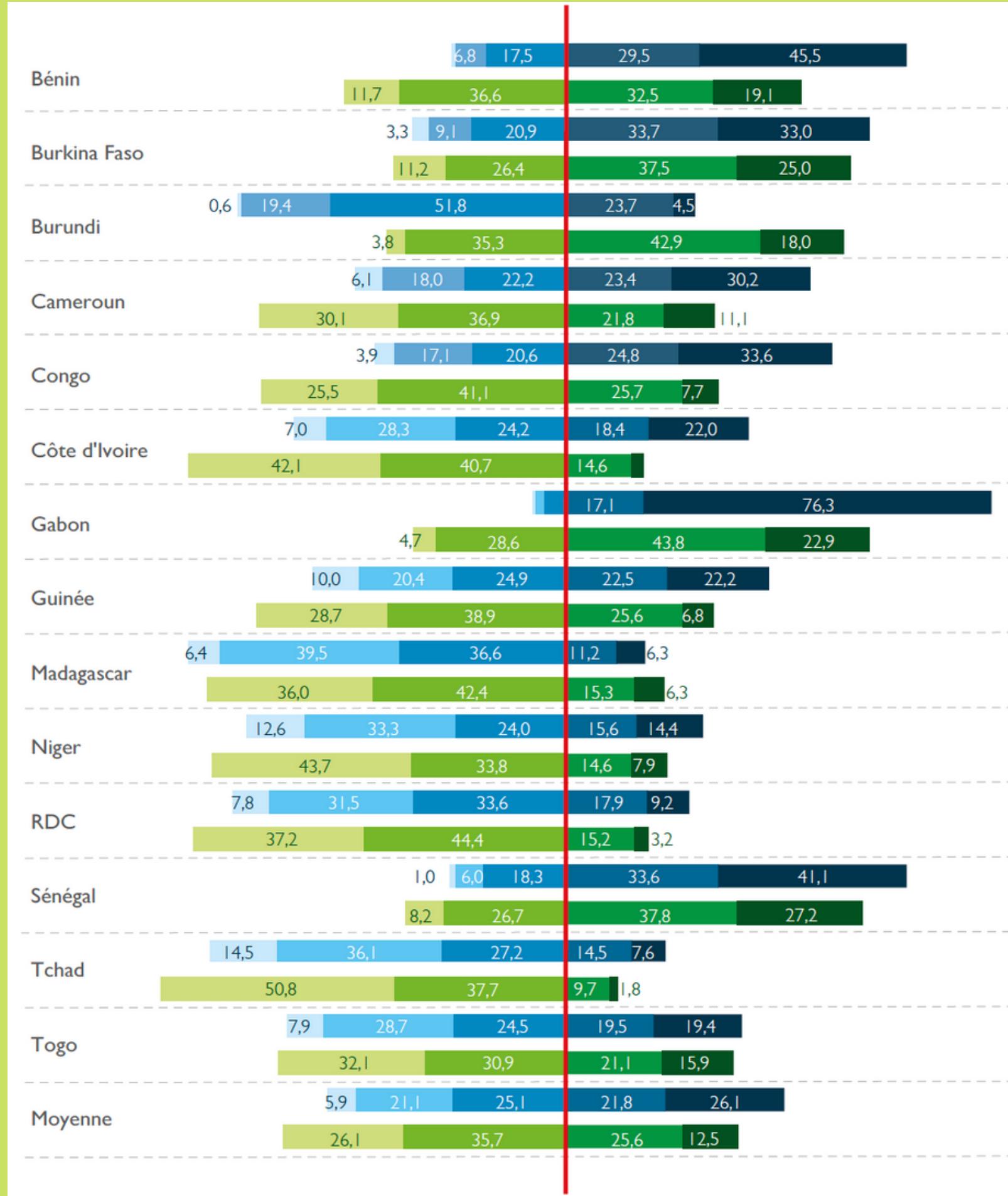
New Countries from 2014 to 2019:  
Highlighted in darker grey

# RESULTS AND REPORTS: RELEASED FOLLOWING YEAR



# REPORT PRODUCED: RESULTS BASED ON COMPETENCY SCALES





# RELEASE A MULTITUDE OF GRAPHICS

Percentage of students by proficiency level achieved in language and mathematics – Early years

Similar graphics released with results at end of primary schools

# COMPARISON OF COUNTRIES

Pays de référence	Pays comparé	Score moyen en langue 2A	Burundi	Gabon	Congo	Madagascar	Sénégal	Niger	RDC	Bénin	Cameroun	Côte d'Ivoire	Tchad	Burkina Faso	Togo	Guinée
Burundi	625 (4,5)		●	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Gabon	610,3 (14,5)	●		●	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Congo	582,4 (7,5)	▼	●		●	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Madagascar	568,8 (6,9)	▼	●	●		●	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Sénégal	557,1 (9,3)	▼	▼	▼	●		●	●	●	●	●	●	●	●	●	●
Niger	534,7 (7,2)	▼	▼	▼	▼	▼		●	●	●	●	●	●	●	●	●
RDC	531 (10,5)	▼	▼	▼	▼	●	●	●	●	●	●	●	●	●	●	●
Bénin	524,8 (7,7)	▼	▼	▼	▼	▼	●	●	●	●	●	●	●	●	●	●
Cameroun	522,2 (8,4)	▼	▼	▼	▼	▼	●	●	●	●	●	●	●	●	●	●
Côte d'Ivoire	516,6 (5,4)	▼	▼	▼	▼	▼	●	●	●	●	●	●	●	●	●	●
Tchad	508,5 (7,8)	▼	▼	▼	▼	▼	▼	●	●	●	●	●	●	●	●	●
Burkina Faso	493,5 (9,7)	▼	▼	▼	▼	▼	▼	▼	▼	▼	▼	●	●	●	●	●
Togo	474,9 (7,2)	▼	▼	▼	▼	▼	▼	▼	▼	▼	▼	●	●	●	●	●
Guinée	469 (10,3)	▼	▼	▼	▼	▼	▼	▼	▼	▼	▼	●	●	●	●	●

Score moyen national en langue statistiquement ■ supérieur ■ proche ■ inférieur à la moyenne PASEC2019

▲ différence de scores significative en faveur du pays de référence par rapport au pays comparé : le pays de référence a une moyenne supérieure à celle du pays comparé

● pas de différence significative de scores entre le pays de référence et le pays comparé

▼ différence de score significative en défaveur du pays de référence par rapport au pays comparé : le pays de référence a une moyenne inférieure à celle du pays comparé

Superior countries highlighted in darker blue  
 Circles = no difference  
 Upward triangle = reference country significantly better  
 Downward triangle = reference country significantly worse

# DISCUSSION

COMPARE, 2021  
<https://doi.org/10.1080/03057925.2021.1951663>

Routledge  
Taylor & Francis Group



## Beyond Heyneman & Loxley: the relative importance of families and schools for learning outcomes in francophone Africa

Z.C. Allier-Gagneur  and R. J. Grujters 

Faculty of Education, University of Cambridge, Cambridge, UK

### ABSTRACT

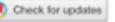
Data from sub-Saharan Africa show that many students leave school without the skills they need. To address this issue, it is important to understand what factors influence learning. According to the Heyneman and Loxley effect established in 1983, in low income countries school quality influences how much students learn more than those students' backgrounds. Recent research suggests that this influential conclusion no longer holds, without discounting the possibility that this trend could still be observed in very-low income countries. The present work investigates this possibility by using the PASEC dataset, which includes ten countries in West- and Central Africa. Improving on Heyneman and Loxley's methodology by using general dominance analysis, this article finds no support for the 'Heyneman-Loxley Effect'. Both school resource and student background account for a significant amount of variance in learning. This suggests that family and school contexts are important sources of contexts.

**KEYWORDS**  
Educational inequality; learning outcomes; Saharan Africa; PASEC; Heyneman and Loxley hypothesis



**The Journal of Development Studies**, 2019  
Vol. 55, No. 4, 661–679, <https://doi.org/10.1080/00220388.2018.1453604>

Routledge  
Taylor & Francis Group



**Teacher Gender, Student Gender, and Primary School Achievement: Evidence from Ten Francophone African Countries**

JIEUN LEE\*, DONG-EUN RHEE\*\* & ROBERT RUDOLF\*\*  
\*Graduate School of International Studies, Korea University, Seoul, South Korea, \*\*Division of International Studies, Korea University, Seoul, South Korea

(Original version submitted February 2017; final version accepted March 2018)

**ABSTRACT** Using an exceptionally rich, standardised education assessment dataset comprising over 1800 six students from 10 francophone Western and Central African countries, between teacher gender, student gender, and student achievement. Findings by a female teacher increases math and reading performance. For boys, similar, but less strong effects are also found for subject appreciation, teacher stereotypes remain prevalent among both male and female teachers. Our female teachers in the region can reduce educational gender gaps without

**ASA**  
American Sociological Association

Sociology of Education  
2020, Vol. 93(3) 256–276  
© The Author(s) 2020  
DOI: 10.1177/0038040720919379  
[journals.sagepub.com/home/soe](http://journals.sagepub.com/home/soe)

**Learning Inequality in Francophone Africa: School Quality and the Educational Achievement of Rich and Poor Children**

Rob J. Grujters<sup>1</sup>  and Julia A. Behrman<sup>2</sup>

**Abstract**  
Influential reports about the "learning crisis" in the global South generally pay insufficient attention to social inequalities in learning. In this study, we explore the association between family socioeconomic status and learning outcomes in 10 francophone African countries using data from the Programme for the Analysis of Education Systems, a standardized assessment of pupils' mathematics and reading competence at the end of primary school. We start by showing that learning outcomes among grade 6 pupils are both poor and highly stratified. We then develop and test a conceptual framework that highlights three mechanisms through which family socioeconomic status might contribute to learning: (1) educational resources at home, (2) health and well-being, and (3) differences in school quality. We find that most of the effect of family background on learning outcomes operates through school quality, which results from a combination of the unequal distribution of resources (such as teachers and textbooks) across schools and high socioeconomic segregation between schools. On the basis of these results, we suggest that most countries in the region could improve equity as well as overall performance by "raising the floor" in school quality.

**Contact** Z.C. Allier-Gagneur   
Road, Cambridge CB2 8PQ UK  
© 2021 British Association for International Education

**Keywords**  
learning crisis, sub-Saharan Africa, PASEC, school effects, educational inequality, poverty

African countries have made impressive progress in expanding access to education over the past few decades. Partially driven by the Millennium Development Goals and the Education for All initiative, many countries in the region have abolished fees for basic education, and enrollment rates have increased substantially, particularly at the primary level (Lewin 2009). The main value of education, however, lies not in the number of years spent at school but in the skills and knowledge acquired during this time (Pritchett 2013). Available evidence suggests that learning outcomes in sub-Saharan Africa are often disturbingly poor, leading many observers to speak of a "learning crisis" (International Commission on Financing Global Education Opportunity

the 'feminisation of education', the share of female teachers on all levels is increasing across the globe. While female instructors dominate primary school (60%) and developing countries (59.3%), this is less the case in sub-Saharan Africa (Institute for Statistics, 2017). At early stages of development, due to a social norm that favours boys, the teaching profession is usually dominated by men. As societies develop and incomes rise, educational sectors tend to expand and narrow the gender gap in schooling and teaching. In fact, most advanced societies have made significant reversals in their educational systems since the nineteenth century, transitioning from male-dominated to female-dominated education (Drudy, 2008; Kelleher et al., 2011). Secondly, girls have higher completion, achievement, and graduation rates (DiPrete & Buchmann, 2013; Drudy, 2008). Developing countries are following similar pathways. As noted in the World Bank (2012), rapid progress has been made in narrowing the educational gender gap over the past two decades (World Bank, 2012). In SSA, gender parity has been achieved in others. In particular, Western and Central Africa remains one of the last regions where there is a gender gap in education. This is despite the fact that it is the empowerment of girls and women and thus deserves particular attention (UNDP, 2016).<sup>1</sup>

\*Division of International Studies, Korea University, 145, Anam-ro, Seongbuk-gu, Seoul, South Korea. E-mail: [leej@korea.ac.kr](mailto:leej@korea.ac.kr)  
†This article which can be accessed via the online version of this journal available at <https://doi.org/10.1177/0038040720919379>. DOI: 10.1177/0038040720919379  
© The Author(s) 2020  
SAGE

Taylor & Francis Group

<sup>1</sup>University of Cambridge, Cambridge, United Kingdom  
<sup>2</sup>Northwestern University, Chicago, IL, USA

**Corresponding Author:**  
Rob J. Grujters, REAL Centre, Faculty of Education, University of Cambridge, 184 Hills Road, CB2 8PQ Cambridge, United Kingdom.  
Email: [rjg85@cam.ac.uk](mailto:rjg85@cam.ac.uk)

# PASEC IMPLICATIONS

- Strengthen countries technical capacities
- Political instability reflects policy impacts (Cote D'Ivoire)
- Impact on teacher contracts (Contract teachers no worse than permanent)



# REFLECTIONS

- Relatively new regional assessment
- Increased participation (from 8 to 15)
- CONFEMEN will cover up to 50% of costs of PASEC for countries
- French-speaking (Limitations)
- Hopefully, more countries will be able to join PASEC in the long run as data on school quality are still missing in too many places.



# SOURCES:



PASEC. 2020. PASEC2019 Education System Performance in Francophone Sub-Saharan Africa: Competencies and Learning Factors in Primary Education. Dakar, Senegal: PASEC, CONFEMEN.

Unesco International Institute for Educational Planning. (2019). Use of learning assessment data in education policy-making. 48223.