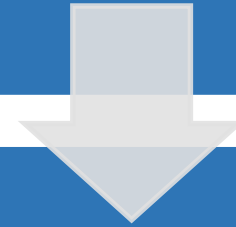




Educational Systems Analysis and CONFEMEN Programme : A programme in service of its countries

Contents

PASEC: History, objectives and methodology



PASEC2014 and national experiences



PASEC2019 and prospects

PASEC: History, objectives and methodology

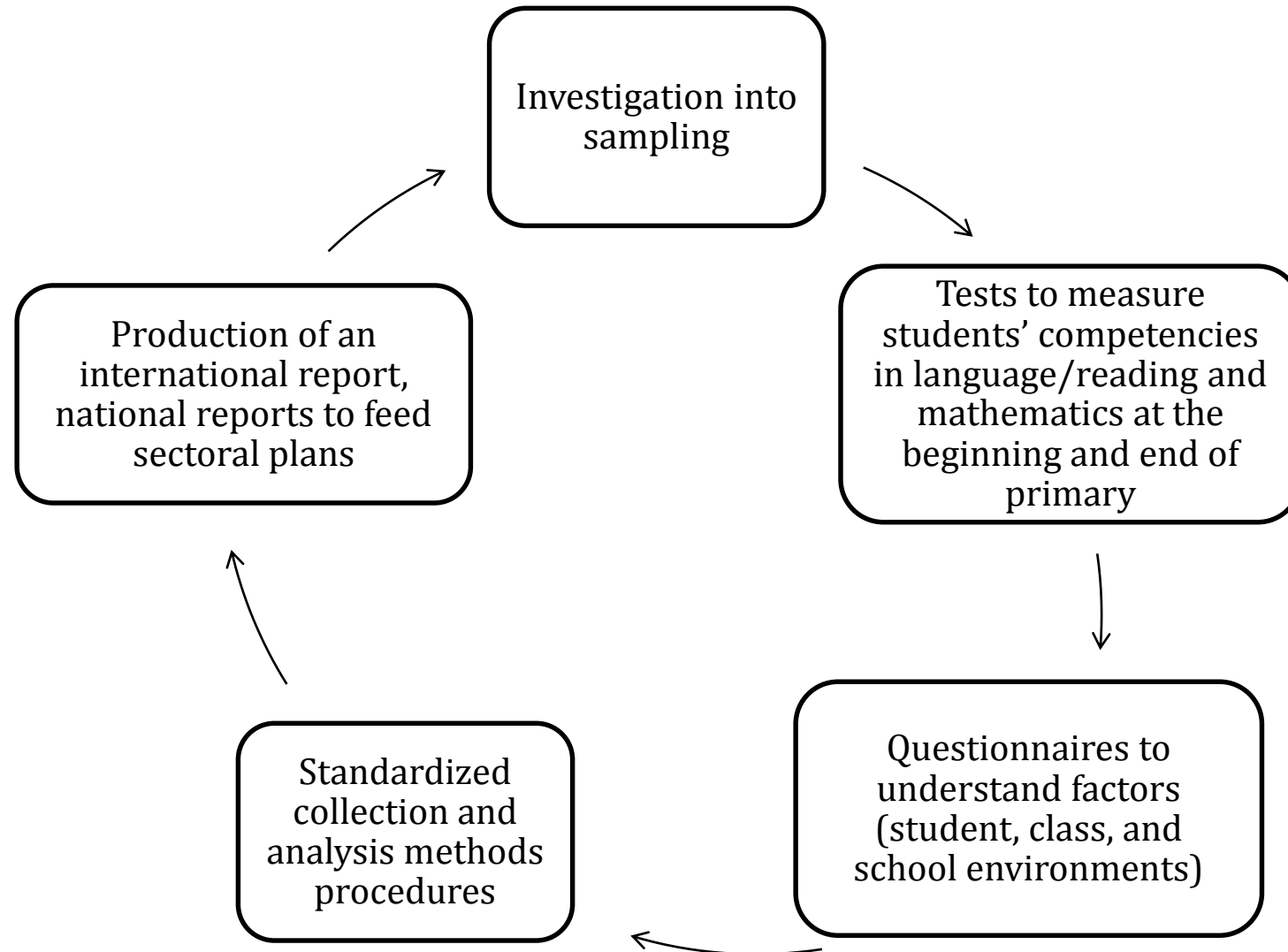
- PASEC is a programme that was created in 1991 by the Conference of Ministers for Francophone States and Governments (CONFEMEN).
- Its role is limited to :
 1. organising large scale assessment of primary acquisitions ;
 2. informing the CONFEMEN countries of the evolution of educational system performance;
 3. helping as a quality diagnostics tool in order to guide the creation and follow up of educational policies.

PASEC: History, objectives and methodology

PASEC:

- 25 years of experience serving its countries ;
- 35 assessments in 20 years through value-added methodology (pre and post testing in reading and maths) ;
- Reinforcement of countries' assessment capacities.
- Since 2012, CONFEMEN has obliged a reform of the programme, with an international and comparative approach.
- First international assessment in 2014

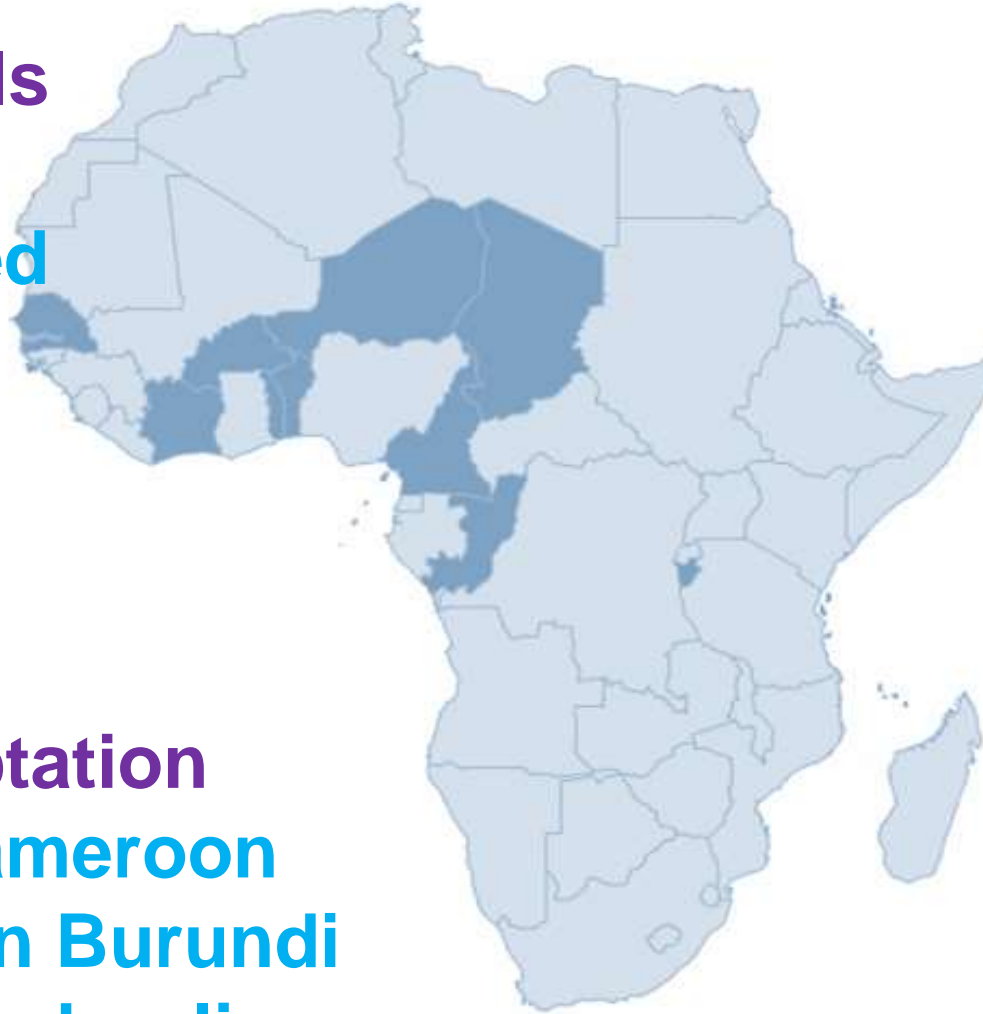
PASEC2014 and national experiences



PASEC2014 and national experiences

Over 1800 schools
Almost 40.000
students surveyed

Linguistic Adaptation
in English in Cameroon
and in Kirundi in Burundi
for the start of schooling



-  Benin
-  Burkina Faso
-  Burundi
-  Cameroon
-  Congo
-  Ivory Coast
-  Niger
-  Senegal
-  Chad
-  Togo

PASEC2014 and national experiences

International assessment:

- Emphasis on collaboration between countries ;
- Involvement of countries in different stages ;
- International meetings allowing countries' capacities to be reinforced ;
- Support for analyses, interpretation of results, and writing contextualised national reports ;
- Support for reproduction and circulation of national results.

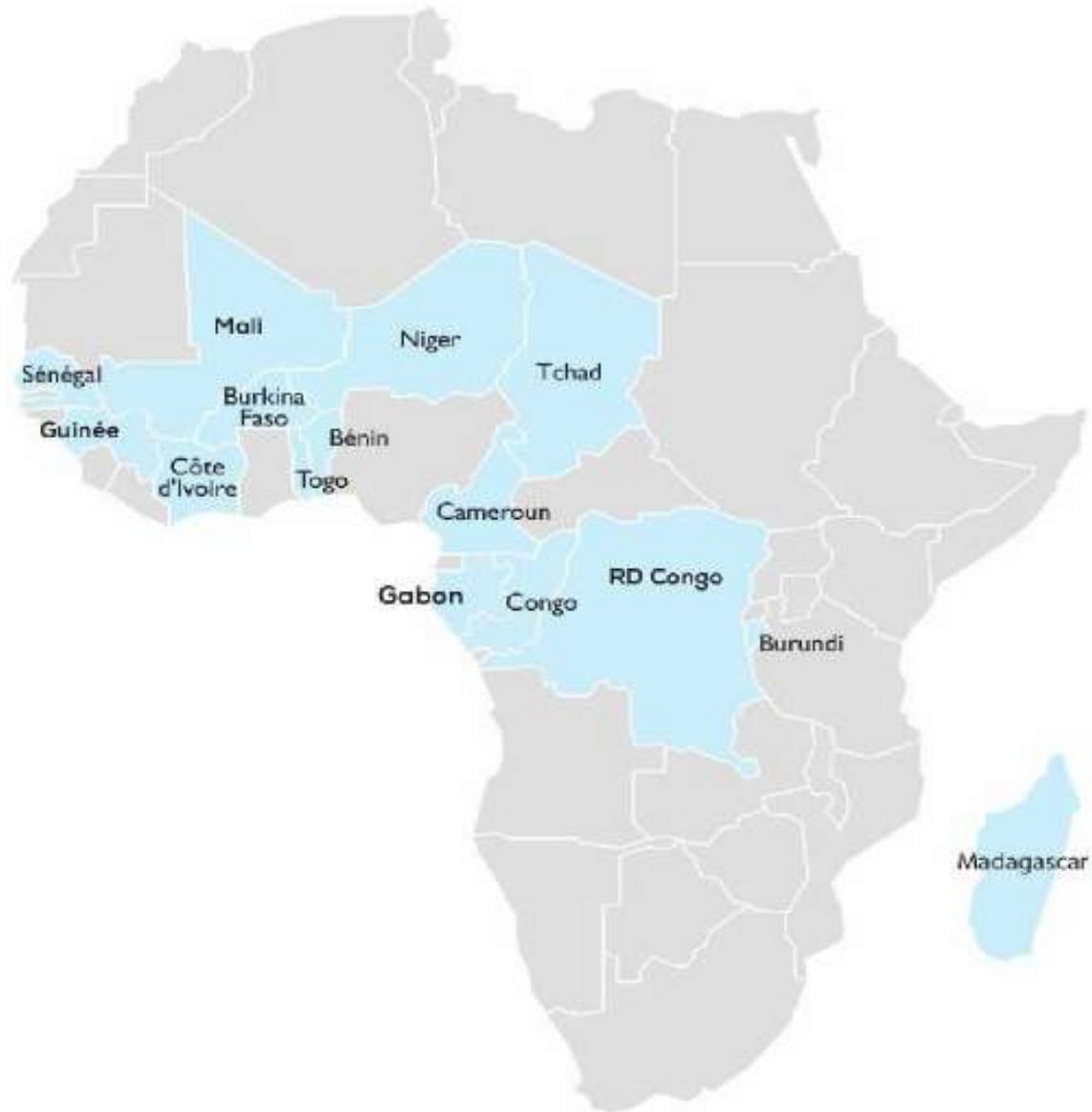
PASEC2014 and national experiences

- National results help countries to engage in debates with different participants in the education system to improve practice ;
- Appraisal of countries shows the existence of initiatives to improve results ;
- Decentralised level internal reproductions initiated in some countries ;
- Some countries created new PSE from using results and reflections.

PASEC2019 and prospects

- PASEC led to preparation of the second international assessment PASEC2019 ;
- 15 countries involved (Benin, Burkina Faso, Burundi, Cameroon, Congo, Ivory Coast, Gabon, Guinea, Madagascar, Mali, Niger, the Democratic Republic of Congo, Senegal, Chad and Togo).
- PASEC2014 countries + 5 new countries

PASEC2019 and prospects



PASEC2019 and prospects

- Integration of PASEC2014 and PASEC2019 ;
- Implementation of a teachers' test in language, mathematics and didactics ;
- Preparation of the current survey ;
- Supplementary linguistic version for some countries ;
- Piloting of instruments and procedures set for April/May 2018 ;
- Final data collection in April/May 2019 ;

PASEC2019 et prospects

- Database available by the end of 2020 ;
- International report at the end of 2020 ;
- Availability of national data for countries ;
- Writing of national reports by countries with quality control from PASEC ;
- National reports, reproduction and circulation of results in 2021;

Principal challenges and issues

Context of large scale international assessments implicates:

- Availability of necessary human and financial resources at country level ;
- Standardised procedures;
- Good communication with all participants during the entire process (from the start until results publication).



pasec
Programme d'analyse des systèmes
éducatifs de la confemen

Thank you for your attention

www.pasec.confemen.org

(This presentation was translated by Suzanne Atherton, United Nations volunteer translator)