Multiple Indicator Cluster Survey:

Matching questionnaire items in PASEC 2014.

Household surveys that measure social outcomes including education for individuals. These surveys provide a nationally representative measure of household wealth which are replicated using data on school participation and wealth quintiles.

Data on school participation and wealth quintiles are based on the latest Demographic and Health Survey (DHS) for each country. DHS are nationally representative as part of the Francophonie Council of Education Ministers.

More info at http://www.pasec.confemen.org/

The PASEC programme has existed since 1990 to provide analysis of education systems in Francophone Africa countries.

PASEC 2014:

The Francophonie Africa Education Results Monitor

About the Francophone Africa Education Results Monitor

The PASEC 2014 international student assessment provides its 10 participating countries with internationally comparable measures of student proficiency in 2nd and 6th grade reading and mathematics. The first time, participating countries can benchmark their student achievement to an internationally defined sufficient competency. This information is crucial for promoting the World Bank’s results agenda systems approach for education in its 2010-2020 Education Sector Strategy. Learning outcomes are a true measure of results of an education system—while enrolment in school is an important indicator, the cognitive and non-cognitive skills obtained in school are what matter most for human capital and subsequent productivity and poverty reduction.

The Francophone Africa Education Results Monitor provides a snapshot of an education system’s ability to educate its children, its ability to promote poverty reduction by including the poorest in learning, and its ability to educate its poorest girls. It also provides further details of the access to education and learning achievement as measured by PASEC.

Data sources:

PASEC 2014: Data on learning achievement is drawn from the PASEC 2014 assessment. This assessment, conducted in 10 Francophone African countries, provides the first internationally comparable measure of learning achievement for those countries, and the first international benchmark of sufficient competency. The PASEC programme has existed since 1990 to provide analysis of education systems as part of the Francophonie Council of Education Ministers.

DHS: Demographic and Health Surveys (DHS) are nationally representative household surveys that measure social outcomes including education for individuals. These surveys provide a nationally representative measure of household wealth which are replicated using data on school participation and wealth quintiles.

Multiple Indicator Cluster Survey (MICS): The Multiple Indicator Cluster Survey is used in place of DHS for Chad as the survey data is newer.

CAMEROON

Wealth quintile composition of 6th grade students achieving sufficient competency in math and reading

Cameroon performed in the lower half of countries on PASEC 2014, the vast majority of children in Cameroon are not completing primary with sufficient competency in mathematics and reading as defined by PASEC.

- Of the 10 countries that participated in PASEC 2014, Cameroon ranks 6th at educating its children, 7th at educating its poorest girls and 8th at providing equal access to quality education.
- Only 23 percent of children are completing primary with sufficient proficiency in mathematics and reading as defined by PASEC.
- Large disparities in achievement persist in Cameroon except between boys and girls. Significant disparities in achievement persist between the wealthiest and poorest students.
- Reducing inequality in learning outcomes especially for the poorest emerges as a key challenge.

Too few children are completing primary with sufficient competency in Cameroon, especially girls from the poorest 40 percent: 73 percent of children are completing primary in Cameroon but only 32 percent of 6th grade children achieve minimum competency in both PASEC math and reading. This means that an estimated 23 percent of children overall are completing primary with sufficient competency. 26 percent of girls from the poorest 40 percent (aged 12 to 18) have completed primary; only 2 percent of girls from the poorest 40 percent are estimated to complete primary with sufficient competency in both PASEC math and reading.

What is sufficient competency? Children who have sufficient competency in 6th grade mathematics are able to perform arithmetic involving decimals and identify a basic mathematical procedure needed to solve a problem. In 6th grade reading, they are able to understand explicit information orally and understand the meaning of many printed words. PASEC identifies sufficient competency based on participating countries’ curricula and international research on child development.

The poorest are underrepresented among 6th grade students attaining sufficient competency in both PASEC math and reading: the poorest quintile represent only 1 percent of 6th grade students who achieve sufficient competency in both math and reading while the second poorest quintile represent only 10 percent.

About the Francophone Africa Education Results Monitor

The PASEC 2014 international student assessment provides its 10 participating countries with internationally comparable measures of student proficiency in 2nd and 6th grade reading and mathematics. For the first time, participating countries can benchmark their student achievement to an internationally defined sufficient competency. This information is crucial for promoting the World Bank’s results agenda systems approach for education in its 2010-2020 Education Sector Strategy. Learning outcomes are a true measure of results of an education system—while enrolment in school is an important indicator, the cognitive and non-cognitive skills obtained in school are what matter most for human capital and subsequent productivity and poverty reduction.

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Are the poorest girls completing primary school with sufficient competency?

Only 2 percent of girls from the poorest 40 percent of the population complete primary with sufficient competency in both the PASEC mathematics and reading assessments. Cameroon ranks 7th compared to other PASEC countries.

Source: World Bank staff calculations using PASEC 2014 and latest DHS or MICS household surveys. A student’s wealth quintile represents the share of the population in each wealth quintile based on either the latest DHS or MICS national household survey wealth indices. Both PASEC and the household surveys are commonly used household wealth indices. The relationship between these household wealth indices is estimated using the household survey’s wealth index for each PASEC student. Quintiles are defined based on the cut-offs used in the household survey to produce nationally defined wealth quintiles.

Percent of girls from the poorest 40 percent of the population completing primary school and achieving sufficient competency in both mathematics and reading

Data on school participation and wealth quintiles are based on the latest Demographic and Health Survey (DHS) for each country. DHS are nationally representative as part of the Francophonie Council of Education Ministers. More info at http://www.pasec.confemen.org/

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Multiple Indicator Cluster Survey (MICS): The Multiple Indicator Cluster Survey is used in place of DHS for Chad as the survey data is newer.
Which groups face the biggest gaps in learning outcomes?

Large disparities in learning achievement persist between students from the wealthiest and poorest households, between urban and rural areas, and public and private schools. Gender differences are smaller.

Are children completing primary school with sufficient competency?

Only 23 percent of children complete primary with sufficient competency in both the PASEC mathematics and reading. While this is too low, it is similar to many other PASEC countries.

Wealth composition of 6th grade children attaining sufficient competency in both PASEC mathematics and reading

Students from the poorest 40 percent of the population represent only 11 percent of 6th grade children achieving sufficient competency in both mathematics and reading. As a result, Cameroon ranks 8th in terms of including the poorest in quality education.