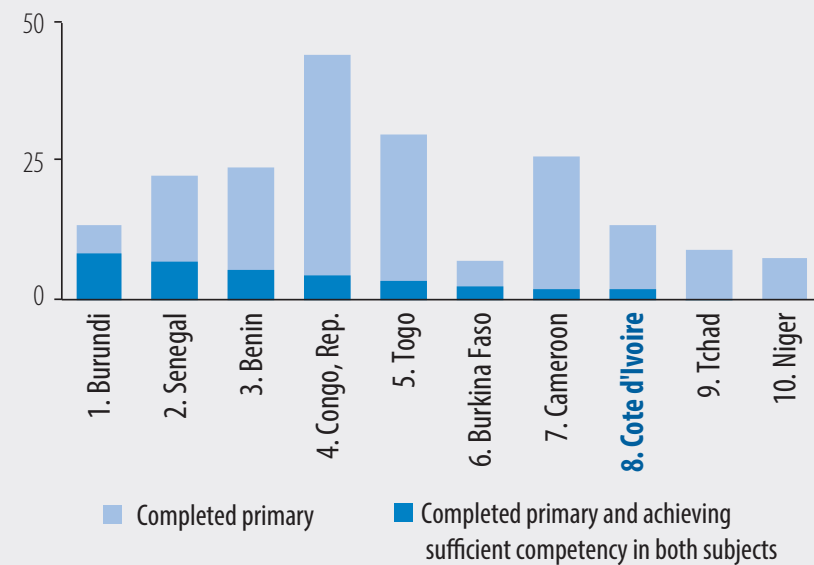


Are the poorest girls completing primary school with sufficient competency?

Only 2 percent of girls from the poorest 40 percent of the population complete primary with sufficient competency in both PASEC mathematics and reading. This is driven by low learning outcomes across the education system.

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



Source: World Bank staff calculations using PASEC 2014 and latest DHS or MICS household surveys. A student's wealth quintile represents that of the population and is defined using data from either the latest DHS or MICS household survey wealth index. Both PASEC and the household surveys contain common data about household characteristics. The relationship between these household characteristics and the household survey wealth index is used to estimate 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.

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.

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. 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 assessment for these 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. More info at <http://www.pasec.confemen.org/>

Demographic and Health Surveys: Data on school participation and wealth quintiles are based on the latest Demographic and Health Survey (DHS) for each country. 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 matching questionnaire items in PASEC 2014.

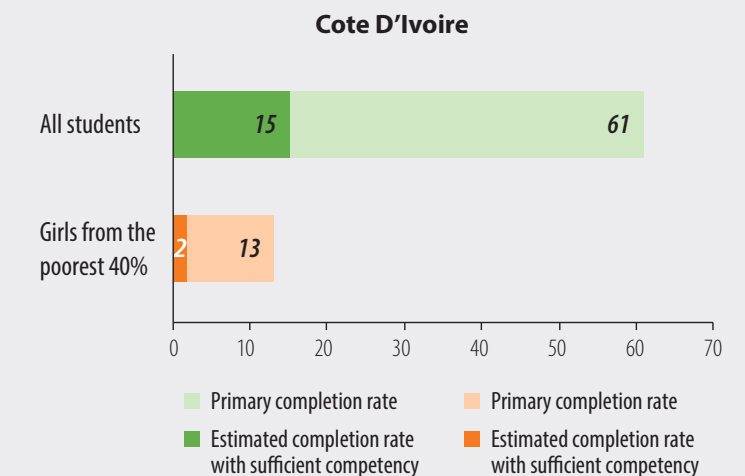
Multiple Indicator Cluster Survey: The Multiple Indicator Cluster Survey is used in place of DHS for Chad as the survey data is newer.



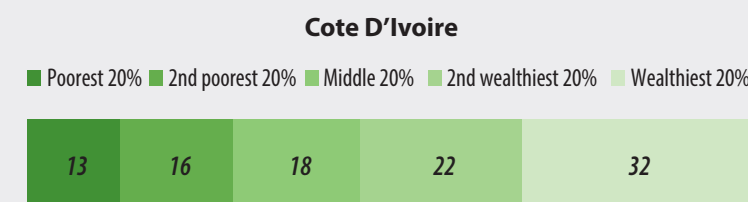
Cote d'Ivoire performed in the lower half of countries on PASEC 2014, the majority of children in Cote d'Ivoire are not completing primary with sufficient competency in mathematics and reading as defined by PASEC.

- Of the 10 countries that participated in PASEC 2014, Cote d'Ivoire ranks 8th at educating its children and 8th at educating its poorest girls, but 2nd at providing equal access to quality education.
- Low levels of inequality in learning outcomes in Cote d'Ivoire result from low achievement across the system.

Too few children are completing primary with sufficient competency in Cote d'Ivoire, especially girls from the poorest 40 percent: 61 percent of children are completing primary in Cote d'Ivoire but only 25 percent of 6th grade children achieve minimum competency in both PASEC math and reading. This means that an estimated 15 percent of children overall are completing primary with sufficient competency. 13 percent of girls from the poorest 40 percent (aged 12 to 18) have completed primary; 2 percent of girls from the poorest 40 percent are estimated to complete primary with sufficient competency in both PASEC math and reading.



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



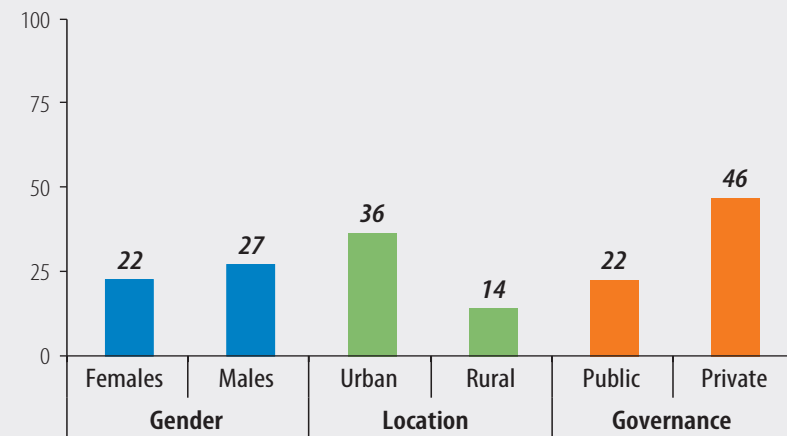
The poorest are underrepresented among 6th grade students attaining sufficient competency in both PASEC math and reading: the poorest quintile represent only 13 percent of 6th grade students who achieve sufficient competency in both math and reading while the second poorest quintile represent only 16 percent.

Which groups face the biggest gaps in learning outcomes?

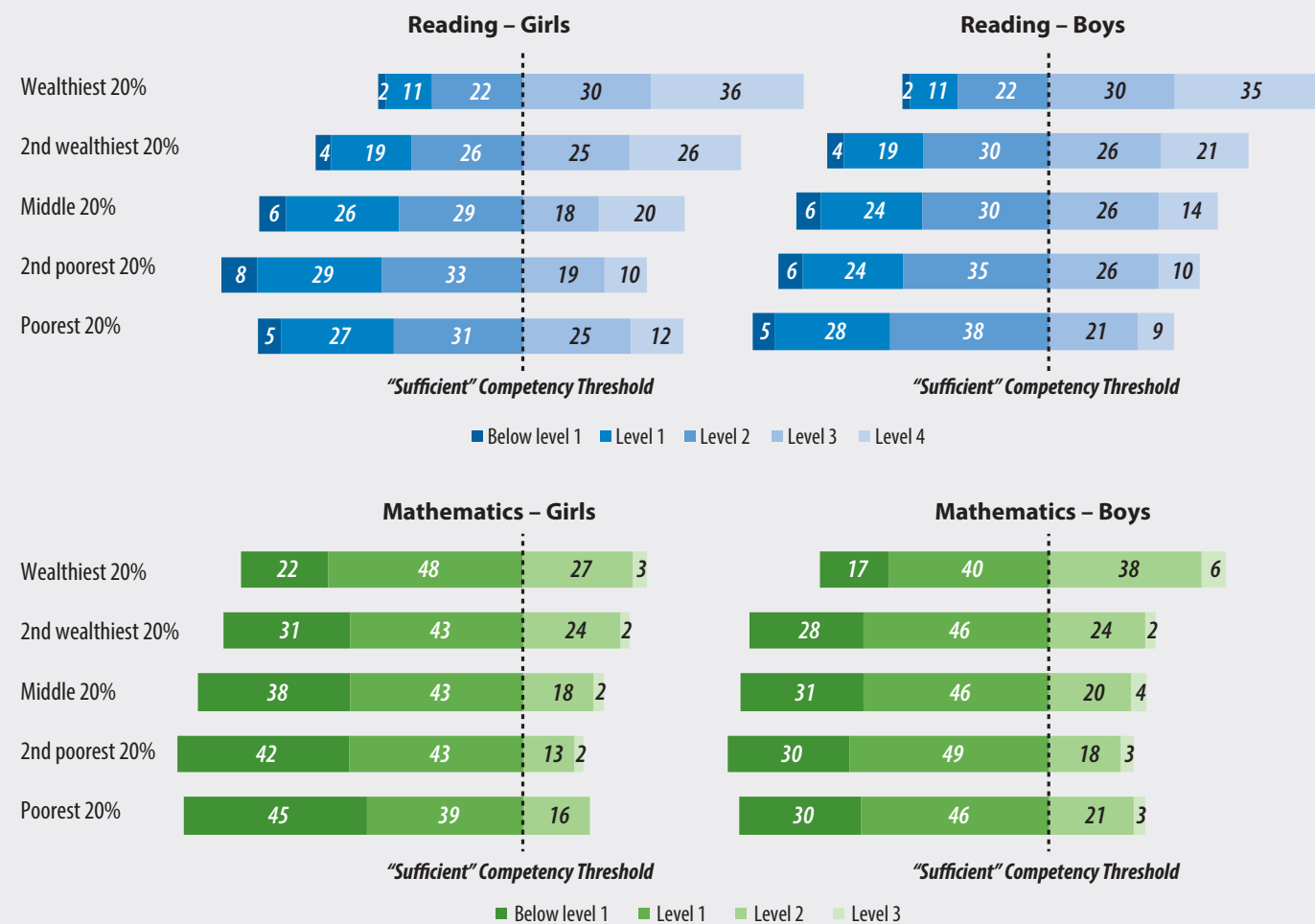
Disparity in learning achievement tends to be relatively small in Cote d'Ivoire as learning outcomes are low across most sub-populations. Notable differences emerge between public and private schools and between urban and rural areas.

Source: World Bank staff calculations using PASEC 2014.

Percent of 6th grade students attaining sufficient competency in both math and language by gender, school location and school governance



Percent of 6th grade students attaining PASEC proficiency levels by gender and wealth quintiles

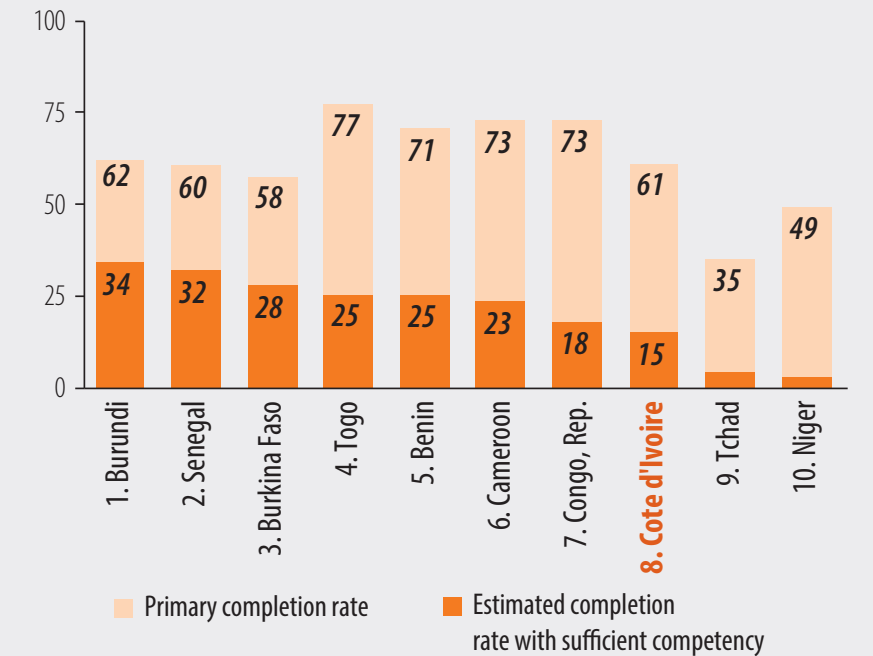


Source: World Bank staff calculations using PASEC 2014 and latest DHS or MICS household surveys. A student's wealth quintile represents that of the population and is defined using data from either the latest DHS or MICS household survey wealth index. Both PASEC and the household surveys contain common data about household characteristics. The relationship between these household characteristics and the household survey wealth index is used to estimate 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.

Are children completing primary school with sufficient competency?

Only 15 percent of children complete primary with sufficient competency in both PASEC mathematics and reading. This places Cote d'Ivoire 8th among PASEC countries.

Percent of children completing primary school with sufficient competency in PASEC mathematics and reading

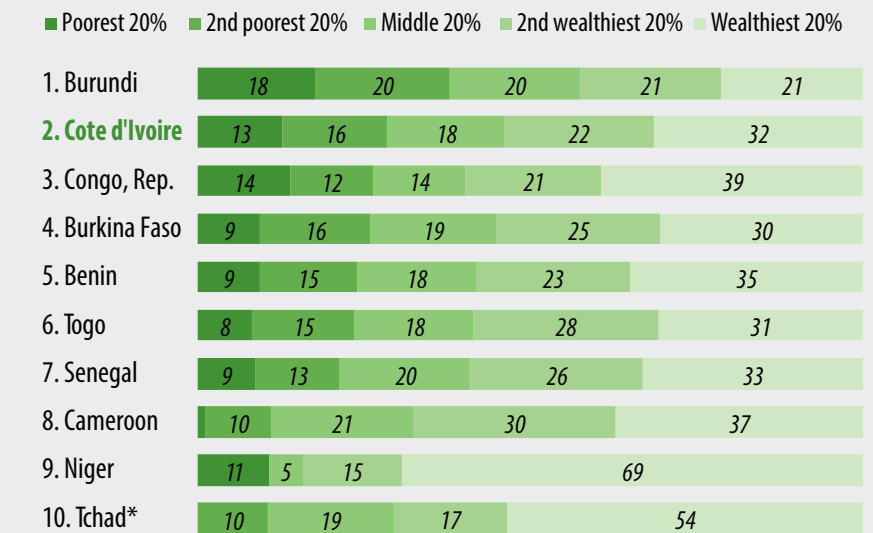


Source: World Bank staff calculations using PASEC 2014 and primary completion rates reported in the PASEC 2014 report. Estimated percent of children completing primary with sufficiency competency calculated by multiplying the primary completion rate by the percent of 6th grade children competent in both PASEC mathematics and reading.

Which groups face the biggest gaps in learning outcomes?

Students from the poorest 40 percent of the population represent only 29 percent of 6th grade children achieving sufficient competency in both mathematics and reading. Cote d'Ivoire ranks 2nd at including the poorest in quality education.

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



Source: World Bank staff calculations using PASEC 2014 and latest DHS or MICS household surveys. A student's wealth quintile represents that of the population and is defined using data from either the latest DHS or MICS household survey wealth index. Both PASEC and the household surveys contain common data about household characteristics. The relationship between these household characteristics and the household survey wealth index is used to estimate 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. *The proportion of the poorest 20 percent of students attaining sufficient competency in both mathematics and reading is unavailable and assumed zero.