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**EDUCATION DATA
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CONFÉRENCE SUR LES
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7 - 9 FEBRUARY 2024

UNESCO HEADQUARTERS, PARIS, FRANCE



**2024 CONFERENCE ON
EDUCATION DATA AND STATISTICS**

**LEARNING ASSESSMENTS
THE KENYAN EXPERIENCE IN IMPLEMENTATION, CHALLENGES
AND OPPORTUNITIES**

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Kenya National Examinations Council**

Outline of the presentation

- Role of Learning Assessments
- Learning Assessments in Kenya
- Towards 2030 Concerns
- Structures in place
- Improving classroom practice
- Challenges and opportunities

The Role of Learning Assessments

High quality learning data is needed to guide policy makers

Inform policy and program planning on:

- Who needs help?
- What kind of help do students need?

Large-scale assessment programs should:

- Place student's reliably on a scale
- Identify key drivers to guide policies
- Identify unambiguous instructional responses to improve learning outcomes
- Track outcomes over time to check /detect progress.

Learning Assessments in Kenya

Use of learning assessment data enables:

- Checking quality in learning at critical tiers of the basic education
- For checking programmatic interventions
- Benchmarking with set standards and other countries
- To inform policy level interventions



Towards 2030 Concerns

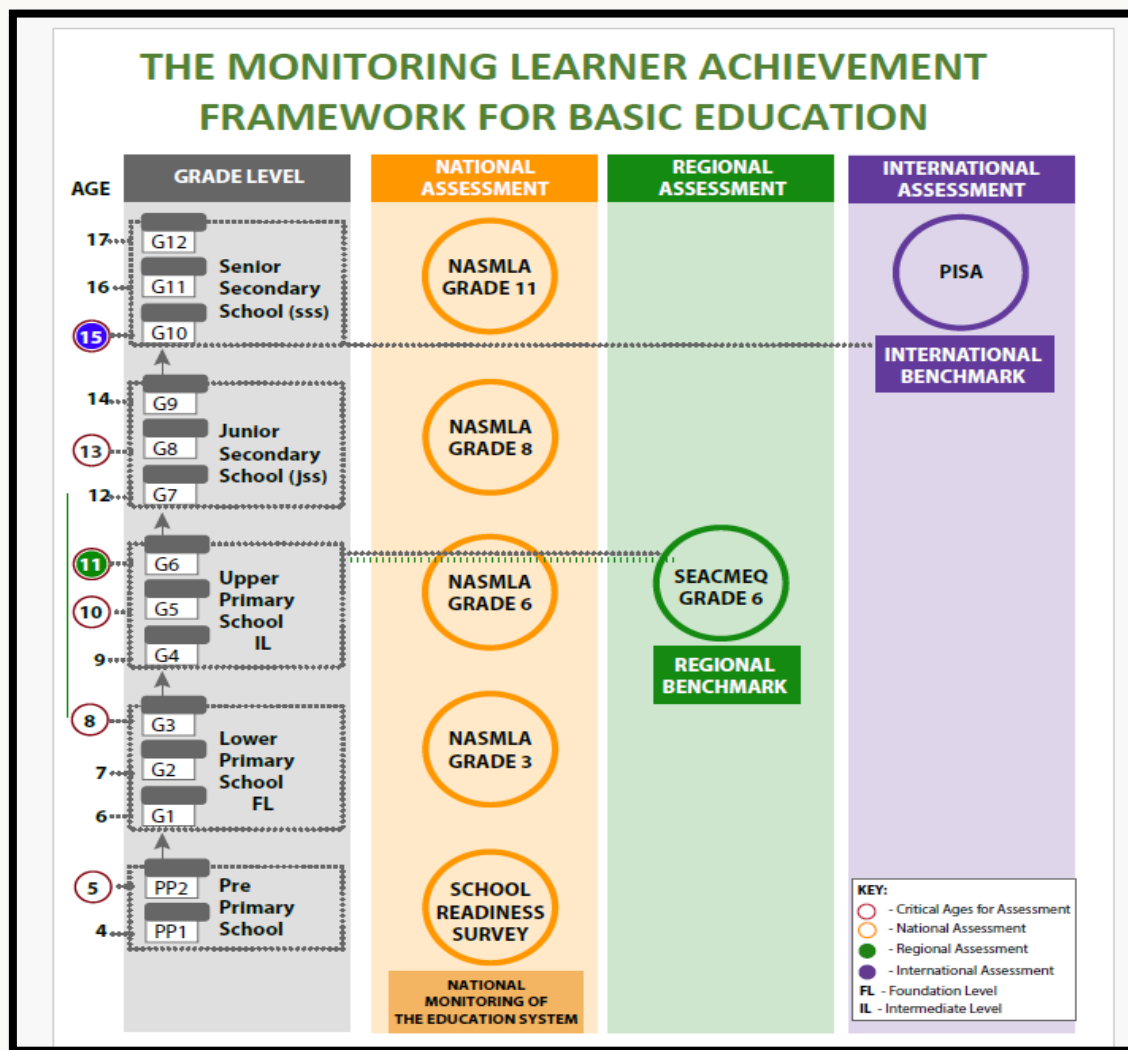
How much are children learning?

Are they meeting minimum proficiency levels?...And... are they **prepared for the future?**)

Solutions to make **schools green, connected, safe and healthy**

- Putting **inclusive and equitable education** first on the political agenda
- Technological advancements
- Integration of 21st Century skills : **Global competence**

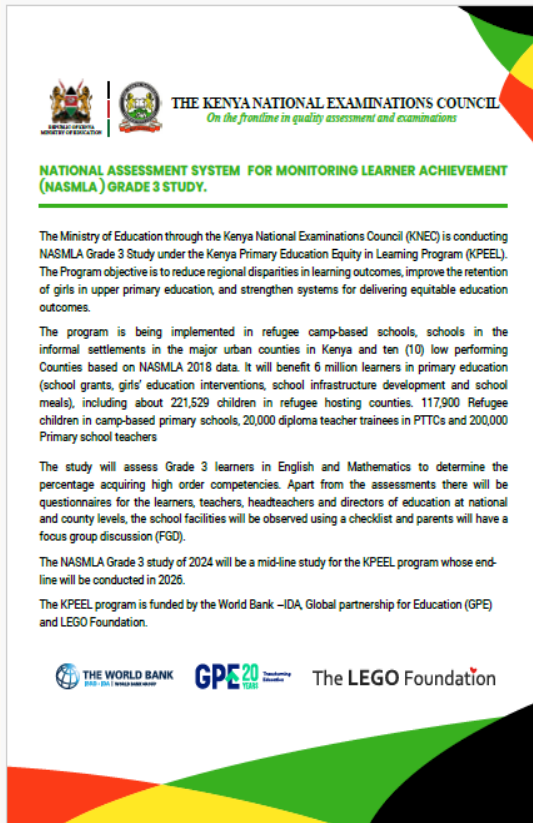
Monitoring learner achievement framework:



KEY:

- - Critical Ages for Assessment
- - National Assessment
- - Regional Assessment
- - International Assessment
- FL - Foundation Level
- IL - Intermediate Level

Keeping stakeholders informed...



THE KENYA NATIONAL EXAMINATIONS COUNCIL
On the frontline in quality assessment and examinations

NATIONAL ASSESSMENT SYSTEM FOR MONITORING LEARNER ACHIEVEMENT (NASMLA) GRADE 3 STUDY.


The Ministry of Education through the Kenya National Examinations Council (KNEC) is conducting NASMLA Grade 3 Study under the Kenya Primary Education Equity in Learning Program (KPEEL). The Program objective is to reduce regional disparities in learning outcomes, improve the retention of girls in upper primary education, and strengthen systems for delivering equitable education outcomes.

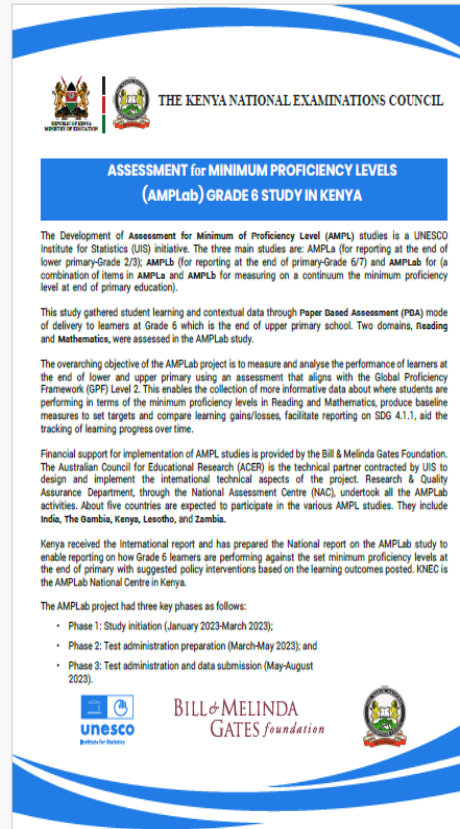
The program is being implemented in refugee camp-based schools, schools in the informal settlements in the major urban counties in Kenya and ten (10) low performing Counties based on NASMLA 2018 data. It will benefit 6 million learners in primary education (school grants, girls' education interventions, school infrastructure development and school meals), including about 221,529 children in refugee hosting counties, 117,900 Refugee children in camp-based primary schools, 20,000 diploma teacher trainees in PITTCs and 200,000 Primary school teachers

The study will assess Grade 3 learners in English and Mathematics to determine the percentage acquiring high order competencies. Apart from the assessments there will be questionnaires for the learners, teachers, headteachers and directors of education at national and county levels, the school facilities will be observed using a checklist and parents will have a focus group discussion (FGD).

The NASMLA Grade 3 study of 2024 will be a mid-line study for the KPEEL program whose end-line will be conducted in 2025.

The KPEEL program is funded by the World Bank –IDA, Global partnership for Education (GPE) and LEGO Foundation.





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ASSESSMENT for MINIMUM PROFICIENCY LEVELS (AMPLab) GRADE 6 STUDY IN KENYA

The Development of Assessment for Minimum of Proficiency Level (AMPL) studies is a UNESCO Institute for Statistics (UIS) initiative. The three main studies are: AMPLA (for reporting at the end of lower primary-Grade 2/3); AMPLB (for reporting at the end of primary-Grade 6/7) and AMPLab (a combination of items in AMPLA and AMPLB for measuring on a continuum the minimum proficiency level at end of primary education).

This study gathered student learning and contextual data through Paper Based Assessment (PBA) mode of delivery to learners at Grade 6 which is the end of upper primary school. Two domains, Reading and Mathematics, were assessed in the AMPLab study.


The overarching objective of the AMPLab project is to measure and analyse the performance of learners at the end of lower and upper primary using an assessment that aligns with the Global Proficiency Framework (GPF) Level 2. This enables the collection of more informative data about where students are performing in terms of the minimum proficiency levels in Reading and Mathematics, produce baseline measures to set targets and compare learning gains/losses, facilitate reporting on SDG 4.1.1, aid the tracking of learning progress over time.

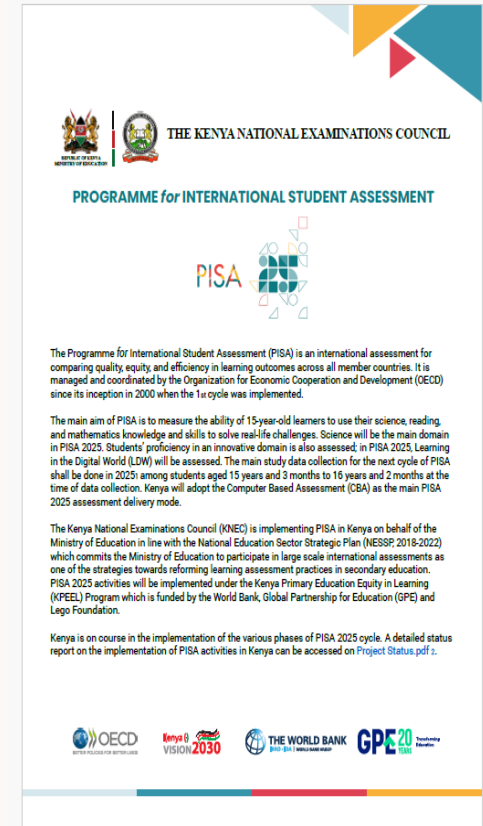
Financial support for implementation of AMPL studies is provided by the Bill & Melinda Gates Foundation. The Australian Council for Educational Research (ACER) is the technical partner contracted by UIS to design and implement the international technical aspects of the project. Research & Quality Assurance Department, through the National Assessment Centre (NAC), undertook all the AMPLab activities. About five countries are expected to participate in the various AMPL studies. They include India, The Gambia, Kenya, Lesotho, and Zambia.

Kenya received the International report and has prepared the National report on the AMPLab study to enable reporting on how Grade 6 learners are performing against the set minimum proficiency levels at the end of primary with suggested policy interventions based on the learning outcomes posted. KNEC is the AMPLab National Centre in Kenya.

The AMPLab project had three key phases as follows:


- Phase 1: Study initiation (January 2023-March 2023);
- Phase 2: Test administration preparation (March-May 2023); and
- Phase 3: Test administration and data submission (May-August 2023).





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PROGRAMME for INTERNATIONAL STUDENT ASSESSMENT




The Programme for International Student Assessment (PISA) is an international assessment for comparing quality, equity, and efficiency in learning outcomes across all member countries. It is managed and coordinated by the Organization for Economic Cooperation and Development (OECD) since its inception in 2000 when the 1st cycle was implemented.

The main aim of PISA is to measure the ability of 15-year-old learners to use their science, reading, and mathematics knowledge and skills to solve real-life challenges. Science will be the main domain in PISA 2025. Students' proficiency in an innovative domain is also assessed; in PISA 2025, Learning in the Digital World (LDW) will be assessed. The main study data collection for the next cycle of PISA shall be done in 2025; among students aged 15 years and 5 months to 16 years and 2 months at the time of data collection. Kenya will adopt the Computer Based Assessment (CBA) as the main PISA 2025 assessment delivery mode.

The Kenya National Examinations Council (KNEC) is implementing PISA in Kenya on behalf of the Ministry of Education in line with the National Education Sector Strategic Plan (NESSP 2018-2022) which commits the Ministry of Education to participate in large scale international assessments as one of the strategies towards reforming learning assessment practices in secondary education. PISA 2025 activities will be implemented under the Kenya Primary Education Equity in Learning (KPEEL) Program which is funded by the World Bank, Global Partnership for Education (GPE) and Lego Foundation.

Kenya is on course in the implementation of the various phases of PISA 2025 cycle. A detailed status report on the implementation of PISA activities in Kenya can be accessed on [Project Status.pdf](#).



Structures in place

CORE TEAM

- A team 5 dedicated to coordinating learning assessments
- Based at the Kenya National Examinations Council
- Negotiates funding and seeks concurrence from MoE

TECHNICAL COMMITTEE

- Test Developers (English; Mathematics And Sciences)
- Research Officers
- ICTOfficers
- Diversity Officers /Equity Leaders
- Statisticians

CORE TEAM

Steering Committee

- MoE Directorate Heads
- MoE – Agencies
- Teachers' service commission
- National Treasury
- Key Stakeholders

CORE TEAM

TECHNICAL COMMITTEE

SDG4.1 reporting eligibility

Criterion 1 – is the assessment aligned to the MPL?

Mathematics and reading aligned to GPF & MPL

Criterion 2 – is there evidence that the items in the assessment have been reviewed qualitatively and quantitatively

Professional item development processes
Item reviews
Item statistics available

Criterion 3 – is the sample of learners that took the assessment representative of the population against which the results will be reporting?

Sample design
Sample outcomes published

Criterion 4 – is there evidence that the assessment was administered in a standardised way?

Technical standards published
Standardised manuals
Test administrator training

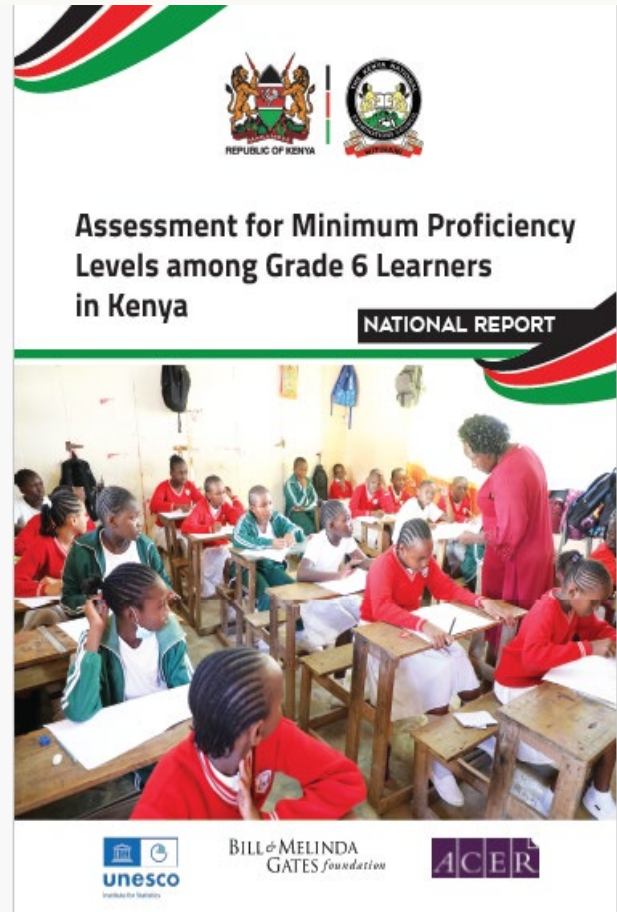
Criterion 5 – are the outcomes of the assessment sufficiently reliable?

PV Reliability
Mathematics: 0.899
Reading: 0.907

Purpose: Global reporting

AMPLab Study:

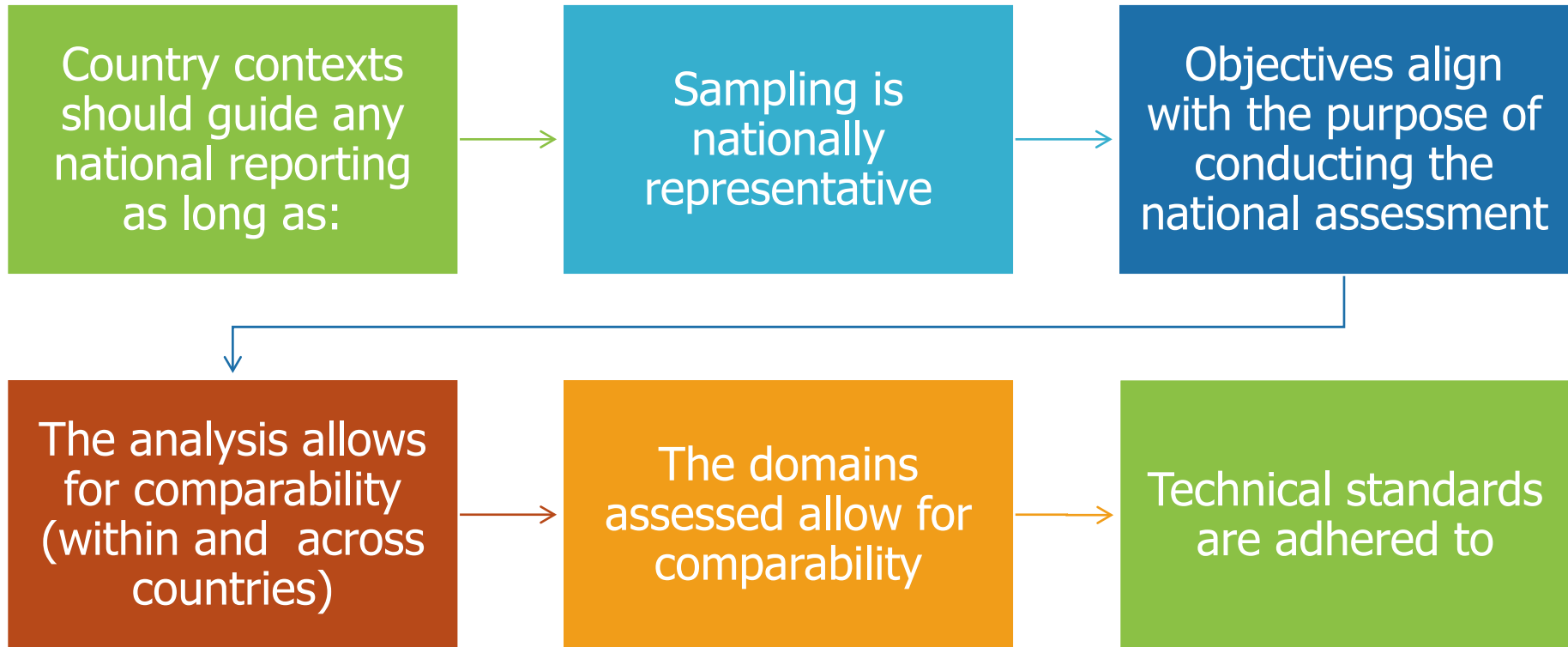
- SDG4 Reporting
- Assessment for MPL of below and end of primary level
- Guided by Global Proficiency Framework
- International commitments to report



National Learning Assessment

- Directly linked with the national curriculum
- Provides gap and achievements of set national benchmarks / commitments
- Ensures disaggregated data collected by regions/ districts/ country
- Informs wider variety of issues
- Sampling design ensures all student have equal opportunity to participate

PURPOSE: National reporting



Using LA Lessons in the classrooms

Improving learning outcomes

- Only what is learnt in the classroom matters

School- Specific-Reporting

- Strengthening data systems and reaching the classroom with data on learning gaps should be the ultimate goal of any LA
- Using **census data on low stakes assessments** at Grade appropriate tiers to highlight **learning gaps** and suggest **subject specific remedies**

School - Specific Data

- School specific analysis reports developed since 2013 and uploaded onto the KNEC website-Schools Portal (www.Knec.ac.ke)
- All primary schools (public and private) can access the reports
- The schools are utilizing the reports to address the learning gaps identified
- Teachers continually embracing the culture of utilizing school specific feedback reports
- The reports are also used for preparing school improvement plans; setting school targets, peer teaching and instructional material procurement

Challenges



Assessing Learning Levels Regularly **(The Cost, Capacity, Data Analysis And Archiving)**



Donor Priorities Vs Country needs.



Developing Psychosocial Health and Wellbeing of Students.



Using Learning Assessment to Increase the efficiency of instruction.



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