CONFERENCE ON
EDUCATION DATA
AND STATISTICS

CONFERENCIA SOBRE
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CONFÉRENCE SUR LES
DONNÉES ET STATISTIQUES
DE L'ÉDUCATION

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LEARNING ASSESSMENTS
THE KENYAN EXPERIENCE IN IMPLEMENTATION, CHALLENGES AND OPPORTUNITIES

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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?)

• Putting inclusive and equitable education first on the political agenda

• Technological advancements

Solutions to make schools green, connected, safe and healthy

• Integration of 21st Century skills: Global competence
Monitoring learner achievement framework:
Keeping stakeholders informed…
Structures in place

CORE TEAM

- A team 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
- ICT Officers
- Diversity Officers/Equity Leaders
- Statisticians

Steering Committee

- MoE Directorate Heads
- MoE – Agencies
- Teachers’ service commission
- National Treasury
- Key Stakeholders
## SDG4.1 reporting eligibility

<table>
<thead>
<tr>
<th>Criterion 1 – is the assessment aligned to the MPL?</th>
<th>Mathematics and reading aligned to GPF &amp; MPL</th>
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| 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

Country contexts should guide any national reporting as long as:

- Sampling is nationally representative
- Objectives align with the purpose of conducting the national assessment
- The analysis allows for comparability (within and across countries)
- The domains assessed allow for comparability
- Technical standards are adhered to
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.Knce.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.

Prioritising teaching and the fundamentals