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Strategic planning of LSLA

Outline



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Introduction

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National
context and
actors

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solutions

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Expectations
of the
workshop

1. Introduction

- Education system in has been Kenya-8-4-4
- CBC Curriculum being rolled out in a phase in phase out mode: 2-3-3-6-3
- Summative Evaluation for the 8-4-4
 - KCPE- Class 8- selection and placement- Norm Referenced
 - KCSE- Form 4- Transition to tertiary institutions- More criterion Referenced
- Kenya has a National Assessment System Framework: National Assessment System for Monitoring Learner Achievement(NASMLA)
- National Assessments conducted at Basic Education Level
- Kenya conducts National Large scale Learning assessments after every 3 years .
- In line with the NASMLA Framework
- Early years
 - Grade 2-EGMA, 2016, 2018, 2019- Mathematics – supported by GPE
 - EGRA also conducted for Grade 1 and 2 since 2015. Supported by USAID through the Tusome Program- English and Kiswahili



1. Introduction

- Grade 3– National Assessment System for Monitoring Learner Achievement (NASMLA), 2010, 2016, 2018
 - Literacy (English and Kiswahili)
 - Numeracy(Mathematics)
 - Lifeskills
- Upper Primary
 - Class 6- Regional Study- SACMEQ, now SEACMEQ, participated since 1995.- Reading(English) , Mathematics, Health Knowledge
 - Class 7- once, 2019- English, Kiswahili, Mathematics, Science, Lifeskills
- Lower Secondary
 - Monitoring Learner Achievement (MLA) Form 2 – 2013,(English and Mathematics) 2018(English Kiswahili, Mathematics, Biology, Physics, Chemistry.
 - Large Scale Learning Assessments in Kenya; guided by the National Assessment System for Monitoring Learner Achievement (NASMLA) which draws heavily from SACMEQ
 - LSLA since 2016 have been supported by the GPE



2. Setting

2. National Context

- Large scale learning assessments in Kenya comprise
 - Sample Based National Learning Assessments-
 - Representative samples of 250- 300 schools drawn from the 47 counties of the republic.
 - Since 2016 these assessments have been supported by the GPE
 - Conducted by the National Assessment Centre(NAC), instituted in 2007 through Sessional Paper 1, 2005
 - Complement Public examinations by providing empirical data on how well learners are achieving knowledge, skills and attitudes spelt out in the curriculum
 - Assess also predictors of learning outcomes/ achievement through administration of background questionnaires.

2.2 National actors present within education sector

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- Ministry of Education
 - SAGAs
 - Teachers Service Commission
 - Academia/ Universities
 - Development partners
 - Research institutions such as Twaweza/ Uwezo- Household surveys

2. Setting

2. National Context

- With the national roll out of the CBC and CBA, KEYA /MLP was administered for the first time in September 2019. KEYA is a census, done at Grade 3. More authentic

2.2 National actors present within education sector

A stylized illustration on the left side of the slide. It shows a dark grey silhouette of a person pushing a large, dark grey sphere up a diagonal line that represents a ramp. The background is a light blue gradient.

3. Challenges

- EMIS Data; some times schools are no longer operating but still in the sampling frame- non responsiveness.
- Assessment of learners with special needs and disabilities in pure SNE schools/ institutions.
- Funds- against the backdrop of several assessments at different levels
- Inadquate/ICT infrastructure and low digital literacy among learners
- Curriculum changes/ reforms; need to adapt assessment tools to better adress curriculum demands



4. Possible solutions

- Cost effective ways of undertaking LSLA, for instance data collection and dissemination of findings through digital platforms
- Mobilization of funds
- Continuous capacity building in ICT



5. Opportunities for action

1

Leverage on NEMIS data for more accurate sampling frames- Kenya has made a lot of improvement in its data/tracking of learners' information

2

Benchmarking and participating in International Large Scale Learning assessments such as the PISA to gain hands on experience

Partnering with development partners in undertaking LSLA , e.g, GPE has been funding the PRIEDE project in Kenya

3

Leverage on ongoing curriculum reforms to adopt assessment tools to CBA

4

Leverage on Regional LSLA Projects , e.g SEACMEQ to build capacity in conducting Large Scale Assessments

Develop capacity in robust data collection procedures; e data collection

Workshop Expectations & Concluding Remarks

- Share experiences on country specific possibilities and challenges
- Gain insight into best practices in planning and implementing Large Scale Learning Assessments
- Build capacity in coordinating and implementing Large Scale Assessments