Strategic planning of LSLA

Kenya, 3rd, December, 2019
Outline

1. Introduction
2. National context and actors
3. Challenges
4. Possible solutions
5. Opportunities
6. Expectations of the workshop
1. Introduction

- Education system in 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

- 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
3. Challenges

- EMIS Data; sometimes 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.

- Inadequate/ICT infrastructure and low digital literacy among learners.

- Curriculum changes/ reforms; need to adapt assessment tools to better address 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

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

4. Leverage on ongoing curriculum reforms to adopt assessment tools to CBA

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

6. Develop capacity in robust data collection procedures; e.g., 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