

ASSESSMENT OF LEARNING OUTCOMES – KENYA

UIS WORKSHOP - HARARE
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Why most assessments are done in Kenya

1. **To improve** –provide feedback on how the learning can be improved.
2. **To inform** –inform education stakeholders and other decision-makers of the impact of the program specific interventions in improving quality of education.
3. **To prove** – demonstrate to education stakeholders and donors what the sector is accomplishing based on empirical evidence.
4. **To support** –provide support for sector decision-making activities such as curriculum review, teacher management, school management and infrastructure.

National Public Examinations

- Primary level – Kenya Certificate of Primary education (KCSE) (ISCED 1)
- Secondary level – Kenya Certificate of Secondary Education (KCPE) (ISCED 2)
- Tertiary Level – Business and Technical Exams
 - Primary Teacher Education – PTE
 - ECDE (Certificate and Diploma Level)
 - SNE Teacher Diploma Level Exam.

Reporting on Learning Outcomes (Public Examination)

- National level reporting with Data disaggregated by Subject, Gender, Region (county), Type of school
- No ranking of schools since 2014
- Feedback report done per subject and printed by cluster of subjects for schools to buy

INTERNATIONAL ASSESSMENTS

SACMEQ – At Primary –Std 6 Level – (ISCED 1)

- ❖ The broad areas of assessment are; pupils' characteristics and their learning environments, teacher characteristics, head teacher characteristics & their views on school infrastructure & management.

- **SACMEQ I (1995-1998)and SACMEQ II -2000 - 2004** these two research reports provided findings on quality of schooling conditions, learner characteristics and teacher management issues.

 - **SACMEQ III (2007 -2011)** Focused on the impact of educational policy and practise by comparing the results of SACMEQ III and SACMEQ II studies.
- The study involved
- **4436 Standard 6 pupils,**
 - **733 teachers,**
 - **193 schools**

Report Dissemination Strategy

➔ **Consultations** were done to identify the objectives of disseminating the SACMEQ III report coming up with the following suggestions that were later agreed upon;

- 1. National Launch, why?** It sought to reach out to key decision makers in the education sector with an aim of influencing the formulation of policies and prompting action to improve the quality of education in Kenya.
- 2. County Level launch, why?** Key stakeholders in the education sector at the Counties would have greater impact with regard to implementing the research recommendations.

National Assessments

- National System for Monitoring Learning Achievements (NASMLA)
 - Primary Level at Standard 3.
 - First one done in Kenya in 2009
 - Next TWO in 2015 and 2018 under GPE – PRIEDE Project and the NESP

Development Partners

TWAVEZA - UWEZO Kenya

- Uwezo is part of Twaweza, an independent East African initiative that promotes access to information, citizen agency and improved service delivery outcomes across the region.
- Household-based assessments that seek to establish children's actual learning proficiencies.
- Conducted annually, children aged 6 to -16 years across East Africa are tested on their ability to perform basic literacy and numeracy tasks set at the Grade 2 level

Report Dissemination

- Vibrant engagement of the Public through Media and online platforms .
- National and regional launches

Challenges Associated with Assessment of Learning

- Minimal use of examination data to improve student learning .
- Lack of funds to have timely conclusion of processed related to research studies to enable effective uptake of recommendations made.
- Not all existing gaps are addressed
- Poor dissemination of findings with only small scale –low key-national level untargeted dissemination.

Challenges

- Lack of capacity among educators carrying out the assessments.
- Lack of clear communication strategy and follow-up to enable uptake of recommendations and policy suggestions.
- Duplication of effort among players in the sector.

The Impact of Assessment Practices

- Gives Solid findings to facilitate evidence based policy formulation.
- Highlights inequalities in provision of education for all i.e. Gender and regional disparity being addressed to a certain extent.
- More focus Quality Improvement of learning especially at Basic education Level.
- Promotion of professionalism through highlighting teacher mgt issues.

Contd.

- Assessment of learning outcomes has proven to be useful for
 - Assuring quality of sector program interventions.
 - Increased Accountability,
 - Institutional effectiveness
 - Student learning outcome assessment
 - Making improvement based on findings
 - Taking findings into consideration when allocating resources i.e. ASAL areas and SEN.

What we aim at.....

- A well-defined systematic approach to conduct learning outcomes assessments in the context of the sector interventions.
- The approach should guide the efforts and specifies
 - Content, tests based on set competencies
 - Instrument development Focus,
 - Timeline or schedule for implementation and continuance,
 - Who will be involved in the various steps of the Assessment process.
 - The mitigating the anticipated/faced challenges of the assessment process
 - Effective dissemination and communication of research findings for effective uptake by policy.
 - Availability of information on who is doing what, where when.