



# KENYA NATIONAL EXAMINATIONS COUNCIL

---

THE MONITORING IMPACTS ON LEARNING OUTCOMES (MILO) PROJECT: KENYA'S  
EXPERIENCE

PRESENTED BY

DR. ASSUMPTA MATEI

KENYA NATIONAL EXAMINATIONS COUNCIL, KNEC

DURING THE WEBINAR

ON

***MONITORING LEARNING OUTCOMES: TOWARDS UNDERSTANDING THE IMPACTS OF THE  
COVID-19 PANDEMIC***

**FRIDAY 21<sup>ST</sup> JANUARY 2022**

---

---

# Introduction

---

- ❑ In Kenya, the MILO project was implemented by Kenya National Examinations Council (KNEC).
  - ❑ KNEC constituted a national team.
  - ❑ National assessment was the NASMLA Grade 7( Math).
  - ❑ The English tool for the NASMLA Grade 7 was not adopted as it was not largely on Reading.
  - ❑ National Centre constituted a team with diverse capabilities to manage the project.
- 
-

## Kenyan Experience- Opportunities and challenges

---

- ❑ The first global large-scale assessment.
  - ❑ Offered great opportunity for learning/ capacity development.
  - ❑ Managing large scale project which is slightly different from a national learning was both challenging and exciting.
  - ❑ Assessment gave KNEC, in general and the specific national hands-on training in managing large scale international assessments.
- 
-

## Kenyan Experience- Opportunities and challenges

---

- ❑ The Project was undertaken during crisis- schools were just reopening, students had hardly settled, system had not yet recovered.
  - ❑ Short duration of design and implementation of the project.
  - ❑ Strict timelines, with many other research activities on the national front.
  - ❑ Weekly meetings- sometimes would find the NC team in the field with poor network connectivity.
  - ❑ Technological challenges- preselection of students was novel.
- 
-

## Kenyan Experience- Opportunities and challenges

---

- ❑ How did the NC surmount the challenges?
  - ❑ Weekly meetings by UIS helped clarify areas of concern.
  - ❑ Regular communication and guidance by both the UIS and ACER.
  - ❑ Dedicated team of ACER experts who provided real time support before test administration, during the administration and throughout the data processing.
- 
-

# Kenyan Experience- Capacity Development

---

- ❑ Was a continuous process at every phase of the project.
  - ❑ Instrument development; refining the contextual instruments in line with global good practices – hands on training.
  - ❑ Training on Project Management- As a national project manager- robust quality control measures/ quality monitoring.
  - ❑ Sampling - pre-sampling of learners was new, unique and more efficient, despite challenges of technological gaps among the Head teachers.
  - ❑ Training on Data Administration and Data Management- use of the ACER MAPLE was novel and more efficient.
  - ❑ The MILO Reading and Mathematics tools- benchmark in construction of high-quality items.
- 
-

# Kenyan Experience- Capacity Development

---

- ❑ Perhaps the most significant capacity building opportunity was the training on:
    - ❑ Construction of quality items in both Reading and Mathematics
    - ❑ Educational Measurements – Psychometrics.
  - ❑ Firstly, it provided opportunity to apply the Global Proficiency Framework knowledge.
  - ❑ Training on standard setting- the NC team had been trained on Policy Linking and benchmarking by USAID.
  - ❑ The MILO training and participation in standard setting enhanced capacity and that of the Reading and Mathematics teachers/pedagogy experts.
- 
-

## Way forward/ Next steps

---

- ❑ It is envisaged that the KNEC will sustain the gains from participation in MILO.
  - ❑ Continued collaboration with international assessment experts for continuous capacity building and regular reporting on SDG 4.
  - ❑ Develop assessment tools for future national assessments using the GPF and report using the Global Minimum Proficiency Level Descriptors for efficient reporting and comparability.
  - ❑ Put mechanisms in place to digitalise its data collection procedures and continuously improve data processing mechanisms .
- 
-



# Way forward/ Next steps

---

- Improve on assessment tasks- Structure of the language assessments-. Has been hitherto blended, including listening and speaking, Writing, Reading and Grammar.
  - For reliable reporting on SDG4, reading tasks need to be adopted.
  - In order to reliably report on SDG 4 , the KNEC wishes to adopt the MILO and PISA standards.
  - Advanced capacity development in Psychometric methods.
  - Most significantly, join PISA for continual capacity building and in order to embrace best practices in the implementation of large-scale assessments.
- 
-

---

END  
THANK YOU

---

---

---