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

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

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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.
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