Implementing AMPLab

The Kenya Experience
Kenyan context

- The Kenya Vision 2030 blueprint.

**Globally competitive education** for Kenya’s socio-economic and technological development as well as enhanced individual well-being.
Why AMPLab Study?

• Lack of comparable data on monitoring learning
  - A grade higher than is expected
  - Tests used were not constructed in line with the definition of Minimum Proficiency level of SDG 4.1.1
  - No equivalent/benchmark on reading comprehension comparable with other regional/international assessments

• New education reforms introduced in Kenya
SCHOOL B

The entire school
Study initiation/Project start-up /operation

• Contract signing.
• NC Setup.
• Members from various Departments.
• Mandatory meetings for all.
Study design:

• Kenya has introduced a new education system thus:

- AMPLab preferred to provide data for lower primary and end of primary on a learning progression scale.

- This study design was crucial in giving the country evidence of where the gaps are for targeted interventions.

• Country contexts should drive the need for data.
Communication to sampled schools

Kenya

- Challenges in the use of MS Teams as expected.
- Sought ACER’s permission to do it differently.
- Opted to use **Secure File Transfer Protocol (SFTP)**
- Embedded the SFTP to the NAC portal - institutional capacity.
- Using IT teachers builds their individual capacity.
- Most recent list of classes were shared with KNEC and data cleaning checks done in 2-3 days!
Adaptation of Tools

• Challenge: Most Kenyan classrooms are not acoustically treated for listening comprehension administration.

• Potential a risk of poor performance in the listening comprehension due to the foreign accents used in the audio files.

• Resolved by the review of the guidelines on how to carry out the recording of the audio files using Kenyan voice actors.
<table>
<thead>
<tr>
<th>What was to happen</th>
<th>What actually happened</th>
<th>Insights/Improvements/solutions</th>
</tr>
</thead>
</table>
| The listening comprehension part of the assessment required the use of a smartphone/laptop/tablet and a speaker. | - Securing the audio files required the central use of a login portal.  
- Adaptations largely made on the Kenya -Test Administrators manual on the process of accessing the audio files from the KNEC-NAC portal.  
- The speaker specifications as recommended were not readily available. | Embracing flexibility ensured that:  
- The gadgets requirement and informed selection of the TAs.  
- The embedding on NAC portal was an institutional solution for future audio files handling.  
- 250 alternative portable speakers purchased for use then and future. |
Training Test
Administrators & Test Administration

- **Friday, June 2** - The training of Regional Research Coordinators (RRCs) was done on to allow them travel to the regions on June 3.
- **Sunday June 4**: TAs travelled to the training venue.
- **Monday, June 5**: TAs trained.
- **Tuesday, June 6**: Day 1 of Test Administration.
- **Wednesday, June 7**: Day 2 of Test Administration.
- **Thursday and Friday June 8-9**: Collection, checking and return of the materials by RRCs.
<table>
<thead>
<tr>
<th>PRESENT</th>
<th>AB</th>
<th>PRESENT</th>
<th>AB</th>
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<td>476</td>
<td>5253</td>
<td>327</td>
<td>5580</td>
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<td>9%</td>
<td>94%</td>
<td>6%</td>
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<table>
<thead>
<tr>
<th>Schools</th>
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<tbody>
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<td>Received</td>
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<tr>
<td>245</td>
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<tr>
<td>100%</td>
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*AB-Absent

Day 1 | Day 2
Data processing and data submission

• From 14\textsuperscript{th} to 28\textsuperscript{th} June 2023.

• It was expected that at data processing stage 24-28 laptops be used with LAN.

• Through financial support from the project and with the approval of UIS, the NC purchased 15 laptop Computers for use during the data processing phase.

• These computers are available for use by the NC whenever needed.
The gains

- Individual capacity building
- Enhanced Institutional capacity to conduct large scale assessments.
- Skills of assessing Listening Comprehension Skills acquired.
- The portable speakers bought to facilitate future assessment of listening comprehension tasks.
Way forward

• We need to make these studies regular.
• Improve what needs improvement based on country context that deliver effectively.
• Strengthening National Assessment Centres for monitoring of learning and sustained data delivery.