Implementing AMPLab

The Kenya Experience

Kenyan context

- The Constitution of Kenya.

- The Kenya Vision 2030 blueprint.

- Sessional Paper No.1 of 2019.

- National Education Sector Strategic Plan (NESSP) 2018-2022.

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

SCHOOL C

SCHOOL D

Study initiation/Project start-up /operation

- Jan. – Mar. 2023.
- 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.

What was to happen	What actually happened	Insights/Improvements/solutions
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.

AMPL OVERALL STUDENT RESPONSE RATES IN KENYA					Schools		
PRESENT	AB	PRESENT	AB	SAMPLED	Received	Pending	Total
5104	476	5253	327	5580	245	0	245
91%	9%	94%	6%	100%	100%	0%	100%
Day 1		Day 2					

*AB-Absent

Data processing and data submission

- From 14th to 28th 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.