



# **Assessment of Minimum Proficiency Levels (AMPL)**

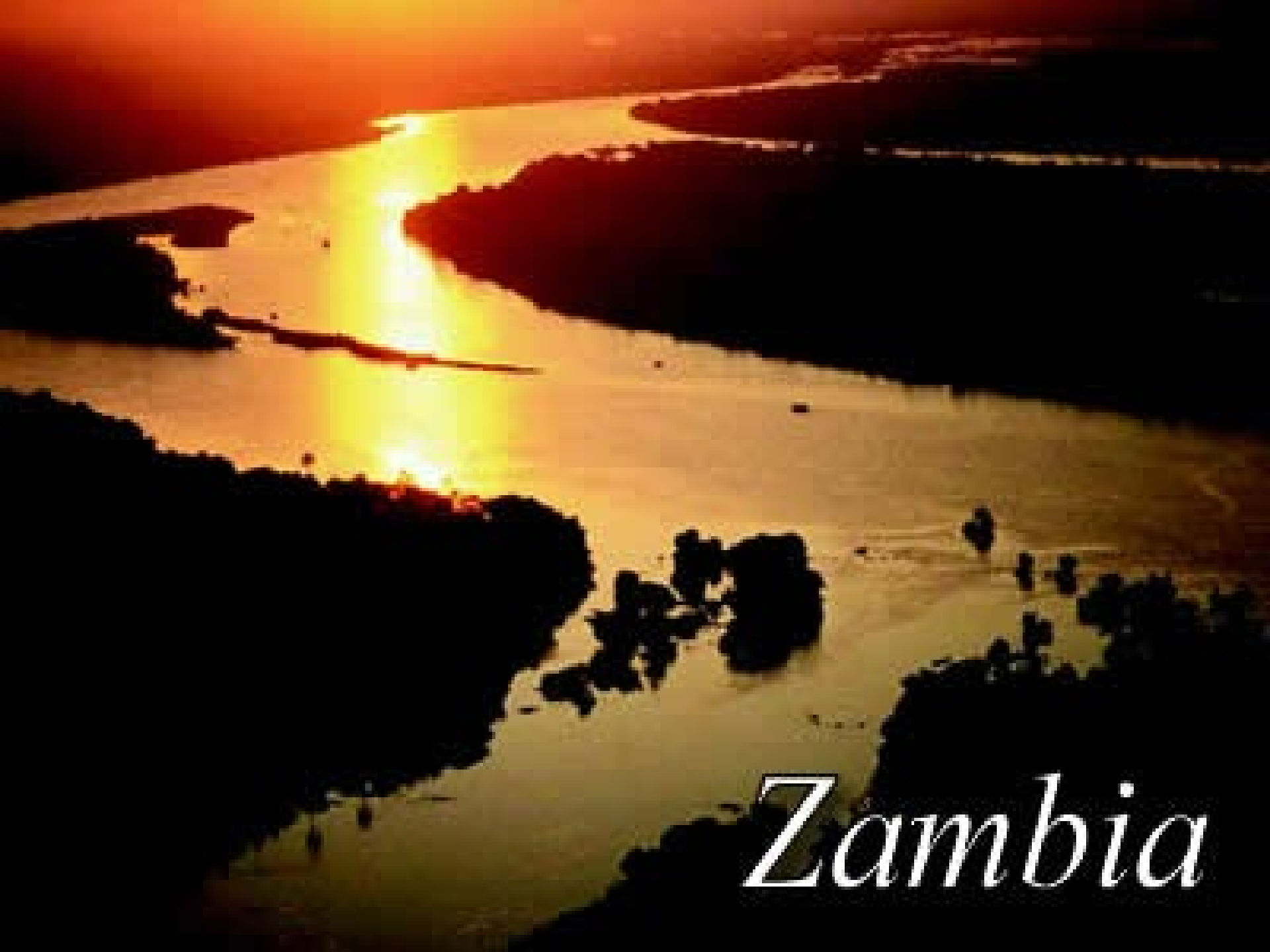
## **Experiences From Zambia**

*December 6<sup>th</sup> – 7<sup>th</sup>, 2023*

*UNESCO Institute of Statistics: Global Alliance to Monitor Learning (GAML) and  
the TCG Working Group on Learning Assessments  
Paris-France*



Zambia



*Zambia*



# Background

- ❑ UIS has collaborated with the Ministry of Education in Zambia to generate data to track the progress towards SDG 4.1.1.
- ❑ Collaborations include:
  - ❑ COVID-19: Monitoring Impacts of Learning Outcomes (MILO) study;
  - ❑ Assessment of Minimum Proficiency Levels (AMPL);
  - ❑ Policy Linking workshop.
- ❑ The presentation is about the experiences from Zambia in undertaking under the AMPL a & b.



# The Preparation Phase

- ❑ UIS worked with the staff at the National Centre in Zambia (Examinations Council of Zambia) to develop the budget and terms of reference.
- ❑ The UIS supported the budget;
- ❑ Series of Online Meetings held
- ❑ ECZ contributed in terms of displacement time for the staff and some logistical costs;
- ❑ 1 USD per learner as incentive to improve response rates.





The matching the school information on the first week of the year. That is the school name and NPTI school number to the school administrator on the Student Tracking Form.

Each school is assigned a specific level to be used in the Student Tracking Form. It is important that the student and staff use the school name and level.

Each school is assigned a specific level to be used in the Student Tracking Form. Check the NPTI school name and level number on the Student Tracking Form.

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Summary Report  
CR  
Reference of the B.P.P.  
the School



# Study design in Zambia

- ❑ In Zambia two grades were selected and assessed during the AMPL study in 2023.
- ❑ Grade 4 (AMPL a), the end of lower primary and
- ❑ Grade 7 the end of primary school (AMPL b).
- ❑ AMPL a was administered to learners both in grade 4 and grade 7.





# Study Design...

- ❑ Design helped to determine proportion of Grade 4 learners who were at MPL;
- ❑ Further to determine the proportion of Grade 7s who had not acquired the competencies for the lower primary level.
- ❑ Design gives insights on competencies acquired from one level to another;
- ❑ AMPL b was administered to the grade 7s.
- ❑ AMPL a included an initiative ,the assessment of listening comprehension.



# Notable Experiences

- ❑ ACER/UIS/Participating Country held many online meetings to:
  - ❑ To Plan
  - ❑ Training (Sampling, Data Management, Survey Operations, Data Capture and Cleaning)
- ❑ ACER provided detailed and clear Manuals for NPM, Data Manager, Test Administrators, School Coordinators.
- ❑ Zambia therefore successfully undertook the study and submitted the data to the ACER and the data was accepted.
- ❑ Pairwise activity done with teachers, curriculum and assessment specialists, subject experts;
- ❑ Project team were capacity built in two modules;
- ❑ Preliminary results for Zambia were shared;
- ❑ Results encouraging. Country making good progress.







# Benefits For Zambia

- ❑ Unlike other countries with data gaps, Zambia's collaboration with UIS and its partners has generated data which can not only be used to track progress towards the SDG 4.1.1, but also for decision making in the country.
- ❑ Countries like Zambia have competing needs, limited resource envelope and difficult to fund such initiatives like AMPL;
- ❑ Zambia appreciates the collaboration with UIS;
- ❑ Collaboration enhanced capacity at NC and country;
- ❑ Capacities being applied on NAS /PISA 2025 /Public Exams.





# *Benefits For Zambia*

- ❑ With collaborations with UIS and Partners;
  - ❑ Country confident to share rich experiences and expertise cross-national large-scale learner assessments its Peers in the region and continent.



# *END OF EXPERIENCES*

