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# Experience with AMPL implementation: The case of Kenya

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Global Alliance to Monitor Learning

25-26 February 2025

# NASMLA: ESTABLISHMENT

- The **Sessional Paper No. 1 of 2005** on *“A Policy Framework for Education, Training and Research”*, recommended, among other things, the establishment of NASMLA in basic education.
- Consequently, the Ministry of Education established the National Assessment Centre (NAC).
- The Centre was mandated to carry out **National Assessments/Monitoring Learner Achievement (MLA)** studies under the **National Assessment System for Monitoring Learner Achievement (NASMLA)** Framework, developed in **2007**.

# NASMLA FRAMEWORK

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## Goals of NASMLA Framework

The NASMLA Framework aims to provide a **blueprint** for the **management** of **national, regional** and **international** sample-based large-scale assessments.

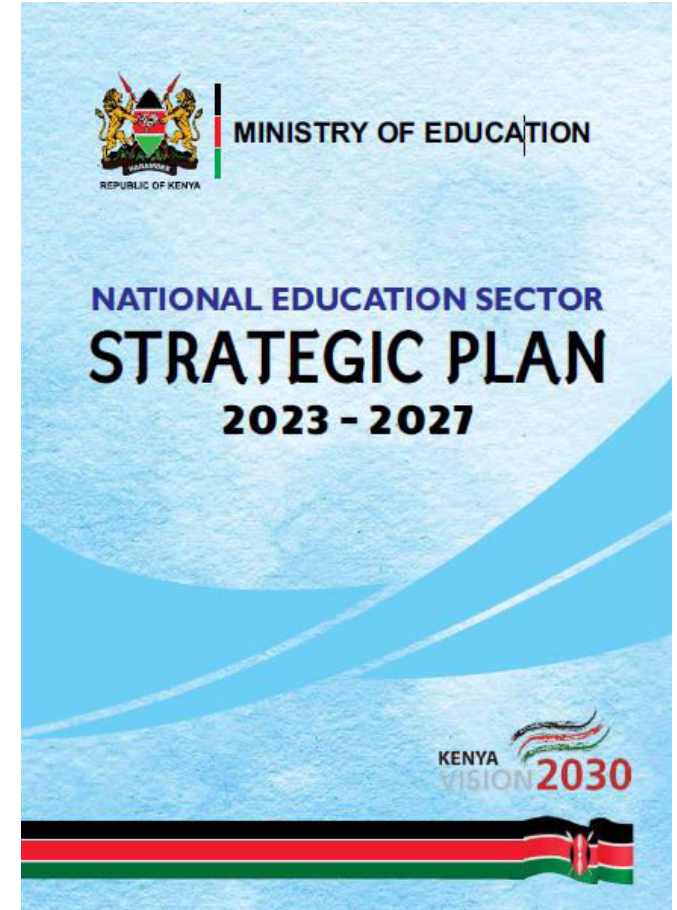
- **NASMLA Framework guiding principles** - <https://nac.knec.ac.ke/framework-guiding-principles/>
- The Objectives of NASMLA <https://nac.knec.ac.ke/the-objectives-of-nasmla-framework/>
- MLA Framework for Basic Education <https://nac.knec.ac.ke/the-monitoring-learner-achievement-framework-for-basic-education/>

# Articulation of AMPL within the national policy of student assessment

- **What is the existing national policy or provisions and goals of student assessments for improving learning?**

Ministry of Education – NESSP Strategic Plan **2023-2027** Pg 95

- **How is national policy of student assessments connected between different tools, curriculum and teaching?**
- Provides for NLA ( **NASMLA 3 & 6**), Regional Learning assessments (**SEACMEQ**) and for International learning assessments (**PISA**)

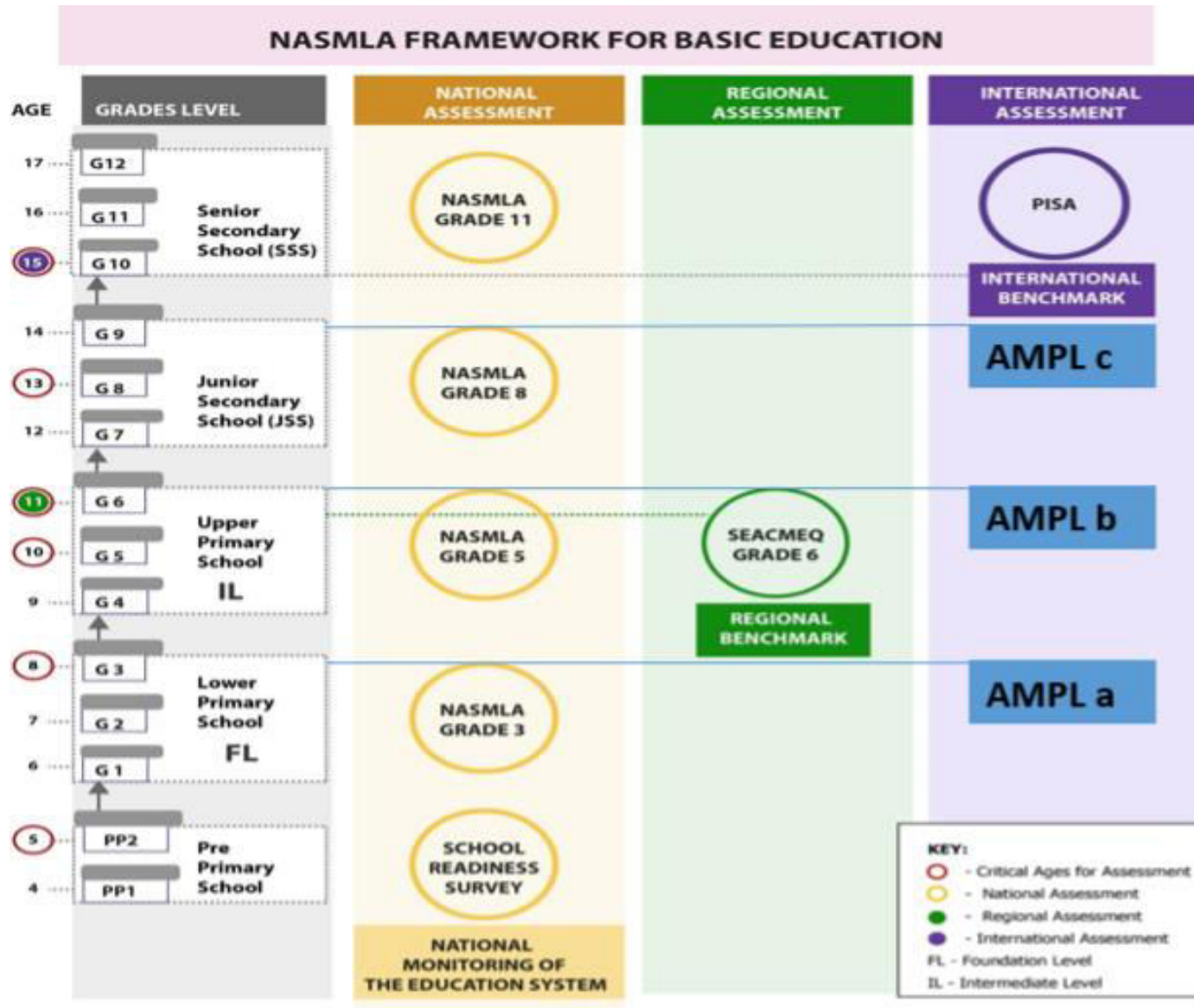


# NATURE OF STUDIES



- **NLA** studies are **cyclic in nature**. They are conducted after every three (3) years.
- **National Representative samples** of 250–300 schools, and 25 learners per school are randomly selected.
- Apart from **achievement tests**, **Contextual questionnaires** are administered to collect data on learning contexts.
- The findings disseminated through, **National and County Education Quality Dialogues**
- **ILA** Studies as guided by Ministry of Education.
- Professionals from state and non-state organisations / institutions involved in instrument development, data analysis and report writing.
- The findings disseminated through, **National and County Education Quality Dialogues, Annual Symposium – KNEC** and on the **NAC** portal

# How does AMPL fit with the student assessment policy, provisions and goals?

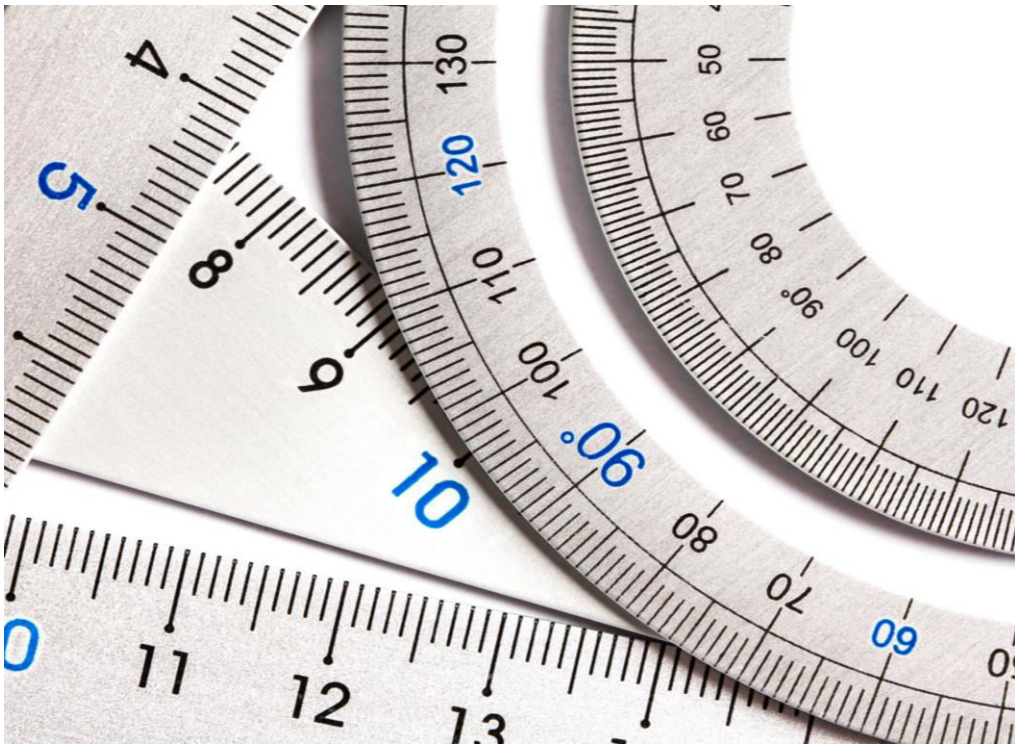


## KEY:

- - Critical Ages for Assessment
- - National Assessment
- - Regional Assessment
- - International Assessment
- FL - Foundation Level
- IL - Intermediate Level



# Current Assessment of learning at end of Lower Primary (Grade 3) and Earlier Grade 6



- **NASMLA Grade 3 Midline(2024) & Endline(2026)**
- NLA funded by Government of Kenya and the World Bank Group.
- **SEACMEQ Studies** (No funding currently)
- **AMPL-ab (2023) and AMPLa 2024** funded by UIS

## Experience of administrating/piloting AMPL

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**Operational: Managing AMPL from sample design, items adoption, test administration and data management**

### a) Sampling Frame

- School calendar (Jan – October).
- Kenya needed to start reporting on SDG 4.1.1a using the 2024 Grade 3 cohort.
- Sampling of the schools for AMPLa was done in 2024 but no data could be collected after October 2024.
- Sampled schools were contacted in 2024 December and informed of participation in the study.
- In 2025 January, same schools were maintained and contacted for generating the student Lists of those now in Grade 4.
- Within school sampling done 2 weeks to 2 days before data collection.



## Test Administration

### Country context:

- Managing distances, regions and Security
- Test Administrators trained regionally
- Regional Research coordinators transport the tools .
- National Quality monitors drawn from none MoE staff.
- Schedule of assessment strictly followed.



## Data analysis and use: Reporting to SDG indicator 4.1.1 indicators and use for national purpose

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- Reporting **to purpose** and **Following Purpose**
- Mining the Data and making analyses for national use (AMPLab)
- Sharing Assessment feedback
- Process improvement loop-back
- Lessons learned

## Capacity-building: Strengthening institutional and individual capacity building

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- Kenya's approach -the composition of the NC – is **systems –oriented**
- Strictly based on what skill set is needed and who can do it **sustainably.**
- Attendance of NC – **Capacity building meetings is mandatory**, and we always request for more slots when they fall available.
- Advocating for **individual recognition and documentation** of capacity building undertaken.
- Being a support team to the sub-Saharan region teams and beyond.

# Challenges, opportunities, and sustainability of national and international assessments

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**Study initiation:** School calendar vs time allocated for contractual agreements /Negotiations ( preferably 2 months to any country specific school calendar).

- During test adaptations there is need to have direct notifications from the Atmosphere (A software) platform when suggestions have been reviewed and moved forward or rejected.
- **Sampling:** a) Not all schools transition Grade 3 Learners in the same school.  
b) Removal of the Network deployment mode option.  
c) re-uploading of School lists was prompt where the School coordinator had given the wrong School lists (about 5 out of 248 schools).

## Challenges, opportunities, and sustainability of national and international assessments

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- **Data entry:** a) Network down time during data entry : – can interfere with the calculations of how long one data entry operator takes on one booklet.  
b) Few booklets with wrong label allocation by the TA's -
- For sustainability if NLA and ILA there is need for transparency and information sharing on how data analysis is done to place learners in the four proficiency levels.
- Allow for innovations (including new items) that are enhancing the technical standards and security of the assessment tools and new ways to assess specific domain.

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