Measuring Learning Outcomes in Kenya: Context and Perspectives

Laban P. Ayiro
Annual Review of Comparative and International Education 2015


ISSN: 1479-3679

Publication date: 6 January 2016

Abstract
The education system in Kenya is continually challenged to adapt and improve, in part because its mission has become far more ambitious than it once was due to the massive investment in education by successive governments over the last two decades. Today, most Kenyans expect schools to prepare all students to succeed in postsecondary education and to prosper in a complex, fast-changing global economy. To identify the most important measures for education and other issues and provide quality data on them to the country, there is a need for the ministry of education to establish a National Education Indicators framework. This criterion is hoped to enable policy makers and the public better assess the position and progress of the country across the education sector. The key task in developing education indicators will be to identify a clear and parsimonious set of measures and data that will be easy for non-specialists to understand but which will also do justice to the complexities of the ailing education system. These indicators will amplify the existing situation and will be drawn from a large, and sometimes conflicting, body of information about students, teachers and schools. The purpose of this study is to propose and urge the government to develop a national framework of indicators that will inform stakeholders on the performance of the education system, both at school and national level.