

# Zimbabwe - Zimbabwe Early Learning Assessment

**Zimbabwe School Examinations Council - Government**

Report generated on: Mar 27, 2015

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# Overview

## Identification

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### Summary

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#### ABSTRACT

The Zimbabwe Early Learning Assessment (ZELA) has been administered annually since 2012 by the Zimbabwe School Examinations Council (ZIMSEC), with the technical support of the Australian Council for Educational Research (ACER) for the assessment design and administration. It targets grade 3 (ISCED 1) students in public, private and satellite schools. (Satellite schools are particular to Zimbabwe. They are temporary schools, linked to the government but which does not have the regular status, infrastructure or budget of a public school)

ZELA is a four-year research study funded by UNICEF as part of the Education Development Fund for Zimbabwe. Four cycles of the assessment are being administered: the baseline study in 2012; the monitoring cycles; and the evaluation cycle in 2015.

ZELA is a low-stake assessment. It is a written assessment, administered face-to-face and delivered through paper-pencil tests. All test-takers are presented with the same cognitive booklets or tests, which are aligned with the national curriculum.

ZELA aims to assess the impact of the UNICEF Education Transition Fund programme interventions (2012-2015). The Education Transition Fund provides essential material resources and support to increase access to quality education for all in Zimbabwe. The assessment also serves for planning education policy reforms and for other research purposes with regards to the UNICEF Education Development Fund.

#### KIND OF DATA

Random sample

#### UNITS OF ANALYSIS

Results are available at the national level. Data are disaggregated by sex, geographic location (urban and rural), and type of school (public, private and satellite).

Results are published in reports, which are available in print and online. Results are published in the media.

## Scope

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#### NOTES

The Zimbabwe Early Learning Assessment assesses students in English and Mathematics. Both tests are administered in the English language and have a duration of 60 minutes.

Description of test items: Test items consist of multiple choice questions with three or more response options.

Description of stimuli: Test stimuli consist of continuous and non-continuous texts.

Reporting metrics: Student performance scores are reported by subject tested. Student performance is reported by a score based on five plausible values, and by proficiency levels. The minimum requirement to meet the national standard is level 2, otherwise described as "at grade level". Level 3 indicates performance above grade level, and level one indicates performance below grade level.

Note that students' performance on the 2013 tests will provide further information to refine the definition of the three proficiency levels.

## Coverage

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## GEOGRAPHIC COVERAGE

National

## UNIVERSE

Students enrolled in grade 3 (ISCED 1) in public, private and satellite schools.

## Producers and Sponsors

## PRIMARY INVESTIGATOR(S)

Name	Affiliation
Zimbabwe School Examinations Council	Government

## OTHER PRODUCER(S)

Name	Affiliation	Role
Zimbabwe School Examinations Council	Government	Test development and administration; data processing and dissemination; programme development
Australian Council for Educational Research	Research organization	Test development and administration; data processing and dissemination; programme development; capacity building
The United Nations Children's Fund	International organization	Financial support
Other foreign organizations	N/A	Financial support

## Metadata Production

## METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Zimbabwe School Examinations Council	ZIMSEC	Government	Data collection
UNESCO Institute for Statistics	UIS	United Nations	Questionnaire design, metadata collection, review and publication

## DATE OF METADATA PRODUCTION

2014

## DDI DOCUMENT ID

ZWE-ZELA-2013

# Sampling

## Sampling Procedure

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The sample is drawn using a two-stage stratified cluster sampling design. Schools are stratified explicitly according to school type and province, and implicitly (through sorting) according to urbanity, district and school size (number of grade 3 students).

In the first stage, a sample of schools is selected using probability proportional to school size. For each school, two replacements schools are selected in case of non-response.

In the second stage, a grade 3 classroom is randomly selected.

## Response Rate

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Unweighted participation rates:

Schools - 0.92

Students - 0.92

Weighted participation rates:

Schools - 0.99

Students - 0.93

## Weighting

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There is no weight adjustment for students that were not present at the test. However, students that did not give any valid responses are considered as non-respondents, and the weights are adjusted accordingly.

# Questionnaires

## Overview

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The Zimbabwe Early Learning Assessment comprises two background questionnaires:

- student questionnaire: collects information on students' household and family structure, parental education and socio-economic status
- school principal questionnaire: collects information on the school, its infrastructure, resources and teacher certification

## Data Collection

### Data Collection Dates

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<b>Start</b>	<b>End</b>	<b>Cycle</b>
2012	2015	Every year over a four-year period

### Data Collection Mode

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Face-to-face [f2f]

### Data Collection Notes

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The following actions were taken to reduce non-sampling error:

- Conducted a pilot survey
- Trained data collection staff
- Trained data processing staff
- Trained test monitoring officers

### Questionnaires

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## Data Processing

### **Data Editing**

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Test booklets are scored and verified manually and through automatic controls. The data editing process is performed at headquarters.

### **Other Processing**

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Data entry is performed manually. The data capture operations are performed at headquarters.

## Data Access

### Access Authority

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Zimbabwe School Examinations Council (Government ), [www.zimsec.co.zw](http://www.zimsec.co.zw)

### Contact(s)

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### Access Conditions

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The access the data, please send a request to the Zimbabwe School Examinations Council (ZIMSEC), Upper East Road, Mt Pleasant, P.O. Box CY 1464, Causeway, Harare, Zimbabwe.



## Data Analysis

### **Estimates of Sampling Error**

Jackknife 2 replicate weights were used to estimate sampling variance.