



Student Assessment in Zambia

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Zambia



Zambia



Zambia's Vision for Education

- Facilitate equitable access to education at all levels
- Deliver quality and relevant education which enhances knowledge, skills, values, etc.
- Improve policy implementation and planning



Education Quality

- Main quality indicators
 - Teacher/pupil ratio: **1:60**
 - Textbook/pupils ratio: **1:3**
 - Learner performance in Reading in English (grade 5): **35%**
 - Learner performance in Mathematics (grade 5): **38%**
- The quality of education has remained poor over the years despite huge investments in education (**20.2% of overall government budget in 2014**).



Student Assessment System in Zambia

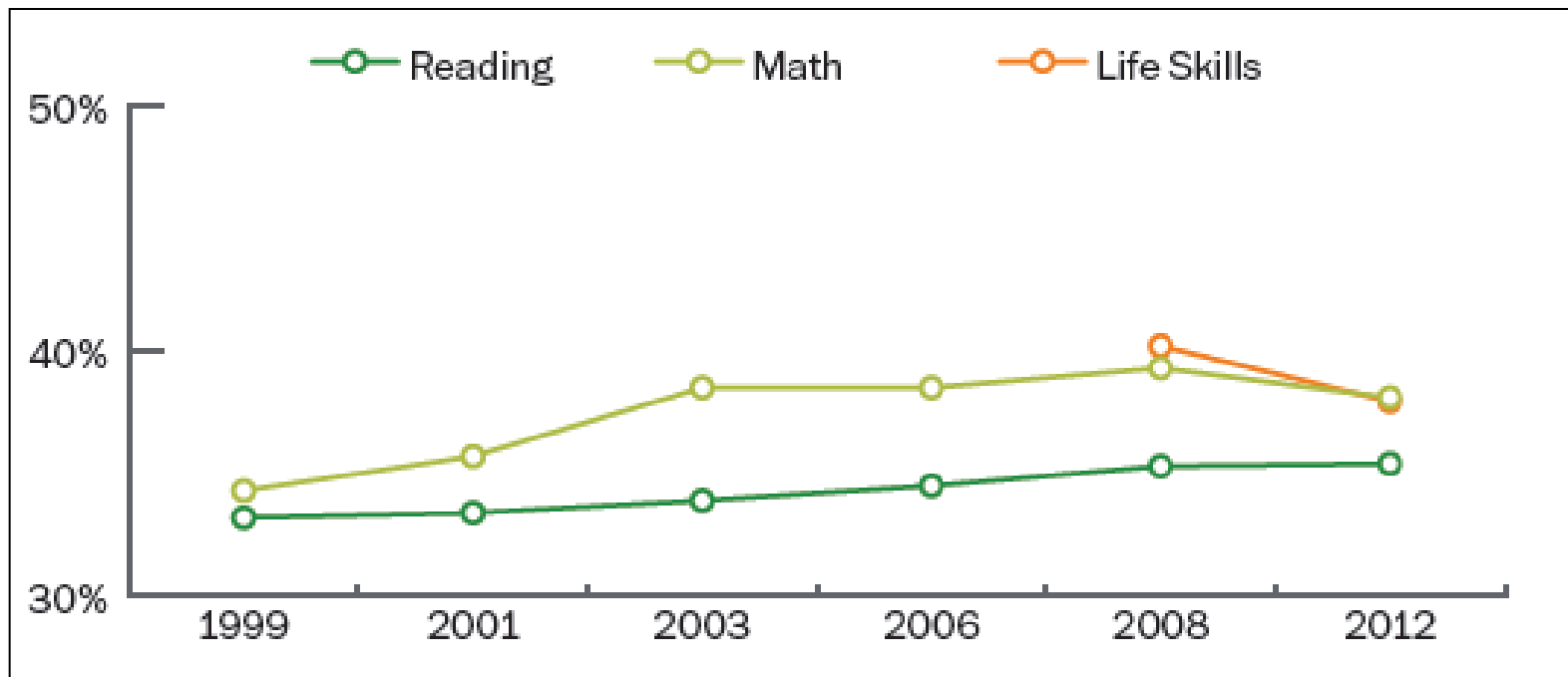
- National Assessments
- National Examinations
- School-Based Continuous Assessment
- SACMEQ
- (PISA for Development)

Level of Development of Zambia's Student Assessment System (2009)

	Latent	Emerging	Established	Advanced
Classroom Assessment				
Examinations				
NLSA				
ILSA				

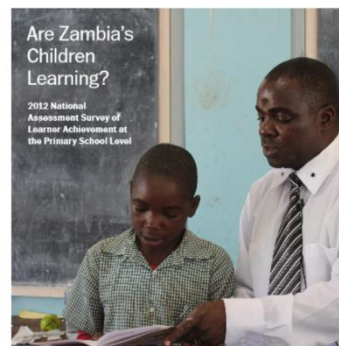
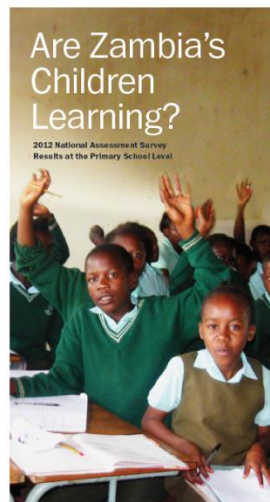
National Large-Scale Assessment

- In 1999, Zambia embraced the concept of National Large-Scale Assessments through establishing the National Assessment of Learning Achievement



National Large-Scale Assessment (cont.)

- The major challenge to conduct the surveys has been technical capacity of staff
- The following areas were identified for capacity building:
 - Statistical sampling and survey methodology
 - Quantitative research methods which included data management/analysis and reporting
 - Qualitative research methods
 - Use of assessment results which includes effective dissemination of findings and ultimately evidence-based decision-making





National Examinations

- Public examinations were more advanced than other assessment types although there was still a need to improve the quality and build additional capacity
- The following were identified as areas in need of capacity building:
 - Teachers hired to write test items and mark examinations
 - Ministry of Education staff responsible for monitoring teaching and learning
 - ECZ Staff to develop assessment schemes, process data and interpret results



School-Based Assessment

- Efforts in the area of school-based assessment include the following:
 - Primary Reading Programme (PRP) - Funded by DFID
 - Grade 4 Competence Tests – Funded by USAID
 - School-Based Continuous Assessment (CA) – Funded by USAID
 - EGRA/EGMA – Funded through a partnership arrangement by USAID/DFID and other Cooperating partners
- The issue has been sustainability because the programmes have all been funded by cooperating partners, with little involvement of the Government in financing school-based assessment activities
- Though evaluations of the programmes indicated that school-based assessment helps improve learning achievement, little was done to continue with the programmes due to costs involved in the implementation plan
- School-based Assessment has potential to improve learner performance if re-designed and used as a teaching tool.




The basket
The boy is eating
groundnuts and buns
How many rulers are in
the box?
The man is selling sweets
and umbrellas
We want some hens and
some eggs
Father is chopping beans
and mother is washing
dishes

pat brown

6	x
7	x
8	x
9	x
10	x



Progress in Developing Zambia's Assessment System (2013)

	Latent	Emerging	Established	Advanced
Classroom Assessment				
Examinations				
NLSA				
ILSA				

Impact

There has been considerable improvements in Zambia's assessment system over the past five years. This is evidenced by the following:

- Enhanced capacity of assessors which has resulted in the provision of quick, reliable and accurate results
- Improved analysis and reporting of assessment results
- Improved dissemination of results which includes the mass media
- Improved access to and comprehension of relevant assessment results by various stakeholders
- Better use of results by teachers, school, district, provincial, community and national levels

Progress in Achieving Zambia's Vision

- Gross enrollment ratio: 115
- Net enrollment at primary: 91 (male), 94 (female)
- Focus now is on raising the quality and improving learning outcomes through evidenced-based decision making