

The Role of The Zambia National Assessment Programme In Evaluating the attainment of Educational Goals.

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Towards the turn the 21st century the focus of the Zambian educational goals shifted from mere expansion, of building more schools, to include the national and global concerns for quality Education for All. The educational reforms of the 1990s culminated in the development of the educational policy document in 1996, called "Educating Our Future". This policy document had two overriding educational goals of broadening access and improving the quality of education.

To attain these goals, resources were mobilised and investment strategies were formulated for the provision of quality Education For All at the basic school level. In addition, the Ministry of Education in 1998 initiated the National Assessment programme as an inbuilt mechanism for monitoring and evaluating the attainment of educational goals. Key to the functions of the National Assessment programme was the provision of empirical data that would inform and guide policy on the provision of quality education.

Specifically, the National assessment Programme assesses learning achievement at the middle basic school level in relation to the educational inputs and processes and how these are changing overtime. So far four surveys have been undertaken in 1999, 2001, 2003 and 2006.

This paper discusses the findings of the National Assessment surveys with regard to access and quality of education at the middle basic school level.