



Assessment Strategies for Measuring Learning Outcomes in Zambian Contexts: A Mixed Methods Inquiry

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Abstract

Assessment strategies in Zambian educational settings often face challenges due to diverse cultural contexts and resource constraints. The research employs both qualitative interviews with educators and quantitative surveys among students and parents. Data is collected from three districts across Zambia, focusing on mathematics and language skills. Findings indicate that culturally sensitive assessments yield higher student engagement, particularly when incorporating local languages into learning materials. The study concludes that a blended approach of formative and summative assessments, tailored to local contexts, is most effective in Zambia's diverse educational landscape. Educators should be provided with training on culturally relevant assessment tools and resources. Policymakers are encouraged to allocate funds for localized curriculum development and teacher professional development programmes. Assessment Strategies, Learning Outcomes, Zambian Education, Mixed Methods Study

Keywords: *Africanization, Contextualization, Ethnography, Grounded Theory, Instrumentation, Qualitative Inquiry, Reflexivity*

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