



**ANNUAL  
REPORT  
2018**



**2018 ANNUAL REPORT**  
**Examinations Council of Zambia covering the**  
**Events of the Calendar Year 2018.**

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# CONTENTS

1.0.	Overview and mandate of the Examinations Council of Zambia	08
2.0.	Governance Structure	10
3.0.	Committees of Council	11
4.0.	Chairperson's Report	12
5.0.	Director's Report	16
6.0.	Reports from Council Committees	20
6.1	Junior Secondary and Primary Education Committee	20
6.2	School Certificate	27
6.3	Teacher Education Committee	32
6.4	Finance and Administration Committee	39
6.5	Audit Committee	40
6.6	Appeals Committee	41
6.7	Security Committee	42
7.0	Financial Statements for the Year Ended 31st December 2018	44

# LIST OF TABLES

Table 6.1:	Performance of candidates in the 2017 Grade 7 Examination according to Certificate Awards	22
Table 6.2:	2018 Grade 9 Ext. Examination Performance According to Certificate Classification	26
Table 6.3:	The proportion of Candidates Obtaining GCE Certificates (2016 – 2018)	29

# LIST OF FIGURES

Figure 6.1:	Grade 7 Candidature Entered for the Years 2016, 2017 and 2018	21
Figure 6.2:	Number of Grade 7 Candidates absent from the Examination in 2016, 2017 and 2018	22
Figure 6.3:	Grade 7 Performance According to School Type (2018)	23
Figure 6.4:	Trends in candidature between 2016, 2017 and 2018	24
Figure 6.5:	2018 Grade 9 Performance According to School Type	25
Figure 6.6:	Trends in Grade 9 External candidature 2010-2018	26
Figure 6.7:	Trends in Candidature by gender (2009-2018)	28
Figure 6.8:	2018 GCE Percentage mean score in selected subjects by Running Agency	30
Figure 6.9:	ECE Year I Candidature by Sex 2018	33
Figure 6.10:	ECE Candidature by Sex Year 2 (2018)	33
Figure 6.11:	ECE Candidature by Sex Year 3 (2018)	34
Figure 6.12:	PTD Year I Candidature by Sex 2018	35
Figure 6.13:	PTD Year II Candidature by Sex 2018	35
Figure 6.14:	PTD Year III Candidature by Sex 2018	36
Figure 6.15:	JSTD Year I Candidature by Sex 2018	36
Figure 6.16:	JSTD Year II Candidature by Sex 2018	37
Figure 6.17:	JSTD Year III Candidature by Sex 2018	38

# ACRONYMS

In the context of this report, the following abbreviations mean:

- SADC - Southern African Development Community
- ICT - Information Communication Technology
- ECZ - Examinations Council of Zambia
- ZICTA - Zambia Information and Communications Technology Authority
- MoGE - Ministry of General Education
- TCZ - Teaching Council of Zambia
- PTD - Primary Teacher's Diploma
- JSTD - Junior Secondary Teacher's Diploma
- ECE - Early Childhood Education
- CA - Continuous Assessment
- GCE - General Certificate of Education
- JSSLE - Junior Secondary School Leaving Examination
- SAAEA - Southern Africa Association for Education Assessment
- OCRS - Online Candidate Registration System
- CSE - Comprehensive Sexuality Education
- AEAA - Association for Education Assessment in Africa
- UNEB - Uganda National Examinations Board
- PISA-D - Programme for International Student Assessment for Development
- PACRA - Patents and Companies Registration Agency
- JAR - Joint Annual Review
- QTS - Query Tracking System
- SEN - Special Education Needs
- NECTA - National Examinations Council of Tanzania
- IAEA - International Association for Education Assessment
- TDP - Training and Development Policy
- ZEEP - Zambia Education Enhancement Project
- PEO - Provincial Education Officer
- DEBS - District Education Board Secretary
- SESO - Senior Education Standards Officer
- MANEB - Malawi National Examinations Board

# OVERVIEW AND MANDATE OF THE EXAMINATIONS COUNCIL OF ZAMBIA

The Examinations Council of Zambia (ECZ) was established in 1983 by an Act No. 15 of Parliament Chapter 137 of the Laws of Republic of Zambia with a mandate to conduct and award certificates to successful candidates. The Council became operational in January, 1987 as a semi-autonomous (parastatal) entity that obtains policy direction from the Ministry in charge of Education.

The functions of the ECZ as stated under section 8 (1) of the ECZ Act are:

- Conduct examinations
- Award certificates or diplomas to candidates who pass examinations conducted by the Council;
- Carry out relevant research in examinations;
- Advise any public institution on the development and use of any system of testing or examining when requested to do so;
- Formulate syllabuses for examinations;
- Promote international recognition of qualifications conferred by the Council;
- Approve or reject the appointment of examiners;
- Organise training courses for, or arrange for training of examiners, markers, supervisors, invigilators and other persons connected with examinations; and
- Invite any person or body either in or outside Zambia to assist the Council in the conduct of examinations

## VISION STATEMENT

To be an Examining Body of Excellence

## MISSION STATEMENT

To Efficiently Conduct Assessments and Award Certificates of Comparable International Standards



## CORE VALUES

The Council and its employees had a long and continuing tradition of distinguished public service. ECZ employees, as they strived to fulfil the vision, mission and the goals, were guided by eight (8) core principles that support our core values and these are;

### **Competence**

Quality Human Capital remains our most cherished Asset

### **Accountability**

We are accountable to Government, stakeholders and our clients

### **Transparency**

Openness, mutual trust and respect remain our corporate credo

### **Team Work**

Team spirit amongst staff and partnership with stakeholders is paramount to our service delivery efficiency.

### **Efficiency**

We conduct efficient examinations and award certificates of comparable international standards.

### **Confidentiality**

We abide strictly by our oath of secrecy and corporate code of conduct

### **Integrity**

Our actions, decisions and behaviour reflect the highest ethical and professional standards.

### **Innovation**

Transformations through innovation catalyse our growth strategies.

## 2.0. GOVERNANCE STRUCTURE

### 2.1 Council

The Council is the supreme policy making body of the ECZ. In accordance with the ECZ Act, Chapter 137 of the laws of Zambia, the Council continued to provide policy oversight and strategic direction of the ECZ. The members of the Council were as follows:

1.	Professor Samuel F. Banda	Chairperson
2.	Ms Wabei N. Mangambwa	Vice Chairperson
3.	Mr Henry C. Tukombe	Member
4.	Mr. Mabvuto Sakala	Member
5.	Prof Christopher C. Chama	Member
6.	Mr Alex M.K. Simumba	Member
7.	Mr Eddie K. Mwitwa	Member
8.	Dr Sunday Mwape	Member
9.	Mr James Chilufya	Member
10.	Mrs Beauty C. Mwanansoka	Member
11.	Sr Christine Mwape	Member
12.	Mr Peter Chishimba	Member
13.	Mr Wamuyuwa Sitibekiso	Member
14.	Mrs Joyce M. Vlahakis	Member

### Senior Management

Management provided leadership in policy interpretation and implementation of all day to day activities of the ECZ. The following were the members of the Management team;

1.	Dr Michael M. Chilala	Director
2.	Mr William M. Kapambwe	Deputy Director
3.	Mrs Teza N. Musakanya	Council Secretary
4.	Mr Ireen Chitesha	Chief Accountant
5.	Mr Kunda Kuku	Assistant Director, Certification
6.	Mr Shadreck Nkoya	Assistant Director, Research and Test Development
7.	Ms Christine Simfukwe	Assistant Director, Information and Communication Technology
8.	Mrs Violet M. Banda	Assistant Director, Examinations Administration

## 3.0. COMMITTEES OF THE COUNCIL

The Council operate through a Committee system. During the year under review, there were seven (7) Committees.

The names of the Committees are listed below:

1. Finance and Administration
2. Security Committee
3. School Certificate Committee
4. Junior Secondary and Primary Education
5. Teacher Education
6. Audit
7. Appeals

The following were the number of times Council and its Committees met to deliberate on Council business:

S/N	Name of Council/Committee	Scheduled Meetings	Extraordinary Meetings
1	Council	3	5
2	Finance and Administration	3	2
3	Security Committee	3	0
4	School Certificate	3	2
5	Junior Secondary and Primary Education	3	2
6	Teacher Education	3	2
8	Audit	3	1
9	Appeals	1	0

## Chairperson's Report

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Professor Samuel F. Banda  
Council Chairperson

**On behalf of the Council, I have the honor and privilege to submit the Annual Report for the Examinations Council of Zambia (ECZ) for the Financial Year Ended 31<sup>st</sup> December 2018.**

**I note that in this report we have now gone 3 years into our Strategic Plan (2016 to 2020) in achieving set goals and objectives that ensures ECZ becomes an examining body of excellence.**

**The Examinations Council of Zambia (ECZ) made the following policy related resolutions during the year 2018:**

### **4.1 Continued Implementation of the Job Evaluation Report**

The Council continued to implement the job evaluation report through recruitment of staff and implementation of the revised terms and conditions of service for staff. The process was expected to conclude in 2020. The Council approved the re-alignment of the Finance and Accounts Department structure to streamline operations

### **4.2 Approval of 2018 Examinations Centre Status**

A total of 390 applications for examination Centre status were approved. (197 at Grade 7; 188 at Grade 9; 64 at Grade 12 and 5 at Teacher education level).

### **4.3 Position of Assistant Director Certification**

The Council approved the advertisement and subsequent appointment of an Assistant Director for Certification.

### **4.4 Discontinued Examiners**

Due to cases of misconduct during the 2017 Grade 12 marking session, the Council resolved to discontinue some examiners from marking.

### **4.5 Establishment of a Service Office in Mongu**

The Council approved and officially launched the opening of the Mongu Service on 3<sup>rd</sup> October 2018. This was in line with the decentralization policy of Government, aimed at bringing Council services closer to the people.

### **4.6 Construction of a Setting and Marking Centre**

The Council was given land belonging to the Ministry of General Education. The land was surveyed for the purpose to get the title for ECZ. The land was earmarked for the construction of a setting and marking centre. The construction was planned for in 2019. The Council expected to save more than K18 million per year which currently paid to marking centres outside the cost of allowances for markers and setters.

#### **4.7 Revision of Examinations Regulations**

The Council ratified the amendments made to the Grade 7, 9 12 and teacher education examinations regulations. The regulations were revised to include guidelines pertaining to electronic or online systems such as online candidate registration system. The subject schemes were also changed based on the revised Curriculum of 2013. The examinations regulations contain guidelines and procedures for the administration of the examination and subsequent award of the qualification at that level.

#### **4.8 Records Management And Disposal Policies**

The Council ratified Records Management policy and Disposal policy. The policies were developed to ensure smooth operations, efficiency and effectiveness. Council urged management to adhere to the regulations in the policies.

#### **4.9 2018 Teacher Education Graduation Ceremonies**

The Council began examining teacher education diploma programmes in 2016. The programmes were Early Childhood Education Teacher's, and Primary Teacher's Diploma. The Council commenced the examining of Junior Secondary Teacher's Diploma in 2017. A total of 625 ECE and 3,497 PTD students graduated in 2018. It is hoped that through the systematic annual assessment up to the final of trainer teachers, the Council contributed greatly towards improved teacher training as well as learner performance.

#### **4.10 Financial Performance for the Year ended 31st December 2018**

The Examinations Council of Zambia received a total income of K186,055,096.00 against an expenditure of K212,898,121.00. The net assets for the year ending 31st December 2018 were K86,756,014.00 (Refer to the Financial Statements attached for the Year ended 31st December 2018 for details).

#### **4.11 Highlights of the 2018 Examinations**

The Council successfully conducted examinations at all levels and approved the results for examinations at all the levels. The following were notable highlights relating to examinations in 2018:

##### **Grade 7 Composite Examination**

A total of 443,700 candidates entered for the 2018 Grade 7 Composite Examination compared to 400,802 in 2017. This represented an increase of 10.7 percent over the candidates that entered for the same examination in 2017. Segregating the number of candidates who entered the examination by sex, a total of 219,658 (49.51%) boys and 224,042 (50.49%) girls entered for the examination. Out of the 443,700 who entered for the examination, 388,442 candidates sat the examination, of whom 192,723 (49.61%) were boys while 192,719 (50.39%) were girls. All the 388,331 candidates who sat the 2018 Grade 7 Composite examination were selected to Grade 8, bringing the national progression rate to 100.00 percent from 99.14 percent in 2017.

##### **Junior Secondary School Leaving Examination (External)**

A total of 61,116 candidates entered the 2018 Grade 9 external examination, of whom 28,551 (46.72%) were male and 32,565 (53.28%) were female. Of the candidates that entered the 2018 Grade 9 external examination, 57,620, (26, 913 males and 30,707 females), sat the examination. There had been a sharp rise in candidature from 12, 498 in 2017 to 61,116 in 2018. Of the candidates who sat the examination, 35,688 or 62 percent passed in one or more subjects. Of the 9,577 candidates who registered for six or more subjects, 1,257 or 13.13 percent obtained full certificates. Further, the proportion of candidates that obtained statements was 59.76 percent while 38.06 percent of the candidates failed the Examination.

### **Junior Secondary School Leaving (Internal) Examination**

A total of 284,523 candidates entered for the 2018 Grade 9 Junior Secondary School Leaving Examination (Internal) compared to 350,246 in 2017. This represented a decrease of 18.76 percent over the candidates that entered for the same examination in 2017. Out of the 284,523 who entered for the examination, 255,449 candidates sat the examination, of whom 127,772 (50.02%) were boys while 127,677 (49.98%) were girls.

### **General Certificate of Education Examination**

A total of 128,156 candidates registered for the General Certificate of Education (GCE) examination, of whom 42,465 (33.14%) were male and 85,691 (66.86%) were female. The number of candidates registered increased by 4.11 percentage points from the 123,096 in 2017. Out of the 128,156 registered candidates, 119,721 (91.77%) sat the examination, of these 38,704 (32.33%) were male and 81,017 (67.67%) were female. The trend of having more female candidates sitting the examination than male candidates continued in 2018. All provinces recorded over 90 percentage pass rate.

### **School Certificate Examination**

The total number of candidates who entered for the 2018 Grade 12 School Certificate Examination was 121,299, of whom 64,202 (52.93%) were boys and 57,097 (47.07%) were girls. Of the 121,299 who entered the examination, 119,383 sat the examination comprising 63,172 boys and 56,211 girls. In addition, the number of schools recording 100 percent passes decreased from seventy-three (73) schools in 2017 to seventy (70) schools in 2018.

### **Teacher Education Examinations**

The Examinations Council of Zambia also conducted Teacher Education Examinations at three levels namely Early Childhood Teacher's Diploma (ECE); Primary Teacher's Diploma (PTD) and Junior Secondary Teacher's Diploma (JSTD). Full results highlights are documented under the Teacher Education Committee. The Council approved the results and 2018 marked the first time the Council was graduating students in Early Childhood Education Teacher's Diploma (ECE) and Primary Teacher's Diploma (PTD). There were a total of 3,563 students that graduated from the two programmes.

During the year under review, ECZ implemented the planned activities. We are therefore grateful to the Ministry of General Education and various stakeholders for their support and to the members of the Council, Management and staff for their commitment and hard work.

Lastly, the Council submitted the exit report to the Minister of General Education Hon David Mabumba. The report highlighted the Council's achievement during its tenure in office from 6th October 2015 to 5th October 2018.



**Prof. Samuel F. Banda**  
**COUNCIL CHAIRPERSON**



Beyond 2015: Sharing  
experiences in assessment  
for quality education.

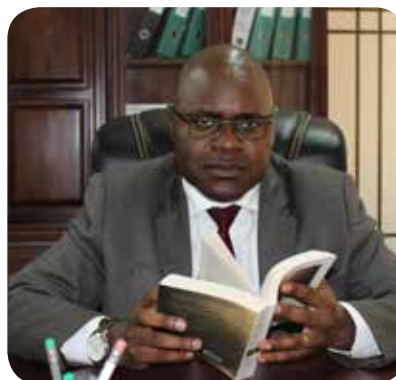
Lilongwe, Malawi

10th SAIPA  
Conference



## Director's Report

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Dr Michael M. Chilala  
**DIRECTOR**

**In line with the Strategic Plan (2016-2020) of the Council, various activities were undertaken during the year under review and these were as follows:**

### **5.1. Thematic Area 1: Enhance Policy and Governance**

The ICT policy was developed, validated and distributed to all employees at the ECZ headquarters and in all Service Centres. The policy is currently guiding the acquisition, distribution and use of ICTs amongst all employees of the Council.

The ECZ in its quest to be an examining board of excellence undertook a revision of examinations guidelines. These include the procedures and processes in examination administration; Regulations for examinations for Grades 7,9,12 and Teacher Education; Guidelines for administration and management of examinations in Zambia; Standing Instructions in handling cases of malpractice and Guidelines for Centre coordinators at marking centres. The 2018 examinations were conducted using these guidelines.

Examinations review workshop took place in February 2018 as opposed to the month of April as has been the case in the previous years. The review workshop had three categories of participants. The first group of participants comprised Senior Education Standards Officers, Guidance and Counselling Teachers; the second group was mainly for Chief Examiners drawn from the Grade 12 marking panels; College Principals and their internal examiners were in the third group. In attendance also were representatives from the ministry of General Education Headquarters, the Directorate of Curriculum and standards; Dean of Provincial Education Officers (PEOs) and Dean of District Education Board Secretaries (DEBS). It is important to note that it was the first time a review for the conduct of Teacher Education (TED) examination was being done.

The ECZ held its Annual planning retreat from 25th to 28th January 2018 in Siavonga to review progress made regarding the implementation of the strategic plan since its launch in 2016. The review of the Strategic Plan was an opportunity to take a step back, assess, evaluate and realign the vision, goals, priorities and action plan. From this undertaking, it was clear that the ECZ was on course with the implementation of the strategic plan.

### **5.2. Thematic Area 2: Enhance Operational Efficiency and Effectiveness**

The ECZ developed the online query tracking system (OQTS) to reduce congestion, track the status of each query online, and to check how long each query took to be resolved especially in established service centres.

The ECZ reviewed and developed a service charter to enhance service provision to its clients.

The Examinations Council of Zambia (ECZ) held a SEN database validation meeting on 6th April 2018 at Grand Palace Hotel. The meeting was attended by Director Standards and Curriculum;



Director ECZ; MOGE officials in charge of children with SEN; ECZ staff (in charge of learners with SEN; Systems Manager and Researchers); Head of Education unit at the Irish Embassy and ten Senior Education Standards Officers (SESOs) in charge of Special Education in Zambia's ten provinces. The meeting validated the ECZ SEN online database.

The ECZ attended all the annual conferences held under the International Association for Education Assessment (IAEA); The Association for Education Assessment in Africa (AEAA) and the Southern Africa Association for Education Assessment (SAAEA). During the period under review, we ascended to the position of Executive Secretary of AEAA and also continued being the Chair of the SAAEA research forum.

The ECZ conducted benchmarking visits to Tanzania (NECTA) and Malawi (MANEB). These countries were carefully chosen because they had made significant strides in reducing cases of examination malpractices.

The ECZ Participation in Standard Fixing meetings in our sister examinations boards in both East and Southern Africa where we drew lessons to better our general conduct and management of examinations

Hosted officers from sister examining boards (KNEC, NECTA, ECoS, and ECoL) invited to participate in the school certificate standard fixing and awards meeting held at Radisson Blu Hotel. With participation from external moderators and Chief Examiners for each examination paper, it is evident that the ECZ conducted the Awards meeting with high levels of professionalism and credibility.

### **5.3. Thematic Area 3: Enhance Institutional Capacity of ECZ and Its Staff for Excellent Service Delivery and Customer Satisfaction**

In a quest to enhance operational efficiency and effectiveness, the ECZ attended all the annual conferences held under the International Association for Education Assessment (IAEA); The Association for Education Assessment in Africa (AEAA) and the Southern Africa Association for Education Assessment (SAAEA). During the period under review, we ascended to the position of Executive Secretary of AEAA and also continued being the Chair of the SAAEA research forum

Three ECZ Officers participated at the 2018 Cambridge International Study Programme for Development and administration of public examinations in the United Kingdom. The programme focused on two main themes-Test Development, Examinations Administration and processing. It also involved visitation to the Cambridge Examinations Processing Centre. Furthermore, the course was an interactive program which allowed participants to share experiences from the way assessments are conducted in home countries.

The ECZ managed to implement its Training and Development Policy (TDP). The Council sponsored ten (10) members of staff pursuing different relevant programmes through different modes of study. Through training, the Council has built the capacity of its employees for efficient and effective service delivery.

The ECZ yet again played host to an important forum in the Educational assessment sector in the Southern Africa Development Community (SADC) region. The forum was held at Sandy's Creation from 25<sup>th</sup> to 29<sup>th</sup> March 2018. The research forum was attended by 21 officers from seven SAAEA member countries. These deliberated on SAAEA documents which were presented to the SAAEA Executive Committee for adoption during the 12<sup>th</sup> SAAEA conference in South Africa. ECZ has been chairing the research forum for the past three years.

#### **5.4. Thematic Area 4: Strengthen the Conduct of Education and Examination Related Research, Development and Information**

The 2017 Annual Examinations Performance Review meeting did not take off for the year under review. However, all the Examination Performance review reports at grade 7, 9, 12, GCE and Teacher Education were presented and shared during the 2018 Joint Annual Review meeting (JAR) organized by the Ministry of General Education from 31<sup>st</sup> July to 2<sup>nd</sup> August, 2018 at Mulungushi International Conference Centre.

Within the period under review, the ECZ attended the SAAEA and AEAA Conference held in South Africa and Lesotho respectively. ECZ was also represented at the IAEA in Oxford, London.

Zambia conducted the second Early Grade Reading and Mathematics National Assessment survey following the baseline survey of 2014. This was the first time that this particular large-scale assessment which uses EGRA and EGMA tools were conducted by ECZ following the handover of the programme by USAID and Research Triangle International (RTI) in 2015.

The ECZ launched PISA-D Report on 11<sup>th</sup> December 2018 at Pamodzi Hotel in Lusaka. Zambia was among the nine (9) countries in the world and of the two countries in Africa, the other being Senegal, to have participated in the first ever PISA-D. The main survey was conducted in September, 2017. The report revealed that education attainment in Zambia was low compared to other countries. According to the international classification of education, 15-year students needed to be in Grade 9 or Grade 10. Further, the findings showed that about 67 percent of the students that participated in PISA-D in Zambia were in Grade 7 or Grade 8 and only about 43 percent of the learners were on track or ahead of track in their education. Learners lagged behind because of late entry into school, and mainly because they had repeated a grade or grades.

The ECZ successfully conducted baseline and diagnostic survey for the Zambia Education Enhancement Project (ZEEP). Both reports have since been written and submitted to the World Bank

Panel setting meetings were held during the first and second quarter of 2018. The purpose was to develop examination items at all levels of examinations. However, it must be noted here that during the period when examinations were suspended, some panel setting meetings were held to develop items for the examination papers that were tempered with at grade nine. Proof reading was also done. It is important to indicate that this is an on-going process until when papers are Camera Ready.

Proof reading of grade 7 pre-test items was done in the first week of September for all subject panels at grade 7 level. Panel Chairpersons were invited to proof read the pre-test papers. Pre-testing of grade 7 items was conducted for a period of two weeks. The exercise was also extended to grade 7 pupils at St Jeff College Primary in Johannesburg South Africa for the first time.

Continuous Assessment Moderation for Teacher Education was undertaken in November 2018. The purpose of this activity was to validate Continuous assessment scores which various ECZ affiliate colleges of Education had submitted.

#### **5.5. Thematic Area 5: Advance Infrastructure Development for Quality Service Delivery and Expansion of Service Provision**

Due to increased public demand for information on examinations administration from the ECZ, the Corporate Affairs Office embarked on rebranding and redesigning the existing online feedback platforms to enhance effective internal and external communication. The team retreated at Gonde Lodge in Kabwe from 12<sup>th</sup> to 16<sup>th</sup> February 2018. The reviewed platforms were the ECZ website, Facebook page, and Email and toll free line.

The ECZ officially opened the Mongu service centre to the public on 3<sup>rd</sup> October 2018. The Mongu office would service members of the public from the western parts of Zambia. Along the

same line, Management applied for Land which Mpika District Council was advertising in line with the expansion activities.

ECZ completed the networking of the Mpika and Mongu Service Centres to improve its operations and service delivery.

The ECZ developed the Online Query Tracking System (OQTS) to reduce congestion, track the status of each query online, and to check how long each query took to be resolved especially in established service centres.

During the period under review, the Council requested the Ministry of General Education for land between the ECZ and Millennium Village Complex to construct its own setting and marking Centre. After being granted, the Council moved and secured the land and has since started the procurement processes for a consultant and eventually will obtain a contractor to construct the Centre.

We are grateful to the Council, ECZ Employees and various stakeholders for their support rendered to the ECZ to ensure we deliver on our mandate.



**Dr Michael M. Chilala**  
**DIRECTOR**

# Reports From Council Committees

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## 6.1. JUNIOR SECONDARY AND PRIMARY EDUCATION COMMITTEE

The Junior Secondary and Primary Education Committee was charged with the responsibility of presiding over the Grade 7 Composite Examination and the Junior Secondary School Leaving (JSSL) Examination for Grade 9 Internal and External candidates.

The Committee comprised eight (8) members and secretary as listed below:

Professor Christopher C. Chama	Chairperson
Mrs Joyce Vlahakis	Vice Chairperson
Mr Rodgers S. Zulu	Member
Mrs Annie P. Bwalya	Member
Mr Emade Sakala	Member
Mrs Exilda Gondwe	Member
Sr. Prisca Phiri	Member
Mr Ackson Kafwifwi	Member
Mr Albert S. Siamunako	Secretary

### Matters Considered and Approved by the Committee

#### 6.1.1. Approval of Examination Centre Status

The Committee approved 197 applications for the Grade 7 Examination Centre Status. 22 were rejected at this level. At Grade 9 level, the Committee approved 188 applications for Examination Centre status and rejected 10 applications.

#### 6.1.2. 2017 Grade 9 suspected examination malpractice cases (58)

For the 2017 Grade 9 suspected examination malpractice cases, the Committee resolved to:

- i. Nullify results for 56 candidates;
- ii. Release results for 1 candidate.

#### 6.1.3. Amendments of Grade 7 and Grade 9 Examination Regulations

The Committee approved the amendments of the Grade 7 and 9 examinations regulations. The Committee also approved the 2018 Grade 7 and 9 examination time tables.

#### 6.1.4. The Release of 2018 Grade 7 and 9 Examination

The Committee approved the 2018 results as follows:

##### (a) Grade 7 Composite Examination

Generally, the 2018 Grade 7 Composite Examination results showed that the performance of candidates in all subjects was similar to that of 2017. However, there was a slight increase in national mean scores from 608.04 in 2017 to 611.71 in 2018.

In addition, absenteeism increased by 3.4 percentage points with twelve point four five (12.45 %) of learners recorded absent in 2018 from nine point zero five (9.05%) percent in 2017. The rising trend in absenteeism over the three years period from 2016 to 2018 should be a source of concern and calls for quick intervention.

### i. Candidature

The total number of candidates registered for the 2018 Grade 7 examination was 443,700 representing a growth of 10.7 percent from 400,802 in 2017. Of the registered, 219,658 (49.51%) were boys and 224,042 (50.49%) were girls. The number of boys who entered for the examination rose by 9% percent while that of girls rose by 12.2% percent. In the recent past years, there has been a steady increase in the number of female candidates entering the examination. This increase is to a larger extent attributed to interventions the Ministry of General Education (MoGE) and stakeholders have put in place to foster female education.

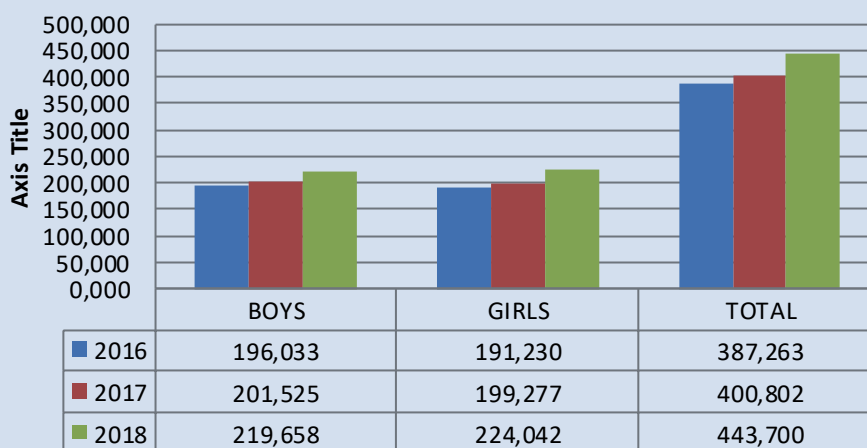


Figure 6.1: Grade 7 Candidature Entered for the Years 2016, 2017 and 2018

### ii. Absenteeism

Absenteeism from the examination increased marginally both in absolute terms and proportions from 36,256 (9.05%) in 2017 to 55258 (12.45%) in 2018. Eastern province has continued to record the highest increase in Absenteeism with 14.91 percent from 13.21 percent recorded in 2017 (1.7% increase). Lusaka Province was second where Absenteeism rates increased from 7.32 percent in 2017 to 9.81 percent in 2018 (2.48 % increase). The relatively high Absenteeism rates in all provinces need to be investigated. Figure 2 shows trends in the number of candidates absenting themselves from the examination at Grade 7 since 2016.

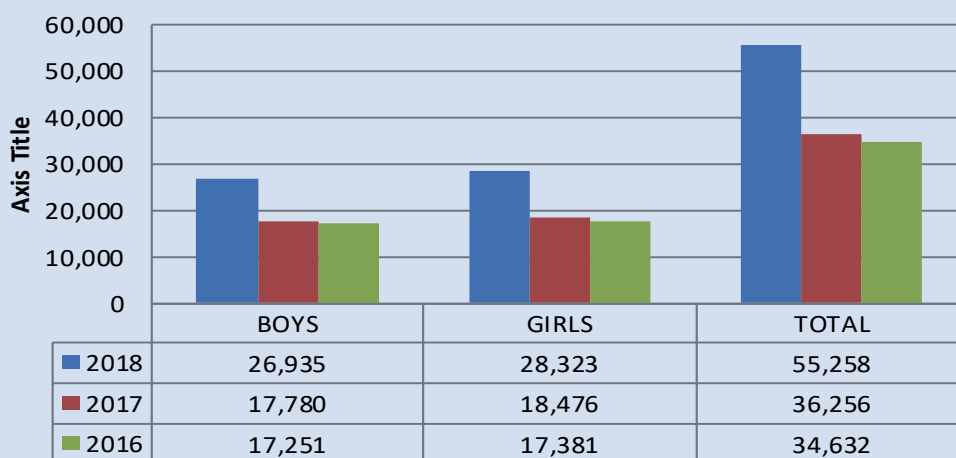


Figure 6.2: Number of Grade 7 Candidates absent from the Examination in 2016, 2017 and 2018

### iii. General Learner Performance

The quality of results for 2018 shows a marginal improvement from the 2017 results (see table below)

Table 6.1: Performance of candidates in the 2017 Grade 7 Examination according to Certificate Awards

	2017			2018		
	Boys	Girls	Total	Boys	Girls	Total
Division One	33865	32787	66652	35845	36452	72297
(Percent)	18.43	18.13	18.28	18.60	18.62	18.61
Division Two	48035	45226	93261	48559	49267	97826
(Percent)	26.14	25.01	25.58	25.20	25.17	25.18
Division Three	33052	32344	65396	34482	34530	69012
(Percent)	17.99	17.89	17.94	17.89	17.64	17.77
Division Four	68793	70444	139237	73837	75470	149307
(Percent)	37.44	38.96	38.19	38.31	38.56	38.44

### iv. Performance According to School Type

Schools are categorized into Private, Grant Aided, Community and Public (GRZ) schools. The ranking of performance according to school type is based on the total mean scores. The performance was best in private schools (692.25), followed by community schools (618.99), whereas the lowest performance was recorded in GRZ schools (610.86) followed by aided schools (613.23).

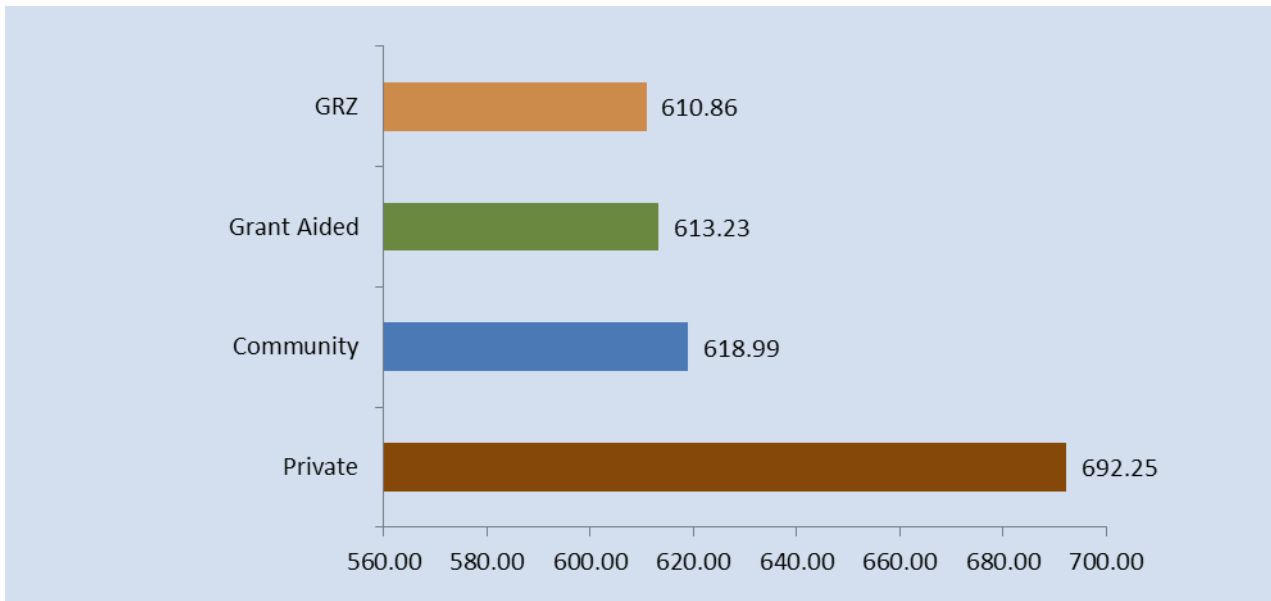


Figure 6.3: Grade 7 Performance According to School Type (2018)

#### v. Grade 8 Progression Rates

All the 388,331 candidates who sat the 2018 Grade 7 Composite examination were selected to Grade 8. This represented a national progression rate of 100 percent compared to 99.14 percent in 2017. Of the selected number, 194,107 (100.74%) were boys while 194,224 (99.27%) were girls.

#### (b). Junior Secondary School Leaving (Grade 9 Internal) Examination

The 2018 Grade 9 cohort was the fourth to sit for the examination under the curriculum which saw the introduction of new subject areas such as Computer Studies, Business Studies, Social Studies, Musical Arts Education and Integrated Science.

Generally, the overall performance by certificate classification was better in 2017 than in 2018. There was a reduction in candidates who passed by about 10 percentage points between the two years.

#### i. Candidature

A total of two hundred fifty-five thousand four hundred and forty-nine (255,449) sat the 2018 examination, representing a decrease of fifty-three thousand one hundred and eleven (53,111) candidates from the three hundred and five thousand, five hundred and sixty (305,560) who sat the 2017 examination. When compared to the total number of candidates who sat in 2017, there is a 17.21 percent decrease in 2018. The decrease can be attributed to, among other factors, the separation of external candidates from internal candidates. (See the figure 6.4 below).



Figure 6.4: Trends in candidature between 2016, 2017 and 2018

## ii. Absenteeism

Learner Absenteeism from public examinations has been steadily reducing from 12.95 percent in 2016, 11.90 percent in 2017 to 10.20 percent in 2018. However, the proportion of girls absconding from examinations has remained higher than that of boys (10.60% for girls and 9.83% for boys in 2018). The introduction of a unique examination number from Grade 7 to Grade 12 by the ECZ is helping to manage wastage due to Absenteeism. Those who had the first chance of writing a free examination on the first attempt are free to write the external examination if they would like to improve their results.

## iii. General Learner Performance

The proportion of candidates that obtained Certificates reduced by 9.49 percentage points from 55.19 percent (170,280) in 2017 to 45.7 percent (116,616) while those obtaining Statements increased by 7.57 percent from 41.13 percent (126,923) in 2017 to 48.7 percent (124,448) in 2018. The proportion of candidates that failed the 2018 JSSL examination increased by 2.08 percentage points from 3.52 percent (10,856) in 2017 to 5.6 percent (14,385).

More candidates obtained Statements (48.7%) than those who obtained Certificates (45.7%). More boys (46.2%) obtained Certificates than girls (45.1%), while more girls obtained Statements (49.4%) than boys (48.1%).

The proportion of girls and boys who failed the examinations did not differ significantly (5.50% girls and 5.76% boys).

Overall, the performance by certificate classification in the 2018 examination was lower than that of 2017 (See Table 2).

## iv. Performance According to School Type

Analysis of the examination results across all school types revealed that Grant-Aided schools were the best performing followed by Private schools. GRZ schools were on the third position while Community schools were the least performing schools in the 2018 grade 9 Examinations. This trend in performance has been consistent over the past years.



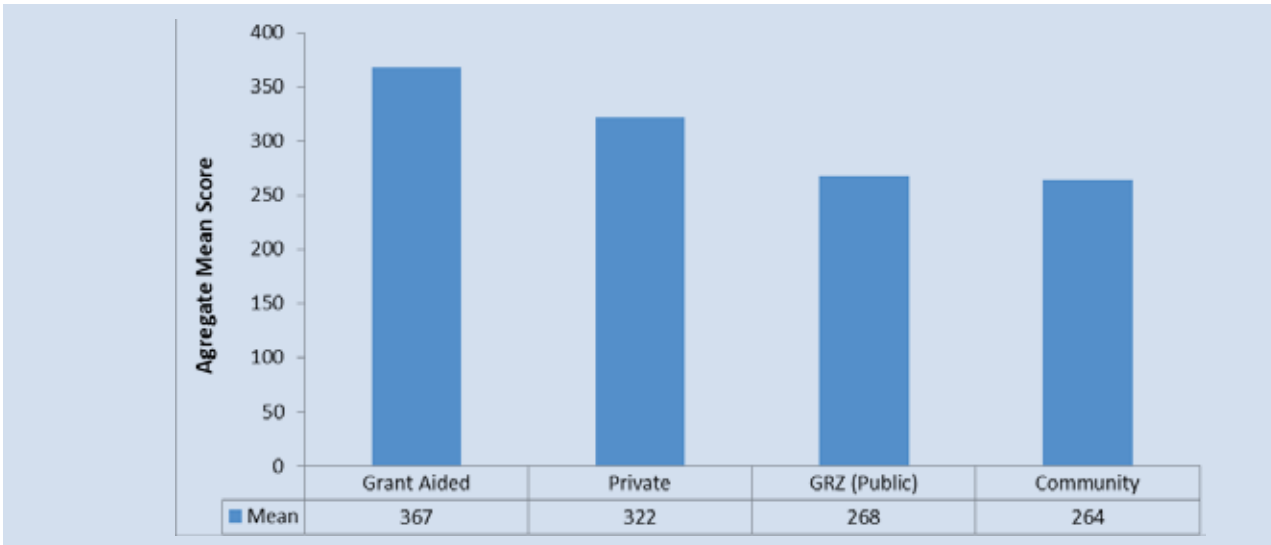


Figure 6.5: 2018 Grade 9 Performance According to School Type

**v. Progression Rates to Grade 10**

The number of candidates selected to Grade 10 was 116,616 out of the 255,449 who sat the 2018 Grade 9 examination. This represents a national progression rate of 45.65 percent compared to 52.76 in 2017.

**(c). Grade 9 External Examinations**

The 2018 Grade 9 External examination cohort was the second to write this examination separated from the internal candidates under the Revised Curriculum of 2013. Performance analysis revealed some similar characteristics with that of the 2017 Grade 9 external and the 2016 Mainstream cohort. About 62 percent of the candidates passed the 2018 External examination taking into account the fact that some candidates only entered for one, two or more subjects but less than 6 subjects.

**i. Candidature**

A total of 61,116 candidates entered the 2018 Grade 9 external examination, out of which 28,551 (46.72%) were boys and 32,565 (53.28%) were girls.

A total of 57,620 sat the 2018 examination, with 46.71 percent being boys and 53.29 percent girls.

Trends analysis of Grade 9 External candidature revealed that the number of external candidates from 2010 to 2018 ranges from 65,000 to 84,000 Candidates (See Figure 1). In 2018, candidature increased by 48,618 candidates from 12,498 in 2017, giving an increase of 389 percentage.



Figure 6.6: Trends in Grade 9 External candidature 2010-2018

### ii. Absenteeism

At the national level, the 2018 Absenteeism rate significantly reduced to 5.72 percent from last year's 11.83 percent. It is also imperative to indicate here that five provinces namely Muchinga, Luapula Western, Southern and North Western recorded Absenteeism rates below the national average of 5.72 percent

Furthermore, the Absenteeism rate for both girls and boys significantly reduced during the 2018 examination. For boys, it was 5.74 percent from 13.01 percent in 2017 while for girls it was 5.71 percent from 10.87 percent in 2017. This could have been as a result of the many interventions which the Ministry of General Education and other stakeholders are implementing country-wide as well as a general appreciation for education amongst the learners in the recent past and the fact that they were paying for the examination.

### iii. General Learner Performance

About 62 percent of the candidates passed the 2018 External Examinations taking into account the fact that some candidates only entered for one, two or more subjects. This will give them an opportunity to meet the criteria for selection into Grade 10 for those who passed at least 6 Subjects and those who will combine the statements to make a certificate. The number of candidates that obtained Certificates was 1,257 out of 57,620 representing 2.18 percent. In addition, the proportion of candidates that obtained Statements was 59.76 percent while 38.06 percent of the candidates failed the Examination.

Table 6.2: 2018 Grade 9 Ext. Examination Performance According to Certificate Classification

	2018			2017		
	Boys	Girls	Total	Boys	Girls	Total
Certificates	532	725	1257	105	221	326
Proportions (%)	1.98	2.36	2.18	2.15	3.61	2.96
Statements	16038	18393	34431	2832	3498	6330
Proportions (%)	59.59	59.90	59.76	57.85	57.12	57.45
Fail	10343	11589	21936	1958	2408	4363
Proportions (%)	38.43	37.74	38.06	40.00	39.32	39.60

## 6.2. SCHOOL CERTIFICATE COMMITTEE

The School Certificate Committee presides over the Joint School Certificate and General Certificate of Education (GCE) Examinations on behalf of the Council. The Committee comprised of eight (8) members as listed below:

Mr Henry C. Tukombe	Chairperson
Mr James Chilufya	Vice Chairperson
Prof. Jassiel N. Zulu	Member
Mrs Josephine S. Lungu	Member
Mr James Chomba	Member
Col. Lloyd K. Mwila	Member
Sr. Theresa Mukuka	Member
Mr Beard Mwanza	Member
Mr Benson Banda	Member
Mr Ian Chirambo	Secretary

### Matters Considered and Approved by the Committee

#### 6.2.1. Approval of 2018 Examination Centre Status

The Committee approved 64 applications for the 2018 examination Centre status. In the same vein, the Committee resolved that the GCE Centres applying for reinstatement of their examination Centre status needed to submit an application just like Centres applying for the first time.

#### 6.2.2. Unreliable Examiners

Arising from the Report citing 7 unreliable examiners during the 2017 Grade 12 marking session, the committee resolved to discontinue the examiners from marking examinations.

#### 6.2.3. The 2017 pending GCE Examination Malpractices

The Committee resolved to pend two cases of the 2017 GCE Candidates until the scripts were taken for forensic verification. Furthermore, the Committee resolved the 2017 Grade 12 examination malpractice cases.

#### 6.2.4. Amendments to the Grade 12 Examination Regulations

The Committee considered and approved the amendments to the Grade 12 Examination regulations. In addition, the Committee considered and approved the 2018 Grade 12 and GCE examination time tables.

#### 6.2.5. Approval of 2018 Grade 12 Internal and GCE Examination Results

The Committee approved the 2018 examination results as follows:

##### (a) The School Certificate Examination

The 2018 Grade 12 Examination saw a decrease in candidature as well as the proportions of candidates obtaining School Certificates. Although candidature has decreased in 2018, a trends analysis of candidature over the past ten years shows a steady increase. This is an indication that the nation continues making steady progress towards the attainment of the educational goals of access and quality in line with the SDG number 4 and access to secondary level of education. The performance was relatively high among Practical Subjects as compared to other subject groupings.

### i. Candidature

A total of 121,299 candidates (64,202 male and 57,097 female) registered for the 2018 School Certificate examination. This represents a decrease of 10.03 percent over the 134,818 candidates entered the 2017 examination. There was a decrease in candidature for both male (12.35%) and female (7.26%) Of the 121,299 who entered the examination, 119,383 candidates comprising 63,172 boys and 56,211 girls sat the examination.

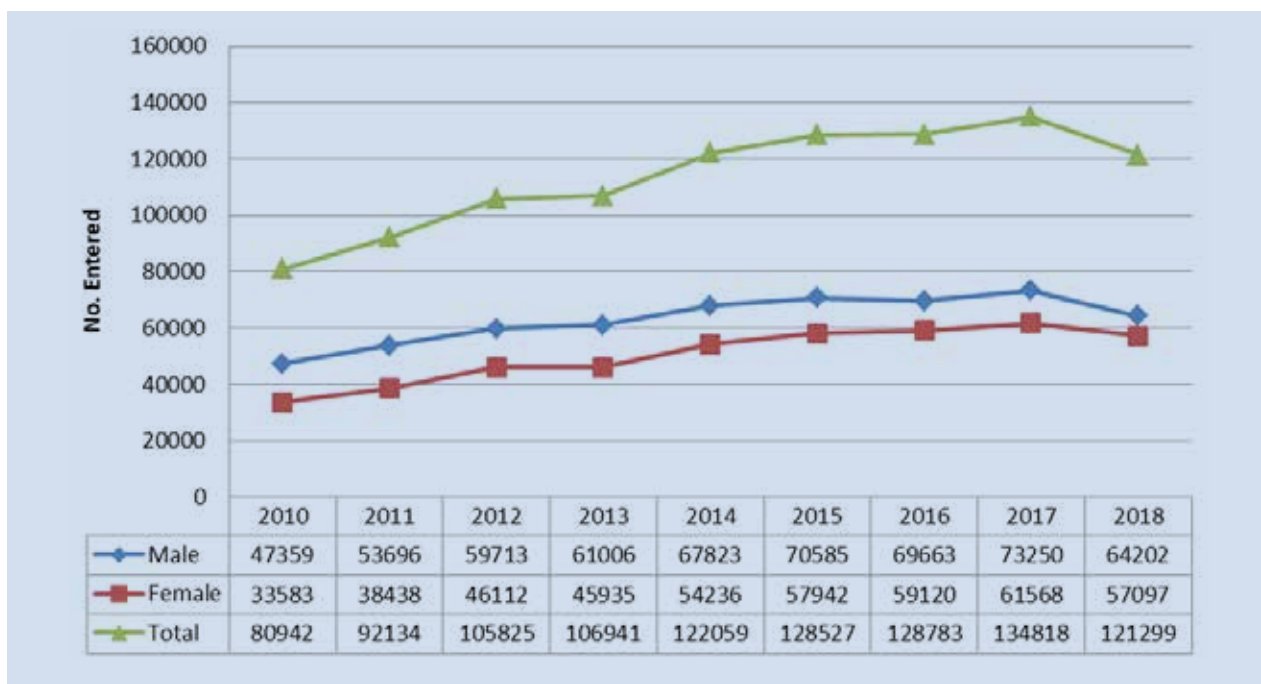


Figure 6.7: Trends in Candidature by gender (2009-2018)

### ii. Absenteeism

Of the candidates who entered the 2018 examination, 119,383 (63,172 male and 56,211 female) sat the examination. This represented an attendance of 98.42 percent. A total of 1,916 (1,030 male and 886 female) candidates were absent from the examination, representing an Absenteeism rate of 1.58 percent. Absenteeism from this examination level, therefore, increased by 0.08 percentage points from 1.47 percent recorded in 2017 to 1.55 recorded in 2018.

### iii. General Learner Performance

#### School Certificate Pass Rate

Performance in terms of the proportion of candidates obtaining School Certificates decreased by 1.4 percentage points from 64.84 percent in 2017 to 63.44 percent in 2018. A total of 75,738 candidates obtained school certificates in 2018 compared to 86,133 candidates in 2017. Of the candidates who obtained School Certificates, 65.14 percent were male while 61.53 percent were female.

The number of schools recording 100 percent school certificate pass reduced from seventy-three (73) schools in 2017 to seventy (70) in 2018.

#### General Certificate of Education (GCE)

The proportion of candidates obtaining the General Certificate of Education increased by 1.09 percentage points from 33.28 percent in 2017 to 34.37 percent in 2018. This was unlike 2017

where there was a reduction of 2.42 percentage points from 35.71 percent in 2016 to 33.28 in 2017.

The trend of having more girls than boys obtaining General Certificate of Education across all provinces had continued in 2018.

*Table 6.3: The proportion of Candidates Obtaining GCE Certificates (2016 – 2018)*

Province	% General Certificate of Education									3 Year Average	Change From 2017
	2018			2017			2016				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
Muchinga	35.51	38.24	36.68	23.87	29.71	26.22	33.55	38.14	35.76	32.89	Increased
Northern	30.05	37.19	32.94	23.16	25.34	24	28.27	33.11	30.19	29.04	Increased
Luapula	32.59	40.69	36.01	30.89	36.99	33.3	30.21	31.5	30.71	33.34	Increased
Southern	30.28	33.96	32	26.74	31.58	28.88	34	39.23	36.08	36.15	Increased
Eastern	29.92	32.54	31.02	29.66	30.93	30.17	27.52	32.23	29.63	30.27	Increased
Copperbelt	33.03	35.29	34.18	34.91	38.7	36.81	26.59	31.04	28.47	33.15	reduced
Northwestern	40.6	42.93	41.65	37.35	42.39	39.57	36.62	41.86	39.25	40.16	increased
Central	28.54	30.93	29.64	30.15	30.74	30.42	37.06	40.77	38.62	32.89	reduced
Western	46.13	50.2	48.13	38.33	41.55	39.82	36.08	37.55	36.74	41.56	Increased
Lusaka	30.41	34.73	32.56	32.27	36.57	34.36	42.07	45.9	43.84	36.92	reduced
National	32.66	36.3	34.37	31.42	35.5	33.28	33.62	38.17	35.71	34.45	Increased

#### iv. Performance According to School Type

Schools are categorized as Private, Grant Aided, Community and Government (GRZ), depending on the agencies that run them. Grant Aided Schools were the best performing schools in the four common subjects. Private Schools were the second best performing schools in the four common subjects in the 2018 examinations, followed by Government Schools.

Community Schools recorded the lowest proportion of candidates passing the examinations during the 2018 session on average. However, Community schools performed better than Government schools in Science. Community schools were the least performing even in the 2017 examinations.

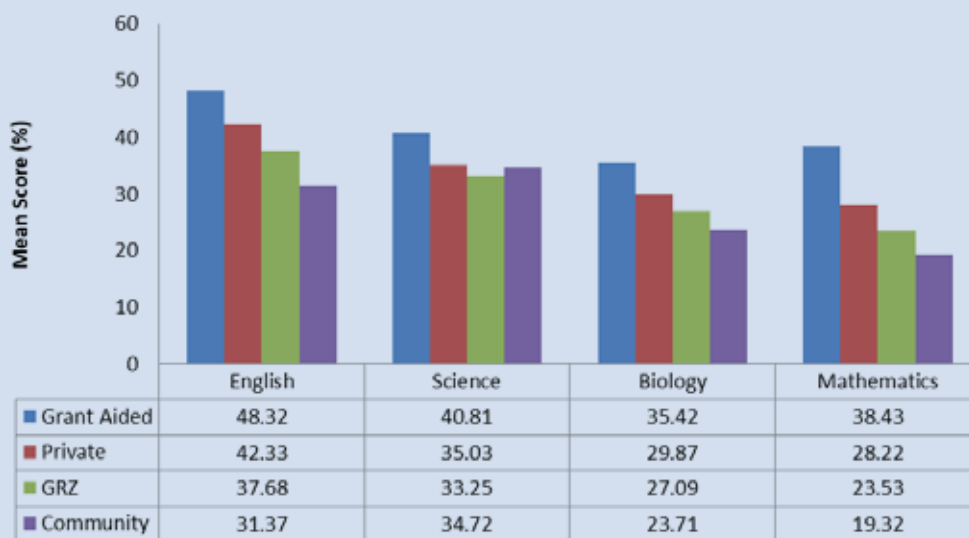


Figure 6.8: 2018 GCE Percentage mean score in selected subjects by Running Agency

### (b) General Certificate of Education (GCE) Examination

The 2018 GCE examinations marked four (4) years since G.C.E examination was completely delinked from school certificate examination. The proportions of male and female candidates entering the G.C.E examinations have remained relatively stable. More female candidates have been entering for the examination than male candidates, in absolute terms as well as in terms of proportions since 2014. The 2018 examination experienced a marginal increase in candidature. Similarly, the pass rate increased by 10.27 percentage points from 83.23 percent in 2017 to 94.00 percent in 2018. The overall absenteeism rate decreased in 2018 by 1.10 percentage points from 7.68 in 2017 to 6.58 percent in 2018.

#### i. Candidature

A total of 128,156 candidates registered for the examination, of whom 42,465 (33.14%) were male and 85,691 (66.86%) were female. The number of candidates registered increased by 4.11 percentage points from the 123,096 in 2017. The proportion of female candidates registered was higher than that of male candidates and this trend is similar to what had been observed since the inaugural GCE examination conducted in June 2014. Out of the 128,156 registered candidates, 119,721 (91.77%) sat the examination, of whom 38,704 (32.33%) were male and 81,017 (67.67%) were female. The trend of having more female candidates sitting the examination than male candidates continued.

#### ii. Absenteeism

The Absenteeism rate at national level was 6.58% percent, representing a decrease of 1.10 percentage points from 7.68 percent in 2017. A higher proportion of males (8.86%) than females (5.45%) were absent from the examination, though, in absolute terms, a larger number of females (4,674) than males (3761) were absent. The highest Absenteeism rate was recorded in Lusaka (8.23%), followed by Northern Province (7.12%). On the other hand, the Copperbelt Province recorded the lowest Absenteeism rate (4.76%), as also observed in the 2017, 2016 and 2015 examinations

### **iii. General Performance**

A General Certificate of Education is awarded to a candidate who obtains GRADE ONE TO EIGHT in at least one subject. A candidate who scores Grade 9 in all subjects will have failed the examination.

The proportion of candidates obtaining GCE Certificates was 94.00 percent, representing an increase of 10.77 percentage points from 83.23 percent in 2017. Within group, comparison indicated that there were more females (94.57%) than male (92.83%) candidates obtaining GCE certificates in the 2018 GCE examination. In 2017, males had obtained more (84.64%) certificates than female (83.94%). All provinces recorded over 90 percentage pass rate. The highest proportion of GCE certificates was from the Copperbelt Province (96.50%) followed by Lusaka Province (94.26%). Copperbelt and Lusaka had the highest proportion of candidates obtaining GCE certificates in the 2017 examination as well. The lowest proportion of GCE certificates was recorded by Western Province (91.21%), followed by Muchinga Province (91.58%).

### 6.3. TEACHER EDUCATION COMMITTEE

The Teacher Education Committee presided over the Teacher Education Examinations of behalf of Council. The Committee comprised the following members:

Mr Peter Chishimba	Chairperson
Mrs Beauty C. Mwanansoka	Vice Chairperson
Mr James Chomba	Member
Mr Bishop F. M. Mwale	Member
Mrs Cecilia Sakala	Member
Mr Lazarous B.Y. Kalirani	Member
Mr Chola Simpasa	Member
Mr Simon R. Chomba	Member
Mr Muyangwa Kamutumwa	Member
Mrs Banji M. Shakubanza	Secretary

#### Matters Considered and Approved by the Committee

##### 6.3.1. Application for Examination Centre Status

The Committee approved five (5) applications for the examination centre status for Early Childhood Education, Primary Teacher's Diploma and Junior Secondary Teacher's Diploma.

##### 6.3.2. Non Remittance of Examination fees

The Committee received and considered a report on the non-remittance of examination fees by some Colleges.

##### 6.3.3. The 2018 Teacher Education Examination Timetable

The Committee considered and approved the 2018 Teacher Education Examination Timetable. In addition, the Committee discussed and made amendments to the draft teacher education examination regulations.

##### 6.3.4. Graduation Ceremonies Preparations

The Committee was informed that the consultative meeting with college principals on preparations for graduation ceremonies took place. Malcom Moffat was the first to hold its graduation ceremony for Examinations underwritten by ECZ.

##### 6.3.5. Syllabi for ECE and PTD

The Committee received a report on the examination syllabi for ECE and PTD that they were being commercially printed by Book world Africa.

##### 6.3.6. 2018 Teacher Education Candidate registration

The Committee received a report on Teacher Education Candidate registration which showed a decrease in the number of candidates registered for 2018 especially first years.

##### 6.3.7. Approval of Teacher Education Examinations Results

The Committee approved the 2018 Examination results as follows:

#### (a) Early Childhood Education Teacher's Diploma Programmes-First Year Examination

##### i. Candidature by Sex

There were 233 candidates who entered the 2018 Early Childhood Teacher Education year one examinations. This included 175 (75.17%) females and 58 (24.89%) males. The number of candidates who entered in 2018 reduced from the 432 candidates who entered in 2017.



Two hundred and ten (210) candidates (90.13%) from the 233 who entered the Early Childhood Teacher Education year one examination sat the examination. Therefore, the absenteeism rate was at 9.87 percent and comprised of 16 females (9.14% of the females who entered) and 7 males (12.08% of males who entered).

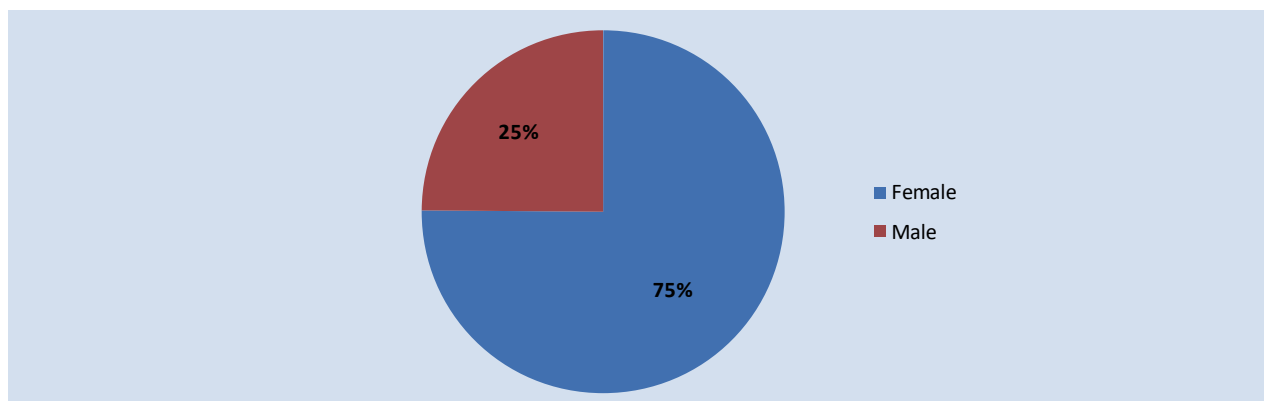


Figure 6.9: ECE Year 1 Candidature by Sex 2018

## ii. General Performance

Of the candidates that sat the 2018 ECE year one diploma examination, 183 (87.14%) obtained clear pass, 25 (11.90%) proceeded, 1 (0.48%) referred and 1 (0.48%) excluded. Similar to 2017, no candidate was recorded under the category of repeating. The proportion of candidates obtaining clear pass increased from 82.82 percent in 2017 to 87.14 percent in 2018.

In terms of performance based on proportions of clear passes obtained, Kasama College of Education and Malcom Moffat College of Education had 100 percent, followed by David Livingstone College of Education (96.67%), and Chipata Colleges of Education (95.45%). On the other hand, Sambizga and Kitwe Colleges of Education had the least proportions at 25.00 percent and 71.43 percent respectively. The overall performance indicated that public colleges did better than private colleges.

## (b) Early Childhood Education Teacher s' Diploma Programmes-Second Year Examination

### i. Candidature by Sex

There were 382 candidates who entered for the examination. This included 295 (77.22%) females and 87 (22.78%) males. The number of females entering and sitting the examination was more than that of their male counterparts. This trend was also observed in the 2017 cohort. Seven (7) candidates (1.83%) were absent from the examination. This included six (6) females (2.03 %) and one (1) male (1.15%).

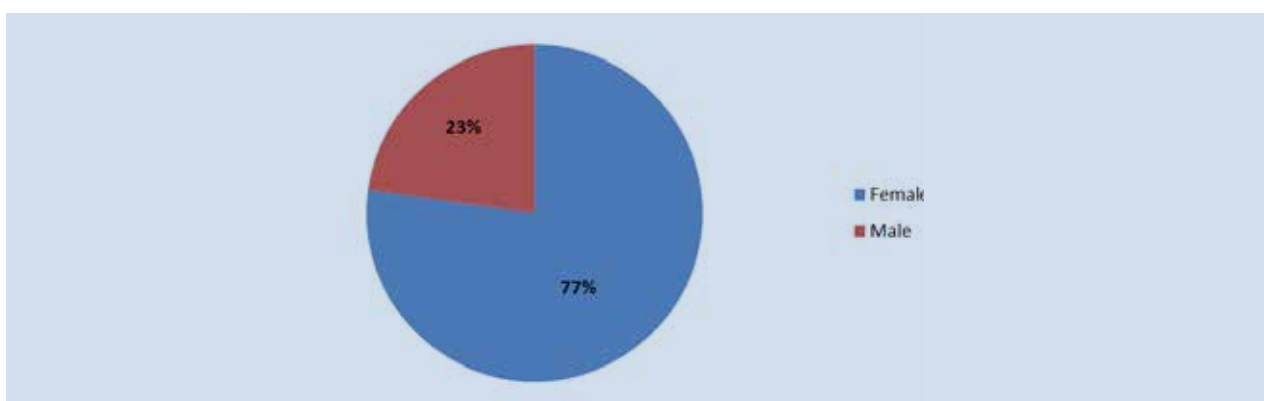


Figure 6.10: ECE Candidature by Sex Year 2 (2018)

## ii. General Performance

Of the candidates that sat the 2018 year II ECE diploma examination, 336 (89.60%) obtained clear pass, 33 (8.80%) proceeded, 2 (0.53%) referred, 1 (0.27%) repeated and 3 (0.80%) were excluded from the program.

The proportion of candidates obtaining clear pass in 2018 increased by 2.06 percentage points. Performance by number of clear passes obtained showed that Monze College of Education, Chipata College of Education, Pekanya College of Education, Solwezi College of Education, Mwarona College of Education and Eden Institute all recorded a 100 percent pass.

## (c) The 2017 Early Childhood Education Teacher's Diploma - Third Year Examinations

### i. Candidature by Sex

There were 615 candidates who entered for the 2018 Early Childhood Teacher Education Third Year Examinations. These included 449 (73.01%) females and 166 (26.99%) males.

Only 4 female candidates (0.65% of the total candidates who entered) absconded from the examination. No male candidate was absent.

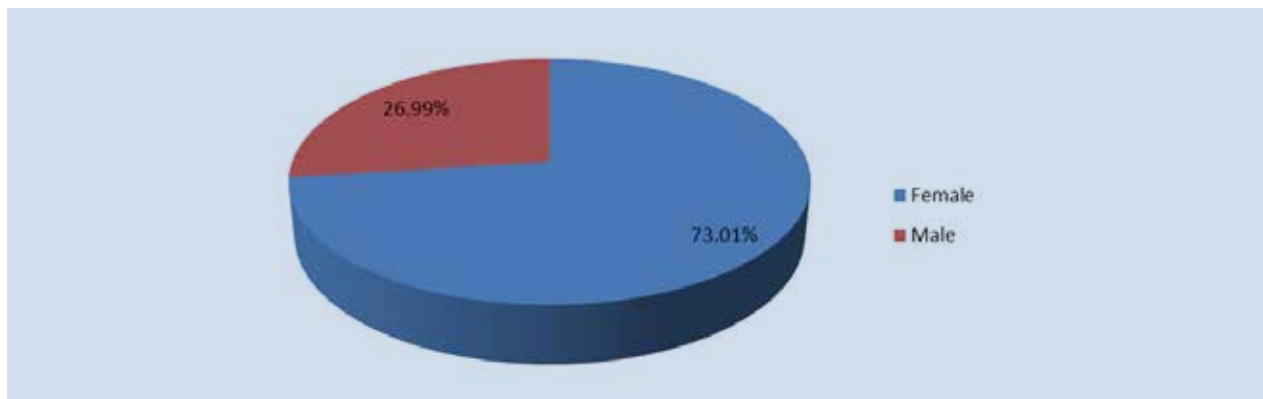


Figure 6.11: ECE Candidature by Sex Year 3 (2018)

## ii. General Performance

Of the 611 candidates that sat the examination, 519 (84.94%) cleared all the offered courses while 68 (11.13%) candidates proceeded. Other grade proportions were as follows: 11 (1.80%) were referred, 1 (0.16%) candidate repeated, 12 (1.96%) were excluded. Malcom Moffat College of education, Kasama College of education, Pekanya College of education and David Livingstone College of education all recorded a 100 percent clear pass. Similar to 2017, no candidate obtained a clear pass at Choma College of Education. Three Colleges recorded excludes; Modern College of education (9 candidates), Monze College of education (1 candidate), Kitwe College of education (1 candidate, and Lyambai College of Education (1 candidates). The total number of candidates who were excluded from the program was 12 (1.96%).

## (d) Primary Teacher's Diploma Programme -First Year Examinations

### i. Candidature by Sex

There were 526 candidates who entered for the 2018 PTD First Year Examinations. Out of this number, 367 were females representing 69.77% and 159 were males representing 30.23%.

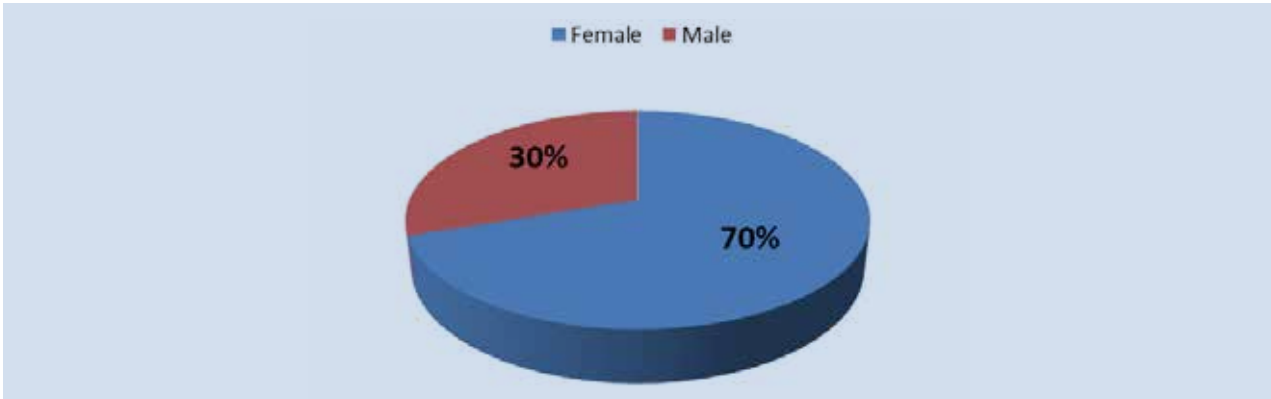


Figure 6.12: PTD Year 1 Candidature by Sex 2018

**ii. General Performance**

Of the candidates that sat the 2018 PTD year one examination, 432 (91.53%) obtained clear pass, 37 (7.84%) proceeded, 2 (0.42%) referred and 1 (0.21%) was excluded. No candidate repeated.

Colleges with 100 percent clear pass were; Northern College of Education, Mansa College of Education, Charles Lwanga College, Chipata College of Education, Kitwe College Of Education, Mpatamatu College of education, MOSA University College, MOMASE Professional Academic Centre, Sesheke PTD College of Education, Makeni College of Education and Tick College of Education.

**(e) Primary Teacher’s Diploma Programme -Second Year Examination**

**i. Candidature by Sex**

A total number of 2336 candidates entered for the 2018 PTD year two examination. Of these candidates, 1300 were females representing 55.65% while 1036 were males representing 44.35%. From the 2336 candidates who entered, 2289 did sit the examination, bringing the rate of absenteeism to 2.01%.

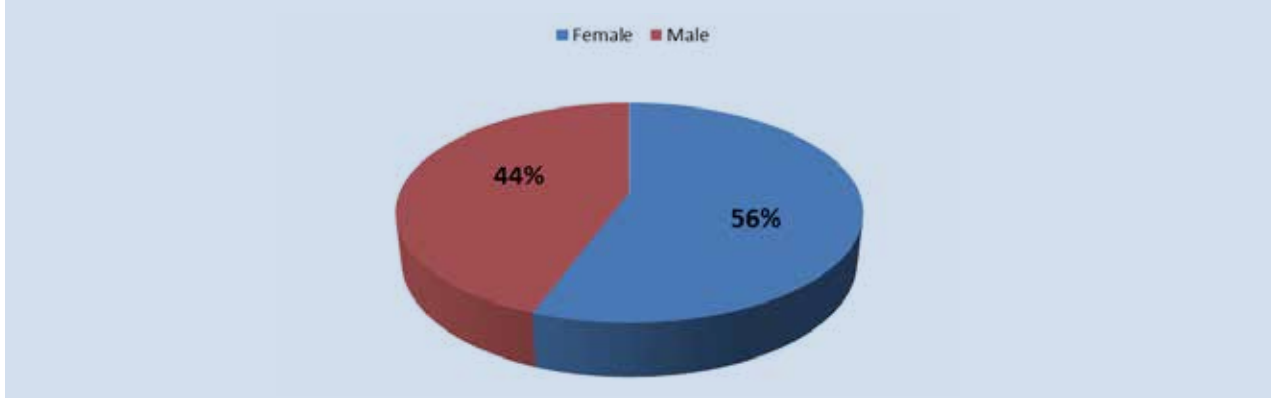


Figure 6.13: PTD level two Candidature by Sex (2018)

**ii. General Performance**

Of the candidates who sat the 2018 PTD level two examinations, 1930 (84.32%) obtained clear pass, 308 (13.46%) proceeded, 18 (0.79%) referred, 5 (0.22%) repeated and 28 (1.22%) were excluded. Among the public colleges, only Kasama College of Education recorded a 100% clear pass.

Generally, performance in the 2018 Second Year Primary Teachers’ Diploma was comparable to that of 2017 examination.

## (f) 2017 Primary Teacher's Diploma Third Year Examinations

### i. Candidature by Sex

A total number of 3592 candidates entered for the 2018 PTD year three examination. Of these candidates, 1984 were females representing 55.23% while 1608 were males representing 44.77%.

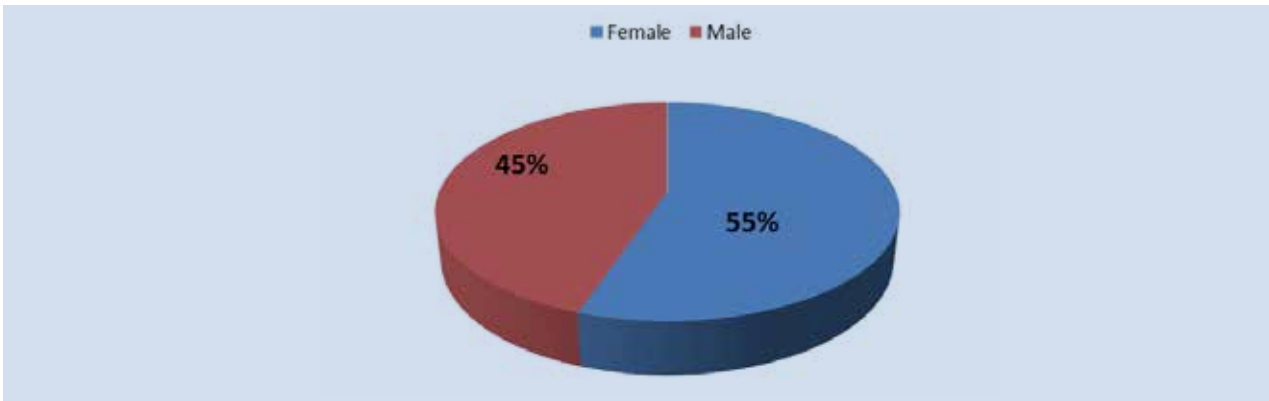


Figure 6.14: PTD Year III Candidature by Sex 2018

### ii. General Performance

Of the candidates who sat the 2018 PTD year three examination, 3044 (86.33%) obtained clear pass, 367 (10.41%) proceeded, 9 (0.26%) referred, 7 (0.20%) repeated and 99 (2.81%) were excluded. There were more private Colleges obtaining 100 percent clear pass than public colleges. The highest mean scores were recorded in Social Studies Education III (63.32%) while the lowest mean scores were recorded in Integrated Science III (44.57%).

## (g) Junior Secondary Teacher's Diploma -First Year Examination

### i. Candidature

A total of 560 candidates entered for the 2018 JSTD year one Examinations. Of these, 50.48 percent (261) were females while 49.52 percent (256) were males.

Of the number that entered for this examination, 517 (92.32%) did sit the examination. 7.68 percent were absent. More male (10.49%) candidates were absent than their female (4.74%) counterparts.

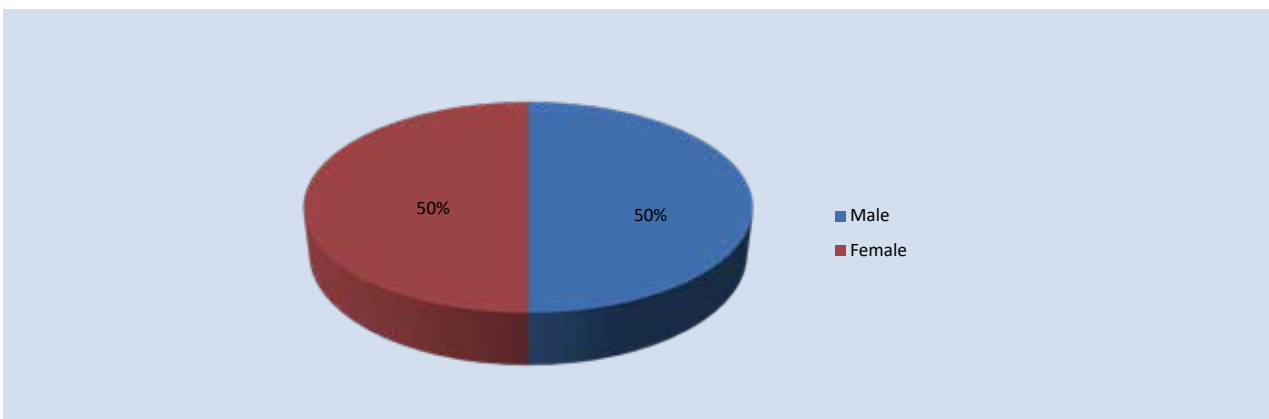


Figure 6.15: JSTD Year I Candidature by Sex 2018

## ii. General Performance

Of the candidates that sat the 2018 JSTD Examination, 318 (61.51%) obtained clear pass, 166(32.11%) proceeded, 19(3.68%) referred, 7 (1.35%) repeated and 7 (1.35%) were excluded.

St Mary's College of Education had the largest proportion of candidates obtaining clear pass (100%), followed by Nkana College of applied Sciences and Technology (97.87%) and David Livingstone College of Education (92.31%). On the other hand, the smallest proportion of candidates obtaining clear pass was recorded at Mosa University College of Education (0%) and Keys Royal College of Education (5%).

### (h) The 2018 Junior Secondary Teachers' Diploma - Second Year Examinations

#### i. Candidature by Sex

A total of 2,507 candidates entered for the 2018 JSTD Second Year Examinations. Of these, 48.58 percent (1218) were females while 51.42 percent (1289) were males. The number of males entering and eventually sitting the examination was more than that of their female counterparts. It is not yet clear as to why there are more male students than females at this level. This is a matter that needs further investigation.

Of the number that entered for this examination 2,473 (98.64%) did sit the examination. 1.36 percent of the candidates were absent. The absenteeism rate for male candidates was 1.55 percent while for females was 1.15 percent.

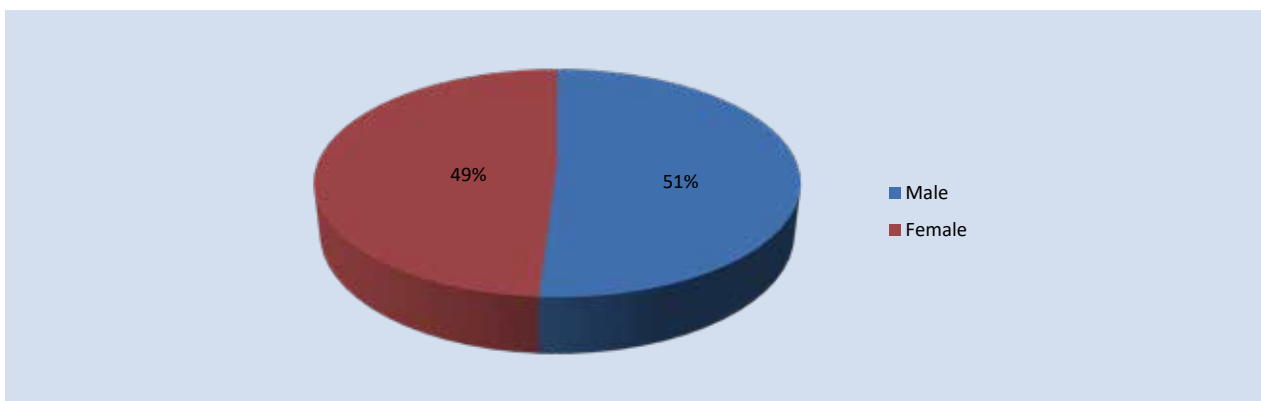


Figure 6.16: JSTD Year II Candidature by Sex 2018

## ii. General Performance

Of the candidates that sat the 2017 JSTD second year diploma examinations, 2,023(81.80%) obtained clear pass, 377(15.24%) proceeded, 35(1.42%) referred, 11(0.44%) repeated and 14(1.09%) were excluded. Malcom Moffat College and Momase recorded 100 percent clear pass. Jabemiz, Modern College of Education and Lusaka JSTD Business did not record any clear pass.

### (i)The 2018 Junior Secondary Teacher's Diploma - Third Year Examinations

#### i. Candidature by Sex

A total of 2,226 candidates who comprised 1,089 (48.92%) females and 1,137 (51.08%) males entered for the 2018 JSTD third Year Examinations. The number of males entering and eventually sitting the examination was more than that of their female counterparts. It is not yet clear as to why there are more male students than females at this level. This is a matter that needs further investigation.

Of the number that entered for this examination 2,187(98.25%) did sit the examination. 1.75 percent of the candidates were absent. The absenteeism rate for females was 1.74 percent while for males it was 1.76 percent.

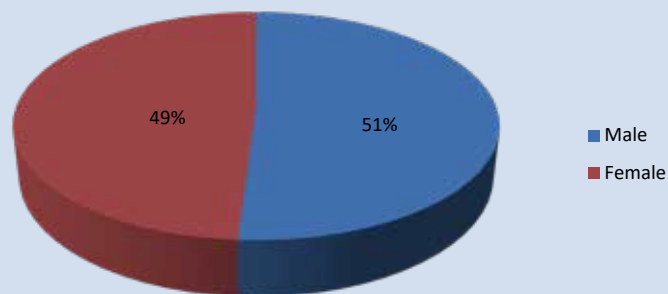


Figure 6.17: JSTD Year III Candidature by Sex 2018

### iii. General Performance

Of the candidates that sat the 2018 JSTD third year diploma examinations, 1,307(59'76%) obtained clear pass, 820(37.49%) proceeded, 29(1.33%) referred, 7(0.32%) repeated and 24(1.10%) were excluded. Modern College of Education recorded 100 percent clear pass. Five Colleges had no candidates with clear passes. These were Sambizga; Muzipas; Katendi and Serenje College of Education.

## 6.4. FINANCE AND ADMINISTRATION COMMITTEE

The Finance and Administration Committee was responsible for finance and human resource administration on behalf of the Council. The Committee comprised eight (8) members and a secretary as listed below;

Mr Alex M. Simumba	Chairperson
Mr Eddie K. Mwitwa	Vice Chairperson
Mr Jonathan M. Ng'onga	Member
Mrs Arness T. Siame	Member
Mrs Alice J. Tembo	Member
Mrs Elizabeth C. L. Chileshe	Member
Mr Jeff Mtonga	Member
Mr Frisco B. Mponela	Member
Mr Fidelis M. Makala	Secretary

### 6.4.1. Realignment of Structure of the Finance and Accounts Department

The Committee considered the realignment of the Finance and Accounts Department in order to streamline operations and enhance efficiency. The following was resolved and subsequently approved by the Council:

- Retain one position for Principal Accountant
- Downgrade one position of the Principal Accountant to level of Accountant
- The Two (2) positions at accountant level to be re-designated as Management Accountant and Financial Accountant respectively.

### 6.4.2. The Market Value of ECZ Assets, Records Management and Disposal Policy

The Committee considered and approved the report on the market value of ECZ assets, and recommended for the approval by Council the records management policy and disposal policy. The two policies were expected to provide the guidelines for the management of ECZ Records and Disposal of ECZ assets that meet disposal requirements.

### 6.4.3. Management's Accounts for 2018

Within the period under review, the Committee considered Management's Accounts for the fourth quarter of 2017, the first and second quarter of 2018.

### 6.4.4. Position of Assistant Director Research and Test Development and Certification

Within the period under review the Committee held internal recruitment activities for the positions of Assistant Director Research and Test Development and Assistant Director Certification. The recommendations for the appointment were approved by Council. The Assistant Director Certification position was among the new positions that were on the newly approved structure after the 2016 Job Evaluation report. The Committee also adopted the amendment made to the terms and conditions of service to include a clause on "retrospective confirmation".

### 6.4.5. 2019 Budget

The Committee of Council approved the 2019 ECZ Budget. Estimated expenditure was K213,721,255.00 against K216,731,820.00 for 2018.

## 6.5. AUDIT COMMITTEE

The Committee is responsible for ensuring that integrity exists in the utilisation of Council resources and conduct of Council business. The Committee comprised five (5) members and a secretary as listed below:

Ms Wabei N. Mangambwa	Chairperson
Mr Kelvin Kaluba	Member
Ms Joyce Phiri Sundano	Member
Mrs Esther Haamaundu	Member
Mrs Ngosa Simachela	Member
Mr Angel M. Kaliminwa	Secretary

### Matters Considered and Approved by the Committee

#### 6.5.1. Internal Audit Charter

The Committee considered and approved the Internal Audit Charter inline with the annual reviews.

#### 6.5.2. Audit Report on the Audit of Fixed Assets

The Committee directed Management on the need to have ECZ assets properly insured and that all outstanding insurance claims should be settled. In addition, the Committee directed Management on the process they should follow to code ECZ assets.

#### 6.5.3. Audit of Grade 9 Examinations Marking

On concerns over 2017 Grade 9 examinations report, the Committee directed Management to instruct all panels to conduct coordination meetings at stipulated times.

#### 6.5.4. Lusaka Service Centre Audit Report

On concerns over the report, the Committee resolved that Management should start sending invoices to all institutions requesting for ECZ services of verification of results.

#### 6.5.5. Compliance Audit Report

The Committee resolved that Management should always gross up payments and pay all statutory obligations during the time the individuals were being paid.

#### 6.5.6. Audit of ICT Systems

The Committee was concerned that the ICT Internal Auditor had not yet been recruited; Management indicated that the recruitment process was underway following the resignation of the candidate who had been appointed in the first recruitment process.

#### 6.5.7. Housing Loan Scheme

The Committee asked Management to revise the Housing Loan Schemes policy to ensure that the Certificate of Title are deposited with Council Secretary at the point of sale and only transfers title to the member of staff once full payment is made and insurance cover should be included in the loan amount.

#### 6.5.8. Teacher Education Examination Fees

The Committee directed Management to collect the 2017 teacher education examination fees from all colleges which did not remit the monies.

#### 6.5.9. 2017 Audited Financial Statements

The Committee of Council approved the 2017 Audited Financial Statements.



## 6.6. APPEALS COMMITTEE

The Appeals Committee was responsible for considering of appeals from candidates following the nullification of their results owing to them engaging in examination malpractices. The Committee comprised four (4) members and Secretary as listed below:

Mr Eddie K. Mwitwa	Chairperson
Sr. Christine Mwape	Member
Mr Peter Chishimba	Member
Mrs Beauty C. Mwanansoka	Member
Mrs Teza N. Musakanya	Secretary

### 6.6.1. 2017 GCE Appeal Cases (Whole Centre)

The Committee resolved to uphold the nullification of the 2017 GCE appeal cases because the school did not provide sufficient explanation as to why the hand written answer script for Biology paper 1 was found in a pack with Biology paper 2 scripts.

### 6.6.2. Appeal by an Examiner

The Committee resolved that the examiner be assessed based on his current work performance. Thereafter an appraisal report would be tabled before the school certificate committee.

### 6.6.3. Procedures for Cases of Dishonesty

The Committee reviewed the document on procedures for cases of dishonesty and proposed amendments and recommended for Council's approval.



## 6.7. SECURITY COMMITTEE

The Security Committee is mainly charged with the responsibility of developing and overseeing the implementation of Guidelines for Administration and Management of Examinations in Zambia. The Committee comprised of sixteen (16) members and secretary as listed below:

Dr Sunday Mwape	Chairperson
Mr Wamuyuwa Sitibekiso	Vice Chairperson
Mr James Chomba	Member
Mr Stephen Chishiko	Member
Ms Ruth M. Zulu	Member
Mr Humphrey Simutowe	Member
Mr Ngosa Kotati	Member
Dr Allan Lingambe	Member
Mrs Florence M. Chikalekale	Member
Mr Paul Ngoma	Member
Mr Vengi Sinda	Member
Mrs Jennipher C. Banda	Member
Mr Felix Z. Ngoma	Member
Mr Kennedy Mumbi	Member
Mr Evans Chungu	Member
Mrs Leah Kasaji	Member
Mr Moonga Hakalyamba	Secretary

### Matters Considered and Approved by the Committee

#### 6.7.1. Legal Status of Tuition Centres

The Committee requested the Ministry of General Education (MOGE) to engage Patents and Company Registration Agency (PACRA) so that tuition Centres are guided on the complete process of registration that involved registration by MOGE as well.

#### 6.7.2. Fast track Prosecution

The Committee was informed that the police representatives would consult with the police service on the possibilities of fast track prosecution of examination related cases. This was meant to quicken the process of disposing of examination malpractice cases.

#### 6.7.3. Status of Upgraded Secondary Schools

The Committee submitted for the information of the Council a report on the status of upgraded secondary schools which were awarded provisional examination Centre status.

#### 6.7.4. Stakeholder Consultative Meeting

The Committee was informed that MOGE would be calling for a consultative meeting with PEOs and Teacher Unions on the assessment of School Experience for Teacher Education Diploma Candidates.

#### 6.7.5. Bouncing of Money to Markers

The Committee guided that ECZ could explore other methods such as the use of cards or mobile money.

#### **6.7.6. Training of System Administrators**

The Committee directed to train system administrators in the provinces on how to transfer marks online before the marking of Grade 9 external and GCE examinations

#### **6.7.7. 2019 Candidate Registration for School Examinations**

The Committee was informed that the 2019 guidelines and regulations on candidate registration for school examinations were distributed to the examination Centres by 31<sup>st</sup> July 2018 and that the registration period would run from 1<sup>st</sup> October 2018 to 31<sup>st</sup> December 2018 for internal candidates while for Grade 9 external and GCE from 1<sup>st</sup> October 2018 to 31<sup>st</sup> January 2019.

#### **6.7.8. Combination of Internal Statements**

The Committee guided that the ECZ would combine Grade 9 Internal statements to clear the back log to those who wrote the examinations in 2017. After that, no one will be expected to write internal examinations twice as the system would not allow. The submission was resolved by the Council.

#### **6.7.9. Delayed Resolution of GCE Missing Results**

The Committee instructed the resolving of missing marks at the provincial level since GCE was decentralised. Such a system would expedite the process of resolving marks.

#### **6.7.10. Representation from all Teacher Unions on the Security Committee**

On concerns that other teacher unions were not members of the Security Committee, union representatives on the Security Committee informed the Committee that they shared the deliberations of the Committee with sister unions. Therefore the current representation was adequate.



**Teza N. Musakanya**  
**COUNCIL SECRETARY**

# Financial Statements

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**REPUBLIC OF ZAMBIA**

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**EXAMINATIONS COUNCIL OF ZAMBIA**

**FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31<sup>st</sup> DECEMBER, 2018**

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**THE AUDITOR GENERAL  
P.O. BOX 50071  
LUSAKA - ZAMBIA**

**EXAMINATIONS COUNCIL OF ZAMBIA**  
FINANCIAL STATEMENTS

For the year ended 31<sup>st</sup> December 2018

<b>TABLE OF CONTENTS</b>	<b>PAGE</b>
Statement of Council Responsibilities for Annual Financial Statements.....	2
Independent Auditor's Report.....	3
Statement of Comprehensive Income.....	6
Statement of Financial Position.....	7
Statement of Changes in Equity.....	8
Statement of Cash Flows.....	9
Notes to the Financial Statements.....	10-22

## EXAMINATIONS COUNCIL OF ZAMBIA

### Statement of Council Responsibilities for Annual Financial Statements

The Examinations Council of Zambia Act No. 15 of 1983 requires the Council to prepare financial statements for each financial year that give a true and fair view of the state of affairs of the Council and of the surplus or deficit for the year. In preparing the financial statements, the Council is required to:-

- (i) Select suitable accounting policies and then apply them consistently,
- (ii) Make judgments and estimates that are reasonable and prudent,
- (iii) State whether applicable accounting standards have been followed; and
- (iv) Prepare the financial statements on the going concern basis.

The Council is responsible for ensuring that the Examinations Council of Zambia keeps proper accounting records that disclose with reasonable accuracy at any time the financial position of the Council. Management is also responsible for safeguarding the assets of the Council and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In accordance with the Examinations Council of Zambia Act No. 15 of 1983 we, the Council of the Examinations Council of Zambia, are of the opinion that:

- a) The Statement of Comprehensive Income is drawn so as to give a true and fair view of the deficit of income over expenditure of the Council for the year ended 31<sup>st</sup> December 2018,
- b) The Statement of Financial Position gives a true and fair view of the state of affairs of the Council as at 31<sup>st</sup> December 2018; and
- c) There are reasonable grounds to believe that the Council will be able to pay its debts as and when they fall due.

Signed on behalf of the Council on... 11<sup>th</sup> April, 2020 .....

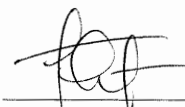
By:



Prof. Frank P. Tailoka

**Chairperson**

**Examinations Council of Zambia**



Dr. Michael M. Chilala

**Director**

**Examinations Council of Zambia**

OFFICE OF THE AUDITOR GENERAL

INDEPENDENT AUDITOR'S REPORT

STAND NO.7951  
HAILE SELASSIE AVENUE,  
LONGACRES  
P.O BOX 50071  
LUSAKA, ZAMBIA  
E-mail: [auditor@ago.gov.zm](mailto:auditor@ago.gov.zm)  
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To the Council – Examinations Council of Zambia

**Report on the Audit of the Financial Statements**

**Opinion**

I have audited the financial statements of the Examinations Council of Zambia, which comprise the statement of financial position as at 31<sup>st</sup> December 2018, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies as set out on pages 6 to 22.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Council as at 31<sup>st</sup> December 2018, and of its financial performance and its cash flows for the year then ended in accordance with International Public Sector Accounting Standards (IPSASs) Accrual Basis of Accounting and the Examinations Council of Zambia Act No. 15 of 1983.

**Basis for Opinion**

I conducted my audit in accordance with International Standards for Supreme Audit Institutions (ISSAIs). My responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of my report. I am independent of the Examinations Council of Zambia in accordance with the International Organisation for Supreme Audit Institutions (INTOSAI) Code of Ethics together with the ethical requirements that are relevant to my audit of the financial statements in Zambia, and I have fulfilled my other ethical responsibilities in accordance with these requirements and the INTOSAI Code of Ethics. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

**Emphasis of Matter Paragraph**

I draw attention to Note 17 in the financial statements which indicates that the Council had a deficit of K26,843,025 in the year ended 31<sup>st</sup> December 2018 (2017: K12,775,654) and as of that date, the Council's total liabilities exceeded its total assets by K61,059,127 (2017: K34,216,102)

As stated in Note 17, these conditions indicate that a material uncertainty exists that may cast significant doubt on the Council's ability to continue as a going concern. My opinion is not modified in respect of this matter.

## **Responsibilities of Management and Those Charged with Governance for the Financial Statements**

Management is responsible for the preparation and fair presentation of the financial statements in accordance with International Public Sector Accounting Standards (IPSASs) Accrual Basis of Accounting and the Examinations Council of Zambia Act No.15 of 1983, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Examinations Council of Zambia's ability to continue as a going concern and using the going concern basis of accounting unless management either intends to liquidate the Council or cease operations or has no realistic alternative but to do so. Those charged with governance are responsible for overseeing the Council's financial reporting process.

### **Auditor's Responsibilities for the Audit of the Financial Statements**

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISSAIs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISSAIs, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls.
- Obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Council's internal controls.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Examinations Council of Zambia's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Examinations Council of Zambia to cease to continue as a going concern.



- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal controls that I identify during my audit. I also provide those charged with governance with a Statement that I have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on my independence, and where applicable, related safeguards.

#### **Report on Other Legal and Regulatory Requirements**

In my Opinion, the Financial Statements of the Examinations Council of Zambia as at 31<sup>st</sup> December, 2018, have been properly prepared in accordance with Examinations Council of Zambia Act No.15 of 1983.



**Dr. Dick Chellah Sicheombe**  
**AUDITOR GENERAL**  
**OFFICE OF THE AUDITOR GENERAL**

**DATE : 17<sup>th</sup> April, 2020**

## EXAMINATIONS COUNCIL OF ZAMBIA

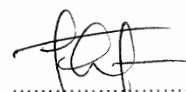
### Statement of Comprehensive Income For the year ended 31<sup>st</sup> December 2018

Income	Note	2018 K	2017 K
Grants From GRZ	3	62,599,575	73,061,931
Examination Fees	4	105,083,010	94,784,927
Council Services	5	7,973,986	7,116,674
Other Income	6	6,962,585	5,467,221
Donor Support	7	3,435,940	445,265
Total Income		<b>186,055,096</b>	<b>180,876,018</b>
<b>Operating Expenses</b>			
Professional Services & Preparation of Examinations	8	140,263,013	115,406,132
Management of Examinations	9	26,315,718	31,079,919
Personal Emoluments	10	39,836,505	46,691,834
National Assessment	11	3,188,938	473,787
Zambia Education Enhancement Project	12	3,293,947	-
Total Operating Expenses		<b>212,898,121</b>	<b>193,651,672</b>
Operating Deficit		<b>(26,843,025)</b>	<b>(12,775,654)</b>

These financial statements were approved by the Examinations Council of Zambia on 27<sup>th</sup> March 2020 and signed on its behalf by:



Prof. Frank P. Tailoka  
Chairperson  
Examinations Council of Zambia



Dr. Michael M. Chilala  
Director  
Examinations Council of Zambia

(The notes on pages 10 to 22 form part of the financial statements)

## EXAMINATIONS COUNCIL OF ZAMBIA

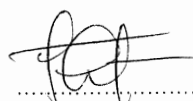
### Statement of Financial Position As at 31<sup>st</sup> December 2018

	Note	2018 K	2017 K
<b>ASSETS EMPLOYED</b>			
<b>Non - current Assets</b>			
Property, Plant & Equipment	13	46,531,421	48,667,352
<b>Current Assets</b>			
Accounts Receivables	14	24,440,047	22,460,268
Inventories	15	1,427,798	1,614,601
Cash and Bank	16	14,356,748	5,883,626
		<u>40,224,593</u>	<u>29,958,495</u>
<b>Total Assets</b>		<b><u>86,756,014</u></b>	<b><u>78,625,847</u></b>
<b>Accumulated Funds &amp; Liabilities</b>			
Total Accumulated Funds	17	(61,059,127)	(34,216,102)
<b>Current Liabilities</b>			
Accounts Payable	18	58,426,572	43,994,104
Accrued Expenses	19	52,852,168	52,098,360
Employee Benefits Provisions	20	4,296,877	2,643,397
Deferred Income	21	32,239,524	14,106,088
Total Current Liabilities		<u>147,815,141</u>	<u>112,841,949</u>
<b>Total Accumulated Funds &amp; Liabilities</b>		<b><u>86,756,014</u></b>	<b><u>78,625,847</u></b>

These financial statements were approved by the Examinations Council of Zambia on <sup>27<sup>th</sup> March 2020</sup> and signed on its behalf by;



Prof. Frank P. Tailoka  
Chairperson  
Examinations Council of Zambia



Dr. Michael M. Chilala  
Director  
Examinations Council of Zambia

(The notes on pages 10 to 22 form part of the financial statements)

## EXAMINATIONS COUNCIL OF ZAMBIA

### Statement of Changes in Equity As at 31<sup>st</sup> December 2018

	Note	Accumulated Fund K
<b>Year ended 31<sup>st</sup> December 2017</b>		
At the start of the year		(45,005,262)
Deficit for the year ended 31 <sup>st</sup> December 2017		(12,775,654)
Revaluation Surplus		<u>23,564,814</u>
<b>Balance as at 31<sup>st</sup> December 2017</b>		<b><u>(34,216,102)</u></b>
<b>Year ended 31<sup>st</sup> December 2018</b>		
At the start of the year		(34,216,102)
Deficit for the year ended 31 <sup>st</sup> December 2018		<u>(26,843,025)</u>
<b>Balance as at 31<sup>st</sup> December 2018</b>	<b>17</b>	<b><u>(61,059,127)</u></b>

## EXAMINATIONS COUNCIL OF ZAMBIA

### Statement of Cash Flows For the year ended 31<sup>st</sup> December 2018

	Note	2018 K	2017 K
Net cash inflow from operating activities:			
Deficit		(26,843,025)	(12,775,654)
Depreciation	13	4,457,127	5,073,036
Profit from Disposal of assets		(18,750)	-
<b>Net Income from operations</b>		<b>(22,404,648)</b>	<b>(7,702,618)</b>
Increase in Debtors		(1,979,779)	(4,823,168)
Decrease (Increase) in Inventory		186,803	(469,652)
Increase in Creditors		34,973,192	292,963
<b>Cash Generated from operations</b>		<b><u>10,775,568</u></b>	<b><u>(12,702,475)</u></b>
<b>Cash flow from investing activities:</b>			
Acquisition of non-current assets	13	(2,586,846)	(3,249,376)
Proceeds from sale of assets		284,400	-
		<b><u>(2,302,446)</u></b>	<b><u>(3,249,376)</u></b>
Increase / ( Decrease ) in Cash		8,473,122	(15,951,851)
Cash and Cash equivalents at the beginning of the year		5,883,626	21,835,477
Cash and Cash equivalents at the end of the year	16	<b><u>14,356,748</u></b>	<b><u>5,883,626</u></b>

*(The notes on pages 10 to 22 form part of the financial statements)*

## EXAMINATIONS COUNCIL OF ZAMBIA

### Notes to the Financial Statements

#### 1. Regulatory Framework and Principal Activities

The Examinations Council of Zambia (ECZ) was established by an Act of Parliament No. 15 of 1983. The main functions of the Examinations Council of Zambia are to conduct examinations for Grade 7(Primary School), Grade 9 (Junior Secondary School), Grade 12 or School Certificate and GCE (General Certificate of Education) and Primary Teacher Training.

#### 2. Significant Accounting Policies

##### 2.1 Accounting Conversion

The significant accounting policies adopted in the preparation of these financial statements which have been prepared in conformity with International Public Sector Accounting Standards Accrual Basis of Accounting are:

**a) Basis of preparation of financial statements**

The financial statements have been prepared on the basis of historical cost convention.

**b) Functional and Presentation Currency**

The financial statements are expressed in the Zambian Kwacha (ZMW)

**c) Depreciation**

Depreciation is charged on non-current assets during the year and is calculated on the reducing balance method at the following rates:

Leasehold Property and Buildings	2.5%
Office Equipment	20%
Furniture and Fittings	20%
Computers	25%
Equipment	25%
Motor Vehicles	25%
Plant and Equipment	25%
Library Books	25%

## EXAMINATIONS COUNCIL OF ZAMBIA

### 2.2 International Public Sector Accounting Standards (IPSAS)

As a Public Sector Entity, the Examinations Council of Zambia has adopted the IPSAS Accrual Basis of accounting.

### 3. Grants from GRZ

The funds listed below were received from the Government of the Republic of Zambia as approved in the 2018 budget;

Month	Operations K	Examinations K	Total 2018 K	Total 2017 K
January	-	-	-	1,294,163
February	1,299,443	-	1,299,443	1,294,163
March	1,299,443	-	1,299,443	16,294,164
April	1,299,443	-	1,299,443	1,294,164
May	1,299,443	-	1,299,443	1,294,164
June	1,299,443	-	1,299,443	1,294,164
July	1,299,443	13,000,000	14,299,443	16,294,164
August	-	-	-	1,294,164
September	1,299,443	17,000,000	18,299,443	1,294,164
October	1,299,443	-	1,299,443	18,826,129
November	1,299,443	-	1,299,443	1,294,164
December	1,299,443	19,605,145	20,904,588	11,294,164
	<b>12,994,430</b>	<b>49,605,145</b>	<b>62,599,575</b>	<b>73,061,931</b>

## EXAMINATIONS COUNCIL OF ZAMBIA

	<b>2018</b>	<b>2017</b>
	<b>K</b>	<b>K</b>
<b>4. Examination Fees</b>		
Grade 12	24,005,802	26,886,656
General Certificate Examination (GCE)	48,245,663	47,582,295
GCE O & A Levels Exams / Handling fees (London)	-	55,955
Teacher Education Examinations	11,804,330	15,380,393
Grade 9 Internal	1,403,905	1,712,673
Grade 9 External	19,536,310	3,166,955
Grade 7	87,000	-
	<b>105,083,010</b>	<b>94,784,927</b>
<b>5. Council Services</b>		
Replacement of Statement of Results / Combination	3,734,987	2,964,928
Replacement of Certificates	895,022	909,528
Certification of Certificates	2,544,689	2,767,734
Under protest fees	40,698	40,279
Verification of foreign qualifications	757,590	434,205
Handling of Degrees fees	1,000	-
	<b>7,973,986</b>	<b>7,116,674</b>
<b>6. Other Income</b>		
Interest on bank balances	258,934	372,680
Centre Fees from Private Schools	3,200,300	3,233,100
Revenue from SMS Services	2,884,360	1,134,426
Sundry Income	526,691	227,194
Profit from disposal of Assets	18,750	-
Interest on staff loans	73,550	80,416
Exchange Gain	-	419,405
	<b>6,962,585</b>	<b>5,467,221</b>
<b>7. Donor Support</b>		
National Survey Preparation - Grade 5 (UNICEF)	-	320,320
GRZ/Donor Support	3,435,940	-
CAMFED	-	124,945
	<b>3,435,940</b>	<b>445,265</b>



## EXAMINATIONS COUNCIL OF ZAMBIA

### 8. Professional Services & Preparation of Examinations

	2018	2017
	K	K
Grade 7 Exam Expenses	12,149,200	10,895,149
Grade 9 Internal Exam Expenses	50,510,433	31,636,403
Grade 9 External Exam Expenses	7,351,347	1,024,113
Grade 12 Exam Expenses	36,967,189	37,403,125
GCE Exam Expenses	15,354,950	14,942,136
Teacher Education Expenses	6,024,327	6,840,483
Research & Test Development	4,468,535	2,402,651
Travel and Subsistence	7,437,032	10,262,072
<b>Total</b>	<b>140,263,013</b>	<b>115,406,132</b>

**EXAMINATIONS COUNCIL OF ZAMBIA**

	<b>2018</b>	<b>2017</b>
	<b>K</b>	<b>K</b>
<b>9. Management of Examinations</b>		
Advertising & Publications	376,715	499,249
Bank Charges	1,205,675	1,105,502
Book & Periodicals	222,275	101,151
Building Maintenance	171,477	136,906
Cleaning Material/Services	192,363	183,692
Council and Committee Exp	1,703,502	3,251,545
Corporate Affairs	362,008	304,974
Courier and Postage	14,511	-
Depreciation	4,457,200	5,073,036
Electricity and Water	289,609	200,231
External Audit Expenses	259,469	838,265
Finance and Accounts	459,241	653,229
Foreign Exchange Loss*	2,070,883	-
Funeral Expenses	9,500	6,098
Group Life Assurance	697,767	715,843
Group Personal Accident	58,547	48,561
Insurance	390,995	228,955
Internal Audit Expenses	309,903	314,312
IT Spares & Consumables	326,294	466,880
Kitwe Service Centre Expenses	350,367	521,081
Legal Fees & Consultancy Fees	701,462	312,212
Lusaka Service Centre	31,788	102,219
Mongu Service Centre	423,944	-
Medical Expenses	1,728,653	1,282,997

## EXAMINATIONS COUNCIL OF ZAMBIA

	2018 K	2017 K
Motor Vehicle Maintenance	538,430	883,823
Motor Vehicle Fuel & Lubricants	2,218,154	2,127,716
Office Equipment Maintenance & Tools	49,469	44,791
Office stationery	1,098,141	775,347
Official Entertainment	142,767	-
Other Costs	379,726	306,233
Procurement Expenses	849,713	1,066,585
Professional Membership/ Subscriptions	110,560	112,209
Protective Clothing	172,477	1,839
Recruitment	510,758	498,085
Security Charges	22,806	30,014
Software Maintenance	277,808	1,598,871
Staff Training and Development	466,129	242,715
Staff Welfare / Leave Benefits	120,686	2,681,450
Telephone, Fax & Internet	732,949	656,026
Terminal Benefits / Gratuity	816,252	2,409,372
Workshops & Conferences	782,324	446,259
	<b>26,315,718</b>	<b>31,079,919</b>

\*The foreign exchange loss is a net of losses and gains arising from transactions in foreign denominated currencies. The main contributing factor was payments for the printing of examination question papers.

## EXAMINATIONS COUNCIL OF ZAMBIA

<b>10. Personal Emoluments</b>	<b>2018</b>	<b>2017</b>
	<b>K</b>	<b>K</b>
Salaries	39,415,406	46,403,889
Wages	421,099	287,945
	<b>39,836,505</b>	<b>46,691,834</b>

## 11. National Assessment

The National Assessment Programme (NAS) is an inbuilt instrument that started in 1998. The purpose of the instrument is to monitor the progress made in the provision of education in Zambia. The Ministry of General Education has undertaken to assess the performance of the education system as a whole and in particular learning achievement among learners every two years. The Examinations Council of Zambia is the implementing agency. The purpose of the NAS Programme is to provide empirical evidence on the learning achievement levels and how they are changing over time, in relation to the education inputs and processes. At Primary school (Grade 5) level, eight (8) surveys have been conducted, while two surveys have been conducted at Junior Secondary School (Grade 9) level with high quality reports produced as part of dissemination materials.

	<b>2018</b>	<b>2017</b>
	<b>K</b>	<b>K</b>
Dissemination & Data Collection	190,393	76,606
Accommodation (Board & Lodging)	275,498	-
Printing & Stationery	418,366	3,907
Report Writing / Validation Report	-	275,874
Item Writing	39,203	-
Travel & Subsistence	2,265,478	117,400
	<b>3,188,938</b>	<b>473,787</b>

## EXAMINATIONS COUNCIL OF ZAMBIA

### 12. Zambia Education Enhancement Project

The Zambia Education Enhancement Project started in 2016 and it is funded by the World Bank through the Ministry of General Education. The objectives of the project are to improve the quality of teaching and learning in mathematics and science in targeted primary and secondary schools to increase equitable access to education. In 2018, ECZ was engaged to carry out a baseline survey for the Ministry of General Education.

	2018 K	2017 K
Sub Allowances	2,373,250	-
Hotel Accommodation (Board & Lodging)	140,874	-
Printing & Stationery	82,235	-
Fuel & lubricants	697,588	-
	<u>3,293,947</u>	<u>-</u>

EXAMINATIONS COUNCIL OF ZAMBIA  
13. Non-Current Assets Schedule

	Motor Vehicles	Office Equipment	Furniture & Fittings	Computers	Plant & Machinery	Library Books & Buildings	Leasehold	TOTALS
COST/REVALUATION	K	K	K	K	K	K	K	K
As at 01.01.2018	15,921,135	1,423,812	4,250,376	8,859,704	402,324	30,523	38,057,148	68,945,022
Additions for the Year	1,422,822	664,662	171,630	219,787	-	-	107,945	2,586,846
Disposal for the Year	(542,456)	-	-	-	-	-	-	(542,456)
As at 31.12.2018	<b>16,801,501</b>	<b>2,088,474</b>	<b>4,422,006</b>	<b>9,079,491</b>	<b>402,324</b>	<b>30,523</b>	<b>38,165,093</b>	<b>70,989,412</b>
<b>DEPRECIATION</b>								
As at 01.01.2018	8,506,705	920,710	2,055,102	3,981,836	153,276	17,143	4,642,898	20,277,670
Charge for the year	1,866,421	152,469	419,870	1,130,453	56,664	3,044	828,206	4,457,127
Disposal for the Year	(276,806)	-	-	-	-	-	-	(276,806)
As at 31.12.2018	<b>10,096,320</b>	<b>1,073,179</b>	<b>2,474,972</b>	<b>5,112,289</b>	<b>209,940</b>	<b>20,187</b>	<b>5,471,104</b>	<b>24,457,991</b>
<b>Net Book Value</b>								
As at 31.12.2018	<b>6,705,181</b>	<b>1,015,295</b>	<b>1,947,034</b>	<b>3,967,202</b>	<b>192,384</b>	<b>10,336</b>	<b>32,693,989</b>	<b>46,531,421</b>
As at 31.12.2017	<b>7,414,430</b>	<b>503,102</b>	<b>2,195,274</b>	<b>4,877,869</b>	<b>249,048</b>	<b>13,380</b>	<b>33,414,250</b>	<b>48,667,352</b>

## EXAMINATIONS COUNCIL OF ZAMBIA

	<b>2018</b>	<b>2017</b>
	<b>K</b>	<b>K</b>
<b>14. Accounts Receivable</b>		
Salary Advance	324,666	314,293
Staff Imprest	928,214	1,039,564
Staff Loans	4,473,885	3,641,288
Prepayments	25,910	17,618
Rent Security Deposit	21,500	21,500
Trade Debtors	6,138,277	3,407,002
Provincial Education Office (PEO)*	12,527,595	14,019,003
	<u>24,440,047</u>	<u>22,460,268</u>

\*The PEO's were funded to mark examination scripts at Grades 9, 12 and GCE in their respective provinces.

## 15. Inventories

Value of stock as at 31 <sup>st</sup> December 2018	<u>1,427,798</u>	<u>1,614,601</u>
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## EXAMINATIONS COUNCIL OF ZAMBIA

### 16. Cash and Bank Balances

	2018	2017
	K	K
BBZ 17-'4929858	4,192	768,043
CAVMONT 800000454685	157,466	19,695
FINANCE BANK 0060820365008	909,214	599,387
FINANCE BANK - MAIN'0065810357008	538,497	229,786
INVESTRUST-010710050651016	290,997	195,738
INVESTRUST - MAIN110110050651025	197,731	39,692
NATSAVE 2100123994901	479,848	188,528
INDO-ZAMBIA	91,272	64,422
ZANACO 1905593300152	1,911,515	1,105,848
ZANACO Dollar 0459	118,375	98,277
ZANACO FOREX0306790300196	197,220	164,304
ZANACO AEAA 0306958300358	18,204	418,212
ZANACO 0306426300222	42,620	42,334
ZANACO 0306958300156	1,006,979	797,908
ZANACO 0306426300121	7,298,286	493,205
ZANACO 0020884300161	132,732	33,842
ZANACO 0243871300114	29,385	29,985
ZANACO 1934313300127	312,276	407,012
ZANACO 0306426300323	310,159	136,472
ZANACO 0243871300215	23,953	23,426
ZANACO 0306426300424	151,924	-
ZANACO 0306426300929	128,517	17,726
PETTY CASH (ECZ HQ)	5,349	6,099
PETTY CASH (KITWE SERVICE CENTRE)	37	3,685
<b>TOTAL</b>	<b>14,356,748</b>	<b>5,883,626</b>



## EXAMINATIONS COUNCIL OF ZAMBIA

### 17. Total Accumulated Funds

	2018	2017
	K	K
At the start of the year	(34,216,102)	(45,005,262)
Surplus/ (Deficit) for the year ended 31 December	(26,843,025)	(12,775,654)
Revaluation Surplus	-	23,564,814
<b>Balance as at end of the year</b>	<b>(61,059,127)</b>	<b>(34,216,102)</b>

The Council had a deficit of K26,843,025 in the year ended 31<sup>st</sup> December 2018 (2017: K12,775,654) and as of that date, the Council's total liabilities exceeded its total assets by K61,059,127 (2017: K34,216,102).

These conditions indicate that a material uncertainty exists that may cast significant doubt on the Council's ability to continue as a going concern. However, the Government of the Republic of Zambia through the Ministry of General Education has been supporting the Council and this support is expected to continue into the foreseeable future. In the light of this support, the financial statements are prepared on the basis of accounting policies applicable to a going concern.

### 18. Accounts Payables

Trade Payables	40,641,183	26,568,646
Sundry Creditors	2,777,461	2,459,571
Payroll Payables	2,520,113	761,722
Tax Payable	1,370,815	1,087,165
ECZ Pension Trust Scheme	11,117,000	13,117,000
	<b>58,426,572</b>	<b>43,994,104</b>

## EXAMINATIONS COUNCIL OF ZAMBIA

	2018	2017
19. Accrued Expenses	K	K
Grade 7 Expenses	1,941,630	1,333,717
Grade 9 Internal Expenses	19,742,518	23,712,891
Grade 9 External Expenses	1,755,432	72,638
Grade 12 Expenses	22,745,993	18,902,369
G C E Expenses	5,629,925	5,603,349
Teacher Education Expenses	984,831	1,781,250
Council Operations Expenses	51,839	398,070
ZRA Tax	-	294,076
	<b>52,852,168</b>	<b>52,098,360</b>

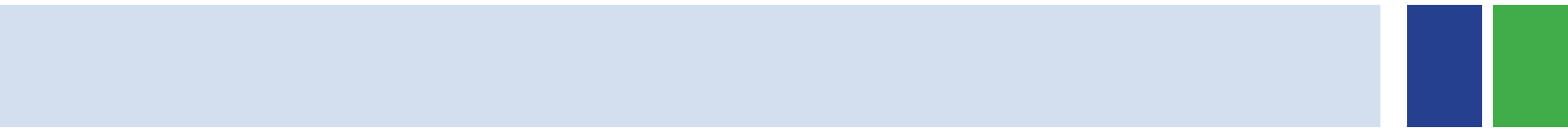
## 20. Employee Benefits Provisions

Leave Days Provisions	3,382,077	1,971,622
Gratuity Provisions	914,800	671,775
	<b>4,296,877</b>	<b>2,643,397</b>

## 21. Deferred Income

The registration of candidates for the following year's examinations starts in October of the previous year. With ECZ having adopted IPSAS, the income for 2019 received in 2018 has been deferred as below:

Grade 12	20,980,515	5,520,759
GCE	9,811,044	8,493,379
Grade 9 Internal	627,030	82,610
Grade 9 External	799,900	440
Grade 7	3,635	6,500
Centre Renewal Fees	17,400	2,400
	<b>32,239,524</b>	<b>14,106,088</b>





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