



# ECZ

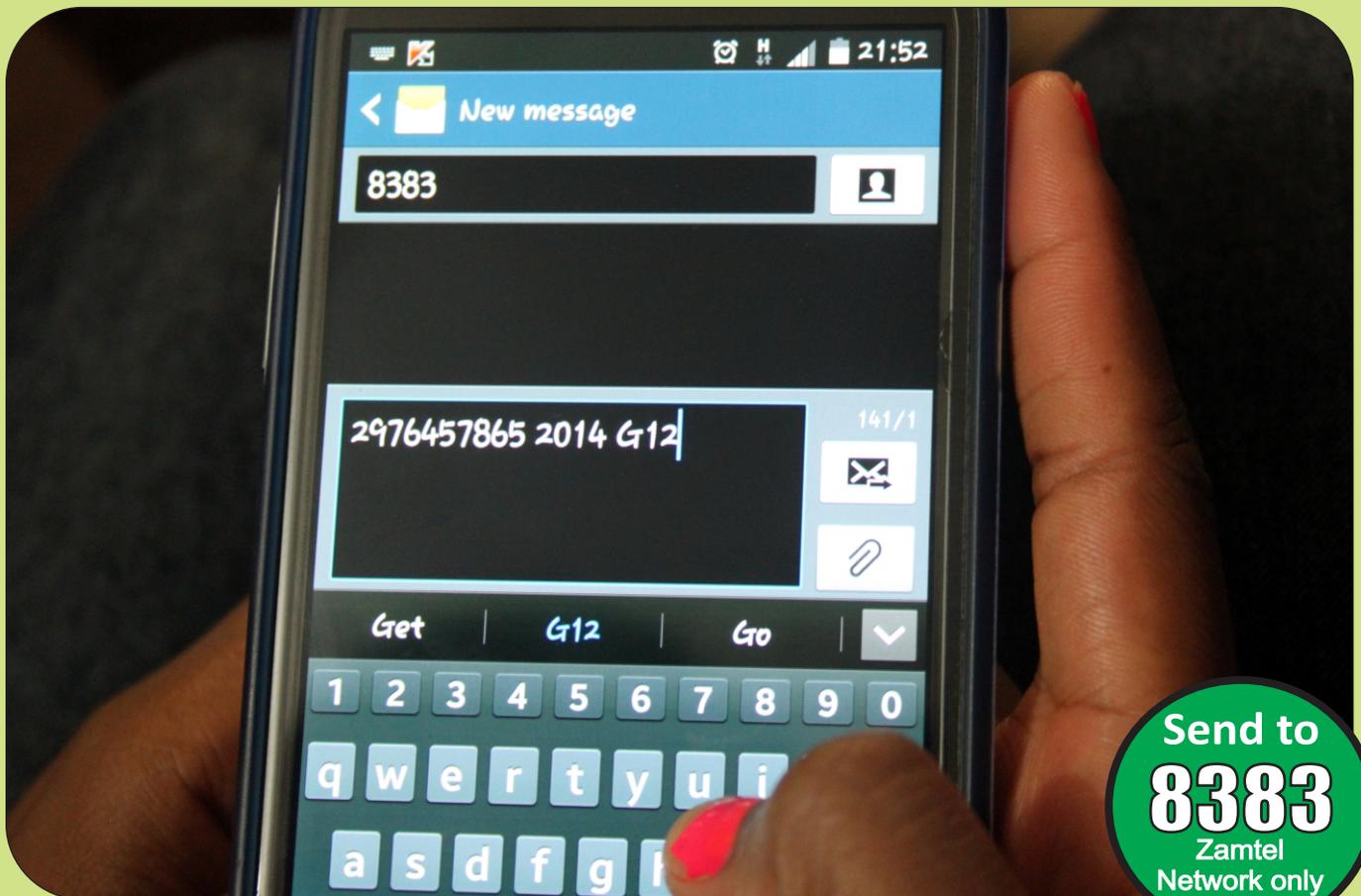
## IN PERSPECTIVE

*News about the Examinations Council of Zambia*

Issue No. 4

January to June 2014

### ECZ UNVEILS SMS RESULTS RELEASE SYSTEM



#### Inside Issue



- ECZ launches the Accumulation of GCE Certificates
- Zambia Launches PISA for Development Initiative
- Professor Banda commends ECZ for a spirited fight against exam leakages
- Soccer team finds its winning formula



The Examinations Council of Zambia (ECZ) was established in 1983 under an Act of Parliament, Chapter 137 of the Laws of Zambia, with a mandate to set and conduct examinations and award certificates to successful candidates. Before enactment, the Ministry of Education and Culture, under the Examinations Section used to conduct the examinations. The full launch and operationalisation of the ECZ begun in 1987 as a semi-autonomous public institution (parastatal).

### **VISION STATEMENT**

To be a highly automated and efficient assessment organisation.

### **MISSION STATEMENT**

To provide an effective and efficient assessment system which is reflective of the competencies of learners.

### **GUIDING PRINCIPLES**

Integrity  
Competence  
Effectiveness  
Team work  
Information Stewardship  
Fairness  
Good Governance

### **EDITORIAL TEAM**

**Mr Daniel Chapi**- Chairperson  
**Mr Ronald M. Tembo** - Secretary  
**Mrs Charity M. Kombe** - Member  
**Ms Mamunye S. Njekwa** - Member  
**Mr Andrew Matiya** - Member

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## Published By

Examinations Council of Zambia, Haile Selassie Avenue,  
Longacres, P.O. Box 50432, Lusaka, Zambia.

**Tel:** +260 211 252544, +260 211 252588, +260 211  
254629, +260 211 226464

**Fax:** +260 211 253690

**E-mail:** [info@exams-council.org.zm](mailto:info@exams-council.org.zm)

**Website:** [www.exams-council.org.zm](http://www.exams-council.org.zm)

**Facebook:** [www.facebook.com/examsCouncilZambia](http://www.facebook.com/examsCouncilZambia)

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# Editorial

Dear readers,

The Examinations Council of Zambia (ECZ) has scored tremendous progress in embracing Information Communication Technology (ICTs) in order to provide quality assessments and certification systems that meets international credibility and standards. In this light, the ECZ is moving in tandem with the wind of ICTs to deliver and exceed the customer expectations of the Zambian people.

As an examining board, we have continued to be more creative and innovative as we execute our obligations. The articles contained in this edition are tailored towards showcasing the various innovations the ECZ has been undertaking in the recent past. The innovations being undertaken are driven by the quest to meet not only public expectations but also to provide quality ECZ products and Services through user-friendly business practices as our clients access various Council services.

The structure of the magazine has slightly been modified to make it more educative and informative. We have the feature stories, Innovations, News on ECZ published articles in the newspapers, items on Conferences and Benchmarking, Staff Welfare and Capacity Building. Other sections are on Test Development and Examination Administration, Research and Practice Reports, your Questions Answered, Inspiration and Motivation as well as Sports.

In this edition, we have showcased the introduction of the Short Message Service (SMS) Results Release System (SRRS) which now accords candidates to access examination results via SMS using their mobile phones. The service accords notification to candidates on their examination results and is currently available to Zamtel subscribers only. However, negotiations with other Mobile Service Providers are still going on to ensure that in the near future, candidates will access the results on all networks. The story on the SRRS makes the lead story for our publication.

Worth noting is the article on the introduction of the Accumulation of General Certificate of Education (GCE) Certificates. The articles on this issue have been grouped together as they make a complete story.

It is our considered view that one of the most effective way to learn more about the ECZ is to read every edition of the magazine. It is our sincere hope that you will find this edition very educative and informative.

Ronald M. Tembo  
Corporate Affairs Officer  
Examinations Council of Zambia

# MESSAGE FROM THE DIRECTOR

## Embracing ICTs to improve service delivery

During the period (January to June 2014) under review, we dreamt and achieved having all 2013 examination results ready by end of January 2014; closed all district accounts saving ECZ thousands of kwachas we would have spent in maintenance and transactional costs; automated a good portion of our accounts and procurement processes to enhance controls and efficiency, and introduced the access to results via Short Message Service (SMS) for the first time in Zambia.

We also set ourselves to participate in Labour Day and other International Women's day celebrations, we have done it and I should say we looked colourful and wonderful in our attire, thanks to the organisers. We decided to reduce the waiting time and enhance the quality of our various services to the public, we made tremendous progress.

We promised to improve the conditions of services for our examiners and setters, we did it. We ran a successful first ever Mid-year (June) GCE Examination and are poised to release the results by end of July. We promised to fight examination malpractices; we are in the battlefield as evidenced by the recently introduced leakage free June 2014 examination.

We successfully organised the 2013 Examinations Performance Review meeting and additional presentations of our 2013 examination performance analysis to UNICEF, World Bank and USAID.

At international level, we successfully launched our participation in the Programme for International Student Assessment (PISA) for Development, participated at the Southern African Association for Educational Assessment



*Mr Michael M. Chilala*  
*ECZ Director*

(SAAEA) and the Russian Education Aid for Development (READ) Global Conference.

We have developed electronic systems for accumulation of Grade 9 Statements and GCE Certificates, the query resolution portal that will allow our clients to raise and monitor our resolution of their queries from where they are, online registration of candidates to be piloted at Grade 7 level by end of this year and acquired scanning equipment that will enable us instantly verify certificates saving our clients a lot of valuable time.

We have put ourselves on high alert for the usual October/November national examinations. We have heightened our attention towards the opening of the ECZ Service Centre and successful hosting of the annual conference of the Association for Educational Assessment in Africa (AEAA). We must at the end of the year 2014 look back and tell ourselves that we successfully implemented all our projects. It is said that 'a nest is the best place to be hatched, but not to fly.'

We wish to encourage our stakeholders to continue sharing with us the benefits from our collective achievements and opportunities for continued growth for the good of our country.

# ECZ unveils SMS Results Release System

By Ronald M. Tembo

The ECZ, in partnership with Zamtel, has launched a system where candidates who sat for the 2013 Grade seven, nine, twelve and teacher education examinations can instantly access their results by typing the full 10 digit examination number, examination year, examination grade and then sending the details to 8383. The cost for accessing the results is K4 and the service is currently available to Zamtel subscribers only.

Negotiations with MTN and Airtel are still going on and the ECZ is hoping that soon the Memorandum of Understanding (MOU) with these mobile service providers will be signed so that candidates can access the results on all the networks.

Various stakeholders have commended ECZ for introducing the Short Message Service (SMS) Results Release System (SRRS) which enables candidates to access examination results via SMS using their mobile phones.

A survey on the social media revealed that most of our fans were happy with the innovation as they were able to know their examination results in the comfort of their homes using their mobile phones.

Jaynaitwa Bie Katebe- a fan of the ECZ facebook page expressed gratitude to ECZ for this innovation.

“Whoever is in the Information Technology (IT) Department is doing such a great job and the one responsible for accepting such projects even better! Wow, am getting impressed by ECZ each time I check your wall! This is the innovation we need! Thank you for having such open- minded leadership,” Katebe stated.

As an institution, we pledge to continue implementing initiatives which will not only improve the way we administer examinations but also provide the best Council services. We take extra pride in providing the best service to members of the public whom we continue to serve.

Over the years, the ECZ has endeavoured to move in tandem with the wind of change in so fact as Information Communication Technology (ICTs) is concerned.



Through various IT related solutions, the Council strives to be a highly automated and efficient assessment organisation whose qualifications have earned international standards and credibility.

Through a broad based consultative process with key stakeholders in the Ministry of Education, Science, Vocational Training and Early Education (MoESVTEE), the ECZ in partnership with Zamtel launched a Short Message Service (SMS) Results Release System (SRRS) where candidates who sat for the examination can access results using their mobile phones.

The results currently available on the system are for the 2013 Grade seven, nine and 12 examination sessions. It therefore means that only candidates who sat for the 2013 examination can access the results using their mobile phones.

The ECZ decided to introduce the exercise to enable candidates have ample time to register if they needed to rewrite some subjects.

This is a good development as members of the public can now access their results using their mobile phones before collecting their original results transcripts from their respective examination centres.

For the candidate to access the results, they need to open the message pad on the mobile phone, then type the full 10 digit examination number and leave a space, examination year, examination grade and send to 8383.

Members of the public with queries regarding the service, are encouraged to call 8383, a toll free line or email [info@exams-council.org.zm](mailto:info@exams-council.org.zm) or visit the facebook page and website.

Cont. on next page

It should be underscored that at the moment only 2013 results are being accessed on mobile phones but the ECZ was on course to consider signing Memorandum of Understanding (MOUs) with other Mobile Service Providers such as MTN and Airtel. We are optimistic that candidates will access the results on all the networks in the near future. The ECZ embarked on the SRRS Project in March 2013 and the implementation process this year so far proved efficient and worthwhile.

Arising from the launch of this initiative, there has been media reports alleging that some schools/examination centres would lose revenue as candidates who owe them money in terms of school fees would access results the using the SMS system. The reports allege that such candidates would not collect the official transcripts from their schools as they would have known the results.

Perhaps, we need to share some insights on this particular aspect. Prior to the launch of the SMS Results Release System, the ECZ held a series of consultative meetings with key educational stakeholders and all the Provincial Education Officers. The ECZ requested the PEOs to write to schools to inform them about this SMS system.

It was further resolved during the meetings that those schools with candidates who still owe them certain amounts of money, should write to the ECZ through the office of the PEOs. This approach was meant to restrict access of results by SMS for such candidates who owe the school/examination centre. We note in the previous examination session that there was no examination centre that had official written to authorise the ECZ restrict access to candidates.

Media monitoring revealed that some school managers and members of the public had expressed misgivings with the launch of the initiative. However, the truth of the matter is that the system only provides notification of results to the candidates. We would also like to underscore that the results accessed by the candidates are not official results and cannot be used at anytime to apply for employment or gain admission to school, college or university.

One thing for sure is that there is no need for school managers or members of the general public to worry about or condemn the SRRS because it was simply a way of notifying the candidates about their results. The candidates shall be required in accordance with the examination rules and regulations, to collect the official examination transcripts from their respective examination centres and consequently make the payments that may be required.

As the ECZ releases results in future, it shall communicate with the schools through the PEOs to ensure that if there are candidates who were owing the examination centre, the ECZ can be accorded permission to restrict (their) access of results by SMS.

Perhaps, the question one would ask is that what causes other candidates not to access the results using the system? Firstly, there is a prescribed procedure of what needs to be done to access results. The procedure is such that the candidate is required to open the message pad on the mobile phone, then type the full 10 digit examination number and leave a space, examination year, examination grade and send to 8383. If this procedure is not followed, results will not be accessed. It is important to have enough talk time in the mobile phone as any successful transmission of the results costs ZMW4.

Secondly, the candidates cannot access results if they have written our examination as illegal candidates. An illegal candidate is a candidate who is totally not registered for the examination. The candidate's details are nowhere in the ECZ database. Such candidates cannot access the results on our system.

Thirdly, candidates cannot access the results using the SRRS if they write the examination as underprotest candidates. An under protest candidate is a candidate who is duly registered for the examination but at the time of examination they write an additional subject. In short, the candidate is writing a subject that they did register for. The error or omission mostly is caused by the examination centre at the time of registration. In such instances, results are only released after paying penalty fees for writing a subject the candidate never registered for.

Lastly but not the least, a candidate cannot access the results on our system if they are suspected to have been involved in examination malpractices. If there is enough material evidence and the necessary documentation is submitted to the ECZ for screening before the official release of results, the results are withheld until the relevant committee of Council makes a decision whether or not to have the results released.

The recently launched SMS Results Release System is a good initiative that will make one access results in the comfort of their homes. The SRRS is meant to provide a notification for the candidates to make an informed decision even before they decide to collect the official transcript from the examination centre. Going forward, we are appealing to members of the public to follow the prescribed procedure when accessing results on our system. We are further calling upon all the candidates to secure their examination numbers to avoid cases of impropriety.

# ECZ launches the Accumulation of GCE Certificates

By Albert S. Siamunako

The ECZ has started combining General Certificate of Education (GCE) Certificates for different examination sittings into one Accumulated Certificate. All the candidates with two or more GCE Certificates awarded to them by the ECZ are now allowed to combine into one Accumulated Certificate.

It should be noted that there shall be no accumulation of School Certificates (SC) with GCE Certificates. Furthermore, the accumulation shall only be allowed upon attainment of a Credit or better in Five subjects (i.e. Five “O” levels ) through different examination sessions.

A person who attains a School Certificate with Credit or better in less than Five subjects and attains the other Credits or better through GCE examination shall be allowed to accumulate only the subjects passed with Credit or better through GCE.

Regards the accumulation of GCE Certificates, a person who applies for accumulation shall be required to immediately surrender all the GCE Certificates to be accumulated, and be immediately given an accumulated Statement of Results for use before the Accumulation Certificate is issued.

The other rule for accumulation is that an internal Grade 12 candidate who obtains a GCE Certificate after an examination will be allowed to accumulate the attained GCE with other GCE Certificates.

The GCE Certificates can be accumulated regardless of when they were attained provided they were issued by the ECZ. For subjects passed more than once, the ECZ shall get the best grade for accumulation. For accumulation to be done, all names on the Certificates to be accumulated must be exactly the same.

The combination of accumulated GCE Certificates is only provided at ECZ offices in Lusaka. Accumulation of GCE Certificates only costs ZMW 1000. Members of the public are therefore advised to visit the ECZ secretariat for details on this new service.



The combination of GCE Certificates was necessitated due to increased public demand to have the various Certificates consolidated into one. However, there are rules that are governing the combination of GCE certificates. One rule is that only GCE Certificates issued by the ECZ shall be accumulated into one.

*“Only GCE Certificates issued by the Examinations Council of Zambia shall be accumulated into one”*



**Examinations Council of Zambia**

**NOTICE TO THE PUBLIC**

**ACCUMULATION OF GENERAL CERTIFICATE OF  
EDUCATION (G.C.E) CERTIFICATES**

The Examinations Council of Zambia (ECZ) has now started combining GCE Certificates for different examination sittings into one Accumulated Certificate.

The rules for accumulation are as follows;

1. Only General Certificates of Education (G.C.E) Certificates issued by the Examinations Council of Zambia shall be accumulated into one;
2. There shall be no accumulation of School Certificates (SC) with General Certificate of Education (G.C.E) Certificates ;
3. Accumulation shall only be allowed upon attainment of a Credit or better in Five subjects (i.e. Five "O" levels ) through different examination sessions;
4. A person who attains a School Certificate with Credit or better in less than Five subjects and attains the other Credits or better through G.C.E examination shall be allowed to accumulate only the subjects passed at Credit or better through G.C.E;
5. A person who applies for accumulation shall be required to immediately surrender all the G.C.E Certificates to be accumulated, and be immediately given an accumulated Statement of Results for use before the Accumulation Certificate is issued;
6. An internal Grade 12 candidate who obtains a G.C.E Certificate after an examination will be allowed to accumulate the attained G.C.E with other GCE Certificates;
7. G.C.E Certificates can be accumulated regardless of when they were attained provided they were issued by ECZ;
8. For subjects passed more than once, the Examinations Council of Zambia shall get the best grade for accumulation;
9. All names on the Certificates to be accumulated must be exactly the same.

For further clarifications, contact the Examinations Council of Zambia Senior Records Officer on telephone +260 211 252544 or Mobile phone +0977-758132 or Email [info@exams-council.org.zm](mailto:info@exams-council.org.zm). You may also visit our Website at [www.exams-council.org.zm](http://www.exams-council.org.zm) or Facebook page.

Accumulation of GCE Certificates only costs ZMW 1000.

Visit our offices now.

The following news items about the Examinations Council of Zambia were published in the newspapers between January and June 2014;

## Zambians need to appreciate local languages

By Edwin Mbulo in Livingstone  
The Post, Tuesday March 11, 2014

Examinations Council of Zambia Executive Director says Zambians need to appreciate their children being taught in local languages as they carry their cultures.

And Dr Joyce Ndalichako, the Association for Educational Assessment in Africa (AEAA) President says Zambia will host the 32<sup>nd</sup> AEAA annual conference in Livingstone in August, 2014 under the theme, 'Educational Assessment in a Knowledge Society.'

Speaking during a media briefing at the Zambezi Sun Hotel for the AEAA, Chilala said learners perform better when they start with a local language. He said pupils could be instructed in an unfamiliar language later.

"I know that it has generated a lot of debate but it is a continental issue and not necessarily a Zambian issue alone. Jokingly, sometimes we find that our people find it easier to send their children to China to learn Chinese but they wouldn't want to send their children even from one region to learn in that language of that region. We need to learn to appreciate our languages and appreciate ourselves. I think that is the most important thing, language carries the culture," Chilala said.

On examination malpractices, Chilala said leakages become more pronounced when there was vigilance.

"It works in some kind of paradox: When the examination system is more vigilant, then they will curb any kind of examination malpractices, so more of them



ECZ Director - Mr Michael M. Chilala delivering a speech during the media briefing in Livingstone

will be caught and more of them will be announced, but and when the system is not vigilant, they (malpractices) may actually be happening but they won't be known and the media will be happy and announce that there were no malpractices," he said.

Chilala said what must be celebrated was the fact that when more people are caught engaging in examination malpractices, then most of those who have written and gotten qualifications have gotten them genuinely.

And Ndalichako said the AEAA conference shall be the third to be hosted by Zambia and will attract over 500 delegates from Africa and other continents. The conference will look at best practices in combating examination irregularities, qualification harmonisation for regional integration, best practices and experience in soft skills assessment, curriculum and assessment integration, enhanced equity in education assessment, innovations in educational assessment in Africa, using assessment results to improve the quality of teaching and learning applications of ICTs to educational assessment.

## Will GCE invigilators be paid? ECZ Response

Zambia Daily Mail Newspaper  
Readers Forum  
Tuesday, 3<sup>rd</sup> June 2014

The Examinations Council of Zambia wishes to respond to a letter by Esther Lubinda which appeared in the Zambia Daily Mail Newspaper dated 31<sup>st</sup> May 2014 and titled, "Will GCE Invigilators be paid?"

From the outset, we wish to state that the 2014 June General Certificate of Education (GCE) Examination session is being administered in selected schools countrywide. Therefore, we are appealing to all the teachers who have been assigned to supervise the examinations and have queries regarding the payment of invigilators, to consult the Heads of Schools in the approved centres.

We also want to mention that the issue of paying invigilators for any ECZ set examination is the responsibility of the Ministry of Education, Science, Vocational Training and Early Education. All the queries relating to the payment of invigilators should be channelled through the relevant structures in the ministry.

As ECZ, we appreciate the role the invigilators play in ensuring that our examinations are administered effectively. As such, the ECZ will endeavour to provide examinations of high international standards and credibility.

By Ronald M. Tembo  
Information, Education and Communications Specialist  
For/Director  
Examinations Council of Zambia

# ECZ explains access of Results by SMS

The Examinations Council of Zambia says the newly introduced system of accessing examination results by candidates was arrived at after several consultative meeting with stakeholders.



Mr Ronald M. Tembo

In an interview, ECZ Information Education and Communications Specialist Ronald Tembo said the new mode of accessing results called SMS Results Release System (SRRS) was introduced with the aim of embracing technology to help candidates access examination results notification quickly.

“One thing you should realise is that before we launched this system, we had consultative meetings with key educational stakeholders and all the Provincial Education Officers (PEOs). We asked the PEOs to write to schools to inform them about this introduction and during the consultative meetings, we resolved that those schools with candidates who still owe them certain amounts should write to us through the office of the PEOs so that we can restrict access of results by SMS for such candidates. But upto now no school has written to us,” he said.

Tembo said there was no need for school managers to worry about or condemn the SRRS because it was simply a way of notifying the candidates about their results and they would still be required to get the official examination transcripts from their respective schools and consequently make the payments that may be required.

“I am sure next year as we release results, we will communicate to the schools through the PEOs, that if there are candidates who are owing the school, please communicate to us so that we can restrict (their) access of results by SMS. But one thing you should know is that the SMS system just gives the candidate a notification of their results and collection of the official transcripts is done at the school, all balances due should be paid,” he said.

The ECZ in partnership with Zamtel, has initiated a system where candidates who sat for the 2013 Grade seven, nine and 12 examinations can instantly access their results by typing the 10 digit of their examination number, their examination year, an entry of their examination grade and then sending the details to 8383.

Tembo said negotiations were underway to include other providers of the SMS service. “Negotiations with MTN and Airtel are still going on and we are hoping that anytime soon, we will be signing the contracts and in the near future, candidates will access the results on all networks,” said Tembo.

He also called on candidates to secure their examination numbers to avoid cases of impropriety.

By Chambwa Moonga  
The Post, Monday March 3, 2014

## 8383 ECZ TOLL FREE LINE

This is the Examinations Council of Zambia Toll Free Line. You can now Dial 8383 to make general enquiries on candidate registration, certification, verification, combination of examination results and other Council services.

You can also use the toll free line to report any suspected cases of examination malpractices in your area. Remember, the ECZ Toll Free Line is available to all the networks in Zambia and it is absolutely free.

## SAAEA formulates first Strategic Plan

...as harmonization of qualifications agenda in SADC region mounts  
By Charity Meki Kombe

The Southern African Association for Educational Assessment (SAAEA) formulated its first Strategic Plan that will run from 2014 – 2018. The draft SAAEA Strategic Plan was unveiled by Dr. Litsabako Ntoi of Lesotho who is also the Chairperson of the SAAEA during the SAAEA Research Forum that was held at Elephant Hill Hotel – Victoria Falls – Zimbabwe from 18<sup>th</sup> to 22<sup>nd</sup> March 2014.

Dr Ntoi presented the Strategic Plan at the Research Forum which was attended by Botswana, Namibia, Swaziland, South Africa, Lesotho, Tanzania, Zambia and Zimbabwe as well as the United Kingdom. Tanzania participated in the Forum for the first time. Dr Ntoi outlined the vision, mission and major key result areas contained in the Strategic Plan. The development of the Strategic Plan was spearheaded by the Chief Executive Officers from SAAEA member countries that met in Zimbabwe prior to the Forum.

Zambia was represented by staff from the ECZ that included Mr. Michael Chilala - Director, Mr. Shadreck Nkoya, Acting Principal Research Officer and two (2) Senior Research Officers (SRO), Mrs Charity Meki Kombe and Mr Shakazo Mzyece..

During the Forum, members also discussed the possibilities of harmonising qualifications in the SADC region, an item that has been raised during each Forum. The members resolved to finalise the harmonization document by June, 2014, which was a summary of the differences and commonalities that existed in the education and assessment systems in the SADC region. The report was made in view of identifying opportunities and challenges to harmonise qualifications in the region. The members emphasised the need to pursue the harmonisation agenda without interfering with the diversities that existed in the member countries.

The SAAEA Research Forum was a hive of other activities that included keynote addresses that were delivered by renowned academicians from Universities in Zimbabwe, Zambia, Malawi, Zimbabwe, Botswana and South Africa who shared the findings of some studies conducted in their countries.

The country report for Zambia was presented by Mr. Nkoya who shared the findings of studies that Zambia had conducted with a focus of the research being learner absenteeism during examinations. The

presentation on learner absenteeism provoked a lot of discussions that centered on the interventions to curb the problem of absenteeism during examinations. A number of countries also expressed interest to replicate the study in their countries.

The Research Forum tasked Zambia to work in collaboration with Zimbabwe to conduct a research on the causes of declining performance among learners. A number of countries that included Botswana and Malawi expressed interest to provide input into the research. To this effect, a roadmap to develop a research proposal was made during the Forum. Zimbabwe was expected to visit the ECZ with a view to drafting the research proposal to be shared with member countries during the SAAEA Conference.

There were a number of social events held during the Forum that included a culture dinner held at Elephant Hills Hotel, tour of the Victoria Falls and the Victoria Falls town as well as a boat cruise on the Zambezi River.

## South Africa to host 2016 IAEA Conference

...while Zambia and Namibia get ready to host the 2014 AEAA and SAAEA Conferences  
By Charity Meki Kombe

The Council for Quality Assurance In General and Further Education and Training (UMALUSI) of South Africa is gearing itself to host the International Association For Educational Assessment (IAEA) Conference in 2016. Mr. Emmanuel Sibanda, Senior Manager - Statistical information and Research of UMULUSI announced the development during the Southern African Association for Educational Assessment (SAAEA) Research Forum that was held at Elephant Hill Hotel – Victoria Falls, Zimbabwe in March 2014.

Mr. Sibanda stressed that the IAEA was an enormous undertaking that called for concerted efforts. He therefore appealed to SAAEA member states to get involved in the preparations to host the conference. Mr. Sibanda also explained that UMALUSI planned to engage SADC countries to host the conference in order to make the event relevant to the sub-region.

During the Forum, Mr. Chilala, Director of the ECZ also made a presentation during which he gave an update regarding Zambia's readiness to host the 32<sup>nd</sup> AEAA Conference. Ms. Elizabeth Mutuku of Namibia also updated members with regards to the preparedness of the Directorate of National Examinations and Assessment - Namibia to host the SAAEA conference. Both Zambia and Namibia reported that they were on track to host the AEAA and SAAEA Conferences respectively.

## Global Conference on Measuring Learning Outcomes

By Japheth Chanda

The UNESCO Institute of Statistics (UIS) has launched, as part of the Learning Metrics Task Force, a new global initiative to map the different assessments countries use to monitor student achievement. A UIS Catalogue, which is a global inventory of all national and international large-scale assessment as well as national examinations, has been developed.

It was in this vein that UIS invited the Examinations Council of Zambia (ECZ) to participate in a regional conference on "Measurements of Learning Outcomes" so that Zambia could have the same understanding of the Catalogue as the other nations. The meeting was held in Dakar, Senegal from 7 - 8 May 2014. The meeting attracted 15 participants from UIS Canada and UIS Regional Office for Sub-Saharan Africa (SSA) as well as national examination boards from Botswana, Malawi, Namibia, Kenya, Uganda, Zambia and Zimbabwe. Zambia was represented by the Director - ECZ, Mr. Michael M. Chilala and the author of this report.



Some delegates during the conference

The main objective of the meeting was to train focal point persons on the completion of the UIS questionnaire on learning outcomes measurements as well as facilitate the sharing of data collection experiences and challenges among the data providers in order to improve data quality.

Through the training, the ECZ stands to benefit from the UIS capacity building and networking opportunities through enhanced skills and knowledge development of staff in the area of assessment. Further, Zambia will have the opportunity to report its assessment systems using the UIS database which will be a global portal on educational assessment.

The UNESCO Institute of Statistics was established in 1999 with the mandate of maintaining cross nationally comparable databases for education, science and technology, culture, communication and information. The specific mandate of UIS are to collect, analyse, produce and disseminate cross nationally comparable data; develop technical capacity within countries; and advocate for statistics as a tool for better policies in educational assessment.

## Zambia launches PISA for Development Initiative

By Ronald M. Tembo



Launch of PISA for Development

Zambia launched the Programme for International Student Assessment (PISA) for Development on Thursday 27th February 2014 at Pamodzi Hotel in Lusaka at 14:00 hours. The MOESVTEE Permanent Secretary-Chishimba Nkocha graced the occasion. The ECZ will be the implementing agency for the programme.

Zambia is one of the five low income countries selected to participate in the PISA for Development initiative. The programme will run for three years (2014 - 2016) under the Organization for Economic Cooperation and Development (OECD). It is envisaged that the programme will give Zambia an opportunity to enhance the capacity to conduct comprehensive and quality student assessments. The programme will target 15-year olds in the assessment of Reading, Mathematics and Science. It will also gauge the country's position in relation to regional and global peers.

PISA addresses both the cognitive and non cognitive outcomes, including students' strategies for and attitudes towards learning. PISA also assesses cumulative learning from early childhood through primary and secondary schooling. The programme not only examines how well students reproduce knowledge, but also whether they can apply knowledge in diverse practical settings within and outside school.

PISA is a powerful tool for policy making. By participating, Zambia will receive a comprehensive assessment of the quality and equity of their education system. This will help the country benchmark its progress over time, set national goals and measure progress towards those goals, and chart paths to better and more equitable outcomes. Zambia will also see where it stands in comparison to their regional and global peers- an opportunity for mutual learning and inspiration.

Since its launch in 1997, PISA has become a leading reference on the quality of education systems worldwide. Every three years, PISA assesses the knowledge and competencies of 15-year-olds in three subjects: Reading, Mathematics and Science.

## Zambia congratulated for achievements under READ Trust Fund

By Charity Meki Kombe

Zambia was singled out as one of the countries that achieved outstanding milestones under the Russian Education Aid for Development (READ) Trust Fund. Deputy Minister of Finance for the Russian Federation, Dr. Sergei Storchak made this statement in his welcome speech during the 4<sup>th</sup> Russia Education Aid for Development (READ) Global Conference which was held at Corinthia Hotel in St. Petersburg – Russia Federation from 12<sup>th</sup> to 16<sup>th</sup> May, 2014.

READ is a programme established through the collaboration of the Government of Russia and the World Bank with the objective of improving the quality of education and learning outcomes in beneficiary countries. Zambia is among the eight countries around the world that received support under the READ Trust Fund. The other countries supported by READ that participated in the conference included Angola, Armenia, Ethiopia, Kyrgyz Republic, Mozambique, Tajikistan and Vietnam. Others that attended the conference were officials from the World Bank and the Government of the Russian Federation, including academicians and experts in education and assessment from various countries.

Zambia was represented by four officers from the ECZ that included Mr. Michael Chilala, Director (delegation leader); Mrs. Violet Muchelemba Banda, Assistant Director – Examinations Administration Department; Mrs. Charity Meki Kombe, Senior Research Officer – Research and Test Development Department (RTD); Mr. Shakazo Mzyece, Senior Research Officer – RTD and Mr. William Bwalya Walawala, Senior Examinations Specialist – RTD. The MoESVTEE was represented by Mr. James Chomba, Principal Education Officer in charge of examinations.

During the first three days of the Conference, READ supported countries showcased the impact of activities supported by the READ Trust Fund by highlighting successes, challenges and presenting the way forward for each country. The last two days were dedicated to parallel workshops that focused on large scale (national) assessment and classroom assessment.

In its country report at the conference, Zambia acknowledged and appreciated the support it had received under the READ Trust Fund over the past five years. The country reported that it had carried out a number of capacity building activities for key stakeholders such as Setters, Markers, Education Standard Officers, teachers, technical staff at ECZ and the MoESVTEE. Zambia also reported that it had successfully devised a broad reaching communication plan that was raising awareness about learning outcomes across the country.

During the Conference, delegates were also given an opportunity to visit a primary and secondary school, the Centre for Education Quality Assessment and the Institute for Professional Development, all of them situated in St. Petersburg. The delegates were also treated to social activities that included a cultural night where each participating country showcased its culture through various performances. The delegates also visited the old famous Winter Palace situated in St. Petersburg

At the close of the conference, in recognition of the successes achieved, each of the eight READ supported countries received an award.

## We are confident Zambia will successfully host AEAA Conference- AEAA EXCO Members

By Charity Meki Kombe

The Executive Committee (EXCO) members of the Association for Educational Assessment in Africa (AEAA) expressed confidence that the Examinations Council of Zambia (ECZ) would successfully host the 32<sup>nd</sup> AEAA Conference. Dr Joyce Ndalichako, AEAA President also Chief Executive Officer (CEO) for the National Examinations Council of Tanzania (NECTA) said this during a media briefing that was held on Sunday, 9<sup>th</sup> March 2014 at Zambezi Sun International. Dr Ndalichako made this statement following the updates the EXCO members had received from Zambia and the actual inspections of the logistics put in place for the conference.

In her speech, Dr Ndalichako underscored the objectives of the AEAA Conference and outlined the various ways in which member countries had benefited to be part of the Association. Dr Ndalichako said that one of the ways in which the Association met its objectives was through hosting annual conferences. She explained that the annual conferences that rotated among member countries from year to year served as a platform from which innovative and research based ideas on education and assessment were exchanged among scholars and practitioners from Africa and other parts of the world. Dr Ndalichako announced that Zambia through the Examinations Council of Zambia was selected to host the 32<sup>nd</sup> AEAA conference in Livingstone from 11<sup>th</sup> to 15<sup>th</sup> March 2014.

Dr Ndalichako emphasized that hosting a conference was a mammoth task that called for concerted efforts. She therefore implored the media to publicise the 32<sup>nd</sup> AEAA conference and lobby for support on behalf of Zambia. Dr Ndalichako also expressed gratitude to ECZ management and the entire staff for the hospitality rendered to the EXCO members during their stay.

The media briefing was attended by eight media institutions that included Zambia National Broadcasting Corporation, Muvi TV, Radio Mosi-o-tunya FM, Zambezi FM Radio, Times of Zambia, Daily Mail, Zambia News and Information Services (ZANIS) and Post newspaper.



*Dr. Joyce Ndalichako addressing the media*

Zambia hosted the EXCO members at Zambezi Sun hotel in Livingstone from 6<sup>th</sup> to 10<sup>th</sup> March 2014. The meeting was a mid-year meeting held according to the AEAA Hosting Guidelines which stipulate that EXCO members are expected to meet in the host country as part of the pre-conferencing activities.

Other EXCO members that attended the meeting were Prof. Brian Mokopakgosi, Immediate AEAA Past President from Botswana; Dr Edmund Mazibuko, AEAA Executive Secretary from Swaziland; Mr. Sherrif M. Sapateh, AEAA Treasurer from Sierra Leone; Dr. Litsabako Ntoi, AEAA Southern Africa Region Representative from Lesotho;

Dr Olatunde Aworantio, AEAA West Africa Region Representative from Nigeria; Mr. Paul Wasanga, AEAA East Africa Region Representative from Kenya; Dr Mbatsogo Zacharie, AEAA Central Africa Region Representative from Cameroon. Dr Ndalichako was accompanied by Mr. Daniel Mafie, Mr. Edgar Kasuga and Ms Mary Sige. Ghana, which is expected to host the next AEAA conference (33<sup>rd</sup>) was represented by Rev. Sam Nii Nmai Ollennu, CEO for the West Africa Examinations Council (WAEC). Rev. Ollennu was accompanied by Mr. E. G. D. Fiagbey and Mrs. Agnes N. Teye-Cudjoe.

The meeting was also attended by 20 members of staff from the Examinations Council of Zambia who comprised the Director, Mr. Michael Chilala also the AEAA Vice President, Mrs. Teza N. Musakanya, Chairperson for the AEAA Local Organising Committee, members of the AEAA Secretariat and others from the Entertainment, Protocol, Resource Mobilisation and Transport and Logistics Sub-Committees for the conference. The MoESVTEE was represented by Mrs Beenzu Mwanashimbala, the Senior

Education Standards Officer (SESO) from Choma who hosted the meeting on behalf of Southern Province.

On Saturday 8<sup>th</sup> March 2014, the EXCO members met to discuss various matters pertaining to the association. Mr. Chilala, the AEAA Vice President made a presentation during which EXCO members were updated on the progress Zambia had made in hosting the 32<sup>nd</sup> AEAA Conference in Zambia. The report was well received and EXCO members were pleased with what Zambia had put in place to host the conference.

EXCO members were also accorded an opportunity to inspect the venue for the conference and accommodation that was recommended for delegates.

EXCO members sampled some of the proposed social activities for the 32<sup>nd</sup> AEAA conference that included dinner on the Steam Train, tour of the Mukuni Village, Livingstone Museum and the Victoria Falls, as well as a boat cruise on the Zambezi River.

On the last day of the meeting, the Executive Secretary addressed all EXCO members and the entire team from the Examinations Council of Zambia.

Dr Mazibuko, who spoke on behalf of the EXCO members expressed satisfaction with what Zambia had put in place and was certain that the country would successfully host the 32<sup>nd</sup> AEAA Conference. The Executive Secretary also expressed gratitude to EXCO members for attending the meeting and was particularly glad that all EXCO members attended the meeting.

# Women globally celebrates International Women's Day

... as ECZ ladies participate for the first time

By Mrs Gay M. Phiri



ECZ Staff pose for a photo after the march past

For the first time, women from the ECZ joined the rest of the World on 8<sup>th</sup> March in commemorating International Women's Day under the theme, "Inspiring Change; Celebrating God's Favour on 50 Years of Women's Excellence and Achievements."

8th March 2014, was Zambia's 50 years of celebrating International Women's Day. In Lusaka, celebrations

were in full swing. Many people greeted the women "Happy Women's Day."

The women participated in the march past from Zambia Electricity Supply Corporation (ZESCO) Headquarters to the Showgrounds. Non-Governmental Organisations (NGOs), Churches, Government Ministries and other organisations attended the march past and the celebrations- Each group dressed in matching suits or Chitenge outfits (Zambian colours).

Each year, the United Nations (UN) declares the theme for International Women's Day. The International Women's Day has been celebrated since 1911.

The aim is to inspire women and celebrate women's achievements. It is a time to reflect on progress made in issues affecting women, to call for change and to celebrate acts of courage and determination by ordinary women who have played an extraordinary role in the history of their countries and communities.

## ECZ commemorates Labour Day

By Mbangi Libuwe

The Examinations Council of Zambia participated in the 2014 Labour Day Celebrations on 1<sup>st</sup> May under the theme, "At 50, creating decent work and promoting social-economic justice for national development."

The occasion was graced by the Republican President- His Excellency Michael Chilufya Sata. The event was also attended by First Republican President, Dr. Kenneth Kaunda. The celebrations were held at the Freedom statue in Lusaka

The Council employees who participated in the 2014 Labour Day celebrations were drawn from the different departments and sections of the Council. Many stakeholders from Government, civil society organisations, private sector and other donors participated in the march past which started from the Civic Centre to the Freedom Statue.

During the same event, President Sata instructed the Labour Minister - Honourable Fackson Shamenda to ensure that all the workers in the country were well paid.

The President stated that the Zambian workers were already working under difficult conditions but further directed Mr Shamenda to look after the workers so that they do not strike to ask for more pay.

Many stakeholders congratulated all workers and prospective workers on the occasion to celebrate the Labour Day for their invaluable contributions in fostering social economic development in Zambia. Many workers were presented with awards during the commemoration.



ECZ staff during the Labour Day celebrations

## Photo Focus



The State-Of-The-Art Examinations Council of Zambia Service Centre soon to be commissioned. The Centre is located along Msuzi Road Woodlands, Lusaka



Professor Samuel Banda (left) and MoESVTEE Permanent Secretary - Chishimba Nkossa (right) in attendance during a consultative meeting in Lusaka



Executive Members of the Association for Educational Assessment in Africa (AEAA) pose for a photo at the Zambezi Sun Hotel in Livingstone



Participants at the 4th READ Conference (St. Petersburg, Russian Federation)



Some Provincial Education Officers at the 2013 Performance Review Workshop in Lusaka



ECZ Management Team inspect the construction works at the ECZ Service Centre in Lusaka

## Photo Focus



Assistant Director, Research and Test Development - Mrs Teza N. Musakanya (middle) receives an award during the 2013 Performance Review Workshop in Lusaka



Match past during the commemoration of International Women's Day in Lusaka



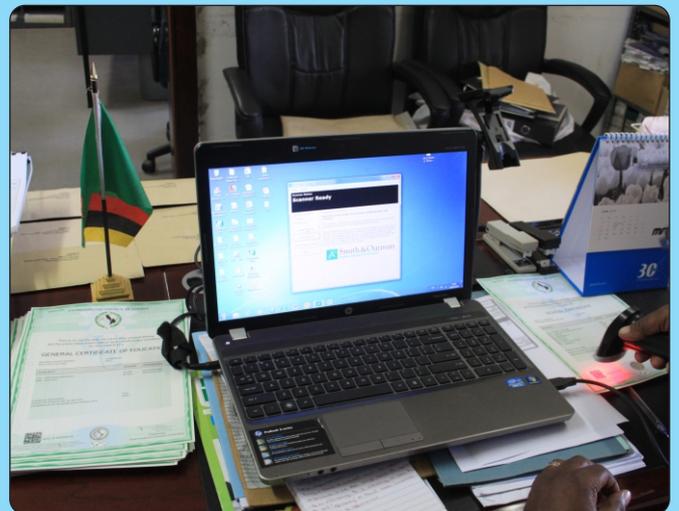
One of the delegates (left) representing the Organisation for Economic Co-operation and Development (OECD) being interviewed at Muvi Television in Lusaka after the launch of the PISA for Development Initiative



ECZ members of staff pose for a photo during the 2013 End of Cycle Party at Mulungushi Conference Centre in Lusaka



Staff showcase their dancing skills during the 2013 End of Cycle Party



Verification of Grade 12 results using the Barcode Scanner at ECZ

## Two council staff trained in Item Response Theory (IRT)

By Japheth Chanda

The 2014 International Association for Educational Assessment (IAEA) Item Response Theory Training on Educational Measurement and Evaluation was held from 3rd to 14th March 2014 in Abuja, Nigeria. The training was attended by participants from examining boards in Botswana, Tanzania, Zambia and the host nation Nigeria.

The ECZ (ECZ) was represented by Mr Costain Silweya, Senior Examination Officer-Processing and Certification, and Mr Japheth Chanda, Senior Research Officer.

The training was delivered in 8-modules, covering various components of the IRT and its practical application in educational assessment.

Some of the topics discussed included the Assumptions and models of IRT, application of IRT in dichotomous and polytomous test items and practical application of IRT through use of the Xcalibre Item Calibration Software as well as the FastTEST Item Banking Software. Others are challenges of using IRT due to lack of experts, computer illiteracy and too much reliance on sophisticated statistics.

*“The ECZ was able to showcase some of the initiatives it had been undertaking in its quest to migrate from CTT to IRT in educational assessment”*

Additionally, the participants were also exposed to two Nigerian Joint Admissions and Matriculation Board's activities; the conduct of trial testing (pretest) in selected schools within Abuja, scanning exercise at the JAMB Office.

Other benchmarking activities undertaken during the period of the training included the site visit to the JAMB's Computer-Based Testing (CBT).

During the training programmes, the ECZ was able to showcase some of the initiatives it had been undertaking in its quest to migrate from CTT to IRT in educational assessment. The programme was beneficial and relevant to the core functions of ECZ of test development and analysis of examination results.

## Implementation of Performance Management System underway

By Shillah N. Zimba

To ensure Council employees have clear targets and perform to agreed standards, both in terms of what is expected and how the results are achieved, the Examinations Council of Zambia is implementing the Performance Management System (PMS) for all category of staff.

PMS is critical in ensuring all Council employees understand what is expected of them and deliver to agreed targets which will enhance their contributions to the core mandate of administering public examinations.

Before implementation, members of the management team redefined the job roles for all Council employees. The Performance Contracts were later signed between the supervisors and subordinates. PMS is an ongoing process, with a formal review at agreed intervals during the year.

It is envisaged that the system will help achieve the performance targets for the ECZ. The process is more likely to result in higher productivity and motivation through increased job satisfaction by Council employees.

For the ECZ, managing performance is a fair and clearly defined system that will also help avoid problems later if an employee is not meeting agreed standards.

The process will also provide a guide to good behaviour and will establish strong employment relationships in the Council. At the end of the year, all Council employees will be rewarded for good performance.

*“The System will help achieve the performance targets for the ECZ”*

## Management retreat provided an opportunity for strategic planning

By Ronald M. Tembo

The ECZ held a Management Retreat to plan strategically and make decisions that would help the Council succeed in the new year. The Retreat was held in Lusaka from 7<sup>th</sup> to 10<sup>th</sup> February, 2014, at the Lodge at Sunset Villas in Makeni.



Management team during the Retreat

The retreat brought key personnel in management together and provided an excellent opportunity for strategic planning and action-focused decision making to improve the overall performance of the planned activities and drive the business prospects of the ECZ forward.

The management team redefined the Vision and the Mission Statements to stimulate teamwork, clarify and reaffirm the ECZ's competitive strategy. The earlier Vision Statement read, "To be a leading examining board in providing accurate and timely assessment and certification systems reflective of the competencies of learners and the education system in a prospering economy." This statement was revised to read, "To be a highly automated and efficient assessment organization."

The Mission Statement was, "To provide an effective and efficient system for setting and conducting assessments of comparable international standards." The statement was redefined to read, "To provide an effective and efficient assessment system which is reflective of the competencies of learners."

Management team also redefined the job roles for all Council employees to facilitate the signing of Performance Agreements between the supervisors and their subordinates in the various departments and units of the ECZ.

The Management Retreat was effectively planned and executed. It provided an excellent platform for the members of management to reinforce their leadership skills, brainstorm ideas, solve problems and nurture a sense of solidarity to ensure that the ECZ achieved its set performance targets for the year.

## Item Writers urged to submit good quality test items

By Ian Chirambo

During the Review Workshop for the Chief Examiners on the 2013 Grade 12/General Certificate of Education (GCE) Marking Exercise held at Misuku Lodge in Kabwe on 12<sup>th</sup> April 2014, it was resolved that the ECZ shall only pay Item Writers who submit test items of good quality.

This means that the ECZ will only pay Item writers who submit items which have a higher probability of being published and administered during the school examinations. The resolution made by the Chief Examiners was to encourage Item Writers to submit high quality test items that meet the prescribed Council specifications and standards.

In attendance were the Chief Examiners for all the subjects. Management team and other Senior officers were also in attendance. It was also resolved that the Chief Examiners shall prepare and submit to ECZ the General Report on the Marking Centre, the Reports on Question Papers, Candidates' General Performance and Standards. In view of this, the ECZ shall make available the performance of the candidates in the previous years to assist Chief Examiners to compare the performance with that year.

The Chief Examiners agreed that the section for 'Quality of the Question Paper' shall be filled in during coordination by getting views from the Team Leaders and the rest of the examiners.

The ECZ was expected to provide feedback to the Examiners on the candidates' performance in multiple choice papers and papers which were assessed at school. The frequency tables shall be printed at the end of the marking exercise and shall be used by the panel to set Grade boundaries.

It was resolved that only fast and competent Examiners shall be selected and invited for marking the June GCE examination taking into consideration the gender and provincial balance.

Other resolutions were that the ECZ shall provide the necessary information to be used by panels to set Grade boundaries, Data Entry Operators shall enter the mark of the Team Leader for scripts that had been coordinated and the ECZ shall prepare and distribute specimen Grade 9 examination question papers before the end of 2014.



Chief Examiners Workshop in Kabwe

## Radio Programmes rock the airwaves

By Ronald M. Tembo

The ECZ launched a Radio discussion programme entitled, 'Examinations and You' on Radio Phoenix FM in Lusaka. The episodes consisted of nine (9) part-series of the discussion programmes. The episodes which were live programmes were informative, educative and highly interactive profiled the management and administration of the ECZ.

The programmes provided a sober and non-political analysis of current issues relating to the operations of the ECZ. The programmes ran every Saturdays at 09:30 hours. The episodes started on 10<sup>th</sup> May and ended on 5<sup>th</sup> July 2014.

The programmes played a significant role in spreading information and raising awareness on examinations administration. The series influenced and changed public opinion and behaviour on critical issues related to assessment and certification.



*ECZ staff featuring on Hot Seat discussion programme on Hot FM in Lusaka*

The programmes featured experts from the various departments and sections of the ECZ. Some of the topics discussed included the Operations of the ECZ, Services offered by the Council, Importance of the Examination Number, the conduct of 2014 June GCE Examination and 2015 Centre Registration. Others were the SMS Results Release System and the 2014 AEAA Conference.

As the media is part of the lives of many people, the ECZ Radio programmes gave a basis for public discussion and providing instant feedback. The episodes helped change public attitudes and behaviour regarding examinations administration. The programmes also informed the public about critical issues on examinations and certification. Ultimately, the programmes helped the public to be well informed on various issues especially when accessing Council services.

## ECZ explains the policy on grading of candidates

By Albert S. Siamunako

There has been requests from members of the general public through email, facebook, website and other interfaces regarding the policy of the ECZ on the grading of candidates. Allow us in this edition to provide information on the grading system of candidates used by the ECZ. .

The grading system used at Primary and Secondary School levels differ slightly. At Primary level, the lowest attainable raw score is Zero (0) which is standardised to a minimum mark of fifty (50). This means that if a candidate scores zero, they will obtain a final standardised mark of 50 with a minimum pass grade of four. At primary level, it is a no fail examination.

At Junior Secondary School level, the lowest attainable mark is Zero (0) with a minimum grade of 'FAIL'. This means that any candidate who scores less than the pass mark of forty (40) is graded 'FAIL', Zero inclusive. At Junior Secondary Level, the grade boundaries are fixed as follows;

Grade	Mark
One	75-100
Two	60-74
Three	50-59
Four	40-49
Fail	0-39

Similarly, at secondary School level, the last attainable raw mark is zero with a minimum of fail grade if 'Nine'. At this level, the boundaries are fixed as follows;

1. 75-100 (Distinction)
2. 70-74 (Distinction)
3. 65-69 (Merit)
4. 60-64 (Merit)
5. 55-59 (Credit)
6. 54-50 (Credit)
7. 45-49 (Satisfactory)
8. 0-39 (Unsatisfactory)

When a candidate is present and does not attempt any questions or attempts all questions and gets everything wrong, a score of Zero (0) mark is awarded and graded accordingly. It is our hope that the explanation given clarifies the questions the general public had on the grading system.

## Grade 9 Assessment Schemes under the New Curriculum

By Menny Nachibinga

The Examinations Council of Zambia in line with its Strategic Plan (2009 – 2015) held a Workshop to develop Assessment Schemes that would be used at all Grade levels in test development. This followed the release of the revised National Syllabi by the Curriculum Development Centre (CDC). The workshop was held at Chamba Valley Exotic Hotel in Lusaka from 21<sup>st</sup> to 27<sup>th</sup> April, 2014.

Developing Assessment Schemes at Grade 9 was chosen because of the urgency to produce and send specimen papers to schools before the end of the year. This is to ensure that the specimen papers are referred to a complete year before examination students sit for the examination based on the revised syllabi.

The main objectives of the workshop were to familiarise the participants with the new curriculum and its implications in terms of teaching and assessment, to conduct content mapping of various subjects and to ascertain the assessment modes of various syllabi. Others were to develop test specification tables in various subjects and to write assessment schemes for various syllabi.

The Workshop Coordinators were Mr Menny Nachibinga – Senior Examinations Specialist- Physical Sciences and Mrs Felidah Kkiwala- Senior Examinations Specialist from the Research and Test Development department.

Working groups comprising four or more experts from the MoESVTEE, ECZ, the University of Zambia (UNZA) and Setters developed the assessment schemes in ten (10) subjects at Grade 9 level. The groups developed the assessment schemes based on the revised curriculum at this level and new curriculum for some subjects.

The assessment schemes were developed in the following subjects: Integrated Science, Mathematics, Social Studies, Religious Education, Business Studies, Music, Art and Design, Design and Technology, Computer Studies and Agricultural Science

There were fifty two (52) participants out of which fourteen (14) were Senior officers from the ECZ, eleven (11) were from CDC, one (1) from MoESVTEE, one (1) from the University of Zambia and twenty five (25) were experienced teachers and setters.

Speaking during the closing of the workshop, the Director of the ECZ- Mr Michael Chilala commended the participants for developing assessment schemes for all examinations conducted by the Council.

Mr Chilala said the assessment schemes provided a framework that would guide general assessment of competencies along the learning cycle and further thanked the participants for realizing the set targets which demanded working late in the night.

The Director expressed gratitude that the participants devoted their time and energy to complete the tasks and came up with the Tables of Test Specifications and the Assessment schemes. He hoped that the deliberations added knowledge and value to improve the teaching and learning processes.

## A Review of the conduct of the 2013 Examinations

By Daniel Chapi

*... as the Ministry pledges to provide manpower to invigilate and supervise exams*

Senior Education Standards Officers (SESOs), Education Standards Officer General Inspection (ESO GI) and Guidance Teachers from different parts of the country held a Review Workshop on the conduct of the 2013 School examination sessions.

The Workshop was held in Kabwe from 9<sup>th</sup> to 11<sup>th</sup> April 2014 at Misuku Lodge. There were more than 50 participants drawn from different schools. Extra care was taken to ensure that there was gender and regional balance for the participants.



*A participant narrating the 2013 management and administration of examinations at their School*

MoESVTEE Chief Examinations Standards Officer- Mr Vengi Sinda, the Director ECZ- Mr Michael Chilala, members of the ECZ Management team and Senior staff also attended the workshop. .

Some of the objectives of the workshop were to discuss and clarify the roles of the MoESVTEE and ECZ in the Administration and Management of Examinations in Zambia. The workshop was convened to review the conduct of the 2013 Examinations Exercise with a view to identify challenges and come up with improvements for the 2014 examinations.

Others were to review the 2013 Electronic Candidate Registration System (ECRS) in order to identify challenges and come up with improvements for 2014 and to sensitize participants on the 2014 June GCE Examination.

During the workshop, the participants agreed that the MOESVTEE would continue providing manpower to invigilate and supervise the School examinations. The delegates resolved that the Provincial Education Officer (PEO) shall recommend and submit to ECZ schools that had met all the requirements for examination centre status. The Provinces, Districts and Schools shall work with respective communities to construct laboratories in Schools that were given centre status years back.

The SESOs, ESO GI and Guidance teachers resolved that all Private schools applying for examination centre status

shall have a Certificate of Registration from MoESVTEE. It was also agreed that the temporal laboratories shall not be used for approval for examination centre status at Grade 12/GCE level.

During the workshop, the participants shared the best practices they undertook in resolving some of the complicated cases they encountered during the examination cycle. It is the hope of all the education stakeholders that going forward, the conduct of examinations will be enhanced. We are all optimistic that the 2014 School examination will be conducted in line with the prescribed Guidelines for the Management and Administration of Examinations in Zambia especially at School level.

## An analysis of Learner Performance in the 2013 Examinations

By Shakazo Mzyece

### Grade 12/GCE Examination

The year 2013 recorded more candidates entering for the Grade 12 Examinations with 106,956 entering in 2013 as compared to 105,825 candidates in the year 2012, representing a 1.07% increase. The number of girls who entered the examination in 2013 decreased by about 0.38% while that of boys increased by about 2.17 Percent.

The general performance shows that the proportion of candidates obtaining certificates increased by 2.13 percent from 58.08% in the year 2012 to 60.21% in 2013. The proportion of boys with certificates increased to 61.98 percent from 60.47 percent in 2012, and the proportion of girls obtaining certificates increased from 54.98% in 2012 to 57.85% in 2013.

Muchinga and Southern Provinces recorded a larger proportion of candidates obtaining certificates (69.16% and 64.47% respectively) during the year under review.

They were followed by Eastern and Lusaka Provinces which recorded increases of 64.25 percent and 61.59 percent respectively. Luapula and Western Provinces recorded the lowest proportion of candidates that obtained School Certificates (51.19% and 53.02%, respectively).



Minister of Education, Science, Vocational Training and Early Education - Dr. John Phiri (Right) announcing the 2013 Grade 12 examination results

Muchinga, North-Western, Copperbelt and Central Provinces recorded an increase in the proportions of candidates that obtained School Certificates in 2013 compared to 2012, while Northern, Luapula, Lusaka and Eastern recorded a reduction in the proportion of candidates that obtained School Certificates in 2013 compared to 2012. Overall, the nation recorded an increase of 2.13 percent in the proportion of candidates that obtained School Certificates.

Generally, trends analysis on School Certificate from 2005 to 2013, reveal that the number of boys obtaining school certificates have been more compared to the girls.

There was a marginal reduction in the proportion of learners who obtained GCE certificates in 2013 (39.77%) compared to 2012 (38.09%).

The provinces which recorded the highest proportion of candidates with GCE certificates were Luapula Province (46.27%), Western Province (43.93%) and Northern Provinces (42.42%). Muchinga Province recorded the lowest proportion of candidates that obtained GCE Certificate.

During the 2013 Grade 12 examination session, the rate of absenteeism was at 2.01% compared to 1.86% in 2012. Four provinces namely : Muchinga, Luapula, Southern

and North-Western Provinces recorded a reduction in the number of candidates absent from the examination. Western and Central provinces recorded the highest rate of absenteeism in 2013 with 2.91 % and 2.53% respectively while Muchinga and Southern Provinces recorded the lowest rates of absenteeism being 1.60 and 1.63 percent respectively.

### Grade 9 Examination

The year 2013 recorded more candidates entering the Grade 9 Examination with 353,443 entering in 2013 as compared to 345,565 candidates in the year 2012, representing a 2.3% increase. The number of girls who entered the examination in 2013 increased by about 5% while that of boys increased by about 1%.

The general performance was such that the proportion of candidates obtaining Certificates increased from the 51.49 % in the year 2012 to 54.89 percent in 2013 resulting in an overall increase in the proportion of learners obtaining certificates by 3.4%. The proportion of boys with certificates in 2013 increased to 56.83 percent from 54.92 percent in 2012, and so did the proportion of girls obtaining Certificates from 50.96 percent in 2012 to 52.77% in 2013.

Western and North Western Provinces recorded a larger proportion of candidates obtaining Certificates, followed by Muchinga and Central Provinces. Luapula Province recorded the lowest increase (0.53%) in the proportion of candidates obtaining Certificates while Southern Province recorded a decline (-0.55%) in the number of candidates obtaining certificates.

The progression rate shows that in 2013, a total of 285, 636 candidates sat for the Grade 9 JSSLE examination, and of these 149, 258 were boys and 136, 378 were girls. Of all the boys who sat for this examination, 54,804 (36.72%) were selected to grade 10 while that for the girls was 51,161 (37.51%). The progression rate from grade 9 to 10 had increased from 34.65 percent in 2012 to 37.10% in 2013.

The highest progression rate was recorded in North Western Province at 63.68%, followed by Copperbelt and Lusaka at 44.59% and 43.47% respectively. The rest of the provinces recorded progression rates lower than 40percent (Refer Figure 2.5 and Annex B (2)).

### Grade 7 Composite Examination

The year 2013 recorded more candidates entering for the Grade 7 Examinations as compared to the year 2012 (352,266 and 337,706 respectively) with candidature increasing by 4.31%. Overall, there was a 3.13 percent increase in the number of boys while that for the girls increased by 5.59% which translated to 5,491 and 9,069 for boys and girls, respectively.

Learner performance improved with more learners obtaining divisions 1, 2 and 3. The proportions of learners obtaining division 1, 2 and 3 increased by 1.27 percent, 1.85 percent and 0.69 percent respectively. The proportion of learners obtaining division 4 dropped by 3.8 percent.

Of a total number of 312 443 candidates (161 276 boys and 151 167 girls) who sat for the 2013 Grade 7 Composite Examination, 279 186 (142 613 boys and 136 573 girls) were selected to Grade 8, giving a progression rate of 89.36 percent (88.43% boys and 90.35% girls). While the progression rate in 2012 was 93 percent. The highest progression rate was recorded in Luapula province at 100%, followed by Western Province at 99.31%. Three provinces had progression rates below 90% and these were Northern Province (85%); Muchinga (80.31%) and Lusaka (72%).

All the girls who sat the Grade 7 Composite examination in Western and Eastern Provinces were selected into Grade 8, while Luapula Province was the only one with a 100% progression rate for both boys and girls. The trends in progression rates have revealed that the gap between girls and boys closed up in 2011 and since then there has been no significant differences in terms of progression rates.

### Teacher Education Examination

The 2013 Teacher Education Examination results were administered at three levels namely; Pre- School, Zambia Teacher Education Course Level One (ZATEC I) and ZATEC II. For the year 2013, Pre-School Teacher Education Examination recorded an increase in the number of candidates who entered for the examination. The number of candidates who entered the examination increased from 67 in 2012 to 153 in 2013 represented a 128 percent increase. The increase in the number of pre-school candidates could be attributed to the decision by the government to be employing Pre-school teachers in 2013. The number of candidates is expected to increase this year in 2014 because of the same reason.

The 2013 ZATEC Examination levels one and two (ZATEC I and ZATEC II respectively), recorded a decline in the number of candidates who entered for both examinations between the years 2012 and 2013. The ZATEC I, which is a promotional examination, had candidature decline from 1,703 in the year 2012 to 1,203 in 2013. The ZATEC II which is the final examination also recorded a decline in candidature from 1,714 candidates in 2012 to 1,522 in 2013.

There was an increase in the number of candidates who entered for ZATEC I in 2012 as compared to 2011, but a decrease was recorded in 2013. This trend could be attributed to the information that the Ministry of Education, Science, Vocational Training and Early Education had allowed colleges of education to train primary school teachers in certificate programmes up to 2015 as opposed to the deadline of 2014, hence the increase in the candidature between 2011 and 2012. The candidature for ZATEC II shows a downward trend as regards to number of candidates entering for the examination.

The general performance for the 2013 Teacher Education showed a decline in centrally set examinations. The Pre-school examination had no candidates who failed with the majority (57.2%) obtaining Credit. ZATEC I recorded a pass mark of 67.8 percent (792 candidates) with 376 failing the examination, representing a 32.2 percent fail rate.

## Using Career Guidance and Counselling to Manage Examination Related Anxiety and Malpractices

By Ian Chirambo

Examination malpractice has become the most serious problem threatening the entire fabric of our educational system. The problem is so alarming that all the stakeholders in the educational system have expressed serious concern about it and the need to find solutions to it. What then is examination malpractice? Examination malpractice is any activity of a student or group of students whose purpose is to give any of them higher grades than they would likely receive on the basis of their own achievement. Fatai (2005) defines it as any irregular act exhibited by candidates or anybody charged with the conduct of examination, which is clearly a breach of the rules governing the conduct and integrity of the examination.

It is viewed as any act carried out before, during and after an examination, which is against the rules set out for the proper and orderly conduct of the examination. It has been further described as an action done to gain undue advantage over other candidates which is against the rule and regulations governing the conduct of such examination. Omotosho (1988) viewed it as dishonest use of position of trust for personal gain.

Some authority have indicated that a robust Guidance and Counselling Services program in schools can contribute effectively in alleviating this scourge. Counselling implications notwithstanding include the need for Guidance Teachers in schools to render guidance services to the school and community to assist in stabilising pupils' emotions and to carry out orientation programmes on inculcating values such as integrity, honesty and hard work.

Among the most explored emotions affecting pupils with reference to examinations in recent studies has been examination anxieties. Examination anxiety is defined as a state of uneasiness, worry or feelings of uncertainty about an impending or on-going examination (Okorodudu & Ossai, 2004). Examination anxiety as an educational phenomenon is well documented in research literature. Spilberger & Vagg (1995) identified two types of anxiety states which impede academic performance. These are; State anxiety and Trait anxiety.

State anxiety manifests in form of tension, apprehension, nervousness and worry as well as other related physiological stimulation which emanates from stimulation of the autonomic nervous system. State anxiety is identifiable from bodily reactions such as excessive perspiration, trembling hands, increased heart beat and so on. These are symptoms of state anxiety. Most pupils actually experience state anxiety at the moment of taking important examinations but the degree of its intensity will depend among other things on the pupils' level of trait anxiety.

Trait anxiety is a relatively stable likelihoodness to react to

situations or impending events with high level of worry or apprehension. Trait anxiety accounts for individual differences in the tendency to respond to situations perceived as threatening with elevations in state anxiety symptoms. The amount of state anxiety exhibited by a pupil who is preparing for or actually writing examinations will depend on the pupils' level of trait anxiety. Hence, individuals could be classified as having either high or low examination anxiety levels. Studies have shown that high levels of trait examination anxiety lead to poor academic achievement (Okorodudu & Ossai, 2004).



*Pupils at David Kaunda Technical High School writing the Grade 12 Examination in Lusaka*

Typically, pupils who are high on examination anxiety tend to perform poorly in academic work due to their lack of knowledge in the subject matter as well as the cognitive distraction created by task-irrelevant thinking in the examination situation (Musch & Brother, 1999).

Based on this premise of high examination anxiety leading to poor academic performance, more recent studies have sought to examine the relationship between examination anxiety and pupils' attitude towards examination malpractices. These studies have intended to establish levels of examination anxiety as a likely predictors of pupils' proneness to engage in examination malpractice. The findings of these recent studies have implications for the Guidance and Counselling Programs employed in schools. Proactive or preventive counselling approach should be adopted by Guidance and Counselling Teachers to reorient pupils who are prone to engaging in examination malpractices.

Proactive Counselling refers to Counselling Services provided by a trained Counsellor to prevent a pupil from engaging in examination malpractices and this is predicted on objective assessment of pupils study habits prior to sitting for an examination (Ossai, 2004). For this preventive approach to be effective, more professionally trained Counsellors should be employed to render skilful Counselling Services to the teeming population of pupils in our educational Institutions.

Moreover, the success of this preventive approach is also dependent on availability of standardised psychological tests in schools such as study habit inventories, examinations anxiety and attitude inventories, personality test inventories, and so on. A conscious effort should be made to administer the psychological tests on a cross section of pupils and results from such test administration should be properly interpreted and used as a basis for inviting pupils for counselling interviews.

# Candidate Absenteeism from Public Examinations: An Inquiry on the Extent and Causes of Absenteeism at the Primary and Junior Secondary School Level

By Shadreck Nkoya

The ECZ presented a paper entitled, "Candidate Absenteeism from Public Examinations: An Inquiry on the Extent and Causes of Absenteeism at the Primary and Junior Secondary School Level" during the Southern African Association for Educational Assessment in Africa (SAAEA) Research Forum held at Elephant Hill Hotel – Victoria Falls – Zimbabwe from 18<sup>th</sup> to 22<sup>nd</sup> March 2014. The paper was presented by Mr Shadreck Nkoya- the Acting Principal Officer, Education Diagnostic Research from the ECZ.

The study was necessitated by the fact that school examinations in Zambia have recorded increases in absenteeism rates over time. Absenteeism in public examinations is in two (2) forms namely a candidate missing one or more subjects and missing all subjects. The other reason which made the ECZ to conduct the study on absenteeism was that the Honourable Minister of Education, Science, Vocational Training and early Education -Dr John Phiri and other stakeholders in the education sector had expressed increased concern over the increase in absenteeism.

The purpose of the study was to investigate the extent of absenteeism during examinations, identify underlying factors and establish the extent of the problem and recommend interventions to redress the situation. The specific aims were to determine the trends in absenteeism rates, examine the relationship between learner absenteeism from class during learning time and absenteeism during public examinations. Other aims were to document the causes of absenteeism and assess the extent to which teacher absenteeism during class impacts on learner absenteeism during examinations.

The study analysed the national examinations data sets for the period 2000 to 2012. The research team visited 90 schools with high rates of learner absenteeism during examinations countrywide. The study design was a mixed method approach. The target

group were the schools with current learners (examination classes) and former learners in missed examinations. The study also targeted Class teachers handling examination classes and Guidance/Counseling teachers.

Community members who include parents, guardians and Parents Teachers Association (PTA) members were targeted. The key informants were the Education Standards Officer General Inspections (ESO GI) and school heads.

The research team sampled 3 schools from 3 districts in each of the 10 provinces, 90 former/current learners,



Data Collection for the Study

30 district officials and 30 parents/community members. For data collection, the research team used desktop research of examination datasets, Self-administered questionnaires, One on one interviews, FGD and case studies.

Findings of the study were that 52 % of the learners were girls while 48 % were boys who were absent during the examination. The study showed that Absenteeism rates were high. The average absenteeism was 9.04 % and 11.0% at Grade 7 and 9 respectively. The problem was manifested throughout the country. The other findings were that absenteeism rates are still high despite scrapping off of examination fees at Grades 7 and 9 examinations.

The findings of the study were that the causes of absenteeism included Socio-economic factors, school-related factors, Lack of parental involvement, early marriages and teenage pregnancies, natural causes (illnesses),

Customs and traditional belief and lack of examination centre status. Of these, parental involvement had the highest percentage towards the causes of absenteeism.

Highlights of respondents and responses was that only 2.7 % of learners were currently in school. The response patterns were however similar to former learners. 64% of most learners were often absent during term. (90.7% of the learners missed the whole paper. The other response was that 49.7% thought teacher absenteeism greatly contributed to their missing exam. 88 % regretted having missed the examination and 92 % of the learners would sit if given chance.

The study revealed that the correlation coefficient of 0.46 between absenteeism in class and final examination was high i.e. strong relationship at Grade 7. The assumption was that if class absenteeism could be managed, absenteeism from the examinations could be reduced significantly.

From the study, it is evident that absenteeism is widespread countrywide even with abolition of examination fees. The major causes were perceived differently by various stakeholders. However, there was need to make communities aware of not just financial implications of dropping out of school. A holistic and pragmatic approaches were required to remedy the problem of absenteeism during examinations.

The ECZ recommends that there is an urgent need to conduct community sensitisation on the importance of education, the dangers of teenage pregnancies and early marriages (enact deterrent law), re-entry policy and reduction of system wastage. There is need to abolish user fees and hidden examination-related costs (ID). We also recommend that school-parent partnerships should be established. The learner assessment monitoring systems in schools through out the school year should be strengthened. As stakeholders in the education sector, we should devise unique learner identifiers for learners i.e. track learners and deal with cases of relocation.

## Professor Banda commends ECZ for a spirited fight against exam leakages

By Kunda Kuku

The Chairperson of the Examinations Council of Zambia (ECZ) - Professor Samuel Banda has commended all Council employees for their tireless efforts in trying to curb examination malpractice cases during the 2013 school examinations.

Speaking during a Consultative meeting held at InterContinental Hotel on 27<sup>th</sup> March 2014 to come up with possible solutions to curb examination malpractices in future examinations, Professor Banda commended ECZ staff for leaving no stone unturned in an effort to curb examination malpractices.

The Council Chairperson appealed to the ECZ Management to strive to clean the examinations administration processes and systems of various suspected irregularities such as manipulation of results and the printing of the Examination Question Papers for candidates with Special Educational Needs (SEN).

Professor Banda appealed to the Ministry of Education, Science, Vocational Training and Early Education (MoESVTEE) to take punitive action against teachers who engage in examination malpractices. He further appealed to the ECZ to improve on the sealing of Tamper Proof Envelopes by the Printer to avoid malpractices.

This high level Consultative meeting was graced by the MoESVTEE Permanent Secretary- Chishimba Nkasha. Others in attendance were ECZ Councilors, Directorates from the MoESVTEE and ECZ management team.



ECZ Chairperson- Professor Samuel F. Banda

During the plenary session, the participants appealed to the ECZ to review the Act of 1983 so as to stiffen the penalty for those who engage themselves in examination malpractices. The participants strongly appealed to the MoESVTEE to critically look at private institutions that were offering Private tuitions since tuitions were banned in public institutions of learning.

## Our Library, Our Knowledge

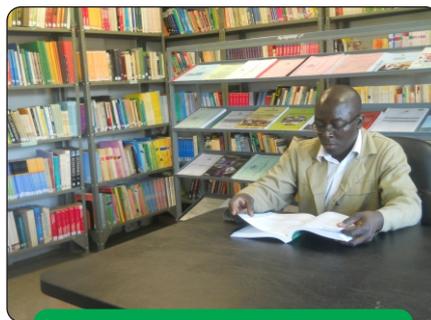
By Milimo Mweemba

The ECZ Library is growing and improving from the time it was opened last year. Currently the Library is organising the Online Public Access Catalogue (OPAC) using Koha. The Koha is a "full-featured open-source ILS. Developed initially in New Zealand by Katipo Communications Limited and first deployed in January of 2000 for Horowhenua Library Trust, Koha is currently maintained by a team of software providers and library technology staff from around the globe".

For ECZ, Koha will make it easy in information management, search, retrieval and dissemination. This implies that there will be little time spent on searching desired information materials such as reports, journals and books.

Librarians try by all means to provide accurate information within time and space. Because of huge collections, there is a challenge ethically. However, using Koha, the ECZ Library is like a child's play to locate a book or a report from the shelves.

The ECZ Library is small and specialised but stocked with information materials for primary, Junior Secondary, Senior Secondary, Tertiary level and current affairs. Our aim is to have a one stop information and documentation centre that will provide information on various subject areas.



ECZ Print Technician - Mr Peter Mumba researching in the Library

The initiative by ECZ to open and revamp the Library will help the setters, researchers and the entire staff through provision of up-to-date information within time and space as they work towards achieving the outlined aims, objectives and goals of the institution. We understand that an ignorant society is like a grave yard. This is because people can not make informed decisions. A society with free flow of information is open to new ideas

and this will result into high performance and contribute to economic development.

The ECZ produces a lot of documents through the Research and Test Development department. These documents need to be preserved in the Library for future reference and to facilitate the free flow of information. The Library is our information repository centre for information products and information by-products deemed fit to be in the Library.

To the setters and researchers on examinations related matters, the ECZ Library is housing information materials that helps to make their work easy and other priority areas such as staff development. The Library also provides reference services and selective dissemination of information.

Libraries operate like a clinic. You don't need a clinic until you are sick, so is the Library. You don't need it until you have a problem to solve, which is when you will realize that you need a Library just like breathing itself. Let us treasure our libraries and information centers. Information is power and source of leverage, nowonder at the ECZ we have a Library because we treasure knowledge.

# Your Questions Answered

By Benjamin Kashweka

**Q. May I please know the criteria you use to choose individuals to be trained as Markers? Kindly, specify the qualifications and experience you consider?**

A. Firstly, the applicant must be a serving teacher who has worked for at least 3 years. They must have a Bachelor's Degree except in subjects where there is no institution offering degree courses. The applicant must fill in the application form and have it endorsed by their supervisor. That is just the beginning because there are hundreds of applications on the waiting list. So applications are subjected to a shortlisting procedure and successful applicants notified. During shortlisting, care is taken to ensure that there is gender and regional balance.

**Q. My names have been misspelt on my Statement of Results. What can I do, please help?**

A. In the first place, it is important to note that ECZ will amend all misspelt names for FREE provided that they have been presented to ECZ within or on the period of 6 months from the date of the release of results of that examination session. Secondly, it is important to note that name amendment is not name change and therefore, ECZ has set acceptable standards for name amendment to be effected. The procedure for name amendment is that you need to collect an original introductory letter from your former school and an affidavit from the Commission of Oaths or the Courts of law and present to ECZ. Name amendment is done within two (2) working days.

**Q. I wrote under protest and my results did not come out. What can I do?**

A. Usually, underprotest are candidates who have not been registered by ECZ. In this regard, it is important to note that you are said to have registered for an examination only when you have received an official registration document from ECZ. This is usually a statement of entry or when you are one of those on the list of the attendance register given to the school from the ECZ. If your name is not on any of these, then you have not been registered for an examination and you are not allowed to sit for the examination. Thus your being in that examination is considered illegal by ECZ regardless whether you paid the fees at that school and you are in possession of ECZ receipts. The requirements are an original introductory letter from your former school, a charge of K310.00 per subject for GCE candidates and K210.00 per subject for internal candidates. The results will be ready within 10 working days.

**Q. My sister's names are incorrectly written on her Grade 9 Statement of Results. She wrote Grade 9 in 2012. Can the mistake be corrected or it's too late?**

A. Corrections of names are supposed to be reported to ECZ soon after the results have been released to schools and before 31<sup>st</sup> May following the year of the examination. No amendments are done after the Certificates has been printed. However, you can get bring your Certificate to Examinations Council of Zambia so that we investigate at what point the amendment was not done.

**Q. Are you sure you want to help the education system in our country? How could one pay K1000 just to combine GCE Certificates into one Accumulated Certificate?**

A. The combination of GCE Certificates is a personal decision one has to make. It is not mandatory. Moreso, the cost of printing Certificates is very high. We would like to mention that the security printing of ECZ's Certificates is done abroad. To avoid counterfeit products on the Zambian market, ECZ Certificates are printed with security features which cannot be seen with the naked eyes and this comes at a huge cost. For your own information, even K1000 for a combined GCE Certificate is not enough, ECZ subsidises the security printing of Certificates at all the levels.

**Q. I am a Grade 12 School leaver. I wrote in 2008. When I went to my former school to collect my Certificate, I was told that the ECZ did not send the Certificate there. What should I do?**

A. You must collect an introductory letter from your former school and bring it to the ECZ. In this case, you will not be required to pay anything. The service will be provided to you for free. For the School Certificate, it will be done within 21 working days for the years 2008 and below and a minimum of 6 months for the years 2009 to date. The Statement of Results will be done within two (2) working days.

**Q. Is it possible for me to obtain my Grade 12 Certificate from the ECZ in Lusaka rather than Solwezi because apparently am staying in Livingstone?**

A. It is not possible. According to the Examination Rules and Regulations, original results transcript must be obtained from the School where the candidate sat from. In this case, you sat for your examination in Solwezi and you are required to collect your results from there and not ECZ. The other alternative is to get in touch with the school and agree on the possibility of them sending the Certificate from Solwezi to Livingstone.

**Q. I want to have my Certificate replaced. The document got burnt in 2008. I have a Police Report and a letter from college as proof. So how much is charged for the replacement of the Certificate?**

A. Replacement of Certificate is one of the services the ECZ is offering. Since, you already have a Police Report and a Confirmation letter from the College, we also need a Sworn in Affidavit and a processing fee of K920 to start the process. At most, it takes three (3) weeks for the duplicate Certificate to be ready.



By Charity Meki Kombe

N	A	T	I	O	N	A	L	T	H	I	R	D
R	E	A	D	N	E	S	K	I	L	L	S	X
M	U	S	T	E	R	S	E	R	V	I	C	E
E	A	M	A	T	H	E	M	A	T	I	C	S
N	R	T	D	P	I	S	A	J	U	N	E	A
G	C	E	X	R	E	S	U	L	T	S	F	U
L	F	I	G	H	T	M	S	A	M	E	I	G
I	X	O	L	E	V	E	L	S	B	E	V	U
S	U	R	V	E	Y	N	C	O	S	T	E	S
H	A	E	A	A	X	T	C	R	E	D	I	T

**Read the sentences below and spot the underlined words from the puzzle.** Remember, as you read and work out the puzzle, you will get important information about the Examinations Council of Zambia that concerns YOU!

1. The Examinations Council of Zambia (ECZ) has started combining GCE Certificates for different examination sittings into one Accumulated Certificate.
2. Accumulation shall only be allowed upon attainment of a Credit or better in Five subjects (i.e. Five O levels) through different examination sessions.
3. All names on the Certificates to be accumulated must be exactly the same.
4. The cost of accumulation of GCE Certificates is K1, 000.
5. The ECZ conducts a National Assessment Survey at Grade five level to test learners in Mathematics, Reading in English and Life Skills. The latest survey was conducted in 2012.
6. Zambia will host the 32<sup>nd</sup> Association for Educational Assessment in Africa (AEAA) conference from 11<sup>th</sup> to 15<sup>th</sup> August 2014 at Zambezi Sun in Livingstone. This is the third time Zambia will be hosting the conference.
7. For the first time, Zambia will be participating in the Programme for International Student Assessment (PISA) which is an international survey aimed at evaluating education systems worldwide by testing the skills and knowledge of 15-year-old students.
8. One of the departments that exist in the Examinations Council of Zambia is the Research and Test Development Department (RTD) whose mandate includes among others, to conduct research on assessment and education related matters as well as develop examinations and other assessments.
9. Everyone must get involved in the fight against examination malpractices to make all examinations free and fair.
10. Zambia is a beneficiary of the Russian Education Aid for Development (READ) Trust Fund. READ is a programme established in collaboration of the Government of Russia and the World Bank aimed at improving the quality of education and learning outcomes in beneficiary countries.
11. With effect from Monday 12th August 2013, all payments for any ECZ service is expected to be made at any of the ZANACO branches within Lusaka city using the newly introduced Bill Muster payment system.
12. The Examinations Council of Zambia introduced the SMS Results Release System (SRRS) which enables candidates and the general public to obtain examination results via SMS using the mobile phone.
13. The Examinations Council of Zambia conducted its first ever June GCE Examinations in 2014. The exams were conducted in selected centres across the country.

# Taking care of yourself while using a Computer

By Samson Shiwanwa



Here is an exercise for the eyes termed as 20-20-20. It is suitable for all of us, who spend long hours at our desks, looking at the computer screen.

## Step I :-

After every 20 minutes of looking into the computer screen, turn your head and try to look at any object placed at least 20 feet away. This changes the focal length of your eyes, a must-do for the tired eyes.

## Step II :-

Try and blink your eyes for 20 times in succession, to moisten them.

## Step III :-

Time permitting of course, one should walk 20 paces after every 20 minutes of sitting in one particular posture. Helps blood circulation for the entire body.

## Some health mistakes that everyone makes

### 1. Skipping breakfast

Skipping your breakfast and then continuing with your day is like trying to drive your car with a very low tank of fuel – it will feel fine to start with but eventually slow down and cut out. Not only will you feel less active and sluggish, skipping breakfast – whether it is due to lack of time or fear of putting on weight – is linked with a higher risk of diabetes and can lead to obesity as your body stores up more fat to use as fuel throughout the rest of the day. Eat breakfast to feel happier, more functional and, most of all, healthy.

### 2. Driving with the windows down

We feel pretty content cruising up the motorway with the wind blowing through our hair on a warm day, but we never spare a thought for our poor lungs as we breathe in the harmful pollutants emitted by cars. A study from the University of Southern California has found that spending a mere 6% of our day driving in the car with the windows down exposes us to around 45 per cent of the pollutants that we encounter in 24 hours – that's a lot of pollutants to come into contact with in such a short amount of time. In cities, driving with the windows down poses an even higher threat to your health. Instead of winding the windows down during a traffic-ridden commute, try letting some fresh air in before you start your journey and save having the wind blowing through your hair for your voyage through the countryside.

### 3. Stopping medicines suddenly

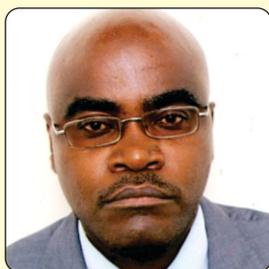
Most of us are guilty of this one; we're feeling much better and stop taking our medication, but suddenly end up feeling a whole lot worse. How often do you consider the health risks of this? Depending on the medicine you are taking, going 'cold turkey' can cause all sorts of health risks which range from mild, to moderate, or serious. Discontinuing your medicine suddenly can cause mild headaches, rapid return of the illness that you were treating, and seizures, to name only a few. Abruptly stopping certain medications can be life threatening, so keep taking it until your doctor tells you to stop, and when you do get the 'all clear' take medical advice when you're discontinuing them.

SOURCE:<http://uk.lifestyle.yahoo.com/10-health-mistakes-everyone-makes-080038958.html>

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## The Council welcomes the following new members of Staff...

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**Mr Ian Chirambo**

Mr Chirambo took up his appointment at ECZ as Senior Examinations Officer – Processing & Certification, on 20<sup>th</sup> January, 2014. He has over 10 years extensive experience in teaching, Guidance, Counselling and Administration. He taught Biology, Chemistry and Guidance and on occasions acted as Deputy Head Teacher & Head Teacher at St. Mary's Secondary School in Lusaka. Other experiences include working as a Tutor & Demonstrator in the Biological Sciences Department at UNZA and as Supply Teacher in Biology at Baobab College for “O” and AS levels. He also associated with ECZ as an Examiner, Team Leader, Item Writer and Member of Setting Panel for Biology Paper 2. Prior to joining ECZ, he was Head of Guidance Section and served as Board Member at St. Mary's Secondary School in Lusaka. He holds a Bachelor of Science with Education and a Master of Business Administration with Education Degree from UNZA and UNILUS respectively.

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**Mr Moonga Hakalyamba**

Mr Hakalyamba is a Senior Research Officer in the Research and Test Development department. He joined the ECZ on 10<sup>th</sup> March, 2014. Moonga worked as Secondary School teacher, teaching Geography and Zambian Languages at Rusangu Secondary School and Mazabuka School for Continuing Education. He then joined Zambia Institute of Special Education (ZAMISE) as Senior Lecture, teaching Neuropsychology and Educational Psychology. He holds a Bachelor of Arts with Education

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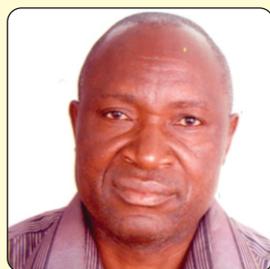
**Mr Joseph Munkunka**

Mr Munkunka joined ECZ on 3rd February 2014 as a Hardware Technician. Before joining Examinations Council of Zambia, he worked for Computer Express as a Senior Technician from 1<sup>st</sup> February 2005 to 31<sup>st</sup> January 2014. Before joining Computer Express, from 2002 to 2004, he worked as a Computer Technician for Ztek Computers (Zambia) and Horizon Computers in Swaziland.

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## The Council bids farewell to...

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**Mr Samuel Kalyapu**

Mr Kalyapu bid farewell to ECZ on 4<sup>th</sup> April 2014. He held the position of the Driver. He also contributed a great deal in ensuring that the activities of the various departments and sections of the ECZ were implemented on schedule. Mr Kalyapu will be missed for his jovial character. His invaluable support to the well-being of ECZ was enjoyable and fulfilling. We wish him the very best in his retirement.

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**Mr Neta Mwendaweli**

Mr Mwendaweli left the Council on 30<sup>th</sup> April 2014. He left the Council in the position of Analyst Programmer in the Information Technology Department. He was very supportive and ensured that the Council moved towards Electronic Candidate Registration System and other IT solutions. The Council wishes him luck as he takes a step closer to a new beginning.

# Sport in women



By Juliet Makasa

It is important for each one of us to keep our bodies fit and healthy. This can however be so demanding and require a lot of work and attention. Keeping our bodies healthy and fit does not require only eating the right food compressed in a balanced diet as most people may think. It involves recreation; one good way of

getting this recreation is through fitness in sport.

Most people are still entangled with past beliefs of thinking the soccer pitch is only for the boy child while the girl runs around the house tidying up. In this year and era we must realize that women have the right to keep fit and healthy as much as men do.

I interviewed Nokutula Banda the only Judoka that has been selected to represent Zambia in the Nanjing Youth Olympics slated for this August about why women should adopt sport in their lives. The Judoka expressed great importance for women in sport. She said sport is good for a woman's health as it helps prevent conditions such as High Blood Pressure. She also said sport can be used as a tool for women to gain income and exposure." Most women do not get an education due to different cultural and economic factors, it is for this reason that they can use their abilities in sport to improve their welfare" she said.

Nokutula also said under privileged women can win scholarships for education and become better people in life aside from using sport for just income to sum up, the Olympics bound athlete said sport opens many doors that women can use to their advantage. "I had gained so much from sport and have gone to places locally and internationally which I could have not been had I not been a Judoka" she lamented.

Away from the athlete's opinion there are many other merits that sport in women provides. Some sports such as martial arts and boxing can be used to strengthen self-defence in women. Many are the times we would hear of women being physically abused not only in the streets but even from our own respective homes. A woman that has been trained in martial arts possesses the skill to protect herself from harm.

Also, the interest and participation of women in sport would help to pass on the trend to children; this is because women are role models of children because of their dedicated love and care. Sport can also help many young and old women stay away from bad vices that might include drug abuse, prostitution and gossiping to mention just a few.

Women participation in sport also encourages gender balancing and overcomes myths about what women cannot do. It is therefore vital for our society to work hard in encouraging women to take part in sport; it begins from lower levels such as schools and work places. As we are not all inclined to just playing one game, one can choose from football, basketball, tennis, badminton, squash, rugby and many other sports that suits the individual. What's even more is that it improves your maternal health and also can be used to provide for your family once well established. Sport in women is indeed a factor to consider for the physical development of our women.

## ECZ Soccer team finds its winning formula

By Ronald M. Tembo

It's hard to critique a team that exceeds everyone's expectations. The soccer team is one such team. Vince Lombardi once said, "Football is a great deal like life in that it teaches that work, sacrifice, perseverance, competitive drive, selflessness and respect for authority is the price that each and every one of us must pay to achieve any goal that is worthwhile."

Inspired by this quote, the ECZ soccer team has found its winning formula. The Soccer team remains undefeated this year with an emphatic win over Printech Limited. The team cracked down the ambitious Printch side by 8 goals to 2.

In 2013, the ECZ Sports Club recorded a poor run of results. The team lost to Kamwala High School, Zambia Police Service, Zambia Electricity Supply Corporation (ZESCO) Kafue Gorge Division and Afflife. The only consolation lies in their emphatic win against Kamulanga High school. ECZ defeated Kamulanga by 6 goals to 4.

The emphatic win against the Printech has ignited the spirit of hard work and commitment amongst the members. Even though the team was not winning a lot of games last year, the members didn't relent in their quest to have better results and develop the winners attitude. The team is doing a better job

to be more disciplined and committed to the task of wanting more successes this year. The achievements of the team is as a result of the combined effort of each individual player in the squad. Its team work and commitment which has enabled the team to recorded successes.



ECZ Team (Green) attempting to shoot on target

I end by quoting Vince Lombardi once more who says, "Success is like anything worthwhile. It has a price. You have to pay the price to win and you have to pay the price to get to the point where success is possible. Most important, you must pay the price to stay there."The team is willing to sacrifice in order to be among the best teams. So far, The ECZ soccer team has performed well and it is our hope that it continues on this winning path.

## INSPIRATION AND MOTIVATION

### Another reason for praising the lord.

*By James Banda*

*“Praise the Lord, all you Nations.  
Praise him, all you people of the earth.  
For he loves us with UNFAILING love; the LORD's faithfulness endures forever.  
Praise the LORD!”*

*Not only is Psalm 117 the shortest chapter in the Bible, it is also the middle chapter. Paul quotes from this Psalm in Romans 15:11 to show that God's salvation is for ALL people, not just the Jews.*

*Have you ever said, “I can't think of anything God has done for me? How can I praise him?” This Psalm gives two reasons for praising God: his unfailing love towards us and his faithfulness that endures forever. If he did nothing else for us, he would still be worthy of our highest praise.*

*Pilots put confidence in their planes, commuters place confidence in trains, cars, or buses. Each day we must put our confidence in something or someone. If you are willing to trust a plane or a car to get to your destination, are you willing to trust God to guide you here on earth and to your eternal destination? Do you trust him more than any human being? How futile it is to trust anything or anyone more than God.*

*There days when the last thing we want to do is rejoice. Our mood is down, our situation is out of hand, and our sorrow or guilt is overwhelming. We can relate to the writers of the Psalms who often felt this way. But no matter how low the writers felt, they were always honest with God. And as they talked to God, their prayers ended in PRAISE. When you don't feel like rejoicing, tell God how you truly feel. You will find that God will give you a reason to rejoice. God has given you this day to live and serve him \_\_\_ BE GLAD!*



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