



ECZ

IN PERSPECTIVE

News about the Examinations Council of Zambia

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MINISTER GIVES ECZ LEEWAY TO UNRESTRICTED CREATIVITY AND INNOVATIONS



“My dream is to transform Zambia’s educational sector”

Hon. David Mabumba, MP



The Examinations Council of Zambia (ECZ) was established by an Act of Parliament Number 15 of 1983 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 began in 1987 as a semi-autonomous public institution (parastatal).

VISION

An Examining Body of Excellence.

MISSION STATEMENT

Efficiently Conduct Assessments and Award Certificates of Comparable International Standards.

VALUES

Accountability
Efficiency
Integrity
Confidentiality
Transparency
Teamwork
Competence
Innovation

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EDITORIAL

Dear Readers,

The prospects for the success of ECZ programmes and activities are incontestably positive in the light of hardwork, commitment, respect, cooperation and trust exhibited by all council staff and stakeholders. Guided by the vision to become an examining body of excellence, extra care has been taken by ECZ management to ensure that the work plans are in line with the parameters of the vision, mission and strategy.

Even though the strategic plan sets out an ambitious vision and mission to represent divergent needs of the wider community both local and international, ECZ is alive to the fact that the business environment has changed due to distinguished variables in today's competitive and globalised world. As a remedy, the ECZ has revisited its strategy to monitor progress against milestones and adjust them accordingly. For the first time after the launch of the strategic plan in 2016, the ECZ has since reviewed all the activities prescribed in the document to remain on track towards achieving the set yardsticks. The review was critical to analyse both internal and external factors that may require changes to the strategy in order to heighten the implementation process.

Related to this, public demand for examinations and certification has continued to rise steeply in Zambia, inevitably due to market forces. Within the period under review, the ECZ sought to revise all the important examinations administration documents in an effort to harmonise them to be in conformity with what was apparently obtaining on the ground. Furthermore, it can be stated unreservedly, that different stakeholders commended the ECZ for holding the 2017 Review of Examinations early. The activity was important for the council to make appropriate recommendations to improve the conduct of examinations in 2018 and beyond. The ECZ also endeavoured to benchmark best practices from other examining boards to enhance the conduct of examinations.

Arising from the Memorandum of Understanding (MoU) signed between the ECZ and Saint Jeff College Primary School of Johannesburg, South Africa last year, all is set for the Council to conduct the first ever Grade 7 Composite Examination in 2018 to the learners in that country. The ECZ has put in place strategic measures to ensure that the examination for the Grade 7 learners at Saint Jeff College run as planned. The Grade 7 Composite examination is scheduled to run from 5th to 9th November 2018. It is our hope that this partnership could be extended to other stakeholders so much so that examinations conducted by the ECZ continue to be credible and recognised globally.

As we continue to be guided by the strategic plan, the ECZ will always strive to be innovative and provide best practices in assessments and certification. Consequently, such strategic undertakings will coerce the ECZ to implement assessment and certification systems aimed at producing self-programmable learners imbued with 21st century skills of critical thinking, creativity, problem solving and communication skills.

To you our esteemed Readers, we are exceedingly happy to publish and present the 12th edition of our corporate bulletin. Enjoy reading!

Ronald M. Tembo
Corporate Affairs Officer

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MESSAGE FROM THE DIRECTOR



Dr. Michael M. Chilala
ECZ Director

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Minister Gives ECZ Leeway to Unrestricted Creativity and Innovations

By Ronald M. Tembo

The Minister of General Education, Honourable Mr. David Mabumba, MP, has urged the Examinations Council of Zambia (ECZ) Management and members of staff to always premise its mandate and operational activities on creativity and innovations in order to transform into an examining body which speaks to the aspirations of the Zambian people.

Speaking during the Interactive meeting with members of staff held at ECZ Head Office in Lusaka, Honourable Mabumba implored on all employees to start investing in creativity and innovation in order to reduce operational expenditures at the ECZ.

“Dear colleagues, we need to invest in creativity and innovations. This is what is going to reduce our operational expenditure in the long run....And when you reduce operational expenditures, it gives you a leverage. It gives you savings. Ultimately, there will be incentives in the conditions of service at ECZ which will motivate members of staff and enhance work output,” Honourable Mabumba stated.

The Minister challenged the ECZ not to accept the status quo but continue to transform and reform if service delivery was to be improved in examinations administration processes and systems. He thanked the ECZ council, management and staff that the institution had been able to supplement the financial efforts of the portfolio parent Ministry because of basic innovations being implemented.

“ I am happy that if I look at the financial standing of ECZ now, I am reliably informed that at least you are able to generate 60% of funding internally. That is how it should be...Because of the basic innovations which you have been able to implement so far, the institution is able to generate abit of income and making your work of examinations administration much easier, ” Honourable Mabumba stated.

He commended the ECZ for the noticeable operational improvements and the positive corporate reputation the institution had gained in the recent past. The Minister further pledged to ride with ECZ on the platform of transformation and educational reforms.

“If Dr Chilala was to say this is how I found the ECZ, I will not have commended the council for its operational improvements...But it is

because all of you have risen to the occasion to challenge the status quo...And as your Minister, I will ride on the platform of transforming and reforming, ” Honourable Mabumba explained.

Furthermore, the Minister stated that the ECZ had the capacity to conduct online examinations to reduce its operational expenditures adding that the dream to conduct such examinations was not far-fetched:

“Through your Research Department, that is something you can do and bring on board in your strategy. Conduct enough research on online examinations because the initial capital investment in the short term may be huge but surely in subsequent examinations, the ECZ will be able to reduce its operational expenditures, ”Honourable Mabumba stated.

The Minister thanked the ECZ for its resolve to decentralize by taking council services closer to the people of Zambia. He added that the decentralisation programme being undertaken by the ECZ was a true reflection of a service-oriented Government department.

“ I want to thank you for taking council services closer to the Zambian people. I was one of the aspiring candidates in the 2016 General elections. I was one of the people who went to the Lusaka service centre to verify my School results as an ordinary citizen. I did not want to use my title and I could see how the vast majority of the citizens suffered in the queues at the only service centre at that time. Do you want the same thing to happen in 2021? The answer is NO, ” the Minister explained.

Honourable Mabumba further challenged the ECZ to invest and implement online verification of results before the next general elections to ensure that it fulfils its mandate of verifying qualifications for people vying for political positions and certifying only those who had genuine results to file in their nominations.

“ I want to challenge you that online verification of examination results is not a far-fetched dream with the ICT platforms in place at ECZ. I am sure Dr Chilala that in your ICT Department, you have men and women



ECZ Staff aligning their work plan with the strategic plan

who can deliver and this system can be given to the Zambian people,” Honourable Mabumba said.

The Minister disclosed that in the interim, he was going to focus on the four (4) pillars towards achieving educational reforms:

“Dear colleagues, the four pillars are quantitative reforms in nature. We will focus on infrastructure. You will see significant changes in the manner school furniture is procured. You will see reforms around the procurement of school materials which are currently supplied by private publishers. There will also be reforms regarding the internal production of books and other important requisites used in schools for teaching and learning, ” Honourable Mabumba disclosed.

The Minister was optimistic that once the pillars were implemented, all concerned education stakeholders would be able to adequately assess the learners at various levels of examinations and ultimately the prescribed learning achievements would mirror the aspirations of Government and the Zambian people.

Honourable Mabumba has since appealed to Dr Chilala and his management team to work closely with the Directorate of Standards and Curriculum in the Ministry. He further encouraged ECZ management to embrace teamwork in the various departments and sections of the Council as it was the best option available to accomplish strategic benchmarks.

ECZ Conducts a Postmortem of the Strategic Plan

By Ronald M. Tembo



In a highly indeterminate and complex environment, a strategic plan is extremely important for creating a strong, growing and profitable business for organisations. It is a blueprint for implementing and achieving the corporate vision. Essentially, the strategic plan clarifies the long term goals and the steps necessary to attain them over a considerable period of time.

For the ECZ, the strategic plan covers a period of five (5) years from 2016 to 2020. The plan sets out an ambitious vision and mission for the period and represents the needs of not just the ECZ, but of the wider stakeholder community, both local and international. However, the conditions, environment and assumptions on which the plan was originally based has not remained constant due to policy shifts, market shocks, technology and other variables in today's globalised world. Thus, organisations need to revisit their strategy, monitor progress against milestones and adjust to changing conditions. It means that the strategic plan needs to be revised and adjusted regularly.

It is for this reason that the ECZ held its Annual Planning Retreat from 25th to 28th January 2018 in Siavonga to review the progress regarding the implementation of the strategic plan. The Retreat also sought to plan for the 2018 activities in line with the strategic plan. It was the first time the ECZ was

reviewing the plan after the launch in 2016. The resource persons during the Retreat were drawn from different departments and sections of the ECZ. The review of the strategic plan was an opportunity to take a step back, assess, evaluate and realign the vision, goals, priorities and action plan.

From the undertaking, it was vividly clear that the ECZ was on course with the implementation of the strategic plan. Despite some challenges in the short run, more effort was needed in the area of Information and Communication Technology (ICTs), advocacy, stakeholder engagement and most importantly, the strengthening of the legal and compliance mechanisms to achieve zero security breach of examinations. These require consented and continued effort from ECZ management, staff and stakeholders. It was also necessary for the ECZ management to be reviewing the plan on an annual basis.

Based on a highly focused agenda for the Retreat, management team ensured that the ECZ programmes, projects and activities were within the parameters of the vision, strategy and objectives. The team also reviewed both internal and external factors that may require changes to the strategy or affect the ability of the ECZ to achieve the set objectives. Worth mentioning during the Retreat is that ECZ management identified potential scenarios and developed contingency plans to help the institution stay

on track towards reaching the set goals and fulfilling the corporate vision for business continuity as well as sustainability.

The review of the plan was critical for the ECZ to realign the purpose of organisation and set realistic goals in order to adapt quickly to the changing environment. The Retreat was essential to overcome short term problems and make the ECZ become more forward thinking and visionary. Moreso, it was a chance for the ECZ to measure the progress made and find ways to improve on its operations. This important management undertaking built a consensus about where the ECZ was heading and took advantage of business prospects. The Retreat also helped management to come up with tangible interventions to defend the ECZ against business threats on the market.

Strategic planning and subsequent review is an essential part of any modern organisation whose vision is to achieve excellence in all its operations. All members of staff should be commended for their efforts, dedication and upholding the ECZ corporate values in advancing the needs of both the institution and stakeholders. Management team looks forward to cooperation and teamwork as ECZ commits itself to meeting the divergent needs of the public and stakeholders by embracing ICTs and innovations.

Highlights of the 2017 End of Year Examination Results

By Smart Sakala



The then Minister of General Education - Dr Dennis Wanchinga, MP announcing examination results

Every year, the ECZ Conducts not only Mid-Year Examination but also end of year School examinations at Grades 7, 9, 12 and Teacher Education. The following are the highlights of the 2017 examinations:

Grade 7 Composite Examination

The 2017 Grade 7 Composite Examination was written from 6th to 10th November 2017. It is worth noting from the onset that the 2017 Grade 7 cohort was the second to sit the examination under the revised curriculum. The total number of candidates registered for the examination was 400,802, representing a growth of 3.50 percent from 387,263 in 2016. Of the registered, 201,525 (50.28%) were boys and 199,277 (49.72%) were girls. The number of female candidates entering the examination has continued to grow steadily since 2013, probably due to interventions promoting female education put in place by the MoGE and other stakeholders. A total of 364,546 sat for the examination. Of these, 183,745 were boys while 180,801 were girls. Overall, absenteeism from the examination increased

marginally both in absolute terms and proportions from 34,632 (8.94%) in 2016 to 36,256 (9.05%) in 2017. The highest increase in absenteeism was recorded in Eastern Province from 9.33 percent in 2016 to 13.21 percent in 2017 (3.88 percentage point).

In terms of performance, North-western Province was second where absenteeism rates increased from 10.19 percent in 2016 to 11.83 percent in 2017 (1.64% increase). The relatively high absenteeism rates in Eastern Province in 2017 need further investigation, especially that the province showed a decrease in absenteeism in the 2016 examination.

With regards to progression rate, a total of 357,422 candidates out of the 364,546 candidates who sat the 2017 Grade 7 examination were selected to Grade 8. This represents a national progression rate of 98.05 percent compared to 96.64 percent in 2016. Of the selected number, 181,041 (98.53%) were boys while 176,381 (97.56%) were girls. Furthermore, the overall

performance of candidates in the 2017 Grade 7 examinations was lower than the performance in 2016 as the national mean dropped from 611.71 in 2016 to 608.04 in 2017. There is need to examine the cause of this drop which came after improvements had been observed in three successive previous years (2014, 2015 and 2016).

Junior Secondary School Leaving Examination (Grade 9 Internal)

With respect to Grade 9 Internal Examinations, the 2017 candidates were the third cohort to write this examination under the revised Curriculum of 2013. The examination was conducted from 25th September to 3rd November, 2017.

A total of 350,246 candidates entered the 2017 Grade 9 examination. Of these, 177,057 were boys while 173,189 were girls. This translates in to 50.55 percent boys and 49.45 percent girls. A total of 308,560 sat the 2017 examination, representing a decrease of 9,412 candidates (2.96 %) from the 317,972 who sat the 2016 examination. When compared to the total number of candidates who sat in 2016, there is a 2.96 percent decrease in 2017. The decrease can be attributed to, among other factors, the separation of external candidates from internal candidates.

In terms of the progression rate to Grade 10, the number of candidates selected to Grade 10 was 162,539 out of the 308,060 who sat the 2017 Grade 9 examination. This represents a national progression rate of 52.76 percent compared to 49.07 in 2016. Of the selected number, 85,038 were boys while 77,501 were girls, representing 54.25 percent and 51.22 percent respectively. Overall, the 2017 Grade 9 results were better than those for 2016 considering that more candidates obtained certificates. In addition, the proportion of candidates that failed the examination also reduced. This is an indication of improved performance notwithstanding the leakage of question papers.

Analysis of the examination results across all school types revealed that Grant-Aided schools were the best performing followed by Private schools. Private schools were followed by GRZ schools. Community schools were the list performing schools in the 2017 Grade 9 Examinations. The mean scores for the various school types were as follows: Grant-Aided schools 375; Private Schools 365; GRZ (Public) at 342 and Community Schools 338.

The School Certificate (SC) Examination

The School Certificate Examination (Grade 12 Internal) was conducted from 30th October to 1st December 2017. The 2017 Grade 12 examination saw an increase in candidature as well as the proportions of candidates obtaining School Certificates.

A total of 134,818 candidates (73,250 males and 61,568 females) registered for the 2017 School Certificate examination. This represents an increase of 4.69 percent over the 128,783 candidates entered the 2016 examination. There was an increase in candidature for both male (5.15%) and female (4.14%) candidates.

Performance in terms of the proportion of candidates obtaining School Certificates improved from 61.94 percent in 2016 to 64.84 percent in 2017. A total of 86,133 candidates obtained school certificates in 2017 compared to 74,828 candidates in 2016. Of the candidates who obtained School Certificates 66.65 percent were male

while 62.69 were female. In addition, the number of schools recording 100 percent school certificate pass rate increased from fifty-one (51) schools in 2016 to seventy-three (73) schools in 2017.

When ranked using the School Certificate pass rate, Northern and Muchinga provinces have improved their performance in 2017 from third (2016) to first and fourth (2016) to second positions respectively. Western Province remained at position ten in 2017 just like it was in 2016. Copperbelt province moved from position nine (2016) to eight while Central province moved from position seven to five. The largest drop in ranking was recorded in Eastern province whose ranking dropped from position one in 2016 to position four in 2017. This sudden drop needs to be investigated.

Teacher Education (TED) Diploma Examinations

The Early Childhood, Primary and Junior Secondary Teacher's Diploma Examinations were written from 20th October to 24th November 2017. Marking took place from

11th to 19th December 2017. Processing of results was done thereafter.

This was the first time the ECZ examined candidates in third and final year of the first cohort at ECE and Primary Teachers' Diploma (PTD) Levels. With the completion of a full cycle at ECE and PTD Levels, the graduation ceremonies for the first cohort shall be held in affiliate Colleges of Education during the course of 2018.

The 2017 TED examinations were successfully conducted. Although there was generally good performance among the student teachers, mean scores in courses were low in most of the courses. Poor performance was mostly notable in Natural Science-related courses and in ICT.

Overall, the 2017 examinations were successfully conducted despite the challenges that came along the way. We can only hope and pray that the 2018 examinations will also be professionally conducted for the betterment of the Zambian pupil.



From left to right:

Director of Standards and Curriculum, Dr. Sunday Mwape; Council Secretary, Mrs Teza N. Musakanya; Minister of General Education, Hon. David Mabumba; ECZ Director, Dr. Michael M. Chilala and ECZ Deputy Director, William B. Kapambwe

Examinations Administration Guidelines Revised

By Ian Chirambo



Some stakeholders during the Review Workshop

The ECZ in its quest to improve efficiency and effectiveness in the administration and management of examinations in tandem with the Strategic Plan, undertook a revision of important documents used in the conduct of examinations in Zambia.

There are various documents that ECZ uses internally and also with stakeholders that governs the way examinations are conducted. Some of these documents are the Procedures and Processes in Examinations Administration, Regulation for Examinations for Grades 7, 9, 12 and Teacher Education, Guidelines for Administration and Management of Examinations in Zambia, Standing Instructions in Handling Cases of Malpractice and Guidelines for Centre Coordinators at Marking Centers.

The main reasons for revising all these documents was to align them with the revised curriculum and also to update them so as to conform with new developments and innovations that have occurred since they were last revised. The Guidelines for the Administration and Management of Examinations in Zambia and Examination Regulations were last revised in 2015 and 2013, respectively.

First, the ECZ undertook to revise the Procedures and Processes used in Examinations Administrations. Again this was in an effort to harmonize the document to be in conformity with what was obtaining currently. This document is important for all the Officers in the ECZ in that it is used during orientation for new staff and most of

their duties and responsibilities for Officers especially in Examinations Administration Department were well outlined here.

There are some procedures and processes that have since changed from the way things were done. For instance, the system to register candidates for examinations has changed from Electronic Candidate Registration System (ECRS) to Online Candidate Registration System (OCRS), manual verification of Entries has changed to Onscreen Verification of Entries, the physical printing of statement of entry has changed to availing the Electronic Statement of Entry to candidates when they log on the OCRS registration platform, manual capturing of marks to Electronic Capturing of Marks and transferring of marks using mobile devices has also changed to Online Secure Transfer of Marks.

“The main reasons for revising all these documents was to align them with the revised curriculum and also to update them so as to conform with new developments and innovations...”

ECZ Management too undertook to revise the Regulations for Examinations at different levels in Lilayi district. The main thrust again was to align the regulations to the new systems and revised curriculum currently in effect. The regulations were then submitted for approval to the different Committees

of Council and eventually the ECZ Council ratified these regulations.

Once these regulations are printed, they shall be distributed to all the Provincial Education Offices (PEOs) so that in turn they can be made available to all the Districts and eventually all the examination centres. In order to take care of the emerging forms of examination malpractices and the new ingenious ways of cheating during examinations by candidates, the Standing Instructions in Handling Cases of Examination Malpractices were also revised at the same meeting.

Similarly, in the first quarter of 2018, ECZ Management revised the Manual or Guidelines for Centre Coordinators at Marking Centres. This was to ensure that decentralized marking of GCE Examination in the regions was taken care of and most of the new inclusions in this document will be implemented during the 2018 GCE Examination. At the MIKA Convention Centre meeting with various stakeholders in Chongwe district, the Guidelines for the Administration and Management of Examinations in Zambia were also revised. This meeting took into consideration inputs submitted from all the Provinces through consultations with the Districts and Centres.

The 2018 examinations will be conducted using these revised documents. It is envisaged that the efficiency and effectiveness in the administration of these examinations shall be achieved.

2018 Early Grade Reading and Mathematics Results Show Improved Learner Performance

By Shakazo Mzyece



Zambia conducted the second early grade reading and mathematics national assessment survey following the baseline survey in 2014. This was the first time that this particular large-scale assessment which uses EGRA and EGMA tools was conducted by ECZ following the handover of the programme by USAID and Research Triangle International (RTI) in 2015. This remains another major assessment milestone the Examinations Council of Zambia has achieved, following the 2014 countrywide survey was jointly implemented with RTI taking the lead, and supported by ECZ and University of Zambia's Institute for Economic and Social Research (INESOR) for the Ministry of General Education (MoGE).

Preparatory works for the Survey began in 2015 following a series of capacity building programmes by RTI that were aimed at equipping the ECZ Research Officers with technical skills and expertise in the survey operations before the Early Grade Reading and Maths Assessment was formally handed over to ECZ and incorporated as part of the Country's educational largescale assessments that are periodically conducted also at grades 5 and 9 levels to provide empirical evidence on pupils learning achievement. Further, this survey also serves to provide the Ministry with empirical evidence on how pupils in early grades are developing literacy and numerical skills.

The sampled based survey results function as Disbursement Linked Milestone (DLM) indicators for the Educational system in Zambia.

This Survey was conducted in April 2018 in all the ten (10) provinces covering over 480 Public, Private, Grant-Aided and Community schools with Grade 3 Learners in their first term after having completed their second grade of primary school education. Resource Centre Coordinators both at provincial and district levels (PRCCs and DRCCs) and a pool of ECZ Research Interns from the three Public Universities in Zambia were trained on data collection procedures at Legacy Investments in Silverest, Chongwe District in the first week of April 2018. A total of 160 Data Collectors participated in the field data collection exercise during the 2nd and 3rd weeks of April 2018. Officers from ECZ's Research and Test Development and those from MoGE's Directorate of Standards and Curriculum participated in the field data collection monitoring, one of the surveys' mechanism for ensuring data quality. The 2018 Sample had over 4,700 Grade three pupils who had completed receiving grade two learning instruction compared to the 2014 Sample that comprised Grade two pupils who were in their third term still receiving learning instruction in that grade level. The Survey assesses reading because school pupils are expected first to 'Learn to Read' in order that they can 'Read to Learn'.

The 2018 Survey findings showed that 'Reading' has improved significantly across all languages from the 2014 Survey. Further, key findings showed that a target of 4 percent fluent readers set benchmark was met for Lunda, Kiikaonde, and Icibemba languages, while the (33%) target for emergent readers was met for Silozi and Icibemba languages. In addition, the 26 percent set benchmark target for reducing non-readers was met for Lunda with the remaining languages nearly having less than (10%) to meet the set target. These positive survey outcomes mean that the Country has recorded an improvement in Oral Reading Fluency (pupil's ability to read text quickly, correctly and accurately per minute) with about 26 percent proportion of our pupils still lacking behind compared to the 2014 Survey findings were these margins were way above 50 percent across the Languages.

The Early Grade Reading and Mathematics assessments results revealed significant progress being made at grades 1 to 4 of primary education in Zambia and these findings could be attributed to a number of policy reforms that included curriculum reforms that saw the introduction of early child education, the change in the Language of Instruction for Grades 1 to 4, the implementation of Catch-up programme, continuous deployment of trained Teachers especially to rural and remote schools and the continued use of assessment results (such as School Based Continuous Assessments, largescale National Assessments and Public Examinations) to inform teaching and learning among others.

EGRAs have been conducted in over 70 Countries since 2012 and in more than 120 languages worldwide. In Zambia, the Survey is administered in the seven languages of instructions of Chitonga, Cinyanja, Icibemba, Kiikaonde, Lunda, Luvale and Silozi languages. The 2018 Survey instruments were a build on from baseline survey and were revised, validated accordingly based on the 2014 findings. Further, a Benchmark Setting workshop comprising experts from MoGE, ECZ and Researchers from University of Zambia and RTI successfully set performance benchmarks or standards for reporting survey results and a five-year performance targets in the respective assessment domains were set for 2019.

ECZ Commended for the 2017 Examinations Review Workshop

By Ian Chirambo

The early holding of the Review workshop on the conduct of the 2017 examinations with stakeholders was commended. The review workshop took place in February 2018 as opposed to the month April as has been the case in the previous years. The participants from the provinces were happy that the early review will ensure timely feedback to inform improvements in the new examination cycle.

The Review workshop had three categories of participants: the first group of participants were drawn from Provinces, Districts and Schools; it comprised Senior Education Standards Officers, Education Standards Officers and Guidance Teachers. This group was hosted from 26th to 27th February, 2018 and looked at aspects related to candidate registration leading to the release of results.

The second group of participants comprising Chief Examiners was drawn from Grade 12 Marking panels. The area of focus with this group was mainly to review the marking related issues and consider how challenges experienced during the marking of the 2017 examinations could be improved upon in the 2018 examination session.

The third group of participants comprising College Principals and Chief Internal Examiners was drawn from Colleges of Education. This was the first time a review for the conduct of Teacher Education (TED) examination was being done. This meeting was particularly a milestone for ECZ as the administration of TED examination has had a number of teething problems. A number of resolutions were made that would guide the administration of the 2018 TED examinations.

In attendance also were representatives from Ministry of General Education (MoGE)-Headquarters, the Directorate of Standards and Curriculum, Principal Education Standards Officer (Examinations), Dean of Provincial Education Officers (PEOs) and Dean of District Education Board Secretaries (DEBS).

Some of the notable resolutions made during the Review workshops were that: a candidate who was involved in examination malpractices shall be expelled from the entire examination and unregistered candidates would not be allowed to write the examination. The meeting agreed that there should be Coordination between Accounting Officers and Guidance Teachers



One of the participants during the workshop

during registration and candidates who did not pay the prescribed examination fees shall not be registered for the examination. It was resolved that the PEOs and DEBS should ensure that all strong rooms were reinforced with Y16 Deformed Metal Bars by 30th June 2018 in readiness for examinations. For wrongly packed scripts, it was resolved that supervisors shall be called to the Marking Centres to rearrange the scripts at their own costs. All Examination Centres were urged to ensure thorough and timely verification of all examination materials received and provinces should ensure that dates for delivery of scripts to the ECZ were strictly followed to avoid crashing.

Other resolutions were that Chief Examiners shall continue to implore on the Team Leaders to monitor and verify the work done by Examiners and Checkers. The stakeholders resolved that the ECZ shall ensure that the system for inviting Examiners was improved and the database of Examiners updated at all times. The meetings agreed that all the Panels (All Belts) should have Checkers during marking and that the checkers would be paid the rate of the Examiners in a Belt.

The separation of roles from Chief Examiners and Setting Panel Chairperson shall be upheld by all stakeholders to ensure effective administration of examinations.

It was further resolved that Answers written on the answer booklet that were supposed to be written in the question paper with blank spaces provided shall not be marked. The other resolution was that Lecturers in Colleges of Education shall be trained as Examiners and in Test Item development. The meeting further recommended that Diploma examinations shall be centrally set and marked under the supervision MoGE and the Monitoring of TED examinations shall be intensified by all stakeholders. The meetings resolved that all Colleges of Education shall submit Continuous Assessment (CA) marks to the ECZ in good time.

It is our hope that the conduct of the 2018 examinations will be smooth with less challenges.



Education stakeholders pose for a group photo



PUBLIC NOTICE

2018 EXAMINATION SESSION DATES

The Examinations Council of Zambia (ECZ) wishes to notify the general public that the 2018 Examinations will be written on the following dates:

S/N	Name of Examination	Start Date	End Date
1.	Grade 7 Composite Examination	5 th November 2018	9 th November 2018
2.	Junior Secondary School Leaving Examination (Grade 9 External)	16 th July 2018	10 th August 2018
3.	Junior Secondary School Leaving Examination (Grade 9 Internal)	24 th September 2018	1 st November 2018
4.	School Certificate Examination (Grade 12)	29 th October 2018	28 th November 2018
5.	General Certificate of Examination (GCE) Examination	16 th July 2018	16 th August 2018
6.	Early Childhood Education (ECE) Teacher's Diploma Programme Year 1 Examination	29 th October 2018	23 rd November 2018
7.	Early Childhood Education (ECE) Teacher's Diploma Programme Year 2 Examination	31 st October 2018	16 th November 2018
8.	Early Childhood Education (ECE) Teacher's Diploma Programme Year 3 Examination	5 th November 2018	20 th November 2018
9.	Junior Secondary Teacher's Diploma (JSTD) Year 1 Examination	22 nd October 2018	23 rd November 2018
10.	Junior Secondary Teacher's Diploma (JSTD) Year 2 Examination	22 nd October 2018	20 th November 2018
11.	Junior Secondary Teacher's Diploma (JSTD) Year 3 Examination	22 nd October 2018	26 th November 2018
12.	Primary Teacher's Diploma (PTD) Year 1 Examination	22 nd October 2018	23 rd November 2018
13.	Primary Teacher's Diploma (PTD) Year 2 Examination	29 th October 2018	22 nd November 2018
14.	Primary Teacher's Diploma (PTD) Year 3 Examination	23 rd October 2018	15 th November 2018

- All the Examinations will be conducted in accordance with the Guidelines for the Administration and Management of Examinations in Zambia.

For further details or clarifications on the 2018 Examination Timetables, please contact the nearest Examination Centre in your area.

Issued by:

Ronald M. Tembo

Corporate Affairs Officer

FOR/ DIRECTOR

EXAMINATIONS COUNCIL OF ZAMBIA

ECZ Benchmark with Tanzania and Malawi on Good Examination Practices

By Ian Chirambo

There has been considerable discussions about the many advantages of benchmarking in the area of educational assessment. These range from reaching out externally to stakeholders, making better decisions for institutional development, helping raising awareness, visibility, reputation and gaining a strong competitive advantage. Benchmarking can support and accelerate education assessment improvement efforts. Simply put, benchmarking is used as an improvement tool in education and of course in other sectors.

It is with this realization that the ECZ had to reach out to Examining Bodies in neighbouring countries to benchmark on best practices. Two benchmarking visits were undertaken to the Malawi National Examinations Board (MANEB) and the National Examinations Council of Tanzania (NECTA).

The visit to Malawi took place from 14th to 18th May 2018 whereas the Tanzanian visit was from 4th to 8th June 2018. Representatives from both ECZ and MoGE took part in this activity. For both cases the benchmarking was multifaceted but mainly included these thematic areas of focus: Registration of Candidates and Centres, Printing and Distribution of Examination Materials, Storage and Security of Examination Materials, Conduct and monitoring of examinations, the Marking Process, TED examinations, Verification of Certificates, Examination fees and other financing modalities, Examiners' Database Management, Lump sum payment of marking allowances to Examiners and

Primary School Leaving Examination Question Paper Structure.

Both MANEB and NECTA were specifically chosen as they had made great strides in reducing cases of examination malpractices. MANEB and NECTA are also on record as among the Examining Bodies in the region that have a fully –fledged inhouse Printing Press whose operations had significantly reduced costs related to the printing of question papers and other examination related materials.

Indeed, it was evidenced that the two Examining bodies own Printing Facilities with a number of equipment and machinery that prints question papers, answer booklets, graph paper, headed paper, tamper evident envelopes and many other pre-examination materials in-house. It was amazing to note the levels of investment that the Governments of those countries had committed to these Examining bodies. After this exposure, it was highly recommended that ECZ should seriously contemplate drawing up a financing proposal to Government to invest in a Printing Facility at ECZ where all examination materials could be printed. The case of Tanzania was unique in that NECTA prints its own certificates for the different levels of examinations they offer and it also had a running contract to print certificates for the Universities in Tanzania.

Similarly, it was also noted that both MANEB and NECTA Acts provide for severe penalties to perpetrators of examination malpractices. Individuals involved in examination crimes can be imprisoned for ten or twenty years. Again it was strongly recommended that

the amendments to the ECZ Act be made immediately to make penalties stiffer to deter persons involving themselves in examination malpractice cases.

One most intriguing observation made was that in these two countries, issues of examinations were treated as a national issue and not just for the examining body and the Ministry in charge of Education. This called for citizenry involvement in helping to curb malpractice such that cases of examination irregularities could not be committed with nationals turning a blind eye.

It was observed too that strong partnerships with other Government Ministries exist such that the National Communication and Information Authorities in these countries monitored the networks on a 24 hour basis during examination periods to detect and curb all forms of examination malpractices that maybe perpetuated through social media platforms. Culprits were identified and located within a shortest period of time and punished severely.

The benchmarking visits proved to be worthwhile as many lessons and good practices were learnt from the other areas too and specific recommendations made. The ECZ would do well to embrace some of these good practices employed by these Examining Bodies in order to continuously improve to ensure efficient and effective administration and management of examinations in Zambia for 2018 examination session and beyond.



The Zambian delegation pose for a photo with NECTA officers

“Benchmarking can support and accelerate education assessment improvement efforts “

Uganda Impressed with ECZ Online Query Tracking System

By Christine Simfukwe and Ronald M. Tembo



As a follow up to the August 2017 Association for Educational Assessment in Africa (AEAA) Conference that took place in Uganda, the Uganda Business and Technical Examinations Board (UBTEB) was impressed with one of the ECZ presentations on the Online Query Tracking System (OQTS).

In April 2018, the ECZ was privileged to host Mr. Alex Nathan Sserwanga and Mr. Henry Mukooli from the UBTEB. The main objective of the visit was to benchmark the operations of the OQTS and moreover, the best practices with the system.

At ECZ, the OQTS was developed to reduce congestion, track the status of each query online, and to check how long each query could have taken before being resolved especially in the established service centres. Having such a system in place, ensures accountability and quick response to the queries from clients.

During the course of their 3-day visit, the operations of the OQTS were demonstrated to the duo from UBTEB. From their observations and feedback, they have added value to the OQTS at the ECZ. In addition to this, the duo also visited Technical Education,

Vocational and Entrepreneurship Training Authority (TEVETA) in Zambia to learn about the best practices in Examinations Administration within the institution and the application of the established Educational Framework.

Arising from progressive interaction with the visiting counterparts, it is our wish that UBTEB shall develop a customized OQTS to enhance service delivery in Uganda.

Top Left: Mr. Alex Nathan Sserwanga

Top right: Mr. Henry Mukooli

Bottom: Dr Michael Chilala (Left) and Mrs Christine Simfukwe (second from right) pose for a photo with visiting officers



Three Papers Presented at 12th SAAEA Conference

By Smart Sakala

The 12th Southern Africa Association for Educational Assessment (SAAEA) Conference was hosted by UMALUSI, the quality assurance council for general and further education and training in South Africa (SA) under the theme: "Local Context in Global Context: Encouraging diversity in Assessment". The Conference took place at the Capital Hotel, Menlyn in Pretoria from 13th to 16th May, 2018. Over 200 delegates attended the conference. The ECZ was represented by Dr. Michael Chilala; Mr. Shadreck Nkoya; Mr. Kunda Kuku; Mr. Lesa Mwansa and Mr. Smart Sakala. The ECZ team successfully presented three papers during the Conference.

The Conference began by singing of the South African National Anthem which was later followed by the African Union Anthem by one of the renowned School choirs based in Pretoria. Thereafter, Dr. M.S. Rakometsi, the Chief Executive Officer, of UMALUSI, extended a warm welcome to all. He then affirmed UMALUSI's commitment to enhancing the standards of educational assessment by building and connecting bridges between examination councils, academic institutions and education systems of the various member countries. He further indicated that it was only through collegial and professional collaboration that assessment challenges common to SAAEA member countries would be alleviated. He also hoped that the keynote speakers would unravel the interplay between local context and global context of assessments. Thereafter, he wished delegates stimulating and thought provoking papers discussions during the conference.

The first keynote address was delivered by Prof. Richard Tabulawa of the University of Botswana. It was entitled "The Curriculum-Pedagogy-Assessment misalignment: The source of our failure to produce the self-programmable learner". He described the self-programmable learner as one who had 21st Century skills of critical thinking; creativity; Problem solving and good communication skills. His thesis was that a constructive alignment of the curriculum-pedagogy-assessment nexus would lead to the production of a self-programmable learner.

The second keynote address was delivered by Prof. Desmond Laubscher entitled



"Assessment: Investigate-ideate". He explored various methods of informal and formal assessment developed through design thinking with answers to differentiated assessment, teaching and learning needs and benchmarking.

Then came a panel discussion on "Political interference in policy development and its effects on an education system at large". Discussants noted that education was a key driver of a Nations' Economy and as such many stakeholders were highly interested in it. This was one fact that made it highly politicized. Therefore, the solution was to identify key stakeholders in the sector according to their influence as far as reforms were concerned. The panelist also stressed the need for educators and assessors to have a proper understanding of the legislation which governed their sector. Professionals in the educational sector were also cautioned to distinguish between political interference and legitimate mandatory control which politicians had with regards to education.

Furthermore, the SAAEA conference had breakaway sessions where various quality papers on assessment issues were presented and discussed. The ECZ representatives successfully made three paper presentations. These were: "The Impact of Stake holding on Effective Assessment" by Mr. Kunda Kuku; "Decentralized Distribution Process of Examination Papers and Materials to Schools: The Case of the ECZ" by Mr. Lesa Mwansa and "The Perceptions and Reactions of Lecturers on Moderation of CA Results in ECZ's Affiliate Colleges of Education" by Mr. Smart Sakala.

During the closing ceremony, Dr. MS. Rakometsi expressed gratitude to the local organizing committee for a successful conference. He also thanked delegates for coming and for their stimulating debates

during panel discussions. He dubbed the conference successful in terms of the quality of papers presented; quality of deliberations and the high number of delegates in attendance. He further noted that uniting all delegates was the goal of sustaining a scholarly discourse on the theme "Local context in global context: encouraging diversity in assessment". Thereafter, Prof. John Volmink, UMALUSI Council Chairperson, stated that the conference was a viable platform for a vibrant cross-pollination of ideas from experts and thereby stronger ties between and among countries as a community of practice.

Dr. Rakometsi also gladly accepted the SAAEA Presidency for the 12 months and promised to help build the association. He further promised that the strategic plan would always be his guide when executing SAAEA activities. He also called for support from member organizations.

Furthermore, a short presentation was made on the 2019 SAAEA conference to be hosted by Botswana. The presentation on AEA conference to be held in Lesotho in August 2018 was also made in order to encourage people to attend. In addition to a Cocktail reception, Cultural night and Gala dinner, delegates were treated to three excursion destinations at the end of the conference. These were Dinokeng, Pretoria City and Soweto.

The 12th SAAEA conference held in Pretoria, South Africa, was a very educative and enriching educational assessment conference. It now remains for us to implement assessment systems which will help in the production of self-programmable learners imbued with 21st century skills of critical thinking, creativity, problem solving and communication skills.

Zambia Plans to Pilot Cluster Examinations Administration System

By Prisca Simukonda, Albert S. Siamunako and Ronald M. Tembo

Guided by the vision to become an examining body of excellence, the ECZ continues to benchmark best practices in order to improve the general management and conduct of examinations. In May 2018, the Malawi National Examinations Board (MANEB) hosted the ECZ and MoGE Officers who were on a Benchmarking visit. The Zambian delegates were represented by MoGE Chief Education Standards Officer, Mrs Prisca Simukonda and ECZ Principal Examinations Officer, Processing- Mr Albert Semani Siamunako.

The Benchmarking visit focused on the Cluster Administration of Examinations and the areas of interest were examinations conducted by MANEB, registration of examination centres, registration of candidates, printing and distribution of examination materials, storage and security of examination materials, conduct of examinations, payment of examination and administration fees and the marking process

In addition to the administration of examinations, the structure of the Primary School Leaving Certificate Examination Question Papers was discussed. Further, the team monitored the Primary School Leaving Certificate Examination which was conducted from 16th to 18th May 2018 in Malawi.

According to the MNEB Benchmarking

Report, the Cluster Administration of Examinations system which had been adopted in Malawi was a good system which reduced cheating during examinations. The system also allowed teaching to go on if the Cluster Centres used had Halls. The Zambia delegates recommended that such a system be adopted in Zambia by first piloting with General Certificate of Education (GCE) Examination in 2019. The Cluster Examination Centres to be chosen should have enough accommodation such as Halls.

The idea of placing a recent photograph and the age of a candidate on the Identity (ID) Card was a good remedy to curb impersonation during examinations. It was stressed that such an initiative was a good one which could be explored in Zambia. The Zambian delegates also noted that the idea of paying Examiners immediately they finished marking was a good system as it motivated them and enhanced efficiency. With availability of funds, the visiting team recommended that it was a good idea which Zambia could learn from Malawi. The team proposed that the system be piloted starting with one Panel for instance English Language which is the first in the series.

Worth noting from the benchmarking visit was that the idea where no Cluster Examination Centre kept stationery (Unless distribution centre) was also another way

of preventing all those who would want to assist candidates not to have access to examination materials. The team stressed that Zambia should consider moving away from the Multiple Choice questions only for the Grade 7 Examination and take a leaf from Malawi. The idea of printing examination question papers inhouse like what MNEB does could also be considered in Zambia. The Printing facility for examination related materials was owned by the MANEB just like the Uganda National Examination Board (UNEB).

Further, the penalties for engaging in any form of examination malpractices for both candidates and Government Officers were noted to be stiffer and this served as a deterrent to would be offenders. The ECZ should consider revising the current penalties in this regard. The delegation recommended that the ECZ should come up with an Exculpatory Statement Form so that candidates could just fill in and submit to the invigilators thereby reducing on the waiting time.

Conclusively, the MANEB organized the visit so well that it was easy for the Zambian team to be walked through the processes and procedures. The monitoring of the examination in session also gave an insight of the Cluster Administration of Examinations System and the team believes the idea can effectively work even in Zambia.

Botswana Benchmarks on Zambia's Large Scale Assessments

By Shakazo Mzyece

Zambia has a fully developed educational largescale assessment system periodically conducted at grades 2, 5 and 9 levels to provide empirical evidence for the Educational System on pupil's progress on learning achievement, and how they are changing over time. To date, ECZ being the implementing agency has produced a total of 8 distinctive technical reports at fifth grade level and 2 at the ninth grade level respectively. Additionally, ECZ is in the process of producing its first ever technical report for the large-scale assessment at Grade 2 that uses EGRA & EGMA tools.

In recognition of this feature, Botswana Examinations Council (BEC) which is also implementing their version of the large scale Assessment on learning achievement undertook a benchmarking visit to consult on the operation of Large Scale Assessment Surveys in Zambia. The two Officers from BEC were Mr. Tshepis

Masukusuku, a Senior Research Officer and Botswana Educational Achievement Monitor (BEAM) Project Coordinator and Mr. Motlathledi Gaboalapswe, acting Database Administrator.

During the three days visit, the team met with their counterparts from the Research Unit of ECZ and discussed the core operational areas of interest of the surveys, which included the overall programme management and administration, change management, Instrument Administration and database management. The team also had the opportunity to meet directly with the Officers who were involved in the initial set up of the Assessment programme in Zambia and they were provided with a rich historical perspectives of national student's assessment. The hosting team also provided their visiting counterparts with Survey Technical Reports, Field Data Collection Manuals, Draft Assessment Frameworks and

sets of Contextual Instruments.

The benchmarking visit which in essence is the practice where an organization compares key metrics of their operations to other similar organizations with the view to strengthen areas deemed to be underperforming. Benchmarking always starts with a research question and ends with recommendations and successful implementation of things that will make the organization stronger. Organizations use benchmarking as a way to help become more competitive, by looking at how other organizations are doing, and identify ways they can improve their own operations without having to recreate the wheel.

ECZ appreciated the gesture by BEC and hope to undertake similar visits in the near future to address some of the challenges and innovations in assessments.

ECZ Successfully Implements the International Assessment

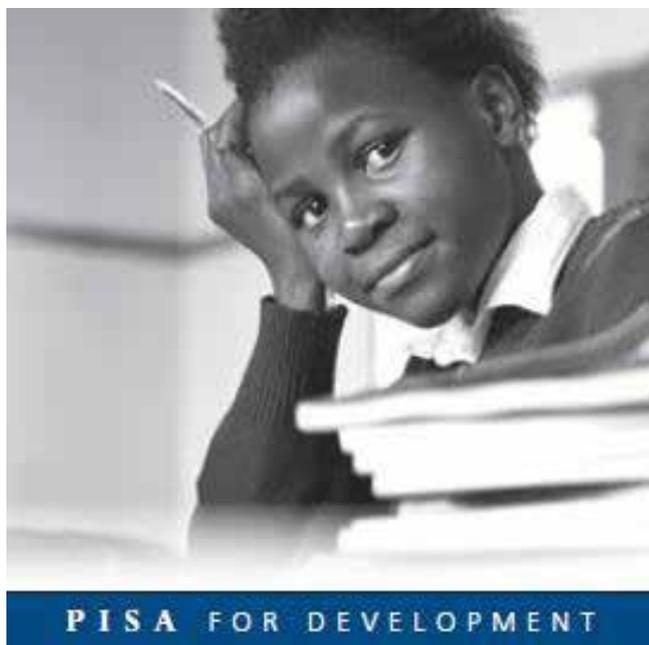
By Shadreck Nkoya

The ECZ being the implementing Agency for the Programme for International Assessment for Development (PISA-D) has successfully completed the first four phases of the implementation of the 15 year olds project in schools. The phases are; Design, Planning and Co-ordination; Technical Development; Field trials and in-country Data Collection; Analysis and Report Writing.

The last and remaining phase is Report Production, Dissemination and Post-Pilot Governance scheduled later this year, 2018. The release of the PISA-D results will be done at the same in all the participating countries. We look forward to the results and what the country can learn from other countries for policy change and formulation.

The successful implementation of the PISA-D project in Zambia confirms the technical skills and ability of the ECZ and also its vision of being an examining body of excellence. The implementation of PISA-D in the country also completes the number of assessments necessary for each country.

According to the World Bank's System Approach to Better Education Results (SABER) System, Zambia has Examinations, Large-Scale National Assessments, School-Based Assessment, Regional Assessment (SACMEQ) and now earmarked to complete the international assessment project which is PISA-D.



Zambia Hosts Another SAAEA Research Forum

By Smart Sakala

The ECZ yet again played host to an important Forum in the Educational Assessment sector in the Southern Africa Development Community (SADC) region. The 2018 Southern Africa Association for Educational Assessment (SAAEA) Research Forum was held at Sandy's Creation in Lusaka, Zambia from 25th to 29th March 2018. The Research Forum was attended by 21 officers from seven (7) member organisations in the SADC Region. Participating member organisations were as follows: the Zimbabwe School Examinations Council (ZIMSEC; UMALUSI; Examinations Council of Lesotho (ECOL); Botswana Examinations Council (BEC); Examinations Council of Swaziland (ECOS); Namibia – DNEA and the host, ECZ.

The meeting began by singing of the Zambian National Anthem. Thereafter, Dr. Michael Chilala, the ECZ Director extended a

warm welcome to all. He then informed the members that the main task of the meeting was to finalise the SAAEA documents so that the final papers would be considered for adoption by the Executive Committee (EXCO) during the 12th SAAEA Conference to be hosted by UMALUSI, in South Africa from 13th to 16th May 2018. Dr. Chilala also reminded the members that the SAAEA Strategic Plan was coming to an end, and as such there was need to think of a scenario for the next Strategic Plan.

He further thanked the Sub-Committees for the hard work during the year 2017 on the tasks assigned to them. He also thanked the various Assessment Boards and their Governments for allowing the members to attend the Forum.

During the plenary sessions, members of the forum recommended the creation of a Drop

Box for enhancement of communication by members. All those who did not have accounts were urged to create them. The members recommended that the Guidelines for Hosting and Publications for the SAAEA Conferences be separated into two documents one for Hosting Conferences and the other for Publication of Conference Papers. Further, Guidelines for Carrying out National Assessment Surveys on Educational Achievement; Guidelines on the Development and Administration of Examinations and guidelines for School Based Assessment were reviewed.

The document on the Harmonization of Assessment Standards and Mapping of Qualifications would be considered during the 2019 meeting. Equally, the planning for 2018 – 2019 activities was scheduled for the 2019 meeting.

Importance of Having the Right Attitude at Work

By Nathan Lupiya



“The right mental attitude protects, promotes and enables you to earn the respect and trust of those who matter, putting your career growth on the radar of those who appreciate and promote success”

As strategic assets of the organization, employees are called to work hard to help the institution grow and achieve its mandate. However, embracing hard work goes well with having the right attitude towards work. We have seen that living the mission and values of the organization can help your career grow and give your work life a sense of worth. Let us also look at how having the right attitude can transform our career, get us recognised faster and give us the right friends and support needed to achieve the goals which we have set for ourselves.

Attitude means a mental position with regards to a fact or state. It can further be defined as a feeling or emotion towards a fact or state. Thus, having the right attitude means developing the right emotion or feeling or taking the right mental position towards work and your career. It helps you develop the necessary personal tools needed to fast track your career (<http://career.com>). The right mental attitude accounts so much for the success you can achieve in your career.

The right mental attitude makes you a more positive and friendlier person in your organization. The mental attitude helps you to cultivate the right friendships. It further enables you get along with colleagues, superiors and subordinates. With a friendly and positive disposition as an employee, you will get noticed, appreciated and liked by your peers.

Cheerfulness and optimism are characteristics of a positive mental attitude in an employee. It attracts people, support and the goodwill that is necessary for career growth. Optimism in challenging times gives hope to everyone around and promotes the “Can-Do” spirit needed to surmount challenges and overcome problems.

Everyone loves a colleague who is cool if not calm under work pressure and repeatedly meets deadlines no matter the circumstances. Performing under stress earns the respect of superiors and colleagues. It develops trust needed for a professional relationship.

With the right attitude to your career, it is easy to be a ‘Star Team Player.’ A professional who

is highly supportive of his teammates, has high levels of empathy and understanding, and contributes full value to achieving the team goals.

Having the right attitude to your career, keeps your future oriented with a constructive habit. It gives you the ability to be solution minded. This lets you to rise above the blame game of dirty office politics and the pettiness of colleagues with poor mental attitude.

The right mental attitude protects, promotes and enables you to earn the respect and trust of those who matter, putting your career growth on the radar of those who appreciate and promote success. All in all colleagues, let us continue embracing hard work and developing the right attitude at work for the greater good of the organization.

Self-Archiving and Open Access: The Art of Knowledge Sharing

By Milimo Mweemba



In my studies as a first year student, I came across two related concepts which I did not fully understand. However, after reading more about them, I came to appreciate them and these are 'Self-Archiving' and 'Open Access.' There are a number of works which researchers and academicians have accomplished. However, most of these works are not published.

As a result, universities and research institutions in endeavouring to encourage free flow of Information around the globe, have set up 'Institutional Repositories' to provide a platform for researchers, academicians and authors or specialists attached to those organizations to exercise self-archiving practices by depositing a copy of one's work(s) online to be accessed with less restrictions.

Self-archiving is defined as the act of the author or a researcher depositing a free copy of an electronic document online in order to provide open access to the document or an article. On the other hand, Open access refers to works that are openly accessible online by everyone without any cost

attached and constrained restrictions with regards to usage by users. The unrestricted access to research work is particularly vital for researchers and academicians because their work gets known and used by more users as they can access and expand on the knowledge in the field. These are mostly peer reviewed works such as books, articles, journals and/or any of their surrogates saved in the researcher/ author(s) own institutional repository or in any other open access platform.

The benefits of self-archiving are that it gives visibility to the institution and the author's recognition globally. Despite such developments and the advantages of self-archiving practices, it is less appreciated by African researchers. This has negative effects on innovations and economic development of the African continent as a whole. This is because people have no or limited access to information relevant to help them solve problems or challenges they face in different circles of life. To those who have access to this information, they are struggling to get relevant, authenticated and timely information as a result of information

explosion. Many people find it difficult to evaluate online information in terms of authenticity, and the reputation of the authors. This could be the thing of the past if authors can engage themselves in self-archiving practices to facilitate knowledge sharing in traceable recognised platforms such as open access institution repositories.

Self-archiving practices helps to improve research output and development of new concepts and ideals. It is said that knowledge and information shared can be improved upon and be transformed into goods and services. Under this backdrop, the only way to share information is through codification and documentation processes.

Development in general and innovations can best be realized if researchers could utilize the platforms such as institutional repositories for sharing, documenting and preservation of their works. The major issue is that we need to have access to timely, up-to-date and authenticated information.



PHOTO



Minister of General Education, Hon. David Mabumba holds a meeting with ECZ Management.



ECZ Members of Staff pose for a photo during the 2018 Zambia International Trade Fair in Ndola



2018 National Library Week in Kasama



ECZ representatives during the 2018 network for African Learning Assessment Regional Conference in Lusaka

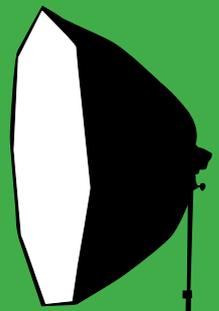


ECZ ladies share a light moment during the 2017 End of Cycle Party



The match past during the 2018 International Womens Day

FOCUS



Member of staff casts a vote to elect representatives to the Board of ECZ Pension Trust Scheme



Members of staff during the 2018 Labour Day Celebration



A member of staff enquires on insurance policies



An interactive programme on Serenje Community Radio Station



An ECZ staff talks to the learners regarding the 2018 Grade 7 examinations



A local theatre group entertain participants during the commemoration of the 2018 Library Week

Education is Valuable in All Spheres of Life

By Alepha C. Banda



One of the key steps any society or nation can adopt to reduce illiteracy levels is by educating the young generation. Education plays a pivotal role in the life of an individual whether in a formal or informal way. It broadens the horizon as time goes by. Little do people realise that for one to successfully manage their businesses, discover and venture into new projects, access a lot of opportunities, live a healthy and balanced life to mention but a few, education cannot be overlooked.

The term "education" can simply be defined as the process of gaining information about the surrounding world. The term "education" originated from Latin word "educate" which means to "bring up". The use of the term "education" should, therefore not be limited to the process of imparting knowledge to pupils in some specific subjects, but allows us to connect pieces of information we gather and interpret based on our own diaspora. Education helps us build opinions and have points of view on things in life as we grow. Education opens doors to new opportunities in life. If one is not educated, the chances are reduced. Education forms the basis of good life and increased life span

according to research. Education carries people to greatness.

When an individual is educated, better investment decisions are made at all levels. Education gives one the confidence to speak for the masses and become the solution provider as well as a source of hope for the coming generation in all spheres of life. Education provides income to those who are employed in the education sector. Education creates employment opportunities around the world. For example, in Zambia, the education sector has also employed a lot of people to work as teachers, lectures, and researchers among others. Education is a process that promotes socialization in that a large part of a person's social skills are acquired through the process of education. The process of education allows young people to develop socialization skills that they cannot acquire spontaneously. Socialization is an important aspect of human life, hence, has to be promoted positively for the benefit of the society.

An investment in education always pays the best dividends at the right time whether at an individual, family, society or nation level.

With education, one is assured of a bright and prosperous future. Education enables people to live a peaceful life and allows people to fit in all stages of life. A child left behind cannot change the world for good. Education is the most powerful weapon which we can use to change the world because it's the ability to listen to without losing our temper or our confidence.

Education is valuable because it gives man freedom and empowers them with skills to gain employment, become entrepreneurs, own businesses and employ other people in the end. It is important that everyone invests in education as it is an essential tool to every person. Education is the only tool that does not lose value and cannot be stolen once acquired.

The true value of education cannot be determined by market conditions but it is only useful if it can be interpreted into our own realities or that of others. Education is valuable therefore; embrace it and allow the personal growth that creates a thoughtful person. The roots of education are bitter but the fruit is sweet and it is life itself.

Cyber Security Awareness

By Samson M. Shiwanwa

Today, after more than a century of electric technology, we have extended our central nervous system itself in a global embrace, abolishing both space and time as far as our planet is concerned.

- Marshall McLuhan, Understanding Media, 1964.

The global village is a metaphoric shrinking of the world into one village through the use of electronic media. The term was coined by the Canadian Media Theorist, Marshall McLuhan. He predicted the global village, one world interconnected by an electronic nervous system, making it part of our popular culture before it actually happened.

Marshall's prediction has finally come to pass.

A newer term called 'IoT', short for Internet of Things, attests to this. The Internet of Things refers to the ever-growing network of physical objects that feature an IP address for internet connectivity, and the communication that occurs between these objects and other Internet-enabled devices and systems. With the IoT, cyber threats are everywhere and as

such, Cyber Security awareness is a necessary task to undertake failure to which cybercrime may rise to levels that may cause unrest in any country.

Cyber Security Professionals always tend to engage in multiple inter-industry conversations with their IT and Cyber Security counterparts. It is also common knowledge that although the general-public or non-cyber security experts potentially serve as a wider target of the Cyber Attacks, they seem to be left on their own and exposed when it

comes to any support in the arena of cyber Defence. And not to forget about those Born Before Computers (BBC), composed mostly of those in senior management positions and also senior Citizens, who may enjoy the associated platforms deployed on the Internet but yet in many cases, these people are scared to trust, what has now become a dangerous interconnected environment.

The importance of cyber

and I could see how valuable and powerful awareness is. UNZA Head of ICT recognised the fact that as an educational institution, they were supposed to be pro-campaigners of such awareness programmes. I think every cyber security professional should find means of disseminating information on the importance of being aware and how to manage cyber threats.

As the awareness is going on, it is also important to start building sustainability in the system. Support to young ones,

be it students or those young in the industry, should be given to enable them dive deeper into the disciplines of Cyber Security. This will encourage the new generation to learn and master more of the art and in turn serve us all better in the near future when overly complex interconnected networks and systems have grown.

The Government could also play a part by beginning to start fusing some of these important concepts into

the School curriculum at appropriate levels where students can comprehend. This could be done at both primary and tertiary levels. Private organisations and individuals could also publish simple books on common subject areas like Phising, WiFi, e-Banking, e-commerce and so on. Competitions could be held on such topics to spread awareness in the various communities.



security cannot be over emphasised and all infosec professionals need to play an active part. The University of Zambia (UNZA) seem to have noticed this need and have planned to be conducting Awareness workshops to equip Chief Executive Officer (CEOs) with the understanding and appreciation of the information security domain. Although I am not a CEO, I was privileged to attend one such workshop held in Chongwe district

Good Customer Service



Examinations Administration Awareness during the 2018 Trade fair

Good customer service is the art of taking care of the needs of customers by providing and delivering professional, helpful, high quality service and assistance before, during, and after the customer's requirements are met. Simply put, customer service is meeting the needs and desires of a customer.

In an endeavour to provide good customer service, there are some characteristics that should be embraced. These include promptness which is basically a promise for delivery of a service and this service must be on time. Delays in carrying out a service should at all costs be avoided. Additionally, a service should be carried out with utmost politeness. This essentially entails the appropriate use of good mannerisms when interacting with customers and these include suitable greetings to customers, listening attentively even if a customer is angry or complaining, remain calm and continue to listen to best solve the issue, or at least pacify rather than aggravate and finally thanking them at the end of every conversation or request.

Being polite brings out customer satisfaction and customers come back with spirit. Furthermore, all customers should be treated with the highest degree of professionalism, which requires the use of competence or skills expected of professionals. Professionalism shows that customers are cared for and that you are interested in their needs. Last but certainly not the least, personalization must always be in the interaction realm and this requires addressing of customers by their name. Customers are generally happy when their names are known and mentioned. It makes them feel the homely environment and always want to come and do business with an organisation that knows them on a personal level.

When all these are effectively done, organisations yield loyalty among its customers which brings out advocates who will not only stand by the organisation regardless of any situation but will go out there and speak well about the organisation. Naturally, nurturing of customers to become advocates helps build the organisation's

credibility and attention with its prospects at every stage of its operations. Overly, this customer advocacy represents a vital means of articulating and evolving around customer's experience within an organisation.

Customer advocacy involves those actions an organisation continuously undertakes to focus on doing what is best for its customers who will in turn evidently reward the organisation by becoming Advocates or Ambassadors. The obvious starting point, which should be borne in mind, is to deliver what you promise to your customers and promptly fix anything that goes wrong. This is a frontline action which underlies any genuine enthusiasm of a customer. Basically, an organisation cannot create or enlist a customer advocacy without the solid foundation of an on-going, responsive delivery of service relationship. The most important thing to do and to bring to a dialogue table with customers, is knowing everything you can about them and their problems. With this, there is an assurance of developing a customer as a reference point

in the provision of services.

Customer advocacy is essential to an organisation because it creates the most loyal brand advocates who are intimately familiar with the services of the organisation. They can answer prospects' questions and help potential customers to overcome customer's objections. Ultimately, the organization is talked about online and offline by advocates to prospective customers.

As Carina (2014) points out, "People Trust People Not Brands". Naturally, we ask friends for recommendations, whether we are going to visit a new place or travelling to a new destination, or we want to know other people's opinions. We ask people that have experienced the service to make sure that we are making the right decision, with or without brand recognition. We trust people's recommendations over brands because we want to make sure that we are making the right choice.

Some tips of working with customer advocates to build the brand of the organisation include:

Map customer advocates to the business plan of the organisation – It may be challenging to be totally prescriptive in deciding who your customer advocates are but identify a shortlist of customer advocates who have an emotional attachment to the organisation. For your target growth

areas, identify key service areas within the organization where the bulk of the business plan is focussed, look to nurture customer advocates in these areas.

Build a community of customer advocates and make them feel special – customer advocates are passionate and proactive, so harness them. Create a community of customer advocates on and offline based on their needs as well as that of the organisation. Carefully plan the structure of the community that gives value to both customers and to the organisation, but once created and nurtured such communities open up dialogue to strengthen customer experience.

Let the customers do the talking – Customer advocates add credibility, gravitas and authenticity to the organisation, so work with them to do the talking so that they can shout about the organisation from the rooftops.

Strive to work with customer advocates to be extended sales representatives of the organisation – Focus on customer centricity and build customer advocates into the DNA of the organisation. Integrate them into the processes in order for them to communicate their advocacy stories and experiences to other prospective customers.

It is our desire that organisations like ECZ can strive to provide quality service by

meeting the needs and desires of customers in all key areas especially in all our service centres. To effectively come up with a good customer care platform, we must endeavor to promptly deliver the promise to our customers as outlined in our service charter. We must gladly greet our customers with a smile and provide an enabling environment by listening to them attentively and remain calm even if a customer is angry or complaining.

We should not forget to say 'thank you' to all our customers who visit our institution regardless of their age, gender or status in society and we must show interest in their needs by striving to know their names and address them as such. In doing all this, over time, we will have a customer-centric organisation with a wider customer advocacy community tapped in all our processes and services.

With an enhanced customer advocacy community, a great customer care platform will be developed in the ECZ family and the country at large with the hope of bringing a deep reflective feedback. It will also bring on board a sounding path for service improvements and development to the customer care experience especially at our established service centres.

Clarification on the Grade 9 External Examination and the use of One Examination Number

By Ronald M. Tembo

In the first quarter of 2018, the ECZ noted with concern that there was misinformation in the public domain concerning the introduction of the Grade 9 External examination and the Use of One Examination number by candidates. In this edition, we feel it is necessary to provide clarity on the two aspects which are critical in the general conduct and administration of examinations in Zambia.

After a lengthy consultative process, the ECZ separated the Junior Secondary School Leaving (Grade 9) Examination for Internal and external candidates in 2017. The introduction of the Grade 9 External examination was necessitated by the growing number of repeaters who desired to improve their qualifications at this level. However, due to limited spaces available in the centres, the facilities could not allow both GCE and internal candidates to be accommodated in the same examination schools. It was therefore logical that the ECZ introduces a separate examination which would allow as many external candidates to register and sit the examinations during the mid-year. The delinking of examination is also considered to be a remedy to curb various forms of examination malpractices which took place when the Grade 9 examination was jointly conducted.

Further, the ECZ introduced the use of a single Examination Number in 2018 to be used to sit examinations at Grades 7, 9 and 12. We embarked on this innovation to improve data management and

contribute towards a systematic way of tracking the progression of candidates. It is our considered view that the policy for candidates to use a single Examination Number will help the ECZ run examinations efficiently and enhance the processing of post examination queries, if need arose.

Contrary to speculations that those who write and fail Grade 9 examination have to repeat to Grade 6, we want to state categorically that there is no such policy from the Ministry of General Education or the ECZ which compels candidates to do that. These speculations are not true. We therefore want to put it in record that the Grade 9 External examination is meant for all those candidates who intend to repeat in order to obtain a Grade 9 School Certificate to proceed to Grade 10.

We urge members of the public to consult the Provincial Education Office or the District Education Board Secretary in their areas for further details on the Grade 9 External Examination and the use of one Examination Number.

The ECZ will remain consultative and strategic in responding to the needs of the nation towards improved public service delivery. Pursuant to our strategic goals, we strive for excellence in order to remain competitive as we provide examinations of comparable international standards.

The use of Standard Operating Procedures to Enhance Efficiency

By Ronald M. Tembo



Every organisation has a culture and in the delivery of expected service, there are procedures and systems that the employees have to follow in order to provide efficient services. In short, these processes and systems are called Standard Operating Procedures (SOPs).

Being the basis of all transaction procedures in an organization, SOPs are an essential domain of an effective management system to help cultivate transparency, implement error preventive measures, and facilitate corrective action (Amare, 2012). SOPs tell the employees on what and how to do things. They also tell who should take part in a certain task and who should not (Johnson, 2017). According to this argument, SOPs ensure that there is consistency and the processes are completed correctly by responsible officers. Additionally, SOPs give a better understanding of the business processes, it is easier to replicate these processes across the organisation, saves time and money as well as improves communication.

From the service point, SOPs make employees' jobs guided because they no longer have to guess since all the steps are clearly outlined and information on any relevant issue is made known to the service employees. SOPs thus becomes the basis for training any new employees to the service quality mindset. Others have argued to say, even in an organisation where service delivery has been taken closer to the clients, customer satisfaction is compromised if the facilities and processes do not have the full autonomy to provide the services.

Autonomy is associated with greater job satisfaction because employees have more freedom to determine their own efforts in the service delivery processes. Arguably, the pitfalls of not having a full blown autonomy is that it denies flexibility on the part of individuals providing the service for the organisation. The fact that the processes are not streamlined, the use of SOPs become more restrictive, it is time consuming and it creates a complete working environment ideal for bureaucratic management style. These processes cause serious delays in completing requested services of the clients. When customers wait for long hours to receive a service, it is not only time consuming but it annoys them and is incredibly frustrating. These factors impacts service delivery as it leaves employees with no choice but to wait for the processes to take place before resolving a query for the client. It therefore, creates a bad corporate reputation and loyalty of clients slowly begin to diminish.

Studies have shown that part of handling customers in service delivery is to make sure that customers are assured by the service employees that they are getting the correct details pertaining to the services they request including updates. However, the delays of not having full autonomy to provide a service, can be sound to be a problem. It therefore compels the employees in an organisation to exert efforts in convincing their clients that all is well, making them create stories and reasons to cover up the situation for the service delays. Clearly, this is

against the idea of reliability through which employees should perform the promised services accurately. Thus, it makes service delivery in an organisation very poor.

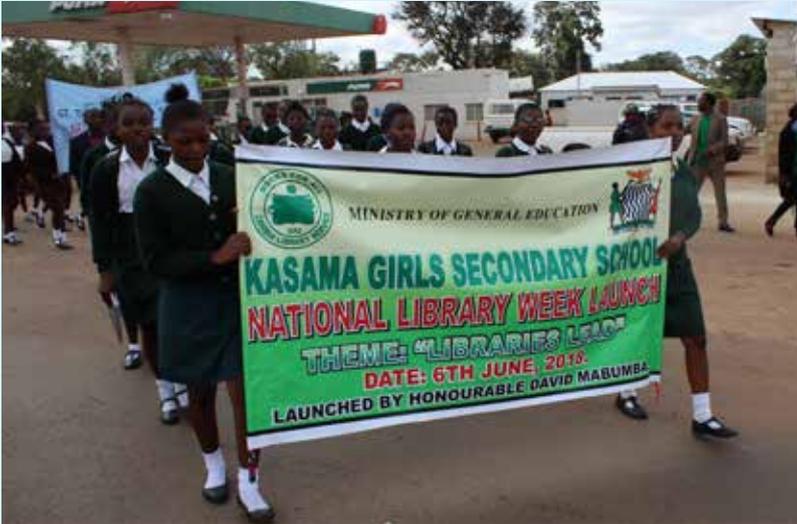
Another dimension proving that SOPs are at times a problem in itself is the inconsistency in the implementation of the rules and regulations. This is common in the public sector as most services are poorly rated by customers due to non-proactiveness, inconsistent service offerings, non-implementation of requests and not knowledgeable about the procedures (Linell, 2008). Specifically, people with social-influence to the higher management of service organisations are given special consideration without justifiable reasons, which is negating to the concept of giving individualised attentions. Any customer seeking a service should be given equal treatment irrespective of their background. This act of inequality may be viewed by the employees to be a reason of comparison by customers to advance in the procedures which clearly contradicts the concept of equality in which no customer should feel or experience any discrimination which may lead to loss of confidence and trust in service delivery. It can therefore be suggested that strict compliance to guidelines and procedures must be adhered to in providing services to the customers.

Summing up, SOPs in any service organisation needs to be reviewed and scrutinized periodically to further improve its services with emphasis on shortening the procedures to improve on delivery. More than that, SOPs should be organised in a cost-effective manner while at the sametime upholding quality. From the discussion, it is abundantly clear that SOPs serve as the skeleton of service delivery. In view of the fact that SOPs can be applied in any organisation, it can be customised to allow creativity, reduce bureaucracy and provide reasonable flexibility which leads to quality service delivery. In this perspective, the ECZ is not an exception.

Libraries Lead

...As ECZ Commemorates the 2018 National Library Week

By Mwamba Lesa, Milimo Mweemba and Ronald M. Tembo



The 'National Library Week' is a time to celebrate the contributions of Zambia's Libraries and Librarians as well as to promote library use and support. The ECZ was among institutions that took part in commemorating the 2018 National Library Week held in Kasama from 4th to 8th June 2018 under the theme, "Libraries Lead."

The event which started with the march past from the Central Business District (CBD) of Kasama town to the Kasama Provincial Library was graced by the Northern Provincial Minister, Honourable Brian Mundubile. The commemoration was attended by different stakeholders from both Government and the private sector. A number of schools within the province also participated in the Debates and Quizzes. The event was spiced by traditional and cultural dances which were performed by the Local Theatre Groups.

In his remarks, the Provincial Minister underscored the fact that libraries helped to improve society as they were agents of change. He further elaborated that libraries played an important role in capacity building, knowledge imparting, recreation and research promotion in the country. In spite of the benefits highlighted above, Mr Mundubile pointed out that some of the challenges which libraries faced ranged from inadequate to having unqualified pool of human resource in the profession.

However, the Provincial Minister encouraged Librarians and other information professionals to continue the good works of

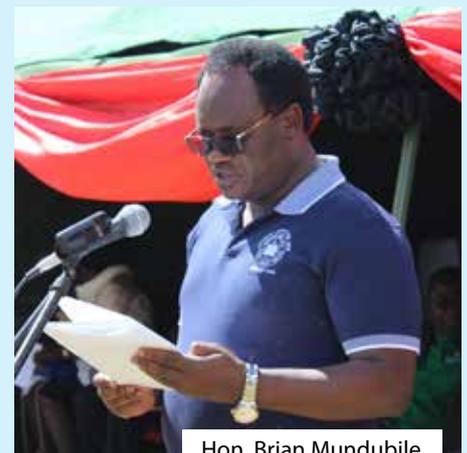
helping to transform society. The Minister's statement was re-echoed by the Library and Information Professional Association of Zambia (LIAZ) Vice President, Jabulani Moyo who stated that libraries in this information age had helped to transform lives and technology innovations in the country.

"Access to information is what drives our economy and the country at large. It is not something that we can debate on. All the decisions that we make whether as individuals or as policies for our country are based on the information that is available to us," Mr Moyo stated.

Mr Moyo further revealed that LIAZ was working with electronic information for libraries and world reader to build capacity of public libraries by equipping them with skills that would enable them be abreast with latest technologies and facilitate effective and efficient use of internet by library users.

The LIAZ Vice President challenged professionals to take advantage of developments in technology and transform people's lives adding that there was a lot of information which could be accessed freely with the promotion of open access thereby empowering the communities around the country.

To the Policy makers, Mr Moyo stated that librarians were partners in national development and further implored them to treat the profession as such and support the generously. "If Libraries do not provide accurate and timely information to the



Hon. Brian Mundubile

citizens, we risk making wrong individual and national decisions.

He reminded the users that libraries existed because of them and therefore should utilize the services which had been made available, to allow themselves be transformed by ensuring access to information which they desired.

This Library week is important because it the time when Librarians and other information professionals take time to show what services they offer and information sources available in their libraries. The significant thing to note is that the event for the ECZ was used as an opportunity to reach out to people and share information with them and institutions. This initiative is reciprocated as the ECZ also gets information from the public to help parent institutions get feedback which feed into policy and largely aids to improve service delivery.

ECZ Adheres to the SMART Zambia ICT Master Plan

By Ronald M. Tembo



The Seventh National Development Plan (7NDP) seeks to diversify the economy and create jobs through enhanced ICTs. In January 2018, Zambia completed its realignment of the SMART Zambia National ICT Masterplan for 2017-2030.

The 7NDP for enhanced ICT has three key strategies which include; strengthen the legal framework of ICT, improve ICT infrastructure for service delivery and Provide electronic services. Many public sector organizations are equal to the task and are working towards realizing the SMART Zambia ICT agenda in tandem with government policy.

In view of the above, the ECZ has endeavoured to increase and expand its ICT infrastructure base to achieve full automation of processes and systems. In line with the strategic plan, the ECZ has developed and implemented the online registration system. It has also implemented the query tracking system, online verification of the statements of entry, SMS Results Release System, among others. Major strides have also been made to develop online results verification system and make it operational.

The efforts made by the ECZ have not gone unnoticed by the stakeholders. During the Review of the Guidelines for Administration

and Management of Examination in Chongwe district, MoGE Director of Standards and Curriculum, Dr Sunday Mwape commended ECZ for its resolve to embrace ICT in order to improve service delivery.

"I wish to state that the ECZ is one of the few Government departments so far I have seen which has managed to develop and sustain online systems as well as processes. In the last few years, we have seen improvements at ECZ in examinations administration through innovations and investments in ICTs. As a ministry, we are proud to associate ourselves with the ECZ which has managed to support SMART Zambia project through various ICT initiatives," Dr Mwape stated during the workshop.

It can be said that technology is no longer being regarded as an enabler but as a business driver in providing service quality to the customers. As with most other service organisations, the ECZ has continued to invest in ICTs in order to control costs, attract new customers, and meet the convenience and technical innovation expectations of its existing customers as it provides public examinations in Zambia.

ECZ does not yet have Service Centres Countrywide

By Ronald M. Tembo

The ECZ has received reports from some sections of society suggesting that, it has established service centres in all the provincial towns in Zambia. These reports were not only misleading but are also not true.

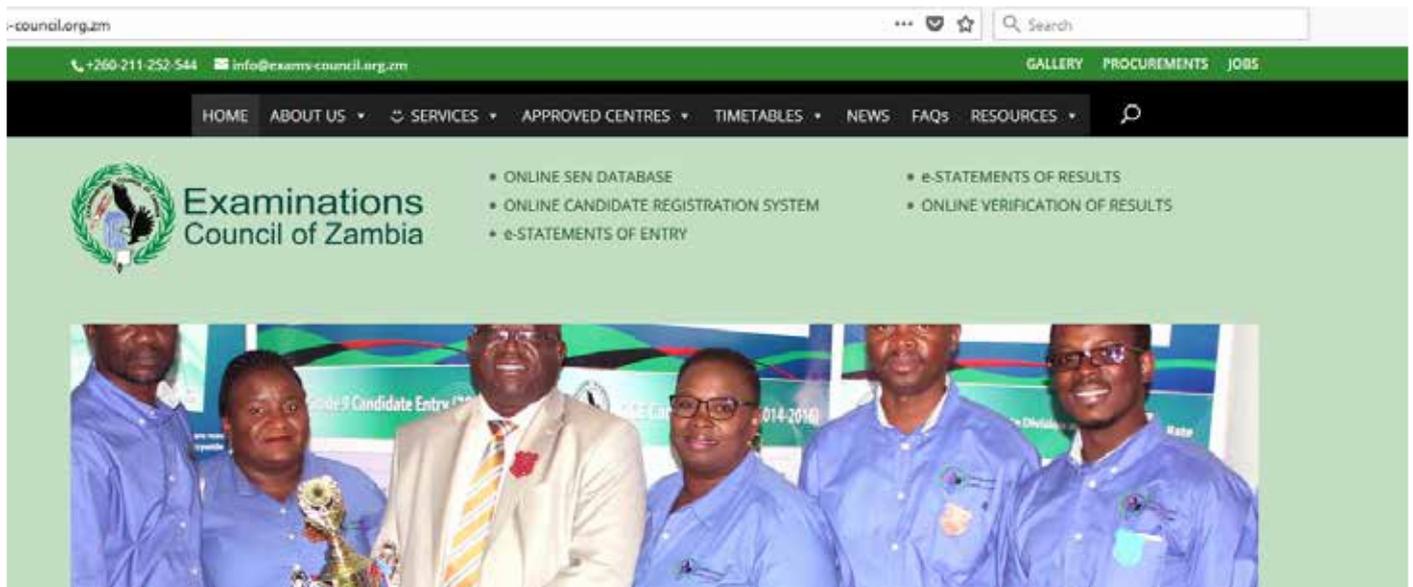
The Corporate Affairs Office did respond to social media reports on facebook and indicated that the ECZ at the moment only had service centres in Lusaka, Kitwe and Mpika districts. As such, members of the general public were implored to take advantage of the established service centres to access council services and other critical examination related information. The office further announced to the public that the ECZ was yet to open up another service centre in Mongu district before the end of 2018.

The ECZ decentralisation programme was in line with Government's policy of taking public services closer to the Zambian citizens in order to enhance service quality provision. It was further underscored that the ECZ would endeavor to decentralise services countrywide through the provision of physical and ICT infrastructure as stipulated in our strategic plan 2016 to 2020.

The ECZ remains committed to responding to the divergent needs of the nation and to provide expected service quality. Over and above this, the ECZ remains strategic in providing assessments and academic credentials which meet international standards.



Online Feedback Platforms Redesigned *By Samson M. Shivanwa and Ronald M. Tembo*



The ECZ has introduced and implemented various systems by embracing ICT to help meet the expectation of the public. The council has strived to be effective in its advocacy agenda by remaining current with effective tools of communication. The ECZ currently boasts of a website, toll free line, email address, telephone and a Facebook page to effectively manage corporate communication. Due to increased public demand for information on examinations administration from the ECZ, a comprehensive post-mortem of all the existing Online Feedback Systems becomes critical to improve communications and public relations.

It is against this background that the ECZ through the Corporate Affairs Office embarked on rebranding the existing Online Feedback Platforms to enhance effective internal and external communication. A team of three (3) officers comprising the Corporate Affairs Officer – Mr Ronald Mwelwa Tembo, Manager ICT Security – Mr Samson Shivanwa and Computer Operator

– Mr Nicolas Nkhuwa were tasked to review ECZ online communication platforms and redesign the ECZ Website. The Retreat to review the aforementioned was held at Gonde Lodge in Kabwe district, from 12th to 16th February 2018.

The team reviewed the ECZ Website, Facebook page, Email, and Toll Free line for purposes of improving communications and enhancing corporate visibility to the stakeholders. The general challenges which the team noted were a lack of a Communication Policy and inadequate human resource in the Corporate Affairs Section. The two aspects have made it extremely difficult to inform, educate and communicate critical issues of the council to the public. Other challenges were non-existence of an effective internal orientation programme for new members of staff and inadequate customer relations skills training to Front Desk Officers especially in the Service Centres. Obviously, this scenario may lead to poor customer service, misinformation and erodes the positive

corporate image of the ECZ.

The team further recommended that the ECZ needed to adopt the emerging communication platforms and tools such as YouTube, LinkedIn and WhatsApp in order to cater for the population of people that depend on these platforms for information on examinations and certification. To attain Goal number 11 in the strategic plan, additional human resource in the section was urgently needed to efficiently and effectively manage all corporate affairs and public relations in order to build a positive image of the ECZ.

Effective communication is the heart of any organization in today's business and corporate world while maintaining a good corporate image is the heartbeat that ensures the survival of an organisation. The ECZ online communication systems were reviewed and the website redesigned with new information to make the platforms more user friendly and in line the ECZ vision.

ECZ Withholds Results for 15 Colleges of Education

By Ronald M. Tembo

Owing to non-payment of prescribed examination fees, the ECZ withheld 2017 Teacher Education examination results for 15 Colleges of Education. The ECZ further advised candidates to confirm whether their institutions had remitted the examination fees to the Council before allowing them to access results.

In a report carried by the Zambia Daily May of January 2018, the ECZ Corporate Affairs Officer, Mr Ronald Mwelwa Tembo said this in an interview that a total of 30 Colleges

had their 2017 results withheld:

"We wish to confirm that a total of 30 Colleges of Education have had their 2017 Teacher Education Examination results withheld for non-payment of examination fees as at 4th January 2018. Out of these, 15 Colleges have paid the outstanding fees and their results have been released as at 26th January 2018.

However, Mr Tembo declined to name the defaulting colleges: "It is very simple. The

affected Colleges of Education have to pay the prescribed examination fees to the ECZ in order to receive the withheld results for their candidates, failure to which the results will not be released and therefore they would not access them."

The ECZ Corporate Affairs Officer said the action taken by the ECZ was in accordance with the Guidelines for the Administration and Management of Examinations in Zambia.

Parliamentary Committee Familiarise Itself with Council Operations

By Ronald M. Tembo

On 7th March 2018, the Parliamentary Committee on Education, Science and Technology visited the ECZ to familiarize itself with examinations administration processes and systems. The familiarization visit was necessary for the Zambian lawmakers to appreciate the efforts which go into various activities before examination results are officially released.

In order for the Committee to become vested with council operatives, ECZ management provided a Brief Presentation to the members on the strategic focus areas in the current organizational plan running from 2016 to 2020. The five thematic areas of focus in the strategic plan were highpointed and explained to the Committee. Under the Examinations Administration and ICTs, management explained that the ECZ had commenced examining Teacher Education candidates for the Primary Teacher's Diploma, Early Childhood Education Teacher's Diploma and Junior Secondary School Teacher's Diploma. It was revealed that the ECZ separated the General Certificate of Education (GCE) examinations and Grade 9 external examinations which were run between July/ August of each year. Management stated that the GCE started running in 2016 while Grade 9 external started in 2017;

In cognizance of the achievements recorded in the conduct and management of examinations, management also revealed to the Committee that the ECZ had signed an agreement with St. Jeff College Primary School of Johannesburg, South Africa for their Grades 7 and 9 pupils to sit examinations conducted by the council. The first examination would be at Grade 7 level this year 2018. Additionally, two Colleges of Education in Botswana had expressed interest to sit examinations conducted by ECZ and discussions were underway.

In terms of examination processing, management informed the committee that the early release of results at Grades 7, 9, 12, GCE and Teacher Education was made possible by innovations in the examinations administration systems such as the Electronic Candidate Registration System (ECRS), which was eventually upgraded into the Online Candidate Registration System (OCRS). The Council also developed the Electronic Marks Capturing System, which was later linked to the development of the online transfer of marks through the Secure File Transfer Protocol (SFTP);

On the business front, management informed the Committee that the ECZ developed assessment schemes (Examinations Syllabi) and grading systems for Grades 7, 9, 12 and Teacher Education examinations. The council

further partnered with Book World Africa to publish and sell past examination papers and assessment schemes. It was also mentioned that the SMS Results Release System was launched and the public can now access examination results using their mobile phones on MTN, Airtel and Zamtel Networks. Management explained that these initiatives and partnerships had helped the ECZ generate some finances which had helped a great deal more with operational aspects.

Meanwhile, the Committee appreciated the various efforts which the ECZ was undertaking to improve education delivery in the country. The Committee was infact astonished at the dedication, commitment, resilience and hardwork exhibited by all council employees to have the examination results released within the expected timeframe amidst glaring challenges of finances and human resources.

The Committee further pledged to lobby for support from Government to make the ECZ run more efficiently and continue to uphold the professionalism in the conduct of examinations. More than this, the Committee assured ECZ management that it would work hard within its mandate to help the council amend the ECZ Act to make it more punitive and improve the general administration of examinations in Zambia.

ECZ Participates in the 2018 Cambridge International Study Programme

By William M. Kapambwe



The 2018 Cambridge International Study Program took place from 14th to 25th May 2018 at Cambridge Assessment in Cambridge, United Kingdom. The study program was attended by 27 international participants from four (4) continents. The ECZ was represented by three officers namely Mr. William Kapambwe, Ms Njekwa Mamunye and Mr Henry Muloongo.

The program focused on two main themes – Test development, examinations administration and processing. It also involved visitation to the Cambridge Examinations Processing Centre. The course was an interactive program which allowed participants to share experiences from the way assessments are conducted in home countries.

As regards to the lessons learnt, the team recommended that the ECZ should embark on the use of item banking in the production of question papers. Once implemented, the system would reduce the turnaround time for question paper production and also minimize the risk of item writers having a complete knowledge of the contents of the entire question paper.

The team recommended that the ECZ should consider adopting on-screen system of marking examinations. Even though the on-screen marking has understandably a huge startup cost, the Council can put up a system that suits the current quantities of the

workload. The team further recommended that the ECZ should consider using barcodes on all examination materials. Scanning the materials as they are being received or sent out would ascertain what materials have been handed. In this way, the prospect of losing materials especially answer scripts, shall be eliminated.

The Cambridge International Assessment Program provided the participants with a lot of insight into the assessment approaches at Cambridge as well as other assessment institutions. It was clear from the presentations and contributions from other countries that the ECZ was observing the key activities in the assessment cycle.

However, the team noted that there was too much manual management of the assessment systems which has led to delays in undertaking certain activities and also loss of examination materials. It is the view of the team that the ECZ should continue with automation of systems to enhance service delivery.

Council Pledges to Continue improving Processes for Candidates with Special Educational Needs

By Ronald M. Tembo



The ECZ has vowed that it will endeavor to institute feasible processes and systems that would ensure effective management and administration of examinations for candidates with Special Educational Needs (SEN) in Zambia. The resolution follows a meeting held at ECZ Head Office in Lusaka between representatives from the Zambia Disability HIV/AIDS Human Rights Programme (ZAMDHARP) and management to discuss the challenges which affected results of the disabled candidates who sat for the 2017 Grade 12 examination.

The meeting was initiated by Mr Elijah Ngwale from ZAMDHARP. The principle purpose for the meeting was to find out precisely from the ECZ the reason why examination results for learners with visual impairments were alleged to be missing perennially.

The visiting team further alleged that the missing results were caused by misplacement of Braille answer scripts at marking centres coupled with poor Braille skills of those engaged to transcribe Braille scripts into ink print. It was alleged by the team that they had information suggesting that the same Braille scripts were simply never marked at the centres.

In response, the ECZ Deputy Director, Mr

William Kapambwe apologized to the team especially to those candidates who had not received the results at the time. He further presented the findings of the investigations into the cause of the missing results. The Deputy Director explained that all Braille scripts were gathered in one place and transcribed into ink print by the hired Braille experts. He added that after the transcription process was done, the scripts were taken to the various marking centres for further processing. However, after an inquiry into the missing results was done, a report was generated which showed that 108 papers for GCE examination were unresolved while 152 remained unresolved from the School Certificate examination. Mr Kapambwe accepted the weaknesses in the processing system and further asked for forgiveness from the ZAMDHARP team on behalf of the ECZ.

In ascertaining the root causes of missing marks for the visual impairment candidates, Senior Examination Specialist- Mrs Ruth Msoni revealed that there was a problem of packing Braille answer scripts in the examination centres. She explained that a specific tamper Evident Envelope which was Blue in colour was given out to Schools for packing Braille answer scripts only to ease the task of identifying Braille scripts to take for transcription.

“However, it is surprising that Schools withdrew the Blue envelopes for some unknown reasons and instead packed Braille scripts in the ordinary Grey envelopes used for packaging mainstream answer scripts. This action brought about challenges of identifying Braille scripts to take for transcription because all envelopes looked the same. Such Braille scripts were only discovered at the marking centres where they were kept to wait for translation and marking at a later stage,” Mrs Msoni explained.

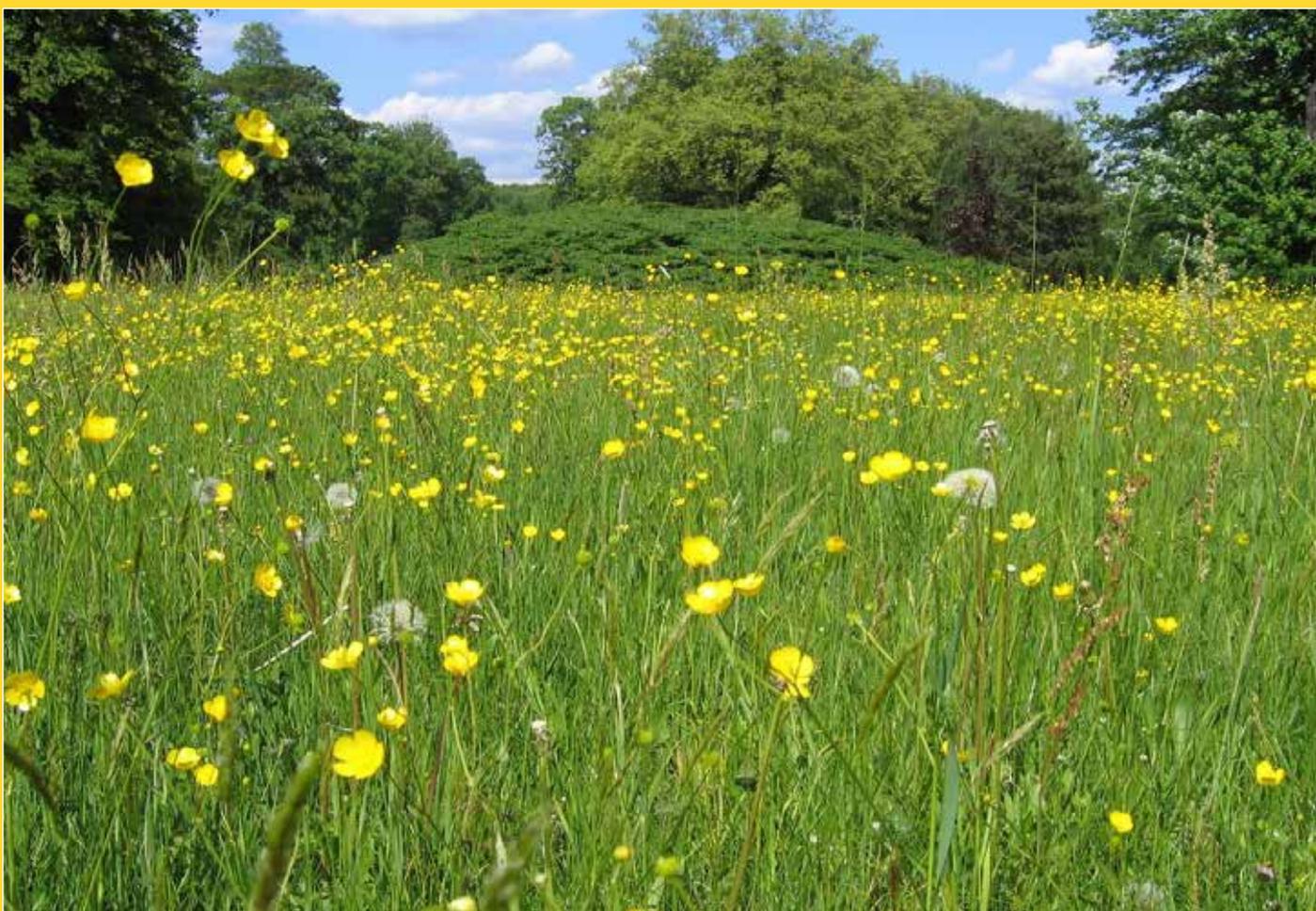
Further, the team demanded that ECZ stopped administering parallel papers to the blind learners as they were all not happy about that development. They further stated that the blind community regarded the administration of parallel papers to the blind at Grades 9 and 12 as some form of discrimination to the disability group. In response, ECZ Director- Dr Michael Chilala pointed out that the challenges the council experienced at the time papers were administered were common to both streams; the blind and the regular pupils. He stated that Braille papers were abused and used for leakages, adding that such a practice had since reduced after the introduction of parallel papers.

“ The parallel papers were not in any way different from those written by mainstream pupils because they are developed based on the same Tables of Specifications. Infact, parallel papers are abit more advantageous to the blind because they are user-friendly to this special group of learners,” Dr Chilala explained.

During the meeting, the members recommended that the ECZ shall resolve all missing marks by the end of February 2018. The stakeholders recommended that the ECZ should conduct research in the examination processing for blind candidates and introduce a marking centre only for special education. It was further recommended that ZAMDHARP should raise awareness in Schools on packaging to avoid occurrence of examination malpractices. Most importantly, the meeting recommended that the Ministry should endeavor to train Subject teachers in Braille to improve on the marking of Braille.

ECZ Secures Land to Construct Setting and Marking Centres

By Ronald M. Tembo



The ECZ has been spending about ZMW 20 million each year on marking centres before paying any allowances to markers. Due to the demands of the revised curriculum and change of the examination structure, the ECZ has been spending huge sums of money on workshops and seminars for setting examination questions to populate the examination banks.

To reduce on the cost of setting and marking examinations in the long run, the ECZ has secured a portion of land between the Council premises and Millennium Village Complex in Lusaka city to develop a facility with appropriate security and ICT infrastructure to be used for setting and marking examinations. The piece of land covers an area of approximately 50m x 50m.

Earlier, the ECZ wrote to the Ministry of General Education (MoGE) requesting to be allocated the portion of land for the mentioned purpose. In his letter of reply to the ECZ, MoGE Permanent Secretary,

Mr Henry Chileshe Tukombe stated that the Ministry had no objection in the proposal by the ECZ to use part of its land for the construction of a Marking and Setting Centre.

The construction of a setting and Marking Centre is expected to reduce drastically the cost of setting and marking examinations, and to enhance the security of examination papers and scripts.

The ECZ is expected to commence the construction of a Setting and Marking Centre in January 2019. The council expresses appreciation to the ministry of General Education for the support rendered.

Zambia Joins the Globe in Celebrating 2018 Labour Day

By Ronald M. Tembo



ald M. Tembo

On 1st May, Zambia joined the rest of the world in commemorating the International Labour Day. Held under the theme, "Building Partnerships for Sustainable National Development Through Decent Job Creation and Social Justice," the day provides an opportunity for workers to express their rights and freedom of association. It equally offers a podium for workers and the labour movement to reflect on the challenges that affect the general welfare of the working class.

In many countries including Zambia, this special day also known as 'May Day' is an official public holiday and it is particularly critical for the labour movement to advocate for workers' rights such as long working hours, poor conditions of service and child labour. Equally, this day challenges the employers to carefully reflect and begin to give employees what they deserve, in order for the employees to reciprocate by doing their best to improve the lives of common citizens.

In Zambia, thousands of workers both from the public and private sectors took to the streets and participated in a march past to commemorate this special day for the workers. Accordingly, the ECZ participated in marching which started from the Civic Centre to the Freedom Statue in Lusaka. This important day for the workers was graced by the Republican President, His Excellency - Mr Edgar Chagwa Lungu. This was the fifth time the ECZ was celebrating International Labour Day since its inception in 1983.

During the event, President Edgar Lungu reaffirmed Government's determination to ensure decent work for all the Zambian workers thereby translating into socio-economic development for the country. The President underscored the fact that Government was determined to actualise a decent working environment for the Zambian worker by implementing policies, strategies and programmes which would foster sustainable development.

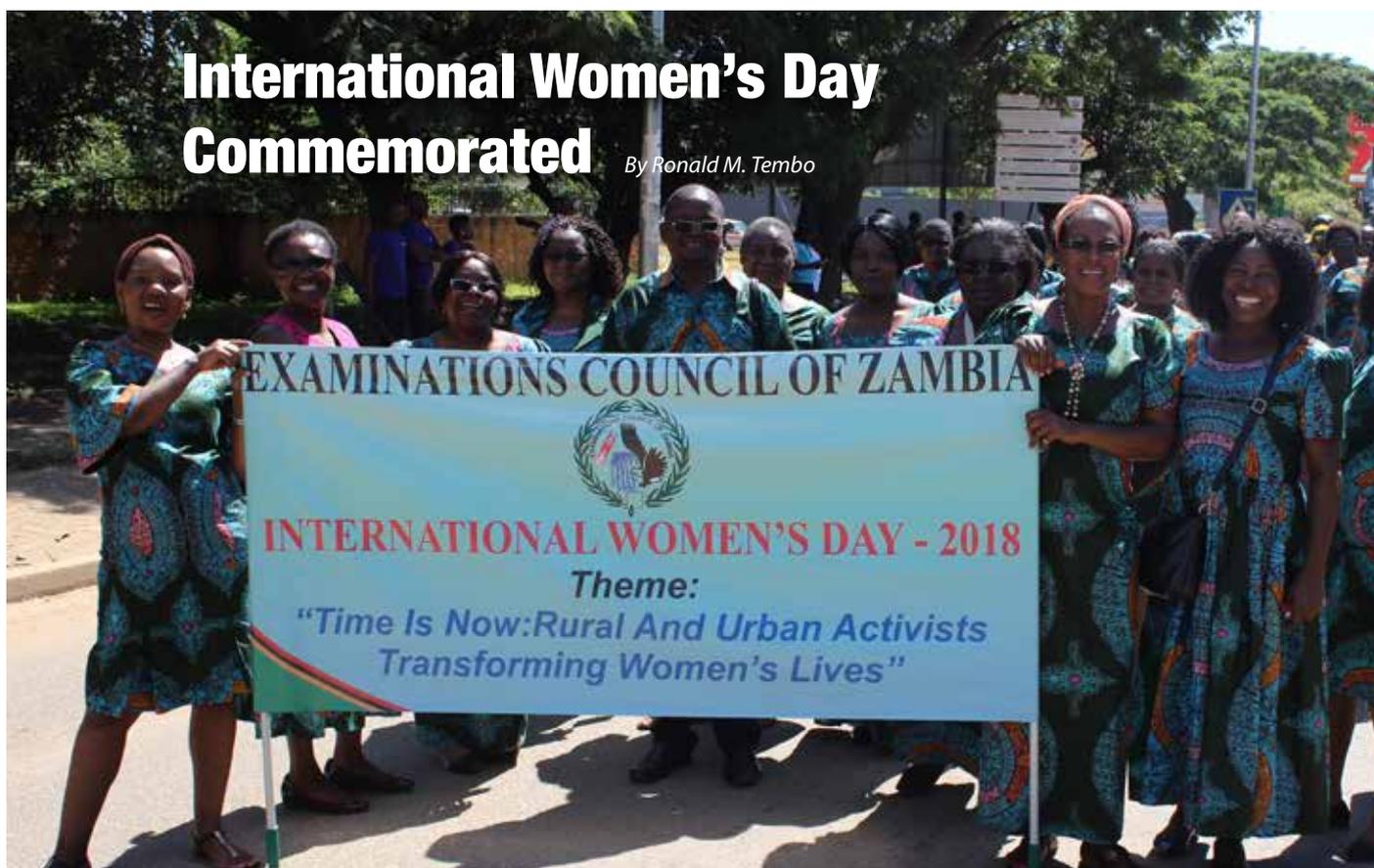
For the ECZ, commemoration of the labour day was a time for the employees to reflect on what they had done to improve service delivery to benefit a common individual in society. It was a time to find better alternatives of re-engineering the organization to meet the business growth to ensure an innovative, competent, motivated staff and customer satisfaction. The occasion provided a corporate space for ECZ members of staff and the whole organization to re-align activities to support various Government policies and programmes to improve public education delivery.

The Times of Zambia Online Newspaper (2018) reports that in the late 19th Century, socialists, communists and trade unionists chose 'May 1' to become 'International Workers' Day.

The date was symbolic, commemorating the Haymarket Affair, which took place in Chicago, in the United States.

International Women's Day Commemorated

By Ronald M. Tembo



On 1st March, hundreds of Women from various organisations and government institutions in Lusaka marched from the Civic Centre to the Freedom Statue in commemoration of their day which falls on this day annually. The ECZ women also joined the rest of the world in commemorating 'International Womens' Day. The aim is to inspire women and celebrate women's achievements.

Commemorated under the "Time is now: Rural and Urban activists transforming women's lives," the 2018 International Womens' Day was a public event which reminded the ECZ women to reflect on their accomplishments towards attaining gender equality at work place as well as their invaluable contributions in fostering effective assessment systems.

Meanwhile, the Republican Vice President, Inonge Wina who graced the occasion in Lusaka, stated that Government was committed to domesticate international protocols regarding girls and women in the country. She reiterated that the Government would continue to promote women participation in the governance of the country and the growth of the economy.

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

Mongu Service Centre Earmarked for Opening in 2018

By Ronald M. Tembo

In 2013, the Zambian Government approved the National Decentralisation Policy meant to empower provinces and districts to manage their own affairs for effective social economic development. The policy was formulated to promote people's participation in the democratic governance at the local level.

In line with the Government's Decentralization Policy and ECZ's Strategic Plan 2016-2020, the ECZ has endeavoured to open and operationalize Regional Offices where Council Services will be accessed by members of the public. As part of the expansion programme, three service centres have already been established namely the Lusaka, Kitwe and Mpika Service Centres.

The Council has earmarked the opening of Mongu Service Centre by the end of 2018. The Mongu Service Centres is scheduled to cater for clients from western, parts of central and North-Western provinces.

Like the other Centres, the Mongu Service Centre will provide among other services; verification of school results, combination of Grade 9 results, accumulation of GCE results, replacement of certificates, translation of foreign results and renewal of examination centre status for private schools. The council is optimistic that the decentralization programme will go a long way towards taking the ECZ services closer to the people.

PUZZLE

F	U	O	N	E	P	E	V	E	R	N	O	M	I	N	A	T	I	O	N
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K	X	G	R	A	D	E	S	T	A	T	E	M	E	N	T	S	C	D	S

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. Effective 2018, the ECZ will conduct first ever Grade 7 Composite Examination in Johannesburg, South Africa. This follows the Memorandum Of Understanding (MOU) signed between the ECZ and Saint Jeff College Primary School which permits the council to administer Grade 7 and 9 examination for their pupils.
2. Consultations are underway to ensure have the ECZ Act of 1983 amended in order to improve the general administration and management of examination. The Act will also have stiffer penalties for people who deliberately engage in examination malpractices.
3. The ECZ has earmarked the opening of Mongu Service Centre by the end of 2018. The Centre is scheduled to cater for clients from Western, parts of Central and North-Western provinces.
4. Blow the whistle against any form of examination irregularities by dialing 8383 Toll Free line on Zamtel Network only.
5. The 2018 approved Examination Timetables are ready and can be collected from the School/Centre, where you are duly registered. You can also download the timetables from the ECZ website at www.exams-council.org.zm.
6. According to the provisions of the amended Zambian Constitution of 2016, it is mandatory for all persons aspiring for political positions to certify their school certificate results with the ECZ in order to file in their nominations. Certification and verification of results can be accessed at any nearest ECZ Service Centre
7. The Examination Past Papers and Assessment Schemes can be purchased at a minimal fee from any Book World Africa outlet countrywide.
8. Discussions are under way with key stakeholders within the Ministry of General Education and other appropriate Government Departments to provide the ECZ mandate to conduct examination for Chinese Language in 2019.
9. The ECZ has introduced the Online Database for Candidates with Special Educational Needs. It is available on the ECZ Website.
10. As ECZ continues to innovate, candidates can now verify their Statements Of Entry online by logging on to the ECZ website.
11. Effective 2016, candidate are now allocated one examination which they use to sit all the School examinations conducted by the ECZ.
12. The SMS Results Release System (SRRS) continues to be an effective tool which allows members of the general public in Zambia to access examination results using their mobile phones. It is available on all Networks i.e. Zamtel, Airtel and MTN at minimal cost of K4.

Your Questions

ANSWERED

Who is an Underprotest Candidate?

I have a friend who wrote his GCE examination in 2017. He was saying that he wrote two subjects as an underprotest candidate. However, he has since collected his results. I would like to find out, who is an underprotest candidate? From MKY Twangelanda

Answer:

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 not register for. Under protest candidates are registered candidates but write an additional subject they did not enter for during the registration period. In such instances, results are only released after paying penalty fees for writing a subject the candidate never registered for.

Calculating Grade 7 Composite Mark

How are marks at Grade 7 calculated and how do you arrive at the total mark? From Kedrick Yombwe

Answer:

The Grade 7 Composite examinations Results are calculated as stated below:

1. We add the intelligence tests first, Special Paper 1 (Verbal Reasoning) and Special Paper 2 (Non-Verbal Reasoning),
2. Then we pick the best four(4) of the remaining subjects and add them,
3. Final Composite Score = Sum of Special Paper 1 and Special Paper 2 + Sum of Best Four subjects.

Hope our response is satisfactory.

Equating of Foreign Results

I need information on how to convert my qualifications to the Zambian standard. I am from Zimbabwe? From Irvine Muzembe

Answer:

Equating of foreign results to the Zambian standard is one of the services offered by the ECZ. Once the results are equated, it provides you with an opportunity to apply for employment or enrolment at any established college/university in Zambia. The charge is K1000 and all you need to do is to come with the original copies of the results to be equated. The service is accessed at any of the ECZ service centres.

Procedure for Making Amendments on the Certificate

I write to find out the procedure for correcting the mistake on the Certificate? Thank you for your response? From Makumba Bruce

Answer:

It extremely unlikely to effect changes on a certificate. However, it should be mentioned that the ECZ can Only effect name amendments on the Certificate in very exceptional cases. All you need to do is to bring the original copies of the Certificate at any of our Service Centre and we can advice. However, the ECZ does NOT add names or remove names on certificates once they have been printed. It is important to note that

the ECZ gives a period of 3 months after results have been released for correction of any misspelt names and any anomalies that may appear on the Statement of Results. Once this period elapses, no changes are accepted.

Accumulation of GCE Certificates

I would like to find out how much it costs to merge two certificates? I am sitting the 2018 GCE examination and when I pass, I would love to have the results from this examination and my GCE results on one paper. Also, how long does the process take? From Monica Mwape

Answer:

The combination of GCE Certificates into one Accumulated Certificate costs K1000. All you need to do is to bring all the original copies of the GCE Certificates at one of the ECZ Service Centres (Kitwe, Lusaka or Mpika) and you will be advised accordingly. The issuance of a combined statement of GCE results is issued instantly at the Service Centre. You can use the combined statement of GCE results to apply for employment or enrolment into college/university. However, what takes abit of time (6 months or more) is the actual printing of the combined GCE Certificate because it has to contain security features like any other Certificate issued by the ECZ.

Forgetting the examination

I am asking for an examination number? My National Registration Card (NRC) number is 156589/48/1? Mavin Malama

Answer:

Dear Mavin, kindly go to the school or examination centre where you wrote or intend to write your examination from. Obviously, the Head teacher or the Guidance and Counselling Teacher at the school or examination centre will be willing to provide you with the exact examination number.

Verification of Entries Online

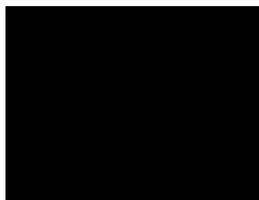
How can I check what I registered for G12 external examination are correct using internet? Thank u! From Lulu Samantha Nasilele

Answer:

It is true that the ECZ has stopped printing Statements of Entrie (SOP), which are personalized examination timetables for candidates. You can therefore log on to the ECZ website on the portal which states SOP and you should be able to view your registration entries. If they are incorrect, you can get in touch with the school/examination centre to have them amended and you need to sign against your name in the register if all is correct.

New Members of Staff

Join us in welcoming the following members of staff::



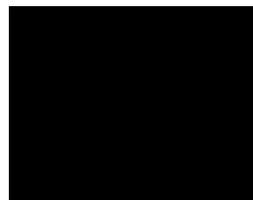
Humphrey Mpundu
Records Officer, Mpika Service Centre



Joseph Kanswe
Research Officer General



Henry Mutati
Examinations Officer Logistics G12 & GCE



Carolyn Chimpamba
Assistant Examinations Officer, Mpika Service Centre



Timothy Lwiindi
ICT Support Officer



Kelvin Chilemba
Driver



Justin Kimena
Senior Examinations Specialist, Natural Science Education



George Mtonga
Typesetter - School Examinations

New Appointments

Join us in congratulating the following members of staff on their respective appointments:



Kunda Kuku
Assistant Director, Certification



Shadreck Nkoya
Assistant Director, Research and Test development



Moonga Hakalyamba
Principal Research Officer



Eric Mkanda Mwale
Assistant Principal Examinations Specialist - Social and Business



Josias Mwale
Examinations Officer Processing G7

Elections to the ECZ Pension Trust Scheme Board

Join us in congratulating Mrs Shillah N. Zimba and Mr Lesa Mwansa on their nomination to the ECZ Pension Scheme Trustees Board. It is the wish of everyone that the two officers will adequately represent the interests of the ECZ staff to ensure that the Scheme remains viable and sustainable.



Shillah N. Zimba



Lesa Mwansa

Congratulations



Kindly join us in congratulating Mrs. Ruth C. Msoni for attaining a Master of Education – Special Education from the University of Zambia.

Watermelon is Good for Your Health

By Ronald M. Tembo



Watermelons are mostly water — about 92 percent — but this refreshing fruit is soaked with nutrients. Each juicy bite has significant levels of vitamins A, B6 and C, lots of lycopene, antioxidants and amino acids. There's even a modest amount of potassium.

Watermelon is a fat-free fruit and is a good source of Vitamins A, B6, and C. It also contains Potassium and the antioxidant plant phytochemicals lycopene and citrulline. Lycopene is what gives watermelon the pink, bright red, and sometimes deep red color. Lycopene is a very strong antioxidant. The mineral potassium can help lower blood pressure and also aids the proper functioning of all body organs. The phytochemical citrulline benefits the heart and circulation.

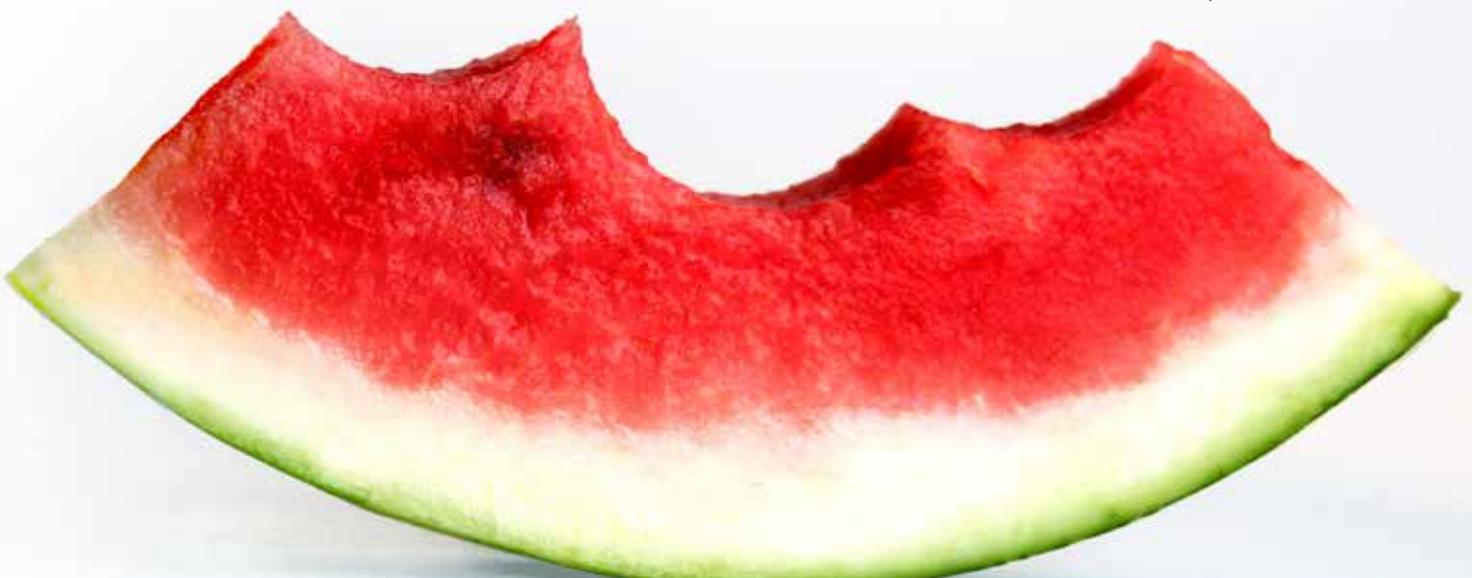
Citrulline in watermelon is converted into the amino acid arginine by the body. This increases the nitric oxide levels, which in turn has a relaxing effect on the blood vessels. The consumption of watermelon may enhance libido. In those with prehypertension, watermelon consumption may help lower blood pressure indicating that watermelon also improves arterial health and its function. The arginine, which is the result of citrulline conversion, gives this beneficial effect.

With all this in mind, watermelon is a healthy fruit that can give rise to side effects if eaten in abundance. It has been found that consuming 30 mg or more of lycopene per day can cause side-effects. This includes: Intestinal disturbance, Cardiovascular Problems and Allergic Reactions. Some

people may develop allergic reactions to watermelon consumption, which can result in mild to severe rashes, facial swelling, or anaphylaxis. Those suffering from allergy to latex, carrots, or cucumber may be more prone to watermelon allergy.

It is therefore not recommended to consume watermelon or any fruit after 7 pm (19hrs). Watermelon is slightly acidic and if consumed at night, it may delay the process of digestion when the body is inactive. The best time to eat watermelon is around 12-1 pm when the digestion rate is high and active. Therefore, watermelons should be taken in right quantities in order to reap the real benefits to our bodies.

Source: <https://caloriebee.com/nutrition/Watermelon-And-Diarrhea-Some-Effects-Of-Watermelon-Consumption>



ECZ Celebrates End of 2017 Examinations Cycle Through Sports ... As Management is commended for the initiative

By Ronald M. Tembo



Tag of War competition

Every year, the ECZ holds what is known as the 'End of Cycle Party'. This formal event attended only by members of staff is held to signify the end of the examination session for that particular year. It is usually held after the official release of the Grade 12 Examinations. It is a time to reflect on the achievements made in the conduct of examinations. This corporate event also takes a postmortem of the challenges encountered and recommendations are made to improve the conducts and management of examinations.

For the first time, the End of Cycle Party was dominated by sports activities. Deliberately, the ECZ Entertainment Committee sought to break the monotony of celebrating the End of Cycle parties by having endless speeches which had dominated in the past. This time around, it was the desire of the Committee to incorporate sports, play and fun as the employees celebrated acts of courage, innovation and teamwork during the year.

The inclusion of sports games helped management and staff socialize in an informal manner during the party. Held at Pazuri in Chongwe district on 9th February 2018, ECZ employees participated in different sports activities such as Chess, Football, Netball, Swimming, Athletics and Tag of War, among others. The activities also helped members of staff to keep fit and they also enjoyed the nice meals and drinks prepared for this important event.

Removing employees from the office environment and incorporating sports, fun and play, gave council employees an

opportunity to reboot their ingrained attitudes and working styles. Apart from having fun, the social games enhanced teamwork, communication, leadership, bonding, confidence, responsibility, trust, morale and respect among the employees. In all accounts, the 2017 celebration was a good team building exercise which explicitly showed management and employees how to come together in pursuit of a common goal.

Asked about the overall organisation of the 2017 End of Cycle Party, many employees commended the ECZ management for the team building initiative. As the ECZ celebrated countless achievements during the party, the majority of the employees

were happy to participate in the social games which brought everyone together and certainly a good team building exercise. Going forward, the employees recommended that social games should be part of the End of Cycle Parties.

As the ECZ strived to innovate in different programmes and activities, team building activities should continue to be streamlined to suit the overall business agenda. Such interventions will increase the trust factor and teamwork among the employees. Not only that, team building activities will enhance communication where individual employees will feel more positive and confident to work towards achieving strategic benchmarks for the council.



The cutting of the cake



**BLOW
THE WHISTLE
AGAINST EXAMINATION
MALPRACTICES**

Dial 8383 Toll Free on Zamtel Network