



# ECZ

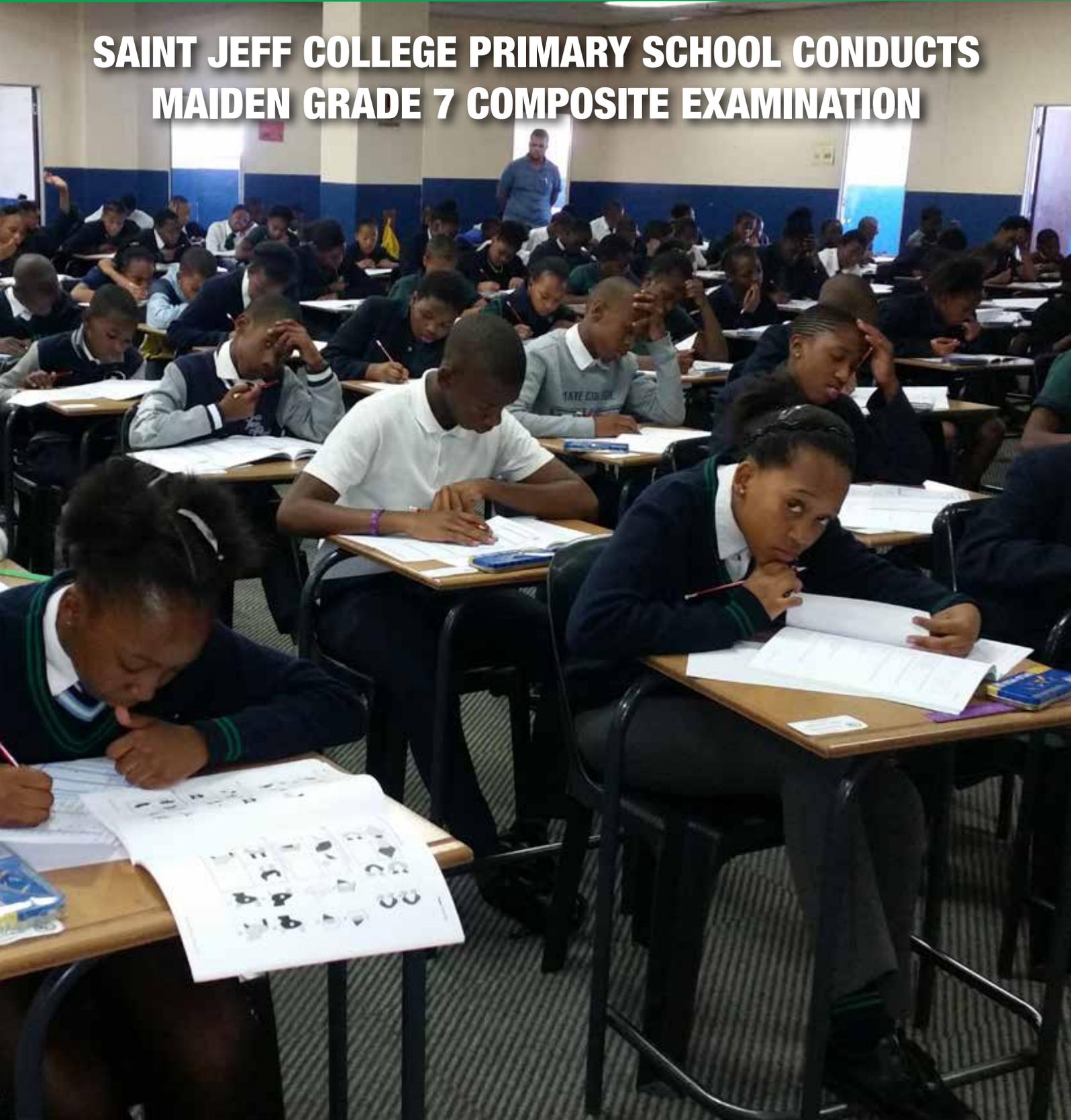
## IN PERSPECTIVE

*News about the Examinations Council of Zambia*

Issue No. 13

July to December 2018

### **SAINT JEFF COLLEGE PRIMARY SCHOOL CONDUCTS MAIDEN GRADE 7 COMPOSITE EXAMINATION**





The Examinations Council of Zambia (ECZ) was established in 1983 by an Act of Parliament Chapter 137 of the laws of Zambia with a mandate to set and conduct examinations and award certificates to successful candidates. Before enactment, the Ministry of Education and Culture, under the Examinations Section used to conduct the examinations. The full launch and operationalisation of the ECZ 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,

In the previous edition, we can recollect that the Ministry of General Education gave the Examinations Council of Zambia (ECZ) unfettered leeway to unrestricted creativity and innovations as it aspires for greater heights in assessments. In view of this, the ECZ has remained focused and continues to be guided by the strategic plan to make appropriate decisions, evaluate progress and change approaches when implementing activities.

Inspired by the need to meet the aspirations of the Zambian people, the ECZ has strived to ignite progressive discussions that culminate into tangible resolutions which help enhance operational efficiency. Simply put, Management has worked tirelessly and selflessly with distinguished stakeholders to provide a roadmap which aligns organisational activities and programmes to the set yardsticks. Based on this premise, the corporate brand and image of the ECZ has been enhanced in Zambia and beyond.

In today's contemporary business environment marked by continuous and rapid changes, the ECZ has so far excelled by establishing strategic partnerships with other institutions to pursue new opportunities for value creation. Recently, the ECZ and the Teaching Council of Zambia (TCZ) signed a Memorandum of Understanding aimed at strengthening collaboration in regulating the teaching fraternity in the country.

Arising from similar partnerships, Saint Jeff College of South Africa conducted its maiden Grade 7 Composite Examination in November 2018. It is the first time since inception that the ECZ was conducting Grade 7 examination beyond the Zambian borders. This is a sign of corporate growth and a true reflection of profound confidence various stakeholders have in the Zambian education system. It is also a revelation of the hard work which the ECZ Council, Management and Staff put in over the years, to make the Zambian qualifications recognised globally. For St Jeff College Primary School, the Sky is NOT the Limit.

The ECZ is alive to the fact that in today's dynamic global economy, most public sector employees are facing crisis in confidence when it comes to service delivery. Thus, the ECZ reviewed the Service Charter so that it conforms to modern trends and best practices in customer service delivery. The Charter provides statements of commitment for the Council in line with its mandate so as to offer high quality predictable services to the general public in a timely manner. The review was part of the Council's continued effort to improve the provision of services to the Zambian citizens with high quality.

Greater of all enemies is the idea whose time has come. Guided by this adage, the ECZ will embark on introducing examination reforms which will help enhance quality in the provision of assessments at all the levels. The reforms will largely contribute to the advancement of Zambia's education system and public service delivery. Lastly, the Council and Management should be commended for steering the operational activities of the organization which has made the ECZ sustain its corporate brand and reputation.

Enjoy reading this edition.

**Ronald M. Tembo**  
**Public Relations Specialist**

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## MESSAGE FROM THE DIRECTOR



**Dr Michael M. Chilala**

**While a leader may get overwhelmed by crises, true leaders are challenged by them. We, as management and staff of the Examinations Council of Zambia were challenged to the bone last year, beginning in July and ending in December, 2018.**

First were the Grade 9 External and GCE examinations which ran from about mid-June to August, 2018. The examinations had their own difficulties, beginning with leakages and ending with challenges related to marking and processing of results. For the first time, there was a purported leaked marking key, which when verified after it was brought by the police, it was proved wrong. I wondered what may have occurred because the marking keys are never printed before the examinations were over and in this case, a printed marking key was found circulating in social media. Even if it was found to have been wrong, it had caused untold agony to all of us involved in the administration of examinations.

In September, we moved to open a Service Centre in Mongu, Western Province of Zambia. We had done most of the preparations for the 2018 examinations. Then October, 2018 came like many other months. I gave a report to the Permanent Secretary in the Ministry of General Education on how prepared we were for the 2018 examinations. I highlighted the fact that we were going to distribute the examination papers closer to the time of writing in order to reduce opportunity for possible leakages of question papers.

After a successful run of practical examinations in the first two weeks of October 2018, a bombshell erupted. The Mathematics Paper 2 had been published on one of the online publications- The Zambian Watch Dog. We were alerted by one District Education Board Secretary. In no time, the Minister of General Education called and asked why we had failed to secure the examination materials. Before we explained anything, our phones were clogged with calls from both friends and partners in assessment and examinations who were trying to find out what had befallen us and what we were going to do.

Wondering what to do, we leveraged on one of Nelson Mandela's wise sayings that goes, "May your decisions be led by your hopes and not your fear." We called the Permanent Secretary and explained what had happened and informed him that we would get back to him. Once we had confirmed the authenticity of the paper which was in social media, we obtained permission from the Permanent Secretary

## Although we had a Crisis, we had a successful year

to inform the Provincial Education Officers to ensure that the paper was not opened and not administered by the schools the following morning. Working with the Dean of Provincial Education Officers, we succeeded to communicate, except to a few, hard to reach areas.

The following day, we had a meeting with the Minister of General Education, Permanent Secretary and Director – Standards and Curriculum. After a lengthy debate and consultation by the Minister with higher authorities, it was agreed that the Mathematics Paper 2 be cancelled, examinations be suspended and joint investigations be carried out to confirm the status of the other papers, replace the cancelled papers and resume the running of the 2018 examinations once investigations were done.

We wish to thank most sincerely all members of the general public that showed concern at what was happening, civil society organisations, the Government of the Republic of Zambia in general, Ministry of General Education and Teaching Service Commission, for the support we received during the trying period.

In all this experience, our main realisation was that it was time to reform the examination system and re-engineer the system for distributing and securing examination materials throughout the supply chain. The reform was to enhance security of examination materials at all points, stiffen the penalties for involvement in examination malpractices, reduce the examination period, reduce the cost of conducting examinations and enhance the quality of examinations conducted.

Although without financing at that moment, we were able to make arrangements to replace six (6) examination papers that had been leaked. We successfully negotiated payment plans for the previous and replacement supplies of examination materials. The examinations resumed and were completed within the year 2018, the results for the Grades 7 and 9 were released within 2018 to ensure that the 2019 school calendar was not affected, as per original plan.

We commit to work better together with all stakeholders to enhance the integrity of our examinations and collectively assure our learners and candidates of improved service delivery through examination reforms.

## Saint Jeff College Primary School Conducts Maiden Grade 7 Composite Examination

By Makulo Musowe, Evans Zulu and James Chomba



**“If the ECZ has got any record at Grade 7, our 2018 Grade 7 cohort will tear it into pieces...And the only school which will have a chance of breaking our record will be St Jeff College itself.” These were the words of the Mr Jeffrey Beene Chikandi, the Proprietor of Saint Jeff College Primary School in Johannesburg of South Africa. He was speaking shortly after the 2018 Grade 7 examination materials were received in South Africa and were secured, verified as well as confirmed by ECZ Officers.**

A quick scan of the school environment attested the extent to which management team, staff, learners, parents and stakeholders' were committed to making St Jeff College “a great global education institution” in line with its vision. The discipline, the orderliness and the friendliness expressed by every face, young or old, pupil or staff simply typified an environment in which the impossible and the unexpected was made possible. It was not surprising then to read about St Jeff College Primary School sitting in the top 300 best performing primary schools in South Africa

In welcoming the ECZ team at the School, Mr Chikandi said the school management was excited because what seemed to be a mere dream was coming to fruition. He revealed that the confidence to run ECZ set

examination at the School was a product of the hard work which management, staff and learners had put in over the years in preparation for the examination.

As part of training, learners were exposed to an examination environment at an early stage. Mock examination papers from Grade 2 to Grade 7 were prepared by an independent examining body under St Jeff Foundation. Examination question papers were delivered on the day of the examination and administered in a strict examination environment in which learners sit one metre apart. “I want my children to develop a very strong stamina at an early age to be able to face any examination in their grade from any part of the world”, affirmed Mr Jeff, as he is fondly referred to.

On 1st September 2017, the Council and Saint Jeff College Primary School signed an Memorandum of Understanding which would allow the candidates at that school to sit ECZ Grade 7 and 9 examinations. Under this backdrop, history was written in the sense that a South African School took the ECZ examination for the first time. The 2018 Grade 7 Composite Examination was conducted from 5th to 9th November, 2018 at Saint Jeff. Simply put, it was the first time that the ECZ was conducting Grade 7 examination beyond the Zambian borders.

Saint Jeff College Primary School presented 115 candidates for the 2018 Grade 7 examination. The entire examination was a success and was conducted according to the ECZ prescribed guidelines for the administration and management of school examinations. A team of ECZ officers was dispatched to monitor and conduct the examinations at the school. In all aspects, the 2018 Grade 7 examination was conducted as planned. It is the hope of all the stakeholders that this collaboration would be extended even to Grade 9 cohorts for 2020 examination.

As a way of motivation, Annual School Award ceremonies are held to recognize, honour and reward all students, teachers and parents who always strive to excel. For example, the top 3 distinguished students in 2018 would be flying to Australia – Brisbane and Hamilton Island. The 2018 Grade 7 cohort were earmarked to open St Jeff College School in Newyork, USA towards the end of 2019. In addition, Mr Jeff pointed out that “the top 100 at O’Level, will be sponsored to the top 20 universities of the world by Bill Gates Foundation”. With such prospects, which child in this whole world would not be tempted to work extra hard!

For St Jeff College Primary School, the Sky is NOT the Limit

# ECZ Signs MoU with Teaching Council of Zambia

By Ronald M. Tembo



The Signing Ceremony

**The Examinations Council of Zambia (ECZ) and the Teaching Council of Zambia (TCZ) successfully signed the Memorandum of Understanding (MoU) recently aimed at strengthening collaboration in regulating the teaching fraternity in the country. In all accounts, the purpose of the MoU is to promote co-operation in professional and technical areas of information, communication, technological development, general administration, human resource development and research.**

Though the agreement, the two parties envisage to develop information management system at TCZ, engage in joint capacity building programmes, exchange information on teachers, student teachers and colleges of education, support each other on technical, administrative and professional issues, exchange and share experiences, scholastic, professional and technological materials and information.

Other areas of collaboration are to engage in joint projects on technology, human resource development, national curriculum and examination issues, verify local and foreign certificates for purposes of teacher registration, engage in joint research projects on national issues of interest and engage in any other areas of mutual interest.

Speaking during the signing ceremony at Taj Pamodzi Hotel in Lusaka, TCZ Registrar Ebby Mubanga stated that it was the mandate of

the two institutions to strengthen the quality of teachers in the education sector.

Dr Mubanga said the signing of the MoU would help the country attain more quality education that would in turn enhance national development. He added that the exchange of good practices through professional viable research was among the benefits of the MoU.

Meanwhile, the ECZ Director, Dr Michael Chilala was confident that the MoU would not only strengthen the quality of teachers in the education sector, but tighten the operations of the education sector to ensure production of quality teachers.

Dr Chilala disclosed that the ECZ remained committed to working with TCZ to ensure quality teachers were provided in the education sector. He however, warned that the ECZ would not entertain examination malpractices and those found wanting would face the wrath of the law.

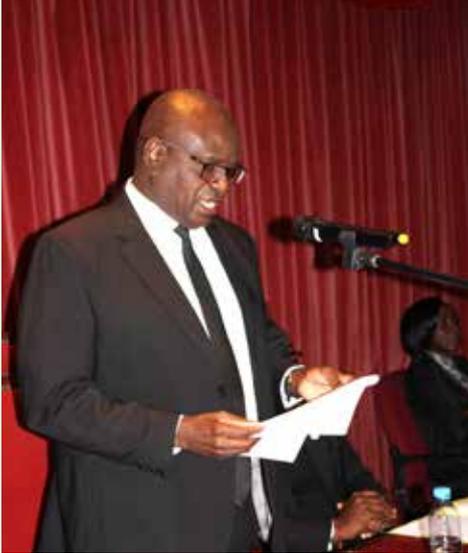
The MoU shall be reviewed and renewed after an initial of two (2) years of operation; after which it shall be reviewed and renewed after every five (5) years.



TCZ Registrar, Dr. Ebby Mubanga delivering a speech

# Ministry of General Education hold a Stakeholder Symposium

By Ronald M. Tembo



Hon. Justice Dr. Patrick Matibini



Some MPs in attendance

**Many scholars have attested that education liberates the intellect, unlocks the imagination and is fundamental for self-respect. In other words, it is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive and healthy society.**

Airing from the many challenges facing the education sector, Minister of General Education, Honourable David Mabumba, MP organised a consultative meeting with Members of Parliament (MPs) on different matters of education which were of great importance to the development of the nation. The Stakeholder Symposium which took place on 11th July 2018 was convened at Amphitheatre, Parliament Building in

Lusaka to discuss the proposed reforms in the education sector.

It was the expectation of the Ministry that the symposium would come up with decision that would positively impact on people's live and the lives of the generations to come. The thematic areas of discussion included but not limited to the examinations and the community, teacher recruitment, deployment and retention, procurement and distribution of teaching and learning materials. Others were management of user fees, procurement and distribution of school furniture, and upgrading of selected primary schools into secondary schools.

In his opening speech, the Speaker of the National Assembly, Honourable Justice Dr.

Patrick Matibini urged the MPs present to think outside the box and come up with realistic and practical strategies which could be implemented to reform the education sector.

Dr Matibini disclosed that the education sector in Zambia faced a number of challenges which included among them inadequate teachers, teacher retention particularly in rural and remote schools, insufficient books and other learning materials. He added that these challenges affected the delivery of quality education to the learners in almost all the provinces.

The Speaker therefore implored on all the other ministries to emulate the stakeholder symposium, whose outputs formed an important basis for planning and decision making. He underscored to the gathering that education was the passport to the future and tomorrow belonged to those who prepared for it today, hence the need for all the stakeholders to fully participate in the deliberations.

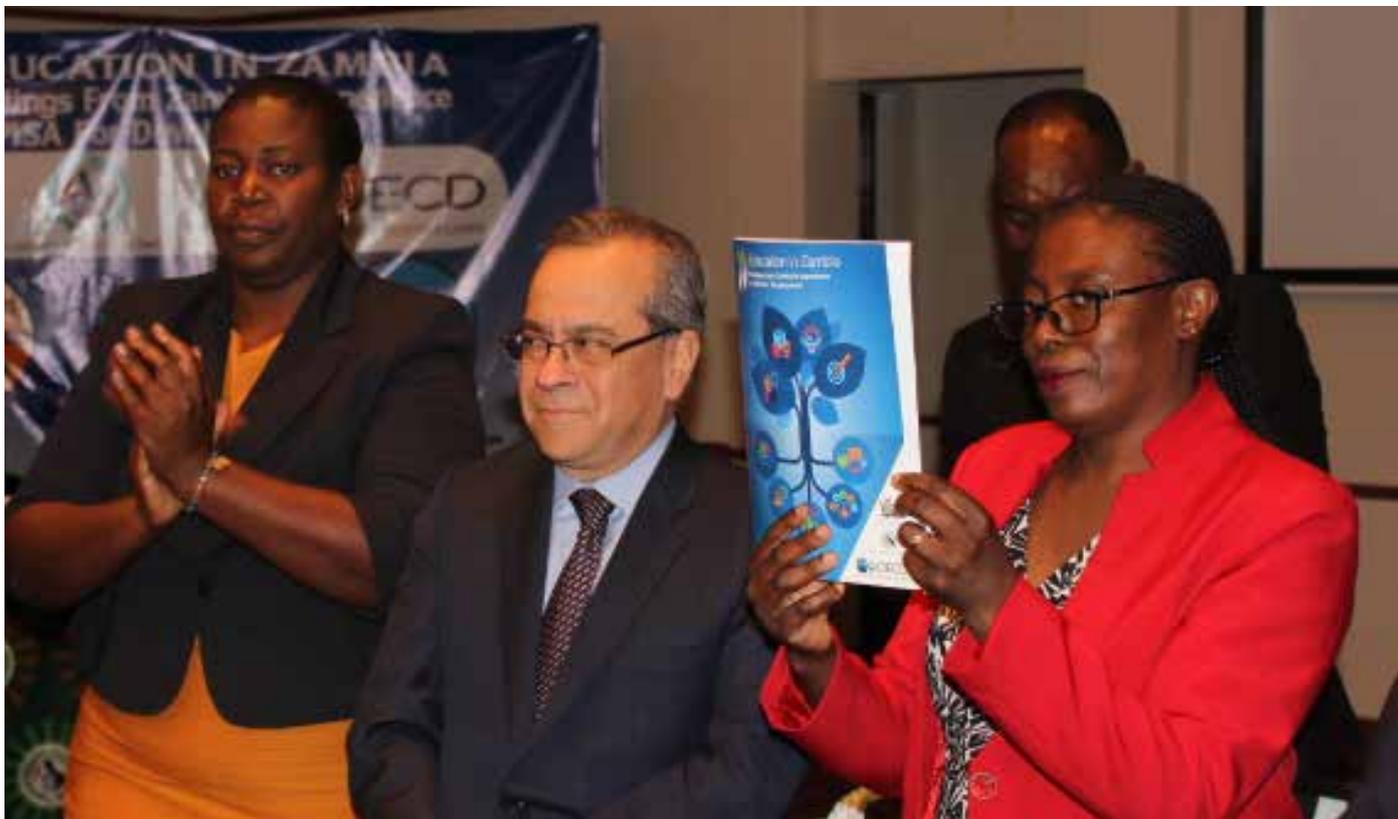
Prior to the Stakeholder Symposium with the MPs, the Minister of General Education, Honourable David Mabumba held Provincial Education Indabas in all the provinces of Zambia under the theme, "Achieving Quality Education Begins with Me". This initiative was important as it gave an opportunity to all concerned stakeholders to provide proposals on how best the education sector could be improved and how the delivery of quality education could be achieved in the long term.



General Education Minister, Hon. David Mabumba responding to a question during plenary

# Zambia Unveils PISA for Development Survey Report

By Smart Sakala



Unveiling of the PISA for Development Country Report

**Zambia through the Examinations Council of Zambia (ECZ) launched the Programme for International Student Assessment for Development (PISA-D) Country Report. This is an international survey which aims at evaluating education systems worldwide by testing the skills and knowledge of 15-year-old students.**

The launch took place at the Taj Pamodzi Hotel in Lusaka. Various stakeholders from the Organization for Economic Cooperation and Development (OECD), the World Bank; Cooperating Partners; Civil Society; Public and Private Universities; Senior Staff in the Ministry of General Education and the ECZ; Teacher Unions and the media were present during the launch.

The country report reveals that education attainment in Zambia is low compared to other countries. According to the international classification of education, 15-year students need to be in Grade 9 or Grade 10. However, the findings show that about 67 percent of the students that participated in PISA-D in Zambia were in Grade 7 or Grade 8 and only about 43 percent of the learners

were on track or ahead of track in their education. Learners lagged behind because of late entry into school, and mainly because they had repeated a grade or grades.

The findings therefore call for the review of policy surrounding the age of entry at Grade one and the practice of repeating grades. These findings are confirmed by learner performance analysis by age in the national examinations were younger learners perform better than older ones at Grade 7, Grade 9 and Grade 12 despite them coming from privileged or under privileged backgrounds.

In Zambia, the proportion of learners who reached the minimum proficiency levels in Reading, Mathematics and Science were below the PISA-D averages. Only 5.8 percent, 5.0 percent and 2 percent of the

learners achieved the minimum level of proficiency in Reading, Mathematics and Science, respectively. Achievement levels are particularly lower in Mathematics and this is a trend even in other countries that participated in PISA-D.

Girls performed better than boys in Reading by 14.0 score-points while performance in Mathematics and Science did not differ significantly between girls and boys. Learners in urban schools outperformed learners in rural schools with performance difference of 56.0 score points, an equivalent of more than a year of schooling.

Zambia was one of the nine (9) countries in the world and among the two (2) in Africa that participated in the first ever PISA-D, the other one being Senegal.

“The findings therefore call for the review of policy surrounding the age of entry at Grade one and the practice of repeating Grades...”

# ECZ to Examine Geography Field Projects

By Eric M. Mwale

**“Geography Field Project is a School Based Assessment activity which is undertaken by Senior Secondary School pupils...”**

**Effective 2019, the ECZ will begin examining the Grade 12 and GCE candidates in the Geography Field Project as part of the requirement for the Geography final examinations. At senior level, it is now a requirement of the Curriculum and Assessment Scheme that learners taking Geography should undertake field project which is assessed at school level.**

The Geography Field Projects examination will first be written with the current 2019 Grade 12 cohort of learners taking Geography. This policy follows the Directive from the Ministry of General Education (MOGE) that ECZ should resume examining the Geography Field Project component at School Certificate and General Certificate of Education (GCE) levels. The decision to resume examining the Geography Field Project was arrived at after several consultative meetings with various stakeholders.

The ECZ has already developed the Teachers' Guide for Senior Secondary School Geography Field Project and has since circulated the document to all the Provinces, Districts and Examination Centres for GCE and School Certificate. The Teachers' Guide for Senior Secondary School Geography Field Project was developed to guide teachers in teaching and marking of candidates' Geography Field Projects.

The examination for Geography Field Project component was halted in 2016 following the non-inclusion of the component in the 2013 Geography Revised Syllabus. This was done because the ECZ had no mandate



A Field Project

to examine the Field Project component as there was an information gap in the revised Geography Syllabus.

Geography Field Project is a school based assessment activity which is undertaken by Senior Secondary School pupils. This component was introduced to enhance and assess the skill of logical thinking in learners at this level. In this project, learners are required to make direct observations within their environment in order to make valid and reliable conclusions in real life situations. This activity is also a requirement of the Curriculum and Assessment Scheme that learners taking Geography should undertake.

Being a School Based Assessment activity; Geography Field Project will be assessed locally by the Local School Teachers. A learner chooses a topic to research on and writes a report. The teachers mark the Project Reports and submit the marks to the ECZ for compilation and processing. The Field Project component of the Geography High School Syllabus was launched in 2000 by the Ministry of Education. The introduction of the component of the Field Project in the Geography High School Syllabus was

a response to Zambia's educational policy which emphasises the need to prepare learners from the conclusion of life in school and the beginning of adult life (Ministry of Education, 1996). This new syllabus was necessitated by the need to improve the quality of education at High School level as stipulated in the National Policy on Education document, "Educating Our Future"; (Ministry of Education, 1996).

In the past, the teaching and learning of Geography in Zambia did not help the learners with much knowledge about their environment which they were supposed to protect, nature and sustain. Geography Syllabi were biased towards the study of foreign lands which had alienated the learners from their own environment. The School Based Continuous Assessment is also provided for in the 1977 Education Reforms.

The National Policy Document, especially "Educating Our Future" (1996) and Ministry of Education's Strategic Plan 2003 to 2007 retaliated the need to integrate School Based Assessment into the education system including the development methods of combining Continuous Assessment (CA) results with final examinations.

# Management Reviews Service Charter



Some participants during the Review Workshop

**Public service has been considered as the vehicle for powering economic development through the implementation of government policies and programmes. It makes the state noticeable to the community, creating link and a bond between the government and the people. Some scholars such as Reid (2011) emphasizes that public sectors are working in a dynamic global economy and most of its employees are facing crisis in confidence when it comes to service delivery.**

In this modern world, public organisations are now developing Service Charters to improve the delivery of goods and services. A Service Charter is important because it can help increase customer loyalty and business growth. Thus, the Charter provides a statement of what the clients can expect by way of services provided by the service organisation.

In October 2018, the ECZ management reviewed the Service Charter so that it conforms to modern trends and best practices in customer service delivery. For the ECZ, the Service Charter provides statements of commitment for the Council in line with its mandate so as to offer high quality predictable services to the general public in a timely manner. The Charter provides a platform for internal and external assessment of performance benchmarks, which will enable the Council to further improve on its service delivery.

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**“The ECZ Service Charter will help resolve queries in a much more efficient manner..”**

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The quest to review the Service Charter was part of Council’s continued effort to improve the provided services to its clients with consistent and high quality. It was also done to maintain leadership by providing locally and internationally distinguished assessment projects and services. The service and standard pledged in the Service Charter will help resolve the many complaints received in a much more efficient manner especially in the established Service Centres where the ECZ provides post examination services.

Public service organisations such as the ECZ take cognizant of the fact that providing positive experiences for clients can dramatically impact their growth. Thus, the Service Charter will help the ECZ engage customers and build strong relationships. In addition, the Charter will largely assist in the successful implementation of the Strategic Plan enabling the Council to improve service delivery to its clients and various stakeholders.

# Stakeholders Share Views on the Proposed Grade 7 Examination Reforms

By Joseph Kanswe

**The ECZ participated in a Consultative meeting held at Intercontinental Hotel in Lusaka on 18th September, 2018. The meeting was meant for the ECZ to consult stakeholders in education and examinations in order to build consensus on several issues. Among issues discussed were Examinations Security, Chinese Language and the reformation of the Grade 7 Composite examination.**

The issues were widely discussed in order to gather stakeholder's views and build a roadmap following concerns by various stakeholders on the current form of the examination which most of them felt needed to change. The meeting was held in the spirit of consultation and teamwork as one of the core values of ECZ.

In his presentation, the ECZ Director- Dr. Michael Chilala focused on the Ministry of General Education's wish to reform the Grade 7 composite examination. He

indicated that the Ministry was asking whether the examinations in its current form was assessing learners the right way and also whether multiple choice questions were the best way to assess learners at Grade 7.

Meanwhile, the Minister of General Education, Honourable David Mabumba, MP stated that the Government of the Republic of Zambia was going to welcome examination reforms that would add value to the quality of the education system. He said while examinations were at the very end of the learning process, results from examinations reflect what learners know about the content as outlined in the curriculum.

The Minister was alive to the fact that sometimes, the teachers tailored the teaching to suit the kind of assessment learners were expected to sit at the end of the learning cycle. He added that as stakeholders discussed proposed

examination reforms, they needed to reflect on how best those reforms could be aligned to curriculum-pedagogy and assessments so that the education system was capable of producing self-programmable learners imbued with 21st century skills of critical thinking, creativity, problem solving and good communication skills. "Any changes we intend to make should add value to our education system and to the end product who is our learner", Honourable Mabumba stressed.

Arising from the Consultative meeting, there was a proposed roadmap in which it was highlighted that there was going to be a study conducted in order to gather a wider opinion on the anticipated reformation from the general public. The study is expected to take place in 2019. The roadmap specified that specimen papers shall be developed and distributed to all schools by November 2019.

## Policy on Candidate Registration

**"Effective 2019, register candidates for internal Grades 7, 9 and 12 examinations within the third term in the year prior to the examination, and all external Grade 9 and General Certificate of Education (GCE) candidates by 31st January in the year of the examination.."**

**The ECZ participated in the Provincial Meetings under the leadership of the Minister of General Education, Honourable David Mabumba, MP.**

During the meetings, it was agreed that the Council would effective 2019, register candidates for internal Grades 7, 9 and 12 examinations within the third term in the year prior to the examination, and all external Grade 9 and General Certificate of Education (GCE) candidates by 31st January in the year of the examination.

Under this backdrop, the ECZ wishes to inform Teachers, Parents, Guardians, Stakeholders and members of the general public that going forward, Candidate Registration for Grades 7, 9 and 12 Examinations will start on 1st October and end on 31st December in the year preceding the examination.

For the Grade 9 External and General Certificate of Education (GCE) Candidates, registration will start on 1st October in the year preceding the examination and would end on 31st January in the year of the examination.

Prospective Candidates will only be eligible to sit ECZ Examinations if they register within the Prescribed Period and pay the Examination Fees where applicable. There shall be no extension after the registration deadlines.

For details on the Candidate Registration, members of the public are encouraged to contact any Ministry of General Education offices in their area.

# GCE Examination continue to receive kudos

By Ronald M. Tembo



GCE Examination

**The ECZ introduced the General Certificate of Education (GCE) Examination in 2014 on a self-sustaining basis. This was in response to the increased demand for the GCE examination by members of the general public. Accordingly, this was a major solution to the majority who were seeking the required five 'O' level or better results for entry into college or university**

Four years in a row, the ECZ has successfully managed to conduct the GCE examination and candidature has continued to grow at this level. In 2015, the ECZ managed to conduct a leakage free GCE examination. This achievement signaled the successful implementation of the decision by the Zambian Government to completely separate the GCE examination from the school certificate.

A quick scan by the Corporate Affairs Unit on the ECZ Online platforms revealed that many stakeholders have praised the ECZ and Government of the Republic of Zambia for the initiative. This was revealed when the Ministry of General Education released the 2018 GCE and Grade 9 External results on 4th October 2018 in Lusaka.

Mwiinde Sekute who is one of the ECZ Facebook fans commended the Ministry and all the stakeholders for this progressive initiative. Mwiinde Sekute argued that by introducing the GCE examination, the Government was largely promoting continuous education and elevating literacy levels."

"On the GCE Examination, I applaud greatly, Thanks to the Ministry of General Education and all stakeholders who came up with this tremendous initiative," Mwiinde Sekute stated."

As regards to some critics who were advocating for the abolishment of the GCE examination, Mwiinde Sekute strongly condemned them adding that such calls were counterproductive to the development of the education sector in Zambia. "The people who are condemning the GCE examination are enemies of progress," he stated.

Mwiinde Sekute argued, "There are a number of factors which causes people to obtain poor results....Some of the issues that may affect someone's results could be home factors, mental, psychological, social, and so on. So, the question of abolishing GCE Examination may not be a solution."

From the foregoing, it is clear that the introduction of the GCE examination has generally improved the conduct of examination which has led to the timely release of results. The delinking of the School certificate from the GCE examinations has been a remedy to curb various forms of examination malpractices which took place when the examinations were jointly conducted.

Ultimately, the GCE examination has equally provided a second opportunity for the citizenry who wished to improve their Grades and enhance their prospects either to access tertiary education or employment in Zambia.

# Highlights of the 2018 Mid- Year Examinations

By Smart Sakala

Every year, the Examinations Council of Zambia (ECZ) conducts mid-year examinations for Grade nine (9) external candidates and General Certificate of Education (GCE) candidates during July and August. The following are the highlights of the 2018 mid-year examinations:

## Grade 9 external Examination

It is important to note that the 2018 Grade 9 External Examination cohort was the second to write this examination separated from the internal candidates under the revised Curriculum of 2013. The majority of these candidates sit this examination for the sake of making a Grade 9 certificate. The examination was conducted from 13th July, 2018 to 10th August, 2018, while marking of answer scripts was undertaken from 20th to 24th August, 2018.

A total of 61,116 candidates entered the 2018 Grade 9 external examination, out of which 28,551 (46.72%) were boys and 32,565 (53.28%) were girls. A total of 57,620 sat the 2018 examination, with 46.71 percent being boys and 53.29 percent girls. Trends analysis of Grade 9 External candidature revealed that the number of external candidates from 2010 to 2018 ranges from 65,000 to 84,000 Candidates (See Figure 1). In 2018, candidature increased by 48,618 candidates from 12,498 in 2017, giving an increase of 389 percentage.

In terms of Certification and Grade classification, the number of candidates that obtained Certificates was 1,257 out of 57,620 representing 2.18 percent. In addition, the proportion of candidates that obtained Statements was 59.76 percent while 38.06 percent of the candidates failed the Examination. More candidates obtained Statements (59.76%) than those who obtained Certificates (2.18%). More girls (2.36%) obtained Certificates than boys (1.98%) while, no significant differences were observed on the proportions of boys and girls who obtained statements and those failing the examination



General Education Minister, Hon. David Mabumba, MP announcing the 2018 examination results

## General Certificate of Education (GCE) Examination

The 2018 General Certificate of Education (GCE) Examination started on Monday 13th July and ended on Friday, 10th August, 2018. The number of centres that presented candidates was 302, compared to 286 in 2017. In 2015, the number of GCE centres was 272. Marking of examination scripts was undertaken from Wednesday, 12th to Monday 17th September, 2018. This was the second cohort under decentralised marking.

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

81,017 (67.67%) were female. The trend of having more female candidates sitting the examination than male candidates continued.

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

**“Education is what remains after one has forgotten what one has learned in school.”**

*-Albert Einstein-*

# Malawi Benchmarks the 2018 Grade 12 Marking



The two MNEB Officers pose for a photo with ECZ Director (Left)

**In a laymans language, benchmarking is the process of comparing one's business processes and systems to industry's best practices. It also allows entities to gain an independent perspective about how well they compare with other organisations. Benchmarking also helps organisations identify performance gaps and areas of improvement on their operatives.**

From 27 to 30th December 2018, the ECZ hosted two (2) officers from the Malawi National Examinations Board (MANEB). The two MNEB officers namely: Joseph Charles Kathumba and Dorica Brenda Ayami visited the ECZ solely to benchmark the 2018 Grade 12 Marking Exercise.

During the visit, the duo learnt and shared experiences in the areas of marking, capturing of scores, handling of remarking scripts,

verification of captured scores, quality control of results, sorting of scripts, appointment of markers, setting up of marking, disposal of marked scripts, the registration system and the availability of a disaster recovery site. The officers also visited selected marking centres within Lusaka and were offered a hands on approach to how the Mark Entry System operated. The pinnacle of the visit was when the duo visited the ECZ Lusaka Service Centre to learn and appreciate the internal processes used to attend to as well as resolve various post examination services.

Benchmarking provide organisations with valuable information on the processes within the business environment to ensure that they improve their performance standards in order to stay relevant in the market. MANEB is hoping to replicate the Marking and Results Processing Systems in order to improve service delivery in Malawi. For the ECZ, it was also an opportunity to learn from MANEB's best practices in examinations administration.



MANEB Officers visit ZCAS Marking Centre in Lusaka

## Strategic Communications Key to Organizational Performance

**Today's modern world has turned into a global village and it is constantly changing while affecting the operations of many organisations. If an organisation only does what has worked in the past, it will wake up one day and find that it has been passed by. Therefore, recognising that the time for change is not only important for businesses, but also an essential ability required by Governmental institutions such as the ECZ.**

Against this backdrop, the ECZ Management sponsored the Public Relations Specialist, Mr Ronald Mwelwa Tembo to attend a Strategic Communications Training organised by the Zambia Public Relations Association (ZAPRA) to acquaint the Corporate Affairs section with modern tools in corporate communications. The Training was held in Siavonga from 23rd to 24 August 2018. Held under the theme, "Communication in the 4th Industrial Revolution- The Strategic Shift", it was facilitated by a renowned global Strategic Communications Expert, Mr Daniel Munslow from Johannesburg in South Africa.

The thematic areas for the training included the Best Practices: Strategic Communications Trends in 2018, Drivers and Situational Analysis, Stakeholders and Target Audiences, Strategic Priorities and Goals, Communication Narratives, Risk Management, Setting Targets and Benchmarks. All the sessions were fruitful with practical insights into public relations and communications. With a diverse pool of professionals from different sectors of society, the training was important as it helped to benchmark with other institutions represented.

Looking deeply particularly in the ECZ's Corporate Affairs Unit, it was also evident that the council had qualified staff with enormous potential to design effective communications strategies to convey the ECZ's uniqueness or brand to its various audiences. The strengths include but not limited to having a good relationship with stakeholders, availability of ICT communication platforms, supportive management team and a conducive service delivery environment. These strengths could

be harnessed appropriately and help the ECZ develop a Communications Strategy which will make the Council to be visible and better understood by different stakeholders. This strategy will help us have a Focused Image Building Strategy and Comprehensive Team Building Strategy.

A major challenge facing the ECZ is communicating updated information on examinations administration and presenting it in appropriate forms to its diverse audiences to achieve maximum spread and impact. The diverse stakeholder groups the ECZ serves, make it imperative to develop appropriate interventions to share information and to gauge feedback for continuous operational improvements.

Hence, the 2018 ZAPRA Strategic Communications Training will help the Corporate Affairs Unit adopt new insights learnt on strategic communications into the overall 2019 Public Relations Campaigns.

## Zambia is a Key stakeholder in NALA

By Angel M. Kaliminwa

**The Network of African Learning Assessment (NALA) was born during the last regional meeting of the Learning Metrics Task Force (LMTF) held from 3 – 5 February, 2016 at Protea Hotel – Livingstone, Zambia. The LMTF was a brain child of the joint efforts of the UNESCO Institute for Statistics and the Centre for Universal Education at Brookings-Washington DC.**

The main aim of the Task Force was to facilitate the shift in the global conversation on education from focusing on access to 'Focussing on Access Plus Learning.' The task force was constituted to work towards ensuring that learning became a central component of the global development agenda. The Livingstone meeting heralded

the sunset of the activities of LMTF and the Learning Champions decided to continue with the activities of LMTF. The African Learning Champions assumed the new name of NALA. Zambia assumed the leadership of Anglophone NALA while Senegal assumed the leadership of Francophone NALA.

The Association for the Development of Education in Africa (ADEA) took over the coordination of NALA and placed it under the ICQN-TL to coordinate the contribution of assessment to teaching and learning.

Zambia assumed the coordination of Anglophone Africa under a Focal Point Person appointed by the Permanent Secretary in the Ministry of General Education while Senegal assumed the

coordination of Francophone Africa. The Coordinator of ICQN-TL in Rwanda Ministry of Education also oversees the NALA matters.

This is the reason why the NALA Focal Point Person has been invited to all the meetings to do with preparations for ICQN-TL and NALA Strategic plan. There is no separate administration structure of NALA from that of ICQN-TL. One of the terms of reference for NALA Focal Point person is to attend and support meetings dealing with ICQN-TL/ NALA matters.

As such, Zambia is represented on these meetings. It is therefore gratifying that through NALA Zambia will achieve the benchmarks it has set for the education sector.

## The Value of Information: The Case of ECZ

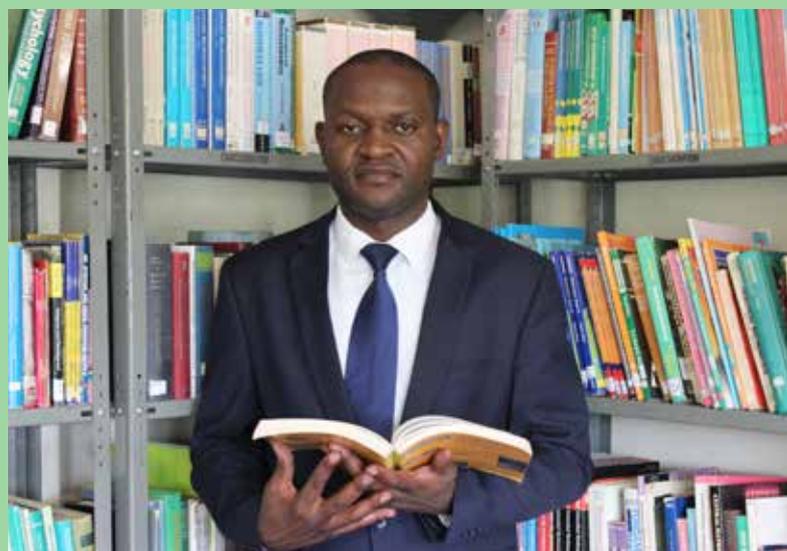
By Milimo Mweemba

**Examinations management and assessment cannot be successful without the approved curriculum and body of literature or information resources to support it. In most African countries, it reported that Information Officers are struggling to restructure and establish libraries and information centers due to dwindling financial resources from Governments.**

However, in all organizations such as ECZ and other examing boards, there is need to invest in Libraries and Information Management in order to preserve available knowledge. By preserving the documents in our Libraries, knowledge can be made available to others so that they can also benefit from it.

Libraries and information resource centres are knowledge storage houses that need to be readily available in support of daily business activities of an organization. The ECZ understands that educational assessment is very important and cannot be successful without readily available information sources. Developers and setters rely on readily available information to execute their duties. The question is, what could be the consequences of not having readily available information sources to support educational assessments?

The answer to the above question is as indicated in the Journal of international education research 2011, which reported that "some researchers in examination management have discovered that malpractice does not only take place when a paper is leaked but there is what they call "assessment malpractice" this includes poor questioning and questioning students in areas they are not taught. If researchers, test developers, setters and other stakeholders involved have access to relevant and up to date information sources within time and space, assessment malpractice may not arise. This is because setters, examiners and test developers will have researched and understood the scope of the subject they are dealing with. This helps greatly by ensuring that, setters come up with tests/items



that are not below or above the candidates in the sense that they have access to readily available information sources to support their activities.

In view of the above mentioned issues, the ECZ want to improve information service delivery. As a result, the ECZ Library is already in the process of identifying best practices in information management and dissemination. Effective 2019, ECZ Library is planning to work closely with Zambia Library Consortium (ZALICO) and ASTRIA E-Library. This will help ECZ employees to have access to online books and Journals for further improved research output and assessment in general.



# PHOTO



Ministry of General Education Permanent Secretary, Dr. Jobbicks Kalumba addressing ECZ Management during his visit at the Head Office



Dr. Michael Chilala presenting an award to one of the learners at St. Jeff College Primary School in Johannesburg, South Africa



Participants pose for a photo with their Certificates after undergoing the 2018 International Cambridge Programme



The ECZ staff (Left) explaining the Accumulation of GCE Certificates to a client during the 2018 Zambia Agricultural and Commercial Show in Lusaka

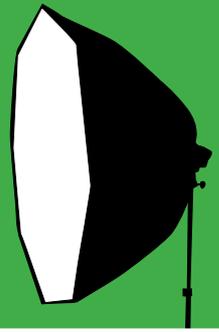


Representatives of the Barotse Royal Establishment in attendance during the official opening of the Mongu Service Centre



ECZ staff brainstorming and strategizing during a night assignment at the Head Office

# FOCUS



Some ECZ staff pose for a photo during the receipt and distribution of the replaced school examination papers that were suspended in 2018



Quality assurance processes during the 2018 Grade 12 Marking at Zambia Centre for Accountancy Studies in Lusaka



Director of Standards and Curriculum, Dr Sunday Mwape giving a vote of thanks during the Signing Ceremony of the MoU Between the ECZ and TCZ



Unveiling of the PISA-D Country Report for Zambia at Taj Pamodzi Hotel in Lusaka



Mr Ian Chirambo , Principal Examinations Officer, Logistics (Left) explaining to an officer from Malawi who came to benchmark the 2018 Grade 12 Marking



ECZ employees having a light moment during the Budgeting and Planning Meeting in Siavonga.



## What You Need to Know about ADEA!

By Angel M. Kaliminwa

**The ECZ collaborates with other institutions in various ways. Some organisations which the ECZ has worked with include the Association for the Development of Education in Africa (ADEA). This article gives some insights about ADEA and its organs.**

The ADEA was established in 1988 as a framework for better coordination among development agencies. It is a pan-African institution built on a genuine partnership between African ministries of education and training and their technical and external partners. It is based at the African Development Bank Group (AfDB) Headquarters, in Abidjan, Côte d'Ivoire.

The Vision of ADEA is to have high quality African education and training geared towards the promotion of critical knowledge and skills for accelerated and sustainable development in Africa. The Mission of ADEA is to serve as an open and flexible Pan-African organization that informs and facilitates the transformation of education and training to drive Africa's accelerated and sustainable development.

ADEA is a forum for policy dialogue on education in Africa; it is a network of policy-makers, practitioners and researchers; it is a partnership between ministries of education and development agencies; it is a catalyst for accelerated educational and institutional reform; it is a platform for the promotion of critical knowledge, skills and qualifications. It is a dialogue on education for leadership and change.

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**“To have High quality African education and training geared towards the promotion of critical knowledge and skills for accelerated and sustainable development in Africa..”**

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ADEA is concerned with fostering a process that empowers African ministries of education and makes development agencies more responsive to the concept of national ownership. ADEA is governed by a Steering Committee composed of African ministers of education and representatives of multilateral and bilateral development organizations who support education in Africa.

The Steering Committee is both ADEA's governing body and ADEA's primary instance for coordination among funding agencies, among African ministries of education, and between these two groups. The Ministers represent the five regions of Africa (Western Africa, Eastern Africa, Central Africa, Southern Africa and Northern Africa).

ADEA was first established in 1988 under the name Donors to African Education (DAE). Its initial mandate was derived from the recommendations of the World Bank 1988 study entitled Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization and Expansion. The year 1992 was a turning point when DAE asked five African ministers of education to join the steering Committee. During the same year, an independent Secretariat was established in Paris and

housed at the International Institute for Educational Planning (IIEP) of UNESCO.

In 1996 the Association's official title changed from “Donors to African Education” to “Association for the Development of Education in Africa” (ADEA) in order to better reflect the partnership between ministers and development agencies. In 2008, ADEA relocated from Paris to Tunis, hosted within the African Development Bank Group (AfDB) when it was in Tunis. Later relocated to Abidjan in Côte d'Ivoire.

The governance structure of ADEA is such that a Secretariat coordinates ADEA's work. The work of ADEA is implemented through Working groups, Task Forces and Intercountry Quality Nodes (ICQNs). ICQNs are led by a Member State; their creation is facilitated by ADEA and is based on common challenges faced by a group of countries.

Through such strategic collaborations and partnerships, it is the wish of the ECZ and stakeholders that the education sector will continue to transform and proactively respond to diverse needs of the nation.

Moreso, working with ADEA and other working groups, will help the ECZ reform its assessment systems into producing self programmable learners. Such school graduates shall contribute towards Zambia's socio-economic development as they will inevitably excel in today's contemporary business environment marked by continuous and rapid changes.

## Good Location Facilitates Easy Access to Public Services



ECZ staff (Left) attending to a client at the Mongu Service Centre

**Defined by Oxford English Dictionaries (2017), convenience refers to the state of being able to proceed with something without difficulty, the quality of being useful, easy, or suitable for someone, and anything that contributes to an easy and effortless way of life. Considering this, one would subscribe to the notion that employees perceive that good location is vital in service delivery.**

The importance of convenience is explained by the argument of Berry, Seiders and Grewal, (2002) who mention that the willingness of customers to go to the service facility is highly influenced by the speed and ease at which customer can access the service.

Thus, customers' accessibility to the service facility is an important matter that has to be taken into consideration. Relatively, going back to the fact that employees are internal customers of an organization (Musaba, Musaba & Hoabeb, 2014), it can be argued that convenience also helps employees to go to the workplace with the feeling of ease and comfort.

It can be stated that location is an important dimension affecting convenience. It is believed by service employees that good location give customers easy access allowing

them to save time and resources. This claim can be related to the argument of Jones, Mothersbaugh and Beatty (2003) who state that location of services provided to customers should be at a place that minimise the travel costs of the customers.

Similarly, Harris et al. (2011) state that the right to access of public services, must be realised across society so that people who need service are able to access it no matter who they are, where they are or their ability to pay.

It can therefore be stated that the closer the location is to the public, the more people get to acquire services. This is supported by Fredriksson (2017) who argues that "large distances may imply that the service are not used which in turn affects outcomes" which is also related to the study of Kondylis and Manacorda (2012) on School Proximity and Child Labor Evidence from Rural Tanzania who found that school distance affects school attendance.

By creating service centres with good locations, services are provided closer to people, which is in line with the argument of Berry, Seiders and Grewal (2002) that since the service require customer's participation, it is essential to bring the service to

the consumer rather than bringing the consumer to the service. However, its also true that bad location draws negative effects in the organization. Worse still, customers are confused about the location of the service facility which is outside the business centre.

It is also argued that employees perceive that if the centre is situated in business centres, the public will generally notice them. This perception agrees to the claim of Hamel (2008) that an office located in a busy street is more likely to attract customers than a business that is outside the busy streets. It can therefore be concluded that location, must be taken into consideration as it makes services accessible to both customers and employees.

For the ECZ, the issue of location has been taken seriously especially with its current expansion programmes. As it endeavours to establish Service Centres in different districts and provinces, the aspect of location and convenience is paramount for the Council. So far, the ECZ has four Service Centres in Lusaka, Kitwe, Mpika and Mongu. All these facilities are located in areas which are accessible to ensure that quality service delivery is attained.

# Teaching is a Selfless-Service to Humankind

By Ronald M. Tembo



**Teachers are undoubtedly among the most significant contributors to education for national development in any self-respecting democracy (David Keagakwa, 2011). On countless fronts, a teacher is considered to be a practical pitcher for national development. Beyond any shadow of doubt, many successful Governments have invested in teachers because of their invaluable and selfless role they play in national development.**

The Oxford dictionary defines a teacher as a person whose duty is to impart knowledge or instruct someone on how to go about something. Their role in national development is multifaceted and includes academic, pedagogical and social, among others. In other words, the teachers just like parents both have a shared responsibility to prepare the children for the future. Both should play their role of mentoring children in different aspects of life as there are considered to be the future generation of any nation.

Ekenem Onyemali (2018) once said, " No teachers no future, a nation without teachers is a nation heading for doom because a teacher is a person who can either make or mar the future of society, a person whose importance cannot be over emphasised, the kind of teachers the nation shows the kind of future within the nation". It implies that the teaching profession is a vocation. Teaching is a calling which one pursues after a lengthy self-reflection and inner conviction to diligently serve society. Over and above this, only competent and intelligent people should be enrolled and allowed into the teaching profession.

Arguably, a person who finds his way in the profession because of failure in other professions or by luck is a seed interrupting the growth of the nation. If mediocre teachers are allowed in the profession, it is a recipe for unproductivity in any society. This scenario leads to a national disaster. Williams Arthur Ward has argued that a good teacher is worth than gold. He explains that a mediocre teacher tells, a good teacher explains, a superior teacher demonstrates and a great teacher inspires. From this argument, we can deduce that mediocre teachers in the profession bring in negative attitudes and influence to the learners in their custody. It follows that if we inject basics in the teaching professional, we should not expect more than basics in terms of the skill set with the graduates from our education system. In the end, having mediocre teachers in the education system will allow for the next generation of our learners to be unskilled and unprepared for the future ahead.

Teaching is a service to the nation. In some spheres, it is regarded as a service to humankind. In Zambia today, there is hope for the teaching profession. The establishment of the Teaching council of Zambia (TCZ) by the Teaching Professions Act of 2013 gives us hope as a country. The TCZ has the mandate to regulate teachers, their practice and professional conduct. The TCZ has also been given powers by the Act to accreditate Colleges of Education. As a regulatory body, the TCZ is above reproach and only allows teachers to practice who have the necessary skills and competencies which reflects the aspirations of the Zambian people. Consequently, the qualities,

character, qualifications and professional competence should be the cornerstones on which successful national education ultimately depends (David Keagakwa, 2011). Teacher registration by the TCZ should continue to be determined by authenticating qualifications.

Registration of teachers should be based on merit to ensure that all individuals who are allowed to practice in Zambia have the requisite skillset and competencies to deliver quality education to the learners. The reason is simple. Teachers are nation builders indirectly because their job is to help citizens with various skills and competency, citizens with the right behaviours, they are in a way a determinant of the future, the wealth of the nation lies in the kind of teachers it has (Ekenem Onyemali, 2018). The aspect of quality should not be compromised in the whole cycle of teacher training, registration and practice. In this regard, TCZ should be commended forthwith for the great job they are doing for the nation in ensuring that they engage teachers who can add value to the teaching and learning in Zambia.

Further, TCZ should consistently embark on stakeholder engagement and collaboration in order to have practising teachers who hold the responsibility of raising the future generation of the learners they teach. In their advocacy agenda, TCZ should engage the Examinations Council of Zambia (ECZ) to help with the verification of school results for the prospective teachers whom the TCZ intends to register. According to the amended Zambian Constitution of 2016, the ECZ now has powers to verify school results for people vying for political office. In this context, the TCZ should work with the Council to assist in registering individuals who have genuine academic results to join the teaching profession.

The Council holds the academic records for all the candidates who sat the ECZ Examinations. Over the years, the ECZ has evolved and has the requisite national capacity to conduct examinations as well as certification at all levels. In line with the Government's Decentralisation Policy, the ECZ has endeavoured to open and operationalise Regional offices where all council services can be accessed by members of the public. As part of its expansion programmes, four (4) Service

Centres have already been established in Lusaka, Kitwe, Mpika and Mongu districts. The TCZ could take advantage of these facilities to encourage its members to access pre-and post examination services from the ECZ Service Centres.

One of the contemporary problems affecting education systems in the world are examination malpractices. The Education sector in Zambia has not been spared. As regulatory bodies, both the ECZ and TCZ should work together in a number of ways to ensure that examination materials are secured, as well as individuals involved in examination works at all levels adhere to the prescribed rules and regulations. This will ensure that as a country, we continue to run credible examinations which are comparable with international standards. This joint collaboration could also be extended to areas of legislation. The ECZ

Act of 1983 has some sections which are outdated and a number of provisions are not reflective of the reality on the ground. As strategic partners, both institutions can lobby Government through appropriate channels to advocacy for the amendment of the ECZ Act in order to improve the general administration of examinations. Other articles to be amended in the ECZ Act are those which should provide stiffer penalties for perpetrators of examination irregularities which apparently has enormous potential to erode the credibility of the education system in Zambia.

The critical role of teachers in national development cannot be belittled. The disposition of teachers is extremely important in having a progressive and productive society. Simply put, teachers will always be vessels of national development especially in developing countries like Zambia. Careful

consideration should be taken at the critical phases during teacher training, registration and practice. The TCZ should continue to regulate the accreditation for Colleges of Education to ensure that they maintain high level service standards for teachers during training. The TCZ and ECZ should work together in critical areas of examinations administration and certification. Strategic reforms should be introduced to improve the delivery of education services to the learners.

I end by echoing Brad Henry sentiments, "A good teacher can inspire hope, ignite imagination and instill love for learning." As patriotic citizens, let us work with the TCZ in ensuring that we help uphold the teaching profession and elevate it to heights which inspires hope, peace and fosters sustainable national development in Zambia.

## ZEEP Survey Findings Show Fairly Better Performance

*By Shakazo Mzyece*

**The ECZ working together with the Zambia Education Enhancement Project (ZEEP) coordinating team conducted the baseline survey for the project. This was the first of the three impact evaluation studies to be conducted during the lifeline of the Project. The baseline survey was aimed at collecting and documenting data on the implementation of teacher quality component of the Zambia Education Enhancement Project (ZEEP).**

The survey was conducted in October of 2018 using a quasi-experimental design with 300 schools (200 at Grade 5 and 100 at Grade 9) as project experimental group and 100 (50 schools at Grade 5 and Grade 9 respectively) as control group across all the ten provinces of the country. The major findings for the learning achievement at the primary and junior secondary school levels were as follows:

For the primary school level or Grade 5 survey, the national means performance for learners was 33.3 percent in Mathematics, and 34.6 percent in Integrated Science. At junior secondary school level, in Mathematics and Integrated Science, the mean scores were all less than the 40 percent pass mark for the learners.

In terms of learners reaching the set performance standards, the majority of the learners (80 %) were operating Below the Minimum Level of Performance (BMLP)

in Mathematics. About 18 percent of the learners were operating at the Minimum Level of Performance (MLP) while only 3 percent of the learners were operating at the Desired Level of Performance (DLP). In Science, about 60 percent of the learners performed below Minimum Level of Performance (BMLP). The Survey findings also showed that about 26 percent of learners were operating at Minimum Level of Performance (MLP) while 14 percent were operating the Desired Level of Performance.

At Grade 9 level, most learners were operating at Minimum Level of Performance (MLP) in Mathematics (51.22%). About 41.56 percent of learners were operating below minimum level of performance (BMLP) in Mathematics. When aggregated, BMLP and MLP categories about 92.78 percent of the learners had a lot of difficulties answering questions involving higher order thinking skills. Only 7.22 percent had no difficulty in answering questions involving higher thinking skills.

In Science, nationally, most learners in Integrated Science (61.79%) were operating Below Minimum Level of Performance (BMLP). About 31.13 percent of learners were operating at minimum level of performance (MLP). When aggregated, BMLP and MLP categories, about 92.92 percent of the learners had a lot of difficulties answering questions involving higher order thinking skills. Only 7.08 percent had no difficulty

in answering questions involving higher thinking skills. These were operating at DLP and OLP.

The Survey findings revealed a fairly better performance in Science compared to their counterparts in Mathematics with over 85 percent of Teachers performing above the minimum set performance benchmark. Across all the regions, over 65 percent of the primary science teachers performed above the MLP.

In conclusion, the project by design targeted the low performing districts and schools, and it is hoped that the interventions will be applied appropriate the improved performance that in turn will impact on the overall learner performance in Mathematics and Science at National level. The intervention pack, there need to be carefully planned and implemented for any impact. The findings of the baseline surveys and the diagnosis report have provided a platform for focused intervention for they have clearly isolated areas of need. The Research team at ECZ has since submitted two technical reports with the first being devoted towards highlighting and documenting the challenges learners and teachers faced in terms of learning and teaching respectively while the second report highlights the survey findings and reports generally on learning achievement the project schools.

# Mongu Service Centre Opens

## ...A True Reflection of a Service Oriented Government department

By Ronald M. Tembo

The ECZ has continued to support its planned expansion programmes through decentralization by bringing educational support services closer to the Zambian citizens. The decentralization programme is in tandem with Governments policy to ensure that all the citizens access public services closer to their homes, especially in critical areas where government resources cannot reach.

On 3rd October 2018, the ECZ officially opened the Mongu Service Centre to cater for its clients in western province. The Mongu Service Centre is the fourth Centre to be established by the Council. The Lusaka Service Centre which opened in 2014, was the first. Two years later, the Kitwe Service Centre was opened in Riverside area on the Copperbelt. In 2017, the Mpika Service Centre was unveiled and became the third.

Speaking during the opening ceremony, the Minister of General Education, Honourable David Mabumba, MP said in a speech read on his behalf by Western Province Permanent Secretary, Mr Simanze Simuchoba said the Patriotic Front Government has continued to reposition itself and to work hard towards achieving the Vision 2030.

Most importantly, Honourable Mabumba stated that the principal goals of Vision 2030 are a common and shared destiny, united in diversity, equitably integrated and democratic in governance; and devolved political systems and structures.

The Minister said that the opening of the Mongu Service Centre was a clear commitment and adherence to the fundamental principles of the decentralization prescribed in Vision 2030. As



Zambia enters the last half of implementing its national vision, he added that the Patriotic Government would focus on building capacity in service organisations and to decentralize the provision of public services.

Honourable Mabumba stressed that the ECZ remained a key stakeholder in national development through the provision of public examinations and awarding academic credentials to the Zambian citizens. He explained that the ECZ prepared the vast majority of Zambian graduates who passed through the examinations systems to take up roles in various public sectors who contribute to social economic development. The Minister commended the ECZ for its resolve to decentralize by taking Council services closer to the people of western province. He added that the expansion programme through decentralisation

being undertaken by the Council was a true reflection of a service oriented Government department.

The Minister of General Education has since appealed to all the tertiary learning institutions, Government departments and prospective employers in western province to ensure that they utilise the Mongu Service Centre to verify school results for their candidates to ensure that they only engage citizens who possessed genuine qualifications.

With the establishment of the Mongu Service Centre, the citizens from western province will no longer be subjected to high travel costs in their bid to access ECZ services. Apart from providing a conducive environment, the Mongu Service Centre will serve as a One-Stop Shop providing the following key services to members of the public: Certification and verification of the results, accumulation of GCE certificates, post examinations queries, replacements of certificates, translation of foreign results, replacements of statements of results and combination of Grade 9 results.

As the saying goes, "Greater of all enemies is the idea whose time has come time", the opening of the ECZ Mongu Service Centre could not have come at a better time than this. In all aspects, the ECZ Council and management should be commended for steering the operational activities of the organization successfully especially in the expansion programme. It is anticipated that all the Service Centre staff shall always be above reproach with good work ethics to sustain the corporate brand and good image of the ECZ.



# Mongu Service Centre



**Before  
Opening**



**After Opening**



## Importance of Risk Management in Institutions

**Risk is the effect of uncertainty on the set objectives. It can also be defined as departure from intended objectives. Most institutions do not appreciate the fact that they are exposed to risk in their day to day activities. It is therefore very important that an institution prioritizes the management of risk in order to manage the impact that may be faced in cases of adverse occurrences in its business.**

In the wake of increasing technology, Institutions need to highlight how they will deal with the risk that may arise. All institutions have no option but to ensure that they include risk issues in their strategic plan. This may be achieved by establishing a risk management functions within the organization that spearhead the risk management in the institution. The members to this function or committee are drawn from all the departments of the institution and headed by a Certified Enterprise Risk Manager if there is any. This function need full support of management and departmental heads so that there is proper collaboration in the process. The committee established will carry out the following major activities:

### **Risk Identification**

In consultation with all relevant stakeholders in various departments, the committee documents all the risk identified and come up with a risk register which document is extremely important to the organization. This risk register is maintained and updated every time new risks are identified.

### **Risk Analysis and Evaluation**

This process involves the ranking of risks according to its gravity of the impact and the frequency of occurrence in order to ensure that priority is given to those risks that have more impact to the business. During this process an analysis of which risks may be avoided, reduced, accepted or transferred is done to ensure efforts are put towards risks that have greater potential effects to set organization goals and objectives.

### **Risk Treatment**

During this process, the highest ranked risks are assessed and plans are set out to treat these identified risks in order to reduce them to acceptable levels. The process also involves creating risk mitigation strategies, preventative plans and contingency plans.

### **Risk Monitoring and Review**

This is the process of reviewing and monitoring the risk identified as inherent in

the organization. Continuous monitoring and review is imperative as risks keeps on changing especially in this fast technological changing era. It is therefore important that institutions in both public and private sector takes measures to ensure business continuity through attaching great importance to risk management.



*By Martin Muchimba*

## Printing of Statements of Results Suspended

The ECZ has continued to adhere to the tenets of the SMART Zambia Information and Communication Technology (ICT) Master Plan. Since the completion of the realignment of the SMART ICT National Plan in 2018, the ECZ has endeavoured to innovate and invest in ICTs by automating most of its processes and systems.

Effective 2019, the ECZ will introduce electronic statements of results for pupils in school examination classes. The 2018 examinations classes are the last to access printed statement of results. The implication of this decision is that the schools will access statements of results of their pupils online and print for them.

Recently, the ECZ received authority from the Ministry of General Education to introduce an electronic way of accessing statements of results which would help reduce on the costs which the Council had been incurring to purchase paper and print the results.



Verification of Statements of Results for 2017 Teacher Education Examination

The bottom-line to this new initiative is that the electronic access of results will be simple because the schools will register candidates for ECZ examinations online and will therefore access statements of results on the same platform.

When all the internal process are concluded, the ECZ is optimistic that the electronic access of statement of results will help the schools print and give the candidates their results as soon as the examination results are officially announced by the Ministry of General Education.

## Reports that the Examinations System has been Hacked are False



A Radio Programme

**On 25th July 2018, the ECZ refuted some media reports alleging that the Examinations System has been hacked by unscrupulous individuals who were altering results for people at a fee.**

From the outset, the ECZ stated through a press release that the Examinations System HAD NOT been TEMPERED with in anyway. For a fact, the ECZ had heavily invested in Information Communication Technology (ICT) to increase and expand both technological and infrastructure base to achieve full automation of processes and systems. The ECZ took great exception to issues of ICT security in order to meet the convenience and technical innovation expectations of stakeholders.

The ECZ assured the public that the Examinations System was extremely secure and operating normally. As an examining body, the council remained committed to providing assessments and certification systems which met global standards and credibility.

## ECZ Wins 2<sup>nd</sup> Prize as Best Educational Institution



The ECZ scooped the Agricultural and Commercial Show Best Educational Institution Exhibit 2nd Prize at the 92nd Zambia Agricultural and Commercial Show which took place from 1st to 6th

**August 2018 in Lusaka. The award shows that various governance stakeholders are appreciating the wonderful work the Council was doing towards the development of the education sector.**

In this respect, the ECZ Management and staff should be commended for the support rendered throughout the whole process to make the event successful. The ECZ staff

looks forward to continued support from Management as they worked together to fly the ECZ Flag higher in unwavering pursuit for excellence in service quality provision.

The ECZ participated in the 2018 Agricultural Show solely to showcase its products and services as well as generate new leads to enhance its corporate brand. The Show also provided an opportunity to interface with the clients, get feedback, identify areas of improvements and provide advisory services especially on post examination services.

The 92<sup>nd</sup> edition of the Zambia Agricultural and Commercial was held under the theme: "Sustainable Economic Empowerment." The event was officially opened by the Republican President, Mr. Edgar Chagwa Lungu and attracted 24 foreign countries, 106 international and over 1000 local participants.

## 2018 Labour Day Awards

The ECZ presented the 2018 Labour Day Awards to deserving employees who performed exceptionally well and contributed to the achievement of the Council's mandate. Every year, the Council awards staff at a colourful Ceremony held at the ECZ Secretariat. The Awards were in the following categories: Long Service, Most Hard Working Employee, Most Improved Employee and Most Innovative Employee.

In the Long Service category, Mrs Abigail Malambo and Mr Mateo Zulu won the Award. The criteria for nominating employees for the Award were long service in the Council and no disciplinary record. The two had attained the set standards in this category and hence were presented with the Award.

The other one was the Most Hardworking Employee category. Mr Darious Mukangwa and Ms Exhildah Mulenga were presented with this Award. The criteria for the Award were that the employee would have served the Council for at least two years, were



focused and well organized, dedicated to work, resourceful and time conscious, exceeded work targets and quality work output (Performance). The two employees met the criteria for the Award surpassing the others who were nominated from the other departments.

Mrs Prisca Mgogo and Mr Morgan Kangwa won the Most Improved Employee Award. The duo met the criteria for the Award as they had served the Council for at least two years, added value to their work, enriched their performance; stepped out to take extra responsibilities and had a positive change of attitude towards work.

The last Award presented to the ECZ employees was the Most Innovative Employee. The measure for nominating employees in this category were; that the employee had served the Council for at least two years, had a visionary view on challenges in the Department/Unit and found solutions, openness to change and new ideas. After a thorough and careful scrutiny by the ECZ management team, Mr. Kennedy Lungu and Mr. Nicolas Nkhuwa deserved the Award.

The nominees were drawn from various department and units of the ECZ. The Winners were awarded Certificates from the Zambia Federation of Employers (ZFE) and a gift Voucher from the ECZ as a way of motivating them to raise the standards of service delivery.

The Council, Management and Staff of the ECZ congratulates the recipients of the 2018 Labour Day Awards.

## Your Questions

# ANSWERED

### Combination of Results

**I want to know the fees if you want to combine the results into certificate? By Davison Zimba**

**Answer:**

There are two aspects to your question. Firstly, the ECZ accumulates GCE certificates into one Accumulated Certificate for different examination sittings. Secondly, the ECZ also can upon request, combine Grade 9 statements of results to make a Grade 9 Certificate. Combination of Grade 9 results is K650 and Accumulation of GCE Certificates is K1000. These can be accessed at any of the ECZ Service Centres.

### Dissatisfaction of Results and Remarking

**I would like know how one with dissatisfied results can make any changes if possible on Grade 12 results. Your response will be highly appreciated. Kawana Sitwala and Mweemba Siwale**

**Answer:**

When you are dissatisfied with the results, you need to request for remarking. The request has to be done within three months after the results have been announced. All you need to do is to request the school to officially write to ECZ stating the reasons why the results are being disputed and the charge is K350 per script. When you have the letter from the school and attached the disputed results, you should take the documents to the nearest ECZ Service Centre for processing.

### ECZ Toll Free Line

**Hello ECZ. I wanted to find out something. Do you have a hotline for responding to queries? Mayamiko Chiwaya, MANEB**

**Answer:**

YES, the ECZ has a Toll Free Line which is 8383 for Voice Calls on Zamtel network only. The short code also provides another service where the public can access examination results via SMS by following a prescribed procedure at a fee. The SMS service is available on all the networks in Zambia.

### Reprint of School Certificates

**I am Marvin Mulemena from Lusaka. I lost my school certificate when Thieves stole everything in my home in Emmasdale. I did not photocopy and I do not have statements of results. Please help me on how I can get the reprint of my Certificate, what is needed and how much does it cost?**

**Answer:**

For replacement of the School Certificate, we need the following: A police Report, A sworn in affidavit, A letter from the School confirming that the Certificate was collected and the Fee is K1,200. When you have these requirements, take the documents to any ECZ Service Centre. All things being equal, the duplicate Certificate is usually ready for collection after a week.

### Text Code for Results

**What is the ECZ text code we can use to access Grade 12 Results? Hamoonga Ntini**

**Answer:**

The ECZ text code for the examination results is 8383 on the SMS Results Release System (SRRS). When the results are officially announced by the Ministry of General Education, the public can access the results using their mobile. The SMS service is available on all the networks at a total cost of K4.00. Since the SRRS is just a notification service, the public are however, advised to collect the Original Results Transcripts from the School/Centre where they wrote from and NOT Examinations Council of Zambia (ECZ) Secretariat or any Ministry of General Education Offices.

### Results for 2006 Results

**I would like to get my Grade 12 results. I wrote my exams in 2006 at Kabulonga Girls Secondary School but am not in Zambia. What can you advise me to do? Thanks Carol Mwanshelela**

**Answer:**

Kindly, get in touch with the School Headteacher and arrange on how the document can be sent to you. The certificates for that year have been printed and dispatched to schools. Alternatively, you can officially authorise one of your relatives in Zambia to collect the results on your behalf. You can write a letter for him/her to collect on your behalf. Attach your Identity Card as well.

### Sending of statement of results to individuals

**Please just send me a copy of the statement of results. I need it. I am in Kitwe and my statement of result is in Luanshya. By King Joe**

**Answer:**

As a matter of procedure, we do not deal with candidates. We deal with the examination centres where candidates register for the examination. This is the more reason why we dispatch the results transcripts and later Certificates to school/examination centres for collection. In your case unfortunately, the ECZ cannot send you the statement of results as we will be going against the examination rules and regulation. Please, find time to pass through the School in Luanshya to collect the document.

### Using Wrong Examination Centre Number

**Can it affect your results if you used a wrong centre number? Sylvester Chizu**

**Answer:**

Yes, it may affect your results in the sense that the most probable outcome is that the script maybe misdirected to a different centre and hence the results would not be processed. The ultimate outcome is that you may end up having missing marks for using a wrong examination centre number. This is why we always emphasise that candidates should follow instructions during examination and write the correct names and centre code in the spaces provided for in the answer booklets.



EXAMINATIONS COUNCIL OF ZAMBIA

## PUBLIC NOTICE

### COUNCIL CHARGES- EFFECTIVE 1<sup>ST</sup> JANUARY 2019

This is to inform members of the public that Charges for various Council Services have been adjusted as approved by the Ministry of General Education. The Council Charges are as follows;

1.0. COUNCIL SERVICE	CHARGE	1.6. UNDER PROTEST/WRONG ENTRY SUBJECT	
1.1 <b>REPLACEMENT OF CERTIFICATES</b>		Grade 7	
Grade 7	260.00	Grade 9	200.00
Grade 9	650.00	Grade 12	300.00
Grade 12	1,200.00	GCE	400.00
GCE	1,200.00	Teacher Education	500.00
Teacher Education	1,200.00		
TEVET	1,200.00	1.7 <b>COMBINATION OF STATEMENTS OF RESULTS</b>	
		Grade 9	500.00
1.2 <b>REPLACEMENT OF STATEMENT OF RESULTS</b>		1.8 <b>ACCUMULATION OF GCE CERTIFICATES</b>	
Grade 7	200.00	GCE	1,000.00
Grade 9	200.00		
Grade 12	200.00	1.9 <b>EXAMINATION CENTRE REGISTRATION</b>	
GCE	200.00	Grade 7	3,000.00
Teacher Education	200.00	Grade 9	4,800.00
TEVET	200.00	Grade 12	7,200.00
		GCE	7,800.00
1.3 <b>VERIFICATION OF RESULTS WITH COUNCIL STAMP</b>		Teacher Education	12,000.00
a. INDIVIDUALS		1.10 <b>EXAMINATION CENTRE RENEWAL</b>	
Grade 7	100.00	Grade 7	2,880.00
Grade 9	100.00	Grade 9	3,600.00
Grade 12	100.00	Grade 12	6,000.00
GCE	100.00	GCE	6,000.00
Teacher Education	100.00	Teacher Education	11,000.00
TEVET	100.00		
b. INSTITUTIONS		1.11. <b>HANDLING OF FOREIGN PROFESSIONAL EXAMINATIONS</b>	
Grade 7	20.00	London Examinations	650.00
Grade 9	20.00		
Grade 12	20.00	1.12. <b>COPYRIGHT PER REQUEST (PER PAPER)</b>	1,000.00
GCE	20.00		
Teacher Education	20.00	1.13 <b>BOOK EVALUATION FEE FR LITERATURE PER TITLE</b>	1,000.00
TEVET	20.00		
1.4 <b>EQUATING OF FOREIGN QUALIFICATIONS</b>		1.14. <b>REQUEST FOR STATISTICS PER REQUEST (PER EXAMINATION SESSION)</b>	
Grade 7	1,200.00	a. INDIVIDUALS	100.00
Grade 9	1,200.00	b. INSTITUTIONS	500.00
Grade 12	1,200.00		
GCE	1,200.00		
1.5 <b>REMARKING FEE PER SCRIPT</b>			
Grade 9	350.00		
Grade 12	350.00		
GCE	350.00		
Teacher Education	350.00		

For further information or clarification, contact the nearest Examinations Council of Zambia Service Centres.

**ISSUED BY:**  
**Teza N. Musakanya (Mrs)**  
**Council Secretary**  
**EXAMINATIONS COUNCIL OF ZAMBIA**

# PUZZLE

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

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. Going forward, the ECZ, Ministry of General Education and other stakeholders will work hard to introduce educational reforms meant to improve operational activities as well as achieve service quality in the conduct of examinations.
2. The ECZ is in the process of procuring the Electronic Item Banking System which will help populate the number of test items to be used in the construction of examination question papers at all the levels.
3. Effective 2019 examinations, the ECZ introduce Electronic Statements of Results for pupils in the examination classes.
4. In a bid to reduce the huge sums of money on workshops and seminars for setting examination questions to populate the examination banks, the Council is expected to commence the construction of a Setting and Marking Centre in 2019.
5. The implementation of the revised ECZ Service Charter is scheduled to take place in 2019. The Charter will help greatly in the delivery of council services to members of the general public.
6. Consultations are underway to have the ECZ Act of 1983 amended in order to improve the general administration and management of examinations. The Act will also have stiffer penalties for individuals who deliberately engage in examination malpractices.
7. The ECZ has earmarked the opening of the Chipata Service Centre by the end of 2019. The Centre is scheduled to cater for clients from Eastern province.
8. School Certificates for 2017 examinations are planned to be dispatched to schools/examination centres in the first quarter of 2019.
9. The SMS Results Release System (SRRS) has continue to be a reliable and effective tool allowing the public to receive notification of examination results using their mobile phones.
10. Since 2016, the Council has continued to allocate one examination number to all the pupils sitting the ECZ examinations.

## New Members of Staff

Join us in welcoming the following members of staff to the ECZ:



Simwina Simwina  
**Senior Research Officer**



Akakulubelwa Nalishuwa  
**Senior Research Officer**



Julius Zulu  
**Financial and Treasury  
Accountant**



Sande Mvula  
**Computer Operator**



Joshua Mbewe  
**Applications Developer**



Fanny Mwansa  
**Management Accountant**

## New Appointments

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



Dennis Mulendema  
**Manager ICT Security**



Felidah Kiwala  
**Head of Section  
Natural Sciences**



Violet Mutono  
**Head of Section  
Practical Subjects**

## 7 Health Benefits of Eating Cucumbers

In the zambian set up, very little is known about the cucumber. The general notion is that when we see people eating cucumbers, they are actually trying to showoff. Research has shown that the cucumber is high in beneficial nutrients. Hereunder are some of the top health benefits of eating cucumbers.

### The first reason is that Cucumbers are high in nutrients.

Cucumbers are low in calories and contain a good amount of water and soluble fiber, making them ideal for promoting hydration and aiding in weight loss. They are high in many vitamins and minerals important for the human body. Additionally, eating Cucumbers with the peel provides the maximum amount of nutrients.

### The other health benefits of eating Cucumbers are that it contains Antioxidants.

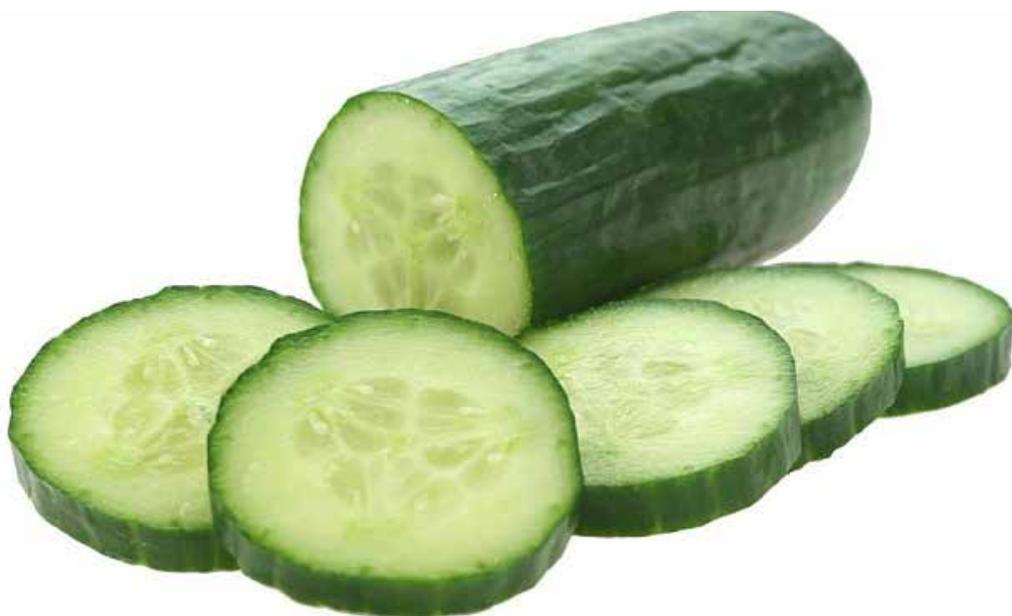
The accumulation of these harmful free radicals in the body can lead to several types of chronic illness. In fact, oxidative stress caused by free radicals has been associated with cancer and heart, lung and autoimmune disease. Thus, Cucumbers contain antioxidants, including flavonoids and tannins, which prevent the accumulation.

### Eating Cucumber on a regular basis promotes Hydration.

It cannot be denied that water is crucial to the human body's function, playing numerous important roles such as temperature and the transportation of waste products and nutrients. Infact, proper hydration can affect everything from physical performance to metabolism. Because cucumbers are composed of about 96% water, they are especially effective at promoting hydration and can help you meet your daily fluid needs.

### Cucumbers may aid in weight loss to the human body.

This fruit can potentially reduce weight. Because they are low in calories, it means you



can eat plenty of cucumbers without packing on the extra calories that lead to weight gain. Cucumbers can add freshness and flavour to salads, sandwiches and side dishes and may also be used as a replacement for higher calorie alternatives. Moreso, the high water content of cucumbers could aid in weight loss as well.

### The other important aspect about Cucumbers is that it may lower blood sugar.

Several animal and test-tube studies have found that cucumbers may help and prevent some complications of diabetes.

### Cucumber may promote regularity.

Eating cucumbers may help support regular bowel movements. Dehydration is a major risk factor for constipation, as it can alter your water balance and make the passage of stool difficult. Cucumbers are high in water and promote hydration. Staying hydrated can improve stool consistency, prevent constipation and help maintain regularity.

### Lastly, Cucumbers are easy to add to your diet.

Mild with a distinctly crisp and refreshing flavor, cucumbers are commonly enjoyed fresh or pickled in everything from salads to sandwiches. Cucumbers are also often eaten raw as a low-calorie snack or can be paired with hummus, olive oil, salt or salad dressing to add abit more flavour.

The bottomline is that Cucumbers are a refreshing, nutritious and incredibly versatile addition to any diet. They are low in calories but contain many important vitamins and minerals, as well as a high water content. Eating cucumbers may lead to many potential health benefits, including weight loss, balanced hydration, digestive regularity and lower blood sugar levels.

Source: <https://www.healthline.com/nutrition/7-health-benefits-of-cucumber>

# ECZ Sports Club ready for 2019 Futsal Activities

By Ronald M. Tembo



**It goes without saying that 'more work and no play made John the dullest boy.' Distinguished Health experts have stressed that it is important occasionally to engage yourself in sports. This does not only make you healthy and fit but also makes you become productive at workplace.**

It is a fact that the conduct and management of public examinations maybe stressful at times. With the candidature increasing at all the levels of examinations by the year, it means more work, dedication and self-sacrifice in order to implement examinations administration activities. With deadline driven activities at the ECZ, it becomes challenging for one to involve oneself in sports.

In 2012, ECZ employees from different departments and units, organized themselves to introduce the Sports Club. It was gratifying that most of the employees welcomed the initiative and participated in different sports disciplines. The Club played different organisations and networked with other professionals at that level. In doing so, sports enhanced teamwork, communication, trust and respect among the ECZ employees.

Realising the importance of team building, the ECZ employees have sustained the values on which the Sports Club was founded. The members have continued to play friendly games with other corporate entities from both public and private sector. In all aspects, the Club has brought Council employees together and enhanced communication amongst them.

To heighten the level of social interaction, the ECZ Sports Club joined the Futsal activities where surprisingly most corporate entities participated and networked. Suffice to state that the members participated in the Futsal Tournament at Fallsway Arena in Lusaka which ran from May to July 2018. Then, the Club had to suspend these activities to concentrate on the conduct of the 2018 school examinations which is the core business of the ECZ. With the Futsal activities, the level of networking to say the least is exceedingly productive and worthwhile.

For 2019, the strategy has not changed. The Club members are eager to continue with the sports activities. The members have underscored that sports activities are critical for productivity at the Council as they break the monotony of the examination cycle activities. The Club members are hopeful that ECZ management will continue to support sports activities to help employees become fit, healthy and productive.

As we continue to interact and network through the sports activities, there is no doubt that the employees' work performance and output will add value to the overall business success of the ECZ. As a consequence, the organisational performance of the Council will largely contribute to the advancement of Zambia's education system and public service delivery.

**"Competition is the spice of sports; but if you make spice the whole meal you'll be sick"**

-George Leonard-

# To All Employers and Learning Institutions! Verify School Examination Results with the ECZ



## VISIT OUR SERVICE CENTRES TODAY

### LUSAKA

Plot 10934, Msuzi Road  
P.O. Box 50432  
Woodlands  
Lusaka  
Telephone: +260 211 264991

### KITWE

Plot 6508, Four C Road  
Off Jambo Drive  
Riverside  
P.O. Box 21075  
Kitwe  
Contact No: +260 955 491615  
+260 961 491615

### MPIKA

Farmers Training Centre (FTC)  
Along Mpika Chinsali Road  
P.O. Box 450271  
Mpika  
Contact No.: +260 950 222 445  
+260 960 428486  
+260 976 699 058

### MONGU

House No. 43A  
Independence Avenue  
P.O. box 910202  
Mongu  
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+260 960 597 776  
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