



ECZ

IN PERSPECTIVE

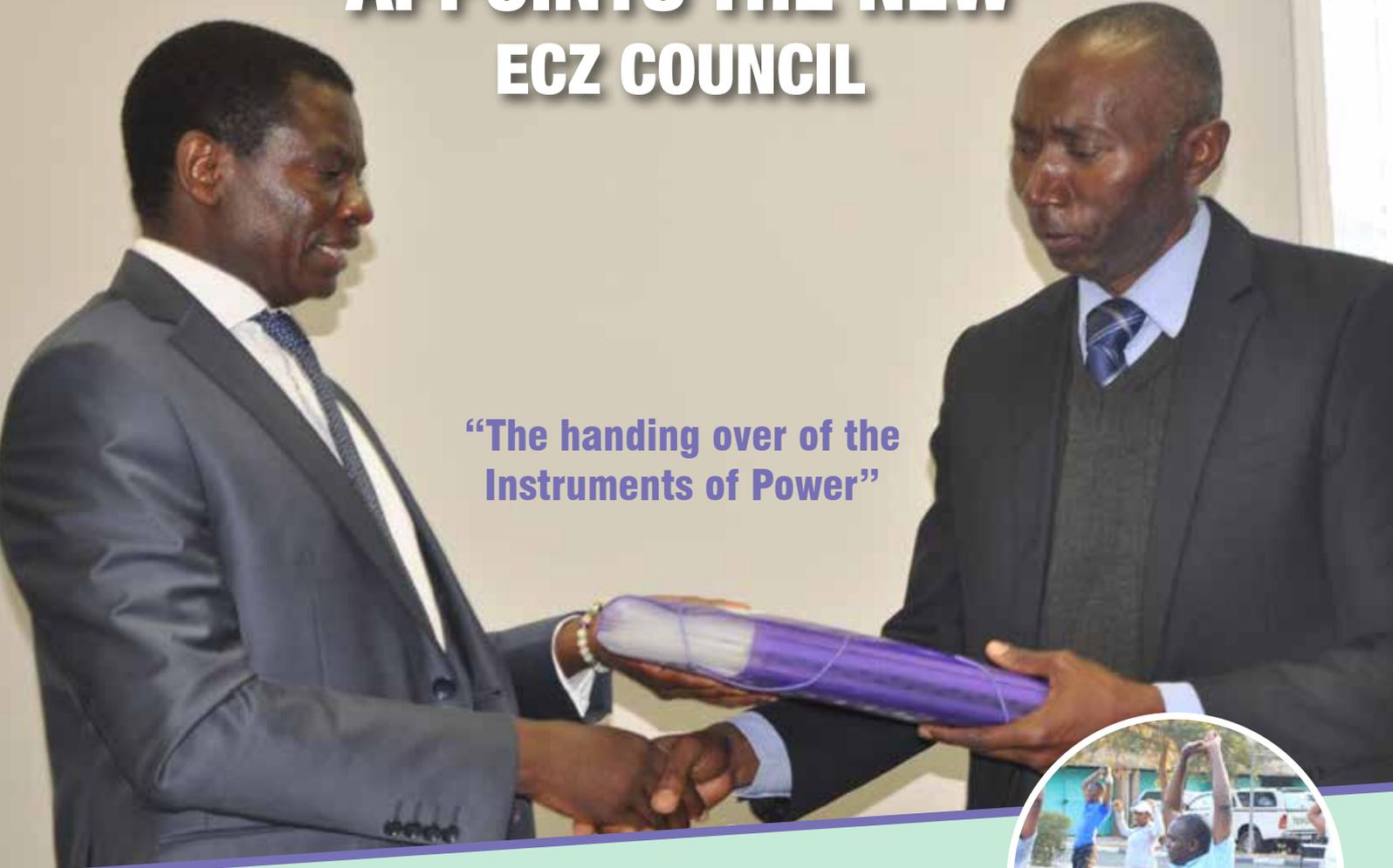
News about the Examinations Council of Zambia

Issue No. 15

July to December 2019

HON. DAVID MABUMBA APPOINTS THE NEW ECZ COUNCIL

**“The handing over of the
Instruments of Power”**



Also Inside

- Implementation of Examination Reforms on Course
- Stakeholders Crave for the Amendment of the ECZ Act
- Chinese Language Soon to be Examined
- ECZ Receives Kudos for 2019 Leakage Free Examinations



The Examinations Council of Zambia (ECZ) was established in 1983 by an Act of Parliament Number 15, Chapter 137 of the laws of Zambia with a mandate to set and conduct examinations and award certificates and diplomas to successful candidates.

VISION

An Examining Body of Excellence.

MISSION STATEMENT

Efficiently Conduct Assessments and Award Certificates of Comparable International Standards.

VALUES

Accountability
Efficiency
Integrity
Confidentiality
Transparency
Teamwork
Competence
Innovation

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EDITORIAL

Dear Readers,

The Examinations Council of Zambia (ECZ) continues to exist as a credible partner in the provision of various educational services and national development. Our 33 years of existence has proved beyond any shadow of doubt that we remain professional in our undertakings with unmatched authority in assessments within the Southern Africa Development Community (SADC) region and beyond.

In the implementation of our strategic plan 2016-2020, we have showcased our corporate values by co-existing with other critical Government departments in the quest to realise the Vision 2030 on education. Our growth trajectory regarding innovations within the realm of Information and Communication Technology (ICT) has provided a positive experience to the Zambian people who continue to access various Council services.

As Michael John Bobak once said, "All progress takes place outside the comfort zone." Inspired by this saying, we have continued to challenge the status quo and have developed sustainable interventions that brand the ECZ as an examining body of excellence. Our open door policy and constructive stakeholder engagements have propelled our corporate agenda to greater heights, thus making the Zambian qualifications competitive on the global landscape.

Through our collective efforts, we once again managed to conduct a leakage free 2019 examination session. Kudos to all the stakeholders for their hard work, commitment and self-sacrifice during the entire examination process. As a viable entity, we promise never to relent in soliciting tangible solutions to distinguished challenges which may jeopardise the value and credibility of our education system as a country.

Henry David Thoreau once said, "Success usually comes to those who are too busy to be looking for it." Therefore, as we enter 2020, we pledge our continued support in improving examinations administration processes and systems. We will endeavour to reform and remain consultative as we work together to develop the education sector and the nation at large. It is our fervent hope and prayer that all the education stakeholders will continue to collaborate with the ECZ in its pursuit to accomplish the set corporate strategic benchmarks.

With profound gratitude, we present to you our 15th edition of our corporate publication. We encourage you to continue reading our editions to learn more about the operations of the ECZ.

May the good Lord continue to bless our beloved country.

Ronald M. Tembo
Public Relations Specialist
Examinations Council of Zambia

Editorial Team

Dr. Michael M. Chilala
Mr. Ronald M. Tembo
Mr Nicolas Nkhuwa

Photo Editor

Mr Ronald M. Tembo

Published By

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

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

Fax: +260 211 253690

E-mail: info@exams-council.org.zm

Facebook: www.facebook.com/examsCouncilZambia

Website: www.exams-council.org.zm

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Dr Michael M. Chilala

... AND WE SUCCEEDED ONCE AGAIN

“We promise to continue with the activities that contributed to the achievement of the leakage free 2019 examinations...”

Arising from the challenges experienced in 2018, we had planned a number of reforms for our examination system in order to prevent the leakages from occurring and mitigate the effects of examination malpractices.

Over the period July to December 2019, we opened Provincial Offices in Chipata and Livingstone, furthering our decentralisation of services to bring them closer to the people, in line with the Government policy on decentralisation. With the two offices now operational, the Council remained with four provinces in which the Provincial Offices were still to be opened by March 2021, namely Northern, Luapula, Central and North Western. Works on the office in Northern Province have reached advanced stages.

With support from all stakeholders, including the police, we worked as a team to ensure that the examinations were leakage free, and that those who intended to leak examinations question papers through social media were traced, detained, paraded and taken to court. The Grades 7 and 9 examination results were timely processed and released within 2019, which enabled the Grades 8 and 10 of 2020 to open together with the rest of the learners at the beginning of the school calendar.

We moved to mark Grade 12 examination scripts in the provincial – centralised marking centres, in contrast to the national centralised marking system that was used prior to 2019.

We saw the appointment and inauguration of the new Council, with Professor Frank Tailoka as the Chairperson, to provide policy direction to the organisation. This gave hope to the organisation that had stayed without a Council for close to one year. The Council was given specific Terms of Reference (TOR) by the Minister of General Education, Hon. David Mabumba – MP. Through the given TOR,

management was guided where to direct efforts in order to achieve the tasks given to the Council. The Council moved to develop a Governance Charter for the organisation to ensure a clear distinction of roles among the Council, Management and staff, and smooth operations in the organisation.

On the ICT front, we launched the long awaited Electronic Statement of Results and the Online School Based Assessment (SBA) Results Transfer Protocol (SRTP). We developed the Online Verification of Results (OVR) and successfully negotiated a partnership with ZAMTEL for the introduction of an online revision platform, which can be accessed by subscribing. The online revision platform and the OVR will be launched in the first and second quarters of 2020, respectively. The revision platform will enable the learners to access additional learning through practice.

Our service excellence can be seen through the 1st Prize we won under the category of Best Educational Institution Exhibit and 2nd Prize in the category of Best Exhibit Government Ministry/ Department at the 2019 Zambia International Trade Fair. We also won 3rd Prize in the category of Best Educational Institution at the 2019 Lusaka Agricultural and Commercial Show.

We promise to continue with the activities that contributed to the achievement of the leakage free 2019 examinations, leveraging all our activities on the integration of ICTs into our business and the good will from all the stakeholders.



Hon. Mabumba addressing the appointed Councilors during the Inauguration Ceremony

Hon. David Mabumba Appoints the New ECZ Council

By Nicolas Nkhuwa

In order to continue with the provision of policy oversight and strategic direction of the Examinations Council of Zambia (ECZ), the Minister of General Education Hon. David Mabumba-MP, ushered in the new Council for a period of three (3) years. This followed the end of tenure of office for the Council that guided the ECZ for the past three years under the Chairpersonship of Professor Samuel Banda. The Inauguration took place at Le Elementos in Lusaka on 25th July 2019.

The new Council was appointed in accordance with the ECZ Act and includes the following members: Professor Frank P. Tailoka who has since been appointed as Chairperson, Ms Wabei Mangambwa taking up the Vice Chairperson role, Mr Alex Simumba, Mr James Chilufya, Ms Precious Goma, Mrs Patricia Siwila and Mr Beard Mwanza. Others are Dr Oswell C. Chakulimba, Mrs Cecillia Sakala, Mr Peter Chishimba, Mr Thomas Mtonga and Mr Albert Chituka.

The Minister expressed confidence in the newly assembled Council noting that the members possessed the necessary skills, experience and expertise to guide the operations of the ECZ to higher heights.

“Just as the ECZ is established by an Act of Parliament Number 15 of 1983, the Council operates with a five years strategic Plan that runs from 2016 to 2020,” Hon. Mabumba stated.

He underscored the achievements that were made by the ECZ in the area of decentralisation and implored the Council to work extremely hard to ensure that the ECZ had offices in all provinces by March 2021. This innovation served to improve service delivery relating to post-examination services and was in line with Government’s Decentralisation Policy.

He also pointed out milestone achievements made in embracing Information and Communications Technology (ICT) such as

the SMS Results Release System, the Online Candidate Registration System, Online Marks Entry and Marks Transfer Systems and others. The Minister was aware of the implementation of the eStatement platform and also instructed the new Council to complete these projects by the end of December 2019.

The printing of Examination

Question Papers and ECZ Certificates was also tasked on the new Council to explore possibilities of reducing the cost associated to these programmes.

Hon. Mabumba noted that the examinations had also taken up much of the third term resulting in the reduced teaching and learning time. He therefore applauded the move by the ECZ to introduce School-Based Assessments which had reduced the number of question papers and was poised to enhance learner performance and skills acquisition.

On the enhancement of the security of examination materials and curbing leakages, the Minister was glad to note that examinations were being taken as a national assignment.

The Minister guided that all schools recognised by the Ministry of General Education be given examination centre status to the level of their learners in response to the public outcry regarding the long distances that some children especially those in rural places covered to go and write examinations. He also announced the reduction in the Grade 9 External Examination Fees effective 2020 from K75 Subject Fee per subject to K25 and Entry Fee from K70 to K15 per candidate.

Speaking at the same event, ECZ Director, Dr Michael Chilala was glad to welcome the new Council and stated that management had been waiting for so long for the Council to be appointed. He stated that his team was ready to work with the newly appointed Council to move the ECZ to higher heights.



Some ECZ Councillors in attendance

Stakeholders Crave for the Amendment of ECZ Act

By Ronald M. Tembo

...As the Zambian Parliament is urged to enact the new Law in 2020



Director of Information and Planning in the Ministry of General Education-Mr. Louis Mwansa making a presentation

Despite the numerous challenges the ECZ has been facing regarding examinations administration, it has strived to be steady fast to ensure that all the examination sessions are conducted in accordance with prescribed guidelines for the administration and management of examinations in Zambia. In recent years, the ECZ has tremendously reduced the occurrences of examination malpractices at all the levels of Zambia's education system.

In line with its strategic plan, the ECZ has set out to strengthen the enforcement of existing laws to make examination malpractices punishable and unattractive. Consultations are underway to have the ECZ Act Chapter 137 of the Laws of the Republic of Zambia amended in order to improve the general administration and management of examinations.

On 4th and 5th September 2019, the ECZ played host to a National Consultative Meeting on the amendment of the ECZ Act held at the Mulungushi International Conference Centre in Lusaka. The Permanent Secretary in charge of Administration in the Ministry of General Education, Dr Jabbin Mulwanda graced the meeting and urged participants to adequately interrogate the process to ensure Zambians benefit from the amendment.

Earlier in 2019, Cabinet approved the proposal

from the Ministry of General Education (MoGE) to start the process of amending the ECZ Act of 1983. In September 2019, the ECZ in conjunction with MoGE made headways with the process by organizing a Stakeholder Symposium to look at the current ECZ Act and discuss the proposed amendments before it was submitted to the Ministry of Justice for consideration.

The meeting which was attended by officials from MoGE, Ministry of Justice, Cabinet Office, Teacher Unions, representatives from the Provincial Education Offices (PEOs), District Education Board Secretary (DEBS), Law Enforcement Agencies, ECZ Management and other key education stakeholders. What was clear from the fruitful presentations and discussions was that with the advent of time, a number of clauses in the Act urgently needed to be amended so that they were in tandem with reality and general

examinations administration complexities. With challenges of examination malpractices, the Act needed to have stiffer penalties for individuals who deliberately engaged in examination irregularities.

As the ECZ aspired to be an examining body of excellence, it needed to operate within sufficient legal and regulatory framework which would always empower the institution to perform its core mandate effectively. Furthermore, the Act should strengthen its authority to apply and enforce appropriate sanctions adequately to deter future offenders of examination malpractices, among others.

Thus, it is the wish of all stakeholders that the Zambian Parliament would soon amend the ECZ Act of 1983 so that the new Law could be applied and enforced during the 2020 examination session.



Stakeholders deliberating on the proposed amendments to the ECZ Act of 1983

School Based Assessment and Its Implication for National Development

By Ian Chirambo



.....
 "The SBA stimulates continuous evaluation and adjustment of the teaching and learning programme..."

The term 'Assessment,' in its widest meaning, denotes a process of collecting and interpreting information about learning and achievement of learners that are used to provide information to learners, their parents, teachers and other stakeholders about the progress learners are making in acquiring knowledge, skills and attitudes (Allen, M.J, 2004). Assessment is also meant to provide support to teachers to modify their instruction and learning activities of their learners. Similarly, assessment is used to provide information to other stakeholders that make decisions about educational policy related to the learners (For example, decisions about selection of learners' progression in higher educational programmes and also certification of those learners at the various levels of education).

Furthermore, assessment is the systematic basis for making inferences about the learning and development of pupils. (Kuh, G.D; Jankowski, N; Ikenberry, S.O (2014)). It is the process of defining, selecting, designing, collecting, analysing, interpreting and using information to increase learners' learning and development. Through assessments, the teacher constructs a comprehensive picture of the short-term and long-term needs of their learners and plans future work accordingly.

Therefore, a quick analysis of the new reforms in School Based Assessment (SBA) and where it sits in the overall development

agenda is very pertinent. The SBA has a major role to play in education and national development. Pupils spend the best part of their young lives in school and it is through the teachers' assessments that their abilities can be better understood. To solely rely on the one-off examinations as is common practice in the final decision making is to obscure the greater contribution or vision of a teacher. The role of SBA in the final grading of learners in Grade 9 Leaving Examination and School Certificate Examinations need to be given an uplifted face.

Further, the SBA emphasizes on the need to acquire basic competencies with skills necessary for survival and the world of work (Tsheko, undated). The SBA involves the continuous assessment of students at intervals in the three domains of learning; cognitive, affective and psychomotor using different instruments such as tests, assignments, observations, interviews, questionnaires, practical tasks and projects.

The SBA has a number of important characteristics which distinguish it from other forms of assessments. It involves the teacher from the beginning to the end, from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right through to making the assessment judgments. It allows for the collection of a number of samples of learner performance over a period of time. This is carried out in ordinary classroom. The assessment is conducted by the learner's own teacher and the learners are more

involved actively in the assessment process. The SBA stimulates continuous evaluation and adjustment of the teaching and learning programme. It also complements other forms of assessment, including national or public examinations.

The rationale for SBA are immense and among the many are the following; to continuously assess students in a pressure-free environment; reduce reliance on one-off public examinations; improve reliability of assessments as it occurs by having more than one assessment by a teacher who is familiar with multiple collection of tests for judgment; reflect the standard and ability of learners; foster continuous improvement in teaching and learning; reinforce and enhance learner's autonomy and independent learning; and empower teachers to make part of the assessment mechanism.

Over and above this, the SBA allows the teachers to give immediate and constructive feedback to learners. Learners can receive constructive feedback immediately after the assessment has ended, hence improving learning. Feedback is usually a grade at the end of the course. Quite significantly, the SBA also improves validity of the assessment through assessing factors that cannot be included in public examination settings.

The other important aspect is that the SBA promotes professional development in that it builds teacher assessment skills, which can be transferred to other areas of the curriculum. The SBA primarily, is aimed at

improving students' learning achievements. It provides complete information about learners' achievements and it is a complementary part of the teaching and learning process.

National Development is the change in growth and development which includes social, cultural and economic change. According to John Vaizey, "National development is the total effect of all citizen forces and addition to the stock of physical, human resources, knowledge and skill." It is the ability of a Country to improve the lives of its people in all these spheres. Broadly, development of the nation encapsulates such parameters as: development of human resource and provision of mass education. National development therefore is best achieved through education. In order to attain educational goals there is need for the learners' to be assessed.

Thus, the SBA has the following Implication for National Development. Since education is the foundation in which national development growth is premised, there is the need for the learners' performance to be assessed. This is because assessment of learners' learning outcomes is central to the realization of the objectives of education in any economy. The SBA thus will provide information about learning that can be used to diagnose learners' strengths and weakness, provide feedback on teaching and learning, provide basics for instruction placement and adjustments or refinement, motivate and focus learners' attention. All these will in the long run culminate in programme effectiveness thus enabling the attainment of educational goals for national development.

Since educators, administrators and parents who are stakeholders in education are

concerned with quality, types and uses of assessment in the classroom, assessment conducted at the school level has to be of high quality in order to bring out capable learners that can hold the future of the country.

Validity and reliability of SBA should involve developing and organizing test data (items and tasks) obtained from observation, examination into interpretable form or a number of factors that include a variety of techniques to determine achievement in the cognitive, psychomotor and affective domains which is a holistic evaluation of the individual that make him useful to society.

The SBA is a systematic base for making inference about the learning and development of learners. It is the process of using information to increase pupils' learning and development. The learners are the future leaders of tomorrow, thus their development will enhance the growth of the nation. Teachers are the drivers of education, therefore, through assessment, the teacher constructs a comprehensive picture of the long-term and short-term needs of the pupil which is the need of the national development and plan future work accordingly.

Learners spend the best part of their young lives in school and it is through the teachers' assessment that their abilities and potentialities can be better understood and explored. The role of SBA in the final grading of learners in primary school Grade 7 examination, Junior and Senior Secondary School needs to be given urgent attention. Schools need to submit SBA marks in good time so that the learners can have a final grade. Failure to submit the SBA marks or failure to submit within the stipulated deadlines may result in non-processing of

partial subject papers. The SBA is a necessary move to equip school leavers (Primary, Junior and Senior Secondary School leavers) with the skills necessary for survival in entrepreneurial and/or world of work.

The SBA provides professional development, it builds teachers assessment skills which is transferred to other areas of the curriculum and teachers are the main actors in fostering education for national development. Furthermore, teachers and learners are empowered because both of them are part of the assessment process, collaborating and sharing of expertise within and across. It cannot be over-emphasized that the mode of assessment dictates the nature of the educational experience and the quality of the relationship between teacher and learners. It is not something separate, and is a tool by which education may be evaluated; it acts upon the educational system so as to shape it in accordance with the assessment demands.

It is with this over appreciation of the assessment in the national development agenda that the ECZ introduced and implemented the SBA for practical assessments starting in 2019 at Grade 9 and 12 levels. In 2020 and beyond, SBA will also be extended to Grade 7 Examination where it will contribute thirty percent of the total score at that level.

In conclusion therefore, the SBA is a comprehensive, systematic, continuous, diagnostic, interpretative and teacher directed procedure. It originates from the classroom situation requiring active participation and involvement of learners with emphasis on learning rather than score and grade.

5th Quality Assurance and Awards Bodies Meeting Held

By Nicolas Nkhuwa

The ECZ Coordinated the 5th Quality Assurance and Awards Bodies Meeting at the Neelkanth Sarovar Premiere Hotel in Lusaka on 5th September 2019. Regulatory and awarding bodies in education and training sectors have been meeting since August 2016. This far, four meetings have been held to enhance collaboration among the agencies so that there was no conflict in achieving their mandates.

During the meeting, Internal Audit Reports from Awards Bodies involved were considered and debated by the member

organisations. The following were members who participated in the Quality Assurance and Awards Bodies Meeting; the ECZ, General Nursing Council of Zambia (GNCZ), Zambia Qualifications Authority (ZQA), Higher Education Authority (HEA), Teaching Council of Zambia (TCZ), Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA), Engineering Institute of Zambia (EIZ) and Health Professions Council of Zambia (HPCZ).

Other members were Zambia Institute of Banking and Financial Services (ZIBFS), Zambia Institute of Advanced Legal

Education (ZIALE), Zambia Institute of Purchasing and Supply (ZIPS), Zambia Institute of Chartered Accountants (ZICA), National Institute of Public Administration (NIPA), Zambia Institute of Human Resource Management (ZiHRM), and the Zambia Institute of Marketing (ZIM).

The meetings were also set to ensure standards in awards and that recognition was properly done in line with international accepted best practices in assessments.

Implementation of Examination Reforms on Course

...The Case of the 2019 Examination Session

By Ronald M. Tembo



At one of the Interactive Meetings with members of staff at the ECZ Head Office in Lusaka, the Minister of General Education, Hon. David Mabumba-MP implored on all Council employees to start investing in creativity and innovations in order to reduce operational expenditures. The Minister further gave the ECZ unfettered leeway to unrestricted creativity and innovations in order to transform the institution into an assessment body which spoke to the aspirations of the Zambian people.

During the same occasion, Hon. Mabumba assured the ECZ and the nation that in the interim, he was going to transform the education sector by developing examination reforms that would make it possible to effectively assess the learner at the various levels of the education system. As part of the learning and teaching process, the examination reforms would prescribe the country's desired learning achievements and also measure whether or not those outcomes had been attained within the prescribed timeframe. The Minister further pledged to ride with the ECZ on the platform of transformation and educational reforms.

Under this backdrop, we have seen the ECZ implementing a number of examination reforms in 2019 aimed at bringing efficiency and effectiveness in the general conduct of examinations. Equally, the reforms are an urgent response to the various factors that may have facilitated the leakages of school examinations in 2018. Simply put, the examination reforms affected the entire cycle of examinations from test development, through examinations administration up to the dissemination of results.

In the area of test development, the ECZ moved to develop an Electronic Item Banking and Test Construction System. The system aims at enhanced security of test items, enhanced accountability for those involved in drafting of test items and the entire process of setting question papers. All things being equal, the actual implementation of the system will be done in 2020. The ECZ also reviewed the examination syllabi by screening all subjects and papers, identifying all learning outcomes that were defined in the teaching and learning syllabi, eliminating duplications of learning outcomes across papers, realigning practical oriented learning outcomes to the newly introduced School Based Assessment (SBA) and developing the Guidelines

Hon. David Mabumba-MP

for the Administration of SBA in Zambia. The reform was aimed at enhancing syllabus coverage in assessing learner competencies and skills. The SBA not only helps to avoid a one-off test that assesses fewer skills, techniques, handling fewer apparatus and teaching to the examination but also widens the skills and techniques to which learners are exposed to and remedial interventions can be done in order to ensure skills and knowledge acquisition by the learners.

With the SBA, the schools conducted practical examinations where teachers prepared assessment tasks and scored the marks that were later transmitted to the ECZ through an Online Portal. The SBA marks formed part of the final mark in the final examination. Related to this, is the fact that the ECZ reviewed the number of examination papers from 47 to 30 at Grade 9, and from 74 to 50 at Grade 12 levels. This reform determined the weights at primary school level at 30% SBA and 70% final examination paper for each subject. The ECZ also resolved that SBA marks at primary school level would be spread over three years for each subject, with a maximum of 10% per subject to be accrued by the candidates for the Grades 5, 6 and 7. The ECZ resolved to introduce and implement the SBA for practical papers for all Grade 9 and 12 candidates during the 2019 examination session. However, at Grade 7 level, the SBA will commence in 2020 at Grade 5 and learners will be assessed through both SBA and a final examination paper in all five subjects namely: English, Zambian Language, Mathematics, Social Studies, Science and Creative and Technology Studies.

In the area of examinations administration, the ECZ realigned the school examination time-tables by reducing the examination period from the initial period that used to run for two (2) months to only one (1) month. The resolution to reduce the examination period for school examinations to only one month was arrived at by introducing a third session and removing all practical papers since they were being assessed through SBA. The change in the school examination timetables ensured that the Zambian pupils had ample time to learn and prepare for the examination in any given calendar year. The reform also allows more time dedicated to the teaching and learning process for the candidate and less time for the actual conduct of the examination since it serves as

the final stage in the entire education cycle.

Rezoning of examination centres was also one of the reforms under examinations administration. Rezoning was done to ensure that the majority of schools did not keep examination papers in advance any more, but rather receive question papers on a daily basis. The ECZ, working with MoGE structures identified centralized points where storage of examination related materials would take place under enhanced security arrangements. The identified points acted as feeders for schools to access materials on a daily basis as opposed to them keeping the materials at the school itself. The main aim was to create a centralized storage facility to avoid misuse and tampering of examination materials. More than 1,500 schools were identified and appropriately deemed fit to safeguard materials for 2019 examinations. Looking deeply at the geographical challenges in Zambia, identification of centralized storage facilities by stakeholders implied that the majority of the schools or examination centres did not keep 2019 examination materials. This arrangement enhanced and further assured the security of examination related materials at school, district and provincial levels.

Similarly, rezoning helped education stakeholders to intensify the monitoring of examinations especially during the 2019 school examination session. For the first time, the ECZ was able to monitor the conduct of pre, during and post examination activities in the various schools countrywide. Various monitoring teams during the period were constituted and deployed to monitor the entire examination period for the mid-year and end of year examinations. Because centralized storage facilities were known well in advance in different locations, it was very easy for the monitoring teams to check, assess and account for the examination materials which were distributed and administered in the schools. Rezoning also facilitated the actual monitoring of the sitting arrangements for candidates, the supervision and invigilation, the security of question papers and scripts, strongroom facilities, trunks, keeping of keys and many others. The monitoring exercises by the ECZ and the MoGE ensured that the prescribed Examination Guidelines were adhered to by all individuals assigned to handle the ECZ examinations.

In the area of support service delivery system, the ECZ implemented the SBA for practical examinations at Grades 9 and 12 levels and deployed the system for transferring SBA marks online to ensure quick and efficient processing of examination marks for the candidates. Within the period under review, the ECZ developed and launched the Online Statements of Results on 22nd November 2019. This is a platform which enables candidates to access electronic statements of results once the examination results have been announced officially by the Ministry of general Education. Effective 2019, the ECZ no longer prints or distributes statements of results. Instead, the public accesses the statements online and are able to print the statements physically. The ECZ through the ICT Department have also initiated the development of the Online Results Verification System (ORVS). It is anticipated that the system will benefit the individuals, higher learning institutions and would be employers as they will be able to verify certificates online with ease in the year 2020. So, the developed online platforms at the ECZ are meant to heighten operational efficiency in the delivery of public services to the Zambian citizens and such innovations are in line with Government's ICT Policy.

All the efforts, commitment, dedication, hardwork, trust and sacrifice from different stakeholders cannot go without commendation and that is the way it should be. The successes scored in examinations administration by the ECZ should serve as a stepping stone to similar interventions that will sustain the implementation of the aforementioned examination reforms.

As I conclude, I should reiterate that the prospects for the success of ECZ programmes and activities are incontestably positive in the light of the implementation of various examination reforms. As we enter the last phase of our strategic plan 2016 -2020, the ECZ will ensure that all the work plans are in line with the parameters of the vision, mission and strategy. Over and above this, the ECZ will always remain consultative in the implementation of examination reforms to ensure that it continues to post operational improvements as it accomplishes strategic benchmarks.

“ In the 2019 examination cycle, we can confidently state that the ECZ examinations were conducted in accordance with the prescribed Guidelines for the Administration and Management of Examinations in Zambia



.....
 "In effective schools, learners reach their full potential..."

An effective school is one that successfully progresses the learning and development of all their learners. In an effective school 95% of the learners achieve minimum competences and learners are able to progress to the next grade. In Zambia, the National Assessments of Learning Achievements at the Middle School (Grade 5) level which have been conducted every two years since 1999 show that only 33% of the learners reach minimum competencies. In effective schools, there are no significant differences in the proportion of students demonstrating minimum academic mastery as a function of socio economic class and an effective school gives its students good resources and lets them achieve their full potential.

An effective school is a school that can be measured in terms of student achievement, demonstrate the joint presence of quality and equity. Said in another way, an effective school is reflective of its "learning for all" mission, demonstrate high overall levels of achievement and no gaps in the distribution of that achievement across major subsets of the students population.

In effective schools, learners reach their full potential; the learners are healthy and well supported, they are provided with a safe, protective and gender sensitive environment, the content the learners are exposed to reflects a relevant curriculum;

they have trained teachers using learner-centred approaches in well managed classes with regular assessment and are exposed to holistic outcomes such as knowledge, skills, attitudes which are linked to national goals.

In an effective school, teachers have to be willing to give their students advice on how to improve the standard of their homework, classwork, especially if the students ask. The headteacher has to be involved in the school - including running fund-raising events and regularly doing an assembly instead of leaving it to other teachers. The learners in an effective school feel comfortable and recognize their school as a safe place for them, so that if they have any problems, they can talk to a teacher about it.

Researchers attempted to determine what factors create successful schools. Several studies have revealed a common set of characteristics; a Five Factor Theory of Effective Schools. Researchers say that effective schools are able, through these five factors, to promote student achievement: Factor 1 relates to strong school leadership. Factor 2 relates to a school having a clear mission. Factor 3 reflects a school with a safe and orderly climate. Factor 4 refers to the regular monitoring of student progress in the school and Factor 5 relates to a school setting high expectations or standards for the learners.

What is an Effective School?



By William M. Kapambwe

For UNICEF, an effective school should have the following five features:

The first feature is that an effective school should have learners who are healthy, well-nourished and ready to participate and learn and supported in learning by their families and communities. The second feature is that an effective school should have environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities. The third UNICEF feature relates to curriculum content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace. The fourth feature is that an effective school should adopt processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities. Finally, the fifth UNICEF feature of an effective school is the possession of outcomes that encompasses knowledge, skills and attitudes, and is linked to national goals for education and positive participation in society.



Assistive Technology: Inevitable Innovation for Accommodating the Blind Patrons in Public Libraries

By Sande Mvula



Disability affects every society and cuts across age, gender, ethnicity and all areas of humanity. The provision of adequate resources to meet the research needs of blind people is inevitable. According to Persons with Disabilities Act No. 6 of 2012, enacted by parliament in line with the UN Convention on the Rights of Persons with Disabilities (CRPD), “public libraries need to be accessible to the disabled”.

These rights include access to information such as large print, Braille, audio tapes, talking books and online resources. Therefore, the provision of quality library services to patrons who are blind means the patrons could be able to access research information and news by the use of assistive technology and access print media such as Braille.

Consequently, Assistive Technology (AT) has acquired priority status for libraries worldwide and has offered remarkable educational and research accommodation for blind patrons. For example, AT has enabled the blind to pursue an education and employment that they once thought was impossible, and has given them access to the World Wide Web.

The increased technology has aided Braille readers in their methods of Braille

production as well. Besides using a slate and stylus or a Braille typewriter, blind people can use Braille translation software with a Personal Computer to create Braille for embossing. Furthermore, Braille translation software interfaces well with more and more mainstream applications. Braille embossers, now more widely available, can produce reams of paper Braille.

The work of knowledgeable transcribers, still extremely important, can be far more efficient with this technology. Translation software and Braille embossers, combined with the ability to scan documents and the availability of electronic source files from publishers, has created the potential to speed the transcription of Braille books. Transcribers are now able to invest less time in entering text and more time in preparing the proper structure and format for books to be transcribed. Greater ease of Braille production correlates with greater availability of Braille textbooks, a great opportunity for public libraries.

Today, blind patrons can communicate in writing with librarians by email, text messages, or social media sites or by simply passing files back and forth using a host of methods. The method of writing is not nearly as tied to the method of reading as it were.

For instance, someone can type an email message using a device with a refreshable Braille display, and the recipient can read it in print on his or her cell phone screen, print it on paper, etc. Likewise, someone can use a cell phone keypad to enter a text message, and with the right technology the recipient can read it in Braille. This means that blind patrons can now communicate with reference librarians more independently than ever before. They can receive notifications on library's collections and events by email or Web page, access them directly in Braille, and make reservations for borrowing directly, again using email or Web page.

There is urgent need to consider blind patrons in public libraries in Zambia. The AT has great potential to support inclusion for the blind patrons in these libraries. Also, library's physical construction and preparedness to integrate AT in the provision of its services has a direct effect on accommodating the blind patrons.

Information on the efficient and effective utilization of AT in public libraries to accommodate the blind patrons is vital and it is this sort of advancement that could help enhance access and usage of public libraries among persons with disabilities.



Chinese Language Soon to be Examined

By Shakazo Mzyece

The ECZ working in collaboration with Curriculum Development Centre (CDC), Ministry of General Education (MoGE) and with support from the University of Zambia Confucius Institute (UNZACI) began developing the Chinese Language Assessment Schemes and this will eventually culminate into the development of Specimen Papers in readiness for the 2020 examinations.

Following its introduction under the revised Zambian Curriculum of 2014 as one of the optional foreign languages, Chinese Language is being taught as a second language in selected Zambian Schools both at Junior and Senior Secondary levels just like French Language. The Ministry through CDC and working in conjunction with UNZACI developed the Chinese Language syllabus for use in Secondary Schools in Zambia. The Confucius Institute and CDC have also since developed teaching and learning materials for the Chinese Language.

Chinese Language learning in Secondary Schools was introduced under a pilot phase with only 10 Secondary Schools countrywide. The pilot Schools are expected to present candidates in 2020 for the terminal summative assessment under the ECZ following the successful completion of two years of instruction at Junior Secondary School level. This will be the maiden Chinese Language examination in the Zambian School Examination System.

The ECZ assembled a team of experts that comprised Examination Specialists, Curriculum Specialist and Practising teachers who were drawn mainly from the Confucius Institute and a few selected Pilot Schools. During the development of the Assessment Schemes, Examination and Curriculum Specialists shared with the participants on the importance of Assessment to Education, the Salient Features of the Chinese Language Teaching Syllabus; Characteristics of a Good Examination that included aspects of Validity, Reliability, Discrimination and Comparability; Education Objectives, Content Mapping and Test Blue Prints (Test Specification Tables). Other presentations bordered on the Question Types and Skills Measured: Techniques in Construction of Objective and Subjective Type of Questions. The final presentation highlighted the some of the Salient Features of an Assessment Scheme.

As we move towards becoming a global community, the ECZ remains committed to meeting the Country's needs in the area of Educational Assessments and Certification as we aspire to become a middle-income country by 2030.



FACEBOOK MESSAGES

Obed Sung Mfwamba

Congratulations on the new implementations. You aim at serving stakeholders and the general public

Ruth Hilz Ecz

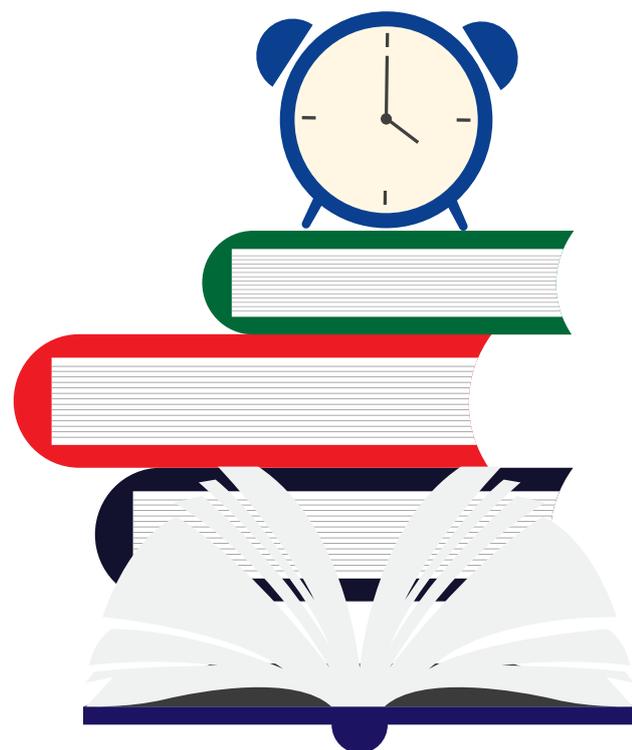
I congratulate u for making sure that the exam I wrote last year in 2019 was fair & malpractice free & I hope u will add some extra marks as free marks for the g12. Many pipo have done well in their exam's such as g9 & g7 due exam malpractice free & plz continue doing the good work to improve our country.

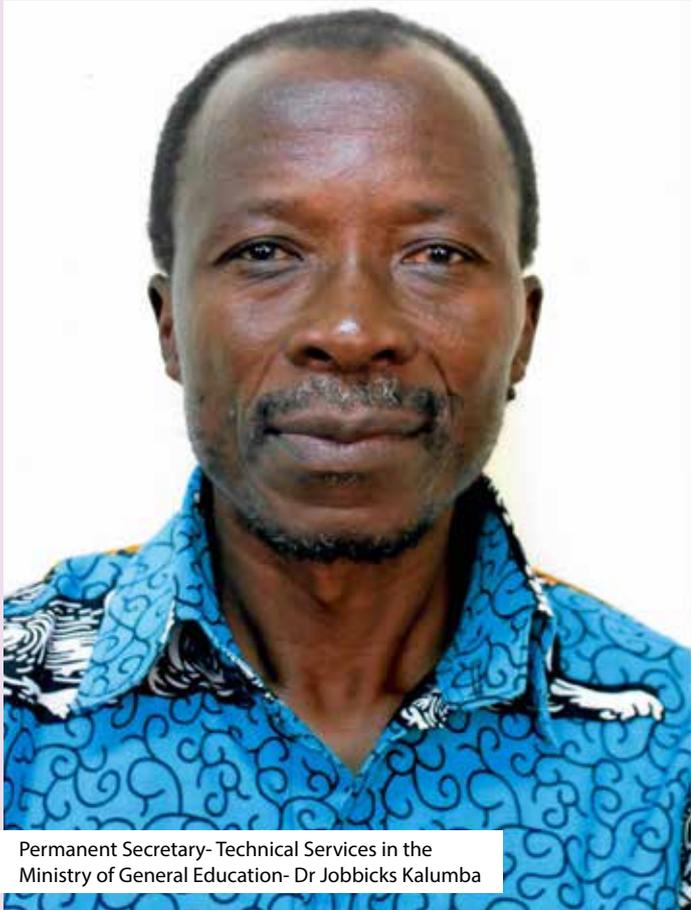
Surp Jay Simunyama

You have indeed done a recommendable job especially on leakages free examination, wishing these measures to continue in future operations... congrats

Wizzas Nkhata

Congratulations ba ECZ on your numerous achievements. Am also recommending if you can upload the soft copy of the Assessment Schemes on your website so the public can access it easily coz in other areas bookworld is not in existence





Permanent Secretary- Technical Services in the Ministry of General Education- Dr Jobbicks Kalumba



Ministry of General Education Permanent Secretary- Administration, Dr. Jabbin Mulwanda

Permanent Secretaries Resolve to End Examination Leakages

By Nicolas Nkhuwa

The fundamental factor in the development of any country lies in its education system. Having skilled and educated workforce with rich natural resources takes the economy on the growth path. However, this can be challenged when systems that are put in place to ensure effectiveness of teaching and learning are compromised.

One such challenge that can ruin the education system is the issue of examination malpractices specifically the leakages of examinations prior to being administered. In 2018, the ministry of General Education cancelled and replaced six (6) question papers and further suspended the conduct of examinations for a period of 10 days due to leakages.

The credibility of examinations is key in promoting qualifications locally and beyond. Under this backdrop, Permanent Secretaries at Ministries and Provincial levels met on 29th July, 2019 to interrogate and make strategies

to end the vice of examination leakages.

The meeting was chaired by the Acting Secretary to the Cabinet – Mr Patrick Kangwa who is also the Deputy Secretary to the Cabinet. In his opening speech, Mr Kangwa indicated that the meeting was in line with Cabinet's directive made during the Special Meeting which was held on 15th July 2019. He said the Special Meeting allowed the Minister of General Education Hon. David Mabumba - MP to implement measures aimed at enhancing the security and general administration and management of examinations, conduct of Examinations as a National Assignment, Deployment of security officers at all strong rooms among other interventions.

An update of the measures put in place was received from the Ministry of General Education through the presentation made by the ECZ Director-Dr Michael Chilala. The meeting further discussed and agreed on the support that line ministries and

other stakeholders could render in order to successfully conduct credible examinations moving forward.

The meeting resolved that the conduct of public examinations should be taken as a national assignment just as the elections were done. The meeting further agreed to streamline the role of the ECZ and the Ministry of General Education.

In terms of ensuring security of examinations, ECZ and the Ministry had zoned examinations centres that would ensure that materials were well protected. The meeting also proposed to have the ECZ own the process of examinations so as to remove the shared responsibility that existed between the ECZ and the Ministry.

The meeting also supported the introduction of School-Based Assessment (SBA) and more punitive measures to be taken against perpetrators of examination malpractices.

More Arrested

for Suspected Examination Malpractices in 2019



**Blow the Whistle against
Examination Malpractices**

**DIAL 8383 Toll Free
on
Zamtel Network**

10 Lusaka Residents Arrested For Unauthorised Possession Of Suspected Examination Question Papers

The Examinations Council of Zambia (ECZ) can confirm that 10 people of Matero Township in Lusaka were on 29th July 2019 arrested and detained for unauthorised possession of suspected examination question papers contrary to Section 19 Sub Section (1) Chapter 137 of the ECZ Act of 1983.

Another Two (2) Lusaka Residents Arrested for Examination Malpractice

The Examinations Council of Zambia (ECZ) can confirm that two people from Lusaka's Chawama Township were arrested and detained for conniving during the 2019 GCE Examination.

Four More Whatsapp Group Administrators Arrested as ECZ Intensifies the Monitoring of 2019 School Examinations

Barely 10 days after two suspects were arrested in connection with the supply and leaking of suspected examination question papers on social media, the Examinations Council of Zambia (ECZ) can confirm that four more people have been arrested and detained for circulating suspected 2019 examination information on Whatsapp Groups at a fee.

Full Statements on the above arrests can be accessed on our
[Facebook/examscouncilzambia](https://www.facebook.com/examscouncilzambia)

ECZ Receive Kudos for 2019 Leakage Free Examinations

By Ronald M. Tembo

“The response by Government to amalgamate stakeholders was key in the fight against examination irregularities”

After a successful run of the practical examinations in October 2018, a bombshell erupted where the Grade 9 Mathematics Paper 2 had leaked on the Zambia Watch Dog which is one of the online publications. The situation led to the cancellation of the 2018 Grade 9 examination and a golden opportunity for the ECZ to re-strategise to avoid occurrences of leakages.

Similar to the 2014 Examinations at GCE and School Certificate level, the ECZ ran a leakage free 2019 examinations at all the levels of the education system in Zambia. Both the 2019 mid-year and end of year examinations did not record any instances of examination leakages. This achievement is attributed to the concerted efforts by stakeholders that enhanced the security of examinations at every level where the question papers and related materials were handled.

Our findings on various social media platforms indicate that the Ministry of General Education and the ECZ have been commended for sealing loopholes which led to examination malpractices during the 2019 session. Many fans from the ECZ Facebook page have commended the ECZ for implementing reforms which have restored the quality of education in Zambia.

Some ECZ Facebook Fans, Obed Sung Mfwamba, Wizzas Nkhata and Surp Jay Simunyama said, “Congratulations on the new implementations. You certainly aim at serving stakeholders and the general public in a credible and transparent manner. I wish to commend you for the numerous achievements in the recent past. You have indeed done a recommendable job especially on leakage free examinations. We hope these measures will continue in future operations. Congratulations.”

Meanwhile, one of the fans from the ECZ Facebook page was happy that she wrote the 2019 examinations genuinely without any assistance. “ECZ, I congratulate you for making sure that the examination I wrote last year in 2019 was fair and malpractice free. In the past, many people have done well in their examination at Grades 7 and 9 due to examination malpractices. Please continue doing the good works to develop our country,” Ruth Hilz stated.

Prior to the 2019 examinations, a number of meetings were held that included a meeting of Permanent Secretaries, Ministry of General Education officials at provincial and district levels with support from the teachers who took part in the invigilation of examination. This response by Government to amalgamate stakeholders was key in the fight against examination irregularities.

The Zambia Information and Communications Technology Authority (ZICTA) also played a key role in ensuring that social media platforms were monitored and reported to relevant law enforcement agencies. The Zambia Police Service was exceptional in the discharge of its mandate and ensured maximum security was offered at every level necessary. This achievement also shows that working together always yields positive results.

Through our various channels of communication, the ECZ implores members of the public going forward, to be vigilant in reporting cases of suspected examination malpractices. As ECZ, we will continue to work with everyone to ensure we safeguard the credibility of the Zambian school qualifications so that they remain credible and globally comparable.

“People who succeed have momentum. The more they succeed, the more they want to succeed, and the more they find a way to succeed.”

-Tony Robbins



ECZ staff attending to clients during the 2019 Zambia International Trade Fair

Since 2014, the ECZ has continued to support its planned expansion programmes through decentralisation by bringing educational support services to the Zambian people. Through the creation of the Service Centres, the ECZ has received overwhelming response from the majority of citizens who are accessing Council products and services closer to their homes.

The established Service Centres have in the recent past received multiple applications from the public especially on certificate replacements, combination of Grade 9 statements of results and accumulation of GCE certificates. As a matter of fact, most of these requests have been processed. Unfortunately, very few clients have taken time to collect these documents from the various Service Centres.

It is under this backdrop that the Assistant Director in charge of Certification, Mr Kunda kuku announced that Certificate Replacements and Accumulations of GCE Certificates were ready for collection at the various ECZ Service Centres by the public. All those who made applications for such items should collect their academic documents from their respective Service Centres.

Speaking in an interview, Mr Kuku announced that all those individuals who applied for certificate replacements and accumulation of GCE certificates as at April 2019, should find time to go to the Service Centres and collect their documents. Mr Kuku stated that such applications had since been processed and were ready for collection. He encouraged the general public to go with their identification cards in order to collect their documents from the Service Centres.

Accumulated Certificates and Replacements are Ready

By Ronald M. Tembo

The Assistant Director Certification revealed that the 2017 School Certificates had been printed and dispatched to all the schools and examination centres countrywide. He added that in accordance with the Guidelines for the Administration and Management of Examinations in Zambia, candidates were advised to collect the Certificates from the school where they wrote the examination from.

Mr Kuku announced that the Certificates for the 2018 Grades 7, 9, 12, Grade 9 Internal, GCE and Teacher Education Examinations had not yet been printed. "I know we have taken a bit of time to print the 2018 School Certificates because of unforeseen circumstances, the ECZ, nonetheless, is working round the clock to ensure that the Certificates are printed and dispatched to schools and examination centres by the end of April 2020," He stated.

The Assistant Director Certification pointed out that the ECZ remained grateful and indebted to the general public and stakeholders for their usual cooperation on issues related to examinations and certification.

ECZ undergoes Capacity Building Training in Psychometrics

By Joseph Kanswe

Officers from the ECZ Research and Test Development Department had an opportunity to undergo Capacity Building Training in Item Response Theory (IRT) and Data Visualisation sponsored by the Education Data Activity under USAID. The Training was conducted in Lusaka at Eeze Office Suite and was spread over two sessions between 27th August, 2019 and 30th September 2019. A total of eight officers which included Shakazo Mzyece Akakulubelwa Nalishuwa, Smart Sakala, Simwinga Simwinga and Joseph kanswe from Research Section and Songa Edward and Chinkalata Collins from Test Development participated in the training.

The aim of the Training was to empower the officers with techniques in research in order to enhance quality and efficiency of

work with regards to data processing and presentation in assessment. The specific objectives of the training were to provide participants with an overview of classical and item response theory (IRT), and IRT-based test equating procedures as well as data visualisation techniques

The Training which was mostly hands on was generally successful. At the end of the Training, participants appreciated and clearly understood the conceptual basis of measurement and statistical concepts specific to psychometrics. Practical tasks empowered participants with skills on how to properly apply psychometric techniques and to interpret classical item statistics (difficulty, discrimination, and differential item functioning) and test statistics (reliability). Other knowledge gained was

on various test equating designs such as common item and common person test equating. The officers underwent rigorous practice on how to present data of all kinds in various forms.

In conclusion, the amount of knowledge and skills gained out of this Training was much appreciated. Special thanks go to the management of ECZ and Education Data Activity (EDA) who worked together to facilitate the Training.

The two institutions who have worked hand in hand in conducting National Assessments such as Early Grade Reading Assessment (EGRA) will benefit greatly from the heightened proficiency levels of officers who underwent the Training.



Recipients of the 2019 Labour Day Awards

2019 Labour Day Awards

As is the tradition, ECZ management presented Awards to deserving members of staff who performed exceptionally well and contributed to the achievement of the Council's mandate. The colourful Ceremony was held in August 2019 at ECZ Staff Canteen in Lusaka. The Awards were in the following categories: Long Service, Most Hard Working Employee, Most Improved Employee and Most Innovative Employee.

The nominees were drawn from the various Departments and Units of the ECZ. The Winners were given Certificates from the

Zambia Federation of Employers and also a Gift Voucher from the ECZ as a way of motivating them to raise the standards of service delivery.

The recipients of the 2019 Labour Days Awards were: Chanda Lubemba, Tabene Mzumara, Chola Shamatutu, Liswaniso Liswaniso, Moonga Hakalyamba, Ezmara Chijikwa, Mike Hatembo and Njekwa Shula Mamunye.

The Council, Management and Staff of the ECZ congratulates all the Recipients of the 2019 Labour Day Awards.

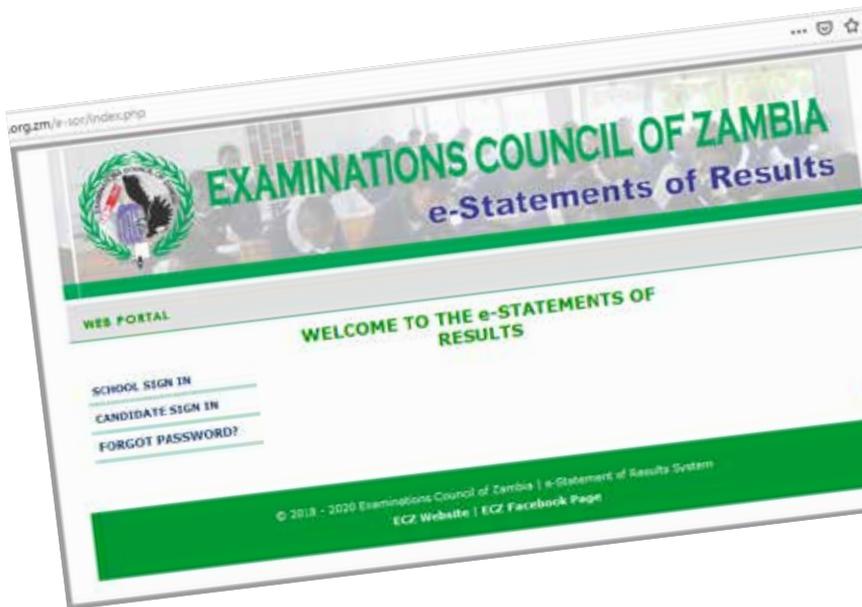
1st Prize For ECZ

In recognition of our efforts to serve the public effectively and efficiently through the provision of credible examinations and the implementation of various innovations, the ECZ received 1st Prize Award as the Best Educational Institution Exhibit and 3rd Prize as Best Government Exhibit during the 93rd Zambia Agriculture and Commercial Show which run under the theme, "Embracing Industrial Development."

We credit the Awards to all our stakeholders and the Zambian people for the confidence they have in the ECZ and their support towards the work we do. As ECZ, we remain committed to providing quality assessments and award certificates to deserving candidates.



ECZ staff showcase the Award



ECZ Launches Electronic Statements of Results

By Nicolas Nkhuwa and Ronald M. Tembo

On Friday, 22nd November 2019, the ECZ officially launched the e-Statements of Results in Lusaka. This important event was graced by the Minister of General Education, Hon. David Mabumba-MP.

The launch means that candidates will now access the statements of results online effective 2019. The candidates can later save or print the statement of results for official use. The system is cost effective for both the candidate and the ECZ.

Previously, hard copy statements of results used to be printed using highly mechanical printing methods by the ECZ. The Statements would then be packaged by centre and by district and eventually distributed to all schools countrywide. However, with the growing number of candidature at various levels, such an undertaking requires a more sustainable way to manage this process.

On the other hand, statements would go missing even before they reach the school as a result of the human hand in the entire process. Further, schools were also facing challenges in terms of storage space as a result of the uncollected statements by some candidates due to various reasons such a distance to travel back to the school where they sat the examinations from.

The launch was attended by stakeholders from various institutions such as the Zambia Qualifications Authority (ZQA), Teaching Service Commission, the Media, representatives from

High Schools and learners from examinations grades. In his official speech, Hon. Mabumba stated that the ECZ remained a key stakeholder in national development through the provision of public examinations and awarding academic credentials to the Zambian citizens.

The Minister of General Education also informed the nation that the 2018 examinations were the last to use manual Statements of Results.

“The use of innovative technologies should be embraced by all well-meaning citizens in moving our country to higher heights and attaining Zambia’s vision of becoming a prosperous middle-income country by the year 2030,” he stated.

Hon. Mabumba further thanked the ECZ Chairperson, Councillors, Management and Staff for working extremely smart in improving service delivery to members of the public and was hopeful that ICT innovations being undertaken were going to enhance operational efficiency.

Apart from the electronic statements of results, the ECZ has also embarked on several software development projects such as the Online Candidate Registration system and the Electronic Marks Entry system. These systems have not only brought efficiency and security in the processing of examination data and results, but also the timely release of results for candidates who sit for ECZ Examinations.



PHOTO



ECZ Council and Management pose for a photo during the Induction Workshop for the new Councillors



ECZ Kitwe Service Centre Manager, Boniface Lisuba (Right) explains various ICT innovations during the 2019 Show



A group of learners who visited the ECZ Stand during the 2019 Zambia International Trade Fair in Ndola



Media Houses covering the Inauguration Ceremony of the new ECZ Council in Lusaka

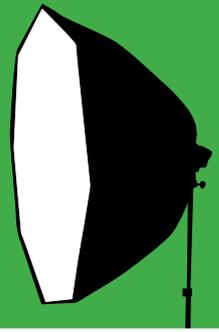


Dr Jabbin Mulwanda pays a courtesy call on ECZ Management at the Head Office in Lusaka



Live discussion programme at Choma Manu Radio

FOCUS



Some participants during the Induction Workshop of the New ECZ Councillors in Lusaka



Stakeholders debate some provisions in the ECZ Act during a Stakeholder Consultative Meeting in Lusaka



Graduation Ceremony at Chipata College of Education



Attendance registration during the 2019 Labour Day Awards Ceremony at ECZ Staff Canteen in Lusaka



Saint Josephs Malole Brass Band during the 2019 Zambia Agricultural and Commercial Show



ECZ Members of Staff after a Weekly Fun Friday Aerobics Session

e-Statements of Results Innovation

...No Stakeholder has been Sidelined

By Ronald M. Tembo

One of the outlined goals in the ECZ strategic plan 2016-2020 is to develop a robust institutional support service delivery system that ensures effective administration and management of examinations. This high level strategic goal aligns itself with the SMART Zambia National Information and Communication Technology (ICT) Master Plan which was introduced in 2017 and is scheduled to end in 2030. Most public sector organisations in Zambia are equal to the task and have continued to expand their institutional ICT base to enhance operational efficiency. The thrust really with the increase and expansion of the institutional ICT infrastructure is solely to achieve full automation of processes and systems in the delivery of public services.

In 2018, the ECZ received authority from the Ministry of General Education (MoGE) 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 for them. On 22nd November 2019, the ECZ launched the e-statements of results in Lusaka, Zambia. This is a platform which enables candidates to access electronic statements of results once the examination results have been announced officially by the Ministry. The system was only launched after years of research by the ICT Department within the ECZ to ascertain the practicality and viability of the platform. Different options were considered, as series of consultations and practical decisions made before management considered the system for its implementation. The system can be accessed by logging on using the web address which is www.eservices.exams-council.org.zm and clicking on the system labelled "e-statements of results." Thereafter, the candidate, school or the examination centre can follow the prescribed procedure on the same platform. The e-statements can either be printed or saved.

There are a lot of advantages associated with the implementation of the e-statements. The obvious one is that e-statements can be accessed anywhere in the world provided one has internet connectivity. The platform is convenient as one will no longer need to travel long distances to the school to collect the results. With most institutions embracing ICT solutions in service delivery, the e-statements are also promoting a green

environment as no paper is required to access results online. It is a fact that the ECZ previously used to spend more than Fourty Million Kwacha (K40,000,000) to procure paper to print the statements of results which were later dispatched to schools for collection. Even with this effort, it turned out that most candidates did not even collect the document from the schools hence storage at school level was a challenge.

However, the ECZ Corporate Affairs Unit has taken time to monitor social media when the e-statements of results were launched to get feedback from the public. A lot of the people especially some school authorities expressed misgivings about this important innovation. There were strong claims that a lot of schools will now lose revenue as candidates will no longer bother to pay the school the monies they owe as they will be able to access their results online. The later claim that the schools and examination centres will lose out in terms of revenue with the introduction of e-statements is what I want to delve on in this edition.

From the outset, it should be mentioned that the e-statements of results compliments the SMS Results Release System (SRRS) which was introduced earlier in 2014. This is a platform which allows candidates to access results via SMS using their mobile phones and the service is available on all the networks in Zambia. Both are notification systems which allows candidates and schools to access examination results. After the results notification on phone through the SRRS, a candidate will later on have to download the results online using the e-statements platform. However, those progressing to Grades 8 and 10 are not required to verify the estatments of results with the ECZ. What this means is that mandatory verification of estatements only applies to the Grade 12 internal and GCE candidates.

The question I want to address is to refute claims from social media that the schools/examination centres are going to lose out in terms of revenue with the introduction of the e-statement of results? What I should underscore is the fact that the ECZ is mandated by law to avail all eligible candidates have access to their results provided they paid the examination fees where applicable. It will therefore be illegal for the ECZ to withhold results for anyone who is legally registered and sat the

examination. During the school calendar terms and in consultation with the Parents Teachers Association (PTA), the schools/examination centres should devise practical mechanisms to collect any prescribed user fees from the candidates who may have arrears before the examinations.

Further, what I should state is that any statement of results is a legal and temporal document which candidates can use for different reasons either to apply for employment or gain admission to tertiary institutions. What should be noted is that the examination process for any ECZ set examination is only complete when the Certificates have been issued to deserving candidates who pass the examination. So, the statements of results are null and void the moment the certificates have been printed, dispatched and collected by the candidates from the school. According to the Guidelines for the Administration and Management of Examinations in Zambia, the Certificates are only collected from the school/examination where the candidates wrote the examination from. Probably, at this point, the schools/examination centre may work out a practical strategy with the candidates to recover the user fees which were not remitted. The catch word is that even though all registered candidates for the ECZ examination will access the statements of results online, they will be required at a later stage to collect the original certificate from the School as proof that they indeed passed the ECZ set examination. It is my considered view that at the point of collecting original Certificates from the school, this is where the candidate and the school authority can reach a compromise to ensure that the user fees are remitted to the schools.

From the foregoing, the introduction of e-statements of results by the ECZ has not sidelined any stakeholder in the entire examination process. What the system has done is to bring to the fore a service support delivery systems which allows quick access of results in a much more cost effective manner. At the sametime, the e-statement platform has enhanced operational efficiency in the delivery of public services in tandem with Government ICT policy. In the implementation of various ICT innovations, the ECZ pledges to maintain an open door policy and will always remain consultative with relevant stakeholders.

Launch of e-Statements of Results in Pictures



Grade 7 Candidature in South Africa increases

By Ian Chirambo



Grade 7 Pretesting at St. Jeff College Primary School in South Africa

After a resounding success of presenting 115 candidates for the maiden Grade 7 Composite Examination in 2018, St. Jeff College Primary School of Johannesburg South Africa yet again presented 221 candidates for the 2019 examination session. This was by any standards a phenomenal growth rate, almost doubling the entry figure for the previous year. St. Jeff College Primary School is a renowned private school that made a huge decision to offer the Zambian Curriculum to its learners a few years ago.

Their 2019 Grade 7 cohort was the second to write the ECZ set Grade 7 Composite Examination after the School signed a Memorandum of Understanding with ECZ to write ECZ examination in 2017. This is a clear testimony of how the Zambian Curriculum and the Grade 7 Examination has been appreciated by the South African market.

The 2019 examination took place from 13th to 18th November, 2019. The adjustment in the Grade 7 timetable did not exclude St. Jeff. This examination was equally monitored by

ECZ and the school adhered to the guidelines for the administration of examination to the latter. The examination took place in a serene and conducive environment. The examination was also malpractice free just like the case was in Zambia.

Candidates were excited when the examination started—a sign that they were well and adequately prepared for the examination. This was clearly seen in the fact that day after day, the candidates would face the examination with full composure, steadfastness, a lot of confidence and would finish their examination papers with some time to spare. The orderliness, confidence, and moral uprightness even of the other learners at this school is a tremendous bonus to the school environment at this magnificent school.

The concept of exporting a qualification to another country was beyond everyone's imagination and looked farfetched not until the first move was made. With the excellent performance in the 2018 Grade 7 examination, indeed this school has yielded

more positive results with enrolment figures soaring where many South African households would prefer having their children enrol into this amazing school. The school boasts of learners with moral uprightness, assertiveness, discipline, orderliness, friendliness and a positive outlook to life. This is a very rare kind of attribute to find anywhere else. As for Zambia still continues to enjoy its position as the first country in Africa to export a qualification.

In 2020, St. Jeff College Primary School is poised for even more success as it will again present 215 learners currently in Grade 6 as candidates for the Grade 7 Composite Examination and 115 candidates for the first ever Grade 9 Leaving Examination. Like they say, "its growth and more growth for St. Jeff"

The ECZ is equally poised for the mammoth task ahead. As an Institution, the ECZ continues to pursue its major mandate of providing assessments and awarding certificates that are comparable and of international standards.



Stakeholders pose for a photo after the official opening of the Livingstone Service Centre

Chipata and Livingstone Service Centres officially openedAs decentralisation of ECZ operations continues

By Nicolas Nkhuwa and Ronald M. Tembo

With its customer centric approach towards the provision of quality service delivery, the ECZ has never relented in its quest to take various Council products and services closer to the Zambian citizens. The Council has continued to fulfill Government's pronouncements of efficient service delivery through the establishments of regional offices in distinguished parts of the country.

Within period under review, the ECZ established Service Centres in Chipata and Livingstone districts, respectively. The Chipata Service Centre which was opened on 14th October 2019 is located at the Provincial Resource Centre (PRC) within Hillside High School Premises along Umodzi Highway. For the Livingstone Service Centre, it was opened on 23rd December 2019. The office is housed at the District Education Board Secretary (DEBS) premises, next to the High Court of Zambia along Akapelwa Street.

With the opening of the two Service Centres, clients from Eastern, Southern and parts of Western provinces will certainly have access to Council products and services in a much more efficient manner. These two facilities will help reduce on the cost of transport and time on the part of public who intend to access ECZ services. Since the Centres are now operational in the mentioned locations, it will be extremely easy for the general public to lodge in queries and seek general advisory services on various examination

related issues.

So far, the ECZ has opened Service Centres in Lusaka, Kitwe, Mpika and Mongu. With the two new offices in Chipata and Livingstone, the ECZ has now opened a total of six; with the Lusaka service Centre serving as the Southern Regional Office and Kitwe Service Centre as the Northern Region office following the recent delimitation exercise by the Zambian Government.

Among the services being offered at the Service Centres to members of the public include: Certification of results, replacement of lost/damaged certificates, accumulation

of GCE certificates, combination of Grade 9 statements of results, equating of foreign qualifications to the Zambian standards, renewal and registration of examination Centre status, as well as pre and post examination services.

With the decentralization programme underway, the ECZ plans to establish regional offices in all provinces towns to make it easy for the Zambian citizens to access Council services with ease. All things being equal, the ECZ is optimistic that it will conclude the establishments of Service Centres in the regions countrywide by March 2021.



ECZ Staff attend to a client at the Chipata Service Centre

The Launch of Livingstone Service Centre in Pictures



“In 2019, the ECZ officially opened the Livingstone and Chipata Service Centres. The Council plans to establish offices in all the provinces by March 2021.”



Hon. Mabumba dates Mpika District ... And Announces 2019 Grades 7 and 9 Results

By Nicolas Nkhuwa

For the first time in history, the Minister of General Education, Hon. David Mabumba-MP officially announced and released the 2019 Grades 7 and 9 Internal Examination results on 31st December 2019 in Muchinga Province. The event took place at Mpika Boys Secondary School differently from the normal practice where examination results are always announced in Lusaka either in Parliament or at the Ministry Headquarters.

During the event, the Minister of General Education took time to make clarifications on a number of issues that affected the education system in Zambia. Hon. Mabumba further revealed that the official announcements of examination results in provinces would continue as such. Worth noting is that, stakeholders who gathered at the school to witness the announcement of the results applauded the Ministry and the ECZ for this move.

Speaking during the same occasion, the ECZ Director, Dr Michael Chilala expressed profound gratitude to all stakeholders for their commitment to end examination

malpractices at all the levels of the education system and called on them to remain professional in their call of duty.

Dr Chilala disclosed that the ECZ was implementing a number of reforms to ensure efficiency in the delivery of examination services to the people of Zambia. The ECZ Director also took time to announce to the stakeholders present of the decision to access statements of results online through the e-Statement Platform that the ECZ had launched on 22nd November 2019.

"Once the results have been announced, the ECZ will not print Statements of Results. We need to move with trends. We are also aware

of learners who attended school in provinces and no longer live there. Hence, this move will help to reduce transport costs and time for them to go back to the schools," Dr Chilala stated.

On the issue of schools and examination centres losing out on uncollected user fees, the ECZ Director advised schools to be innovative and find other means to collect the money from learners other than withholding results for the learners.

"Withholding results for a candidate who has paid examination fees is an illegal act that if taken to court, no judgment can be given in favour of ECZ," Dr Chilala stated.



Highlights of the 2019 Mid-Year Examinations

By Smart Sakala

Grade 9 External Examination

A total of 83,640 candidates entered the 2019 Grade 9 External Examination, out of which 38,935 (46.55%) were boys and 44,705 (53.45%) were girls. A total of 79,690 sat the 2019 examination, with 46.58 percent being boys and 53.42 percent girls. Candidature increased from 61,116 candidates in 2018 to 83,640 in 2019 giving an increase of 22,524 candidates (26.93%).

At national level, the 2019 absenteeism rate reduced by one percentage point from 5.72 percent in 2018 to 4.72 percent. Important to note is that six provinces namely Northern, Luapula, Southern, Eastern, Central and Western Provinces recorded absenteeism rates below the national average of 4.72 percent. Among the six provinces, Northern recorded the lowest absenteeism rate at 4.04 percent.

About 70 percent of the candidates passed the 2019 Grade 9 External Examination taking into consideration the fact that some candidates only entered for one, two or more subjects. The number of candidates that obtained Certificates was 1,701 out of 79,690 representing 2.13 percent. Taking into consideration those who entered for six or more subjects (12,044), the Certificate pass rate was 14.13 percent.

The proportion of candidates that obtained Statements was 67.79 percent with 30.08 percent of the candidates failing the Examination. There were more candidates who obtained Statements (67.79%) than those who obtained Certificates (2.13% and 14.3%). More girls (2.17%) obtained Certificates than boys (2.10%). However, more boys (69.19) obtained statements than girls (66.56%). The proportions of girls (4.78 %) who failed the examination was larger than that of boys (4.65 %).

General Certificate of Education (GCE) Examination

A total of 127,456 candidates registered for the examination. Out of the 127,456 registered candidates, 118,753 (91.3%) sat the examination, of whom 38,281 (32.2%) were male and 80,472 (67.8%) were female. Candidature reduced from 128,156 candidates in 2018 to 127,456 in 2019, giving

a decrease of 700 candidates (0.6%). The majority of the 2019 candidates entered for two subjects 42,043 (32.99%) followed by those who registered for three subjects, 30,653 (24.05%).

The absenteeism rate at national level was 6.83 percent, representing an increase of 0.25 percentage points from 6.58 percent in 2018. A higher proportion of males (8.9%) than females (5.8%) were absent from the examination.

The proportion of candidates obtaining GCE Certificates was 80.9 percent representing a decrease of about 13 percentage points from 94 percent in 2018. A comparison of performance between males and females indicated that there were more males (82.8%) than female candidates (79.9 %), obtaining GCE certificates in the 2019 GCE examination.

“Keep away from people who try to belittle your ambitions...”
-Unknown

No Need to Verify Grade 7 and 9 Results

By Ronald M. Tembo

The ECZ clarified that candidates progressing to Grades 8 and 10 were not required to verify their electronic statements of results before enrolments in schools. However, mandatory verification of electronic statements of results once printed by the respective candidates only applied to those candidates seeking placement at a college or university or employment.

ECZ Public Relations Specialist Ronald Mwelwa Tembo said in a statement that the Council was prompted to make the clarification following misleading information on various media platforms regarding mandatory verification of electronic statements of results.

“We wish to put it on record that candidates progressing to Grades 8 and 10 are not required to verify statements of results with the ECZ before enrolment,” Mr Tembo said.

Mr Tembo said, however, the schools wishing to verify the authenticity of the results from such candidates could do so from the ECZ e-Statement platform at no cost using the candidate's examination number.

The ECZ Public Relations Specialist said would-be employers were also urged to verify results for any job applicant in their organization. Meanwhile, Mr Tembo said the electronic statements of results for the 2019 Grades 7 and 9 internal examinations would be available on or before 14th January 2020.

Mr Tembo assured that the ECZ in its pursuit for excellence would endeavor to be consultative as it continued to implement Information and Communication Technology to enhance operational efficiency and to meet the expectation of the general public.

Capability of Primary School Teachers in Drafting Assessments



By Akakulubelwa Nalishuwa

The ECZ in 2019 participated in the 45th International Association for Education Assessment (IAEA) Annual Conference held in Baku, Azerbaijan at Fairmount Flame Towers from the 22nd to 27th of September, 2019. The Conference was held under the theme “Assessment and Decision – Making; Individual and Institutional Solutions.” The Council was represented by Ms Ireen Chitesha (Chief Accountant), Mr. Moonga Hakalyamba (Principal Research Officer) and Mr. Akakulubelwa K. Nalishuwa (Senior Research Officer).

The Conference was attended by over 300 Assessment experts from fifty five (55) countries and provided a platform for sharing best practices as well as for setting new trends in assessment and decision-making. The Conference also highlighted the social responsibility that examining bodies carry as facilitators of educational improvement. The conference could not have come at the right time for the Examinations Council of Zambia, essentially in view of the 2019 Examination Reforms.

The Conference began with a business meeting and three (3) Pre-conference workshops on the 22nd, and ended with three (3) Post-conference workshops on the 27th. In between, one hundred and sixty six (166) research papers from forty three (43) Countries were presented. The Examinations Council of Zambia presented one research paper titled “Are our teachers’ capable? A Validation Study of School-Based Assessments from selected Primary Schools in the Lusaka, North-Western and Western Provinces of Zambia.”

The Research paper which was presented by Mr. Nalishuwa, assessed the Capability of Primary School Teachers’ in selected schools of Lusaka, North-western and Western provinces, to draft Social Studies Assessment

Items that are aligned to the outcomes of the Social Studies Syllabus: Grade 1 – 7. The research work was inspired by the concerns of various stakeholders in the Zambian education sector, on the introduction of School-Based Assessment (SBA) at Primary, Junior and Senior Secondary school levels, that has a weighting on the total final scores of learners’ in the final (High stakes) examinations. Among their major concerns was whether teachers’ were capable of drafting assessment items that were valid, owing to the fact that, SBA carried a weighting. Further, inspiration was derived from the need to make teachers aware of the way in which they could use the syllabus, schemes of work and the Bloom Taxonomy, not only in teaching and learning but also in the drafting and validation of classroom based assessments.

The teachers’ capabilities were assessed using 301 items obtained from nine (9) weeks 5, 10 and 13 teacher made social studies classroom assessments, administered between 2017 and 2019, by teachers without formal in-service training in assessment. The Social Studies Syllabus: Grade 1 – 7, Schemes of Work, the Bloom Taxonomy and the Examinations Council of Zambia (2016) Primary School Composite Examination Syllabus, were used to assess the validity of the 301 assessment items. The findings were then analysed quantitatively using Lawshe’s (1975) Content Validity Ratio (CVR).

The findings of the research revealed high capability amongst teachers to align assessment items to the outcomes of the syllabus of at least 80 percent of the items across grade levels rated above the minimum acceptable CVR ratio 0.62 for validity of items (for 10 Experts). Further analysis of the items, in terms of skill level, demonstrated teachers’ capability to match assessment items to the skill level demands of topics of the syllabus.

Furthermore, the analysis revealed that some teachers were still using the draft revised Social Studies syllabus instead of the final version. This was observed in that some outcomes assessed by teachers were aligned to the draft syllabus and not a final version. There is need therefore, to ensure that schools are equipped with the correct version of the syllabus.

In addition, with the Social Studies Syllabus: Grade 1 – 7, by nature and global standards, skewed towards the low-level skill demands of knowledge and comprehension, there is need for teachers to ensure that their mastery of the skill levels of the taxonomy and that of the outcomes of the syllabus is enhanced, if all the demands of the syllabus including those at higher-level are to be well covered.

The full paper of this research can be downloaded from the IAEA website.



ECZ representatives at the 2019 IAEA Conference



Mr William M. Kapambwe
ECZ Deputy Director

Assessment Strategies for the 21st Century Skills

The 21st century learning skills are often called the 5 C's: Critical Thinking, Creative Thinking, Communication, Collaboration and Curiosity. These skills help students learn, and so they are vital to success in school and beyond. Critical thinking is focused, careful analysis of something to better understand it. Since they are important for successful learning, educators and assessors can promote them by integrating them in the assessment process. This discussion therefore explores different opportunities for integrating the 21st Century learning skills, the 5Cs, in their assessment strategies. The strategies for integrating the 21st Century Skills in assessment are discussed under the various 5Cs.

Creativity

Creativity is defined as "the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context". Underlying almost all definitions of creativity is the notion that a creative product is both novel and has some sort of value. Commonly recognized skills include the ability to: Identify problems, generate ideas often by

thinking divergently using fluency, flexibility, originality and elaboration; create new images or designs, solve problems and find new solution to problems and be able to use wit and humour effectively.

Critical Thinking/ Problem Solving Skills

Researchers of critical thinking typically agree on the specific sub-skills encompassed by the definition which include: Analyzing argument claims or evidence (Ennis, 1985 & Facione, 1990, Hapern, 1998), making inferences using inductive or deductive reasoning (Ennis, 1985; Facione, 1990, Paul 1992), judging or evaluating and making decisions or solving problems (Ennis, 1985).

Some examples of strategies for assessing critical thinking are: Tasks that require students to identify similarity or structural features. Students are stimulated to organize the information they have, classify or categorise it, and evaluate common characteristics, tasks that require representing concepts or arguments through alternative media such as diagrams and text. Students need to understand the concepts or arguments in order to conceive of different ways of communicating that information, tasks that require students to identify missing

“Communication, Collaboration and Curiosity Skills help students learn, and so they are vital to success in school and beyond”

“Evidence from research studies suggest that learning that occurs during collaboration persists”

or alternative components and to provide rationale. This prompts the student to think logically as well as hypothesis associations between components within a model.

For problem solving, the recommended task assessment strategies are: Tasks that require students to take different perspectives on an issue than the one presented; this is in contrast to where concepts or problems tend to be conceptualized from just one angle, tasks that require students to identify the types of information needed to bring to a particular problem scenario; students need to understand the “problem space” and what objects, individuals or concepts are relevant to that space, tasks that challenge students to explore multiple routes to problem solution; this requires students to hypothesize to check, to iterate and to review.

Collaboration

Collaboration as a skill links nicely with communication as good collaborations work effectively with others to achieve a common goal. Learning how to take turns, respecting other people’s opinions and being a good team player is vital for the success of a teacher’s class. Teamwork skills also help students when they leave school and find jobs, as many of them will have to work with people from different background or culture. Assessment of collaboration should include fair work, group work and collaborative projects.

Evidence from research studies suggest that learning that occurs during collaboration persists (Sone et al, 1994, Webb 1993). Some Scholars define collaboration as a “coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem (Roschelle and Teasley, 1995). Some of the recommended assessment task strategies for collaboration include the following: Complexity and lack of definition – tasks should be designed so that they are open-ended with more than one plausible solution. They should be created such that a single member of a group is unable to complete independently, in order to ensure that group members must share the cognitive and social load; Group dynamics prompt negotiation – group characteristics, such as the size and composition of group (Billenbourg, 1999) may influence new students interact and engage in the collaborative process, Group motivation – the task and group dynamic should be motivating. This is related to social

interdependence, where group members may be more likely to be accountable, productive and collaborative when group members want to work together, Portfolio assessment in which learners report and reflect on their project –based assignments, group activities and workplace projects and self-assessment of perceived social skills using questionnaires

Communication

Communication is the act or process by which information is transmitted. Information can include facts, thoughts and feelings and can be conveyed in various ways, verbally and non-verbally. This process can be direct or indirect. However, it is the mutual exchange of information between individuals that is normally associated with effective communication. The expectation here is that communication involves reciprocity, or a two way process of sharing information. For this to happen, a common language – words, emotions, behaviours, symbols, signs is required.

Some examples of task strategies for assessing communication are; Ability to present information and ideas clearly and concisely with content and style appropriate for the audience, ability to present opinions and ideas in an open, objective way, providing learners with lots of opportunities to speak and write using own unique and genuine voices, helping learners create focus, energy, passion around the oral and written communication they want to make, ability to listen effectively, articulate thoughts and ideas, work with others and ability to express opinions on a range of subjects, make oneself understood to others and work well in groups.

“Curiosity involves being open to new possibilities, to be drawn towards the unknown, or even to simply ask questions?”

Curiosity

A key to developing curiosity as a skill is building the capacity for inquiry. According to James Wotter, in “Leadership Skills for the 21st century,” we need to start asking more questions, “It sounds easy, yet we rarely do it”. Curiosity and the skill of formulating questions supports the 4Cs while also tapping into a skill that is not highlighted in the Framework for the 21st century learning. The most important thing in learning is curiosity; we need to build the habit of continuous learning and most importantly better learning.

Curiosity is a key component of making innovation a regular occurrence at one’s organization, so it is directly connected to that mindset. Curiosity involves being open to new possibilities, to be drawn towards the unknown, or even to simply ask questions? The first thing to be worked on to develop curiosity as a skill: build the capacity for inquiring. Instead of giving answers all the time, ask some questions. Tough, open-ended questions. If you really want to challenge yourself, look for situations where someone you typically disagree with presents an idea and then be genuinely curious about it. Don’t ask those questions you usually ask that are really just statements trying to prove your point. Be curious about their position even though you disagree with it. This does not mean you have to change your mind about the position, but through curiosity you have an opportunity to learn, which is more important than being shy, particularly for innovation.

Conclusion

The type of tasks discussed in the recommended strategies can easily be integrated into assessments of key learning areas, whether mathematics, geography, or graphic design, for example. An important aspect of such use, however, is how to reward innovative responses that demonstrate skills proficiency. To do so would require application of some of the scoring mechanisms used for creativity, or scoring according to rubrics that reflect valuing of divergent responses. Since display of these skills may consist of exploratory behaviours rather than focus only on correct solutions, either open ended response items or very well-structured and sophisticated tasks are most suited for their capture, recording, coding and scoring. Evaluating the quality of responses to open-ended questions is the most technically difficult challenge.

Keeping your institution floating through Corporate Governance

By Nicolas Nkhuwa

Ever wondered why some companies close down and are never restored? Well in this article, I tackle the most critical aspect of keeping an institution or company floating to avoid the former.

In today's business, corporate governance best practices have become a part of running successful businesses or companies. This is because, survival hangs in the balance between customer satisfaction and having systems that will ensure good leadership. The two result in a self-check mechanism for development and operations at every level in an organization.

What is Corporate Governance?

ICSA –The Chartered Governance Institute defines corporate governance as way in which companies are governed and to what purpose. It identifies who has power and accountability, and who makes decisions. It is, in essence, a toolkit that enables management and the board to deal more effectively with the challenges of running a company. Corporate governance ensures that businesses have appropriate decision-making processes and controls in place so that the interests of all stakeholders

(shareholders, employees, suppliers, customers and the community) are balanced. In essence, corporate governance ensures that parts of the business that control resources on behalf of other stakeholders are monitored and protected and are free from individual manipulation.

Corporate Governance Pillars

Let me turn to pillars that ensure successful corporate governance in an organization: Accountability - this works hand-in-hand with Responsibility. Without responsibility there is no accountability and hence the reason for people in decision making position to be responsible to achieve accountability of assets, resources and systems for which they manage.

Transparency - is another corporate governance pillar that ensures openness in the way decisions are arrived at. Without it, an institution suffers lack of public confidence and corrodes its corporate image. Managers are supposed to ensure a transparent way of handling business both internally and externally to gain stakeholder or public confidence. Transparency moves side-by-side with Fairness.

Benefits of Good Corporate Governance

The application of good corporate governance will result in a company's growth as it will enjoy investor confidence and is bound to get more investment in the running of its operations. This automatically leads to an efficient and effective company as resources are available to meet its goals and objectives. Good corporate governance reduces wastage of resources and deals with maladministration. It is a good model to fight corruption at every business level.

With the above, good corporate governance will result in a brand and image building for the company. It is through good corporate governance that corporate scandals are avoided. Now more than ever, it has started to earn companies better financing.

Conclusion

The importance of corporate governance cannot be over emphasized. If all individuals practice good corporate governance, there is no doubt that development will be achieved and other social-economic challenges are set to be reduced if not eradicated.

New Members of Staff

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



Mr Frichard Senchi
Senior Examinations Officer, Logistics



Mr Fredrick S.K. Simasiku
Senior Examinations Specialist,
Literature and English Language

New Appointments

Join us in congratulating the following member of staff on her appointment



Ms. Caroline Chipamba
Senior Records Officer –
Mpika Service Centre

Milestone Achievements in Customer Service Provisions

In the Journey of innovations to ensure excellent customer service provision, The ECZ has scored the following among others:

1. Leakage Free Examinations: Taking a multi-sector approach and strict adherence to examination guidelines by everyone involved in the exam process and improved security and storage. ECZ run a leakage free exam in the 2019 Examination Sessions. Teachers are commended on being vigilant and remaining professional during the conduct of exams.

2. Decentralization of Council Services: Since 2014, ECZ has continued to open Service Centres in Provinces. So far six (6) Centres have been opened namely in Lusaka, Kitwe, Mpika, Mongu, Chipata and Livingstone.

3. Online Candidate Registration (OCRS): ECZ moved away from manual registration and introduced OCRS for Schools to register candidates for examinations online. This has improved the process and reduced paper work by 80%.

4. SMS Results Release System (SRRS): In order to allow candidates and parents know the results immediately they are announced and released to the public, ECZ introduced

the SMS platform which is available on all mobile networks in Zambia.

5. e-Statements of Results: Beating geographical barriers and other inefficiencies related to access of results, ECZ rolled out the e-Statement platform in 2019. Candidates can now access and print statements of results from anywhere. This will reduce transport cost and deal with the storage of hard copy statements in schools. It embraces the smart Zambia plan.

6. Electronic Marks Entry System (e-MES): During marking, ECZ moved away from use of marksheets in paper form and introduced e-MES as a way of speeding up the processing of results capturing as well as bring efficiency in the entire process.

7. Separation of GCE Examinations from School Certificate Exams: This has given an opportunity to those that seek to improve their qualifications to do so, knowing that the space in schools was not adequate to cater for the demand of both regular classes and Open and Distance Learning candidates (ODL). This strategy also worked at dealing with issues of exam malpractices.

8. Assessment Schemes: Providing guidance to stakeholders and candidates on Assessment. The Schemes have been made

available to the public through a Public Private Partnership (PPP) arrangement with Bookworld Africa stores countrywide.

9. Examinations Beyond Borders: ECZ has started conducting Exams to a school in South Africa called St. Jeff College Primary School. Through the rich Zambian School curriculum as revised in 2014, ECZ is now conducting Grade 7 and 9 Exams at the same school.

10. Implementation of School Bases Assessment: SBA has been introduced in order to bring true skill acquisition in various subjects and improve learner performance and fill up knowledge gaps to improve Education. ECZ has developed and distributed guidelines that will ensure the successful implementation of SBA in schools.

11. Accumulation of GCE Certificates: This service is offered to allow candidates who sat for exams and are in possession of two or more certificates to accumulate so that they can have one certificate for easy carrying and presentation to would be employers.

We remain committed to serving you better in 2020.

Your Questions

ANSWERED

Change of Names on the Certificate

I am in the process of legally changing my names and I would like to find out the procedure one has to undergo and what documents are needed in order to drop and replace names on the Grade 12 Certificate? Your speedy response will be highly appreciated. By Karen Bwalya

Answer:

As a matter of policy, we do not change names when the Certificates have been printed and collected by the candidates. This is standard practice globally in most examining boards. We only amend names before the Certificates are printed. This is why when the examination results are officially announced by the Ministry of General Education, the ECZ issues out statements of results. Those results slips are given so that you check if the names, subjects and any other personal information is correct. The period in which the ECZ attends to such queries is within three months after the results have been announced. In your case, we cannot change the names on your Grade 12 Certificate since the Certificate was already printed. You may visit any of the ECZ Service Centres near you for details.

Collection of a Certificate at a Closed School

I have a nephew who is in Nigeria. He wrote his Grade 7 in 2008 at ZIPA- a school which has since been closed. He needs his Certificate as in Nigeria you cannot do anything without a Grade 7 certificate. What is the procedure? By Marriam Makungwe

Answer:

Certificates are collected from schools/centres. In an event that a school/centre winds up operation, they are required to hand over all documentations relating to the school/centre to the Ministry of General Education in the district. With the foregoing the candidate should get in touch with the District Education Board Secretary (DEBS) office in Lusaka to pursue the said Certificate.

Registration Process for a Private Examination Centre

I write to inform on the procedure for registration of a private examination centre under ECZ. Forms, procedure and fee structure? Kind regards. Dr. Banda

Answer:

Thank you for the inquiry. The procedure for registration of a private examination centre starts with the District Education Board Secretary (DEBS) office in your area. The would-be examination centre should visit the DEBS Office and they will be advised accordingly on the procedure. Kindly visit the DEBS office for guidance.

Certification of Teacher Education Results

I would love to find out if it is possible to certify my Diploma level two and register with the Teaching Council of Zambia as a Teacher. I was at Mufulira College of Education where I obtained my Diploma Level 1 and 2 in Mathematics. I failed to clear one course on my final year paper. Your quick response will be highly appreciated. By Mukanu Kapalang'oma

Answer:

Thank you for the enquiry. For your information, certification is K100 per copy. Please visit any of our Service Centres with the results for guidance.

Replacement of a Grade 12 Certificate

I'm writing to find out how long it takes to replace a Grade 12 Certificate. I'm currently in university in Ukraine and I urgently need my Certificate? Your quick response will be highly appreciated. Kind regards.

Answer:

Replacement of lost Grade 12 Certificates is K1000 (US\$100). Please visit any of our Service Centres with the following: A Police Report, A Sworn In Affidavit, A photocopy of the lost results or a letter from the School confirming that the Certificate was collected from the school. Since you are in Ukraine, please contact the Head Teacher from your former School for the letter or engage your relatives here in Zambia to facilitate your certificate replacement.

Correction of an Error on the Statement of Results

I would like to make an inquiry on the correction of errors on my statement of results. I sat for GCE in 2014 on which my name of the statement of results was wrongly spelled. what are requirements in the correction. By Musonda Makasa

Answer:

The deadline for resolving of the 2014 examination queries such as yours was 31st May 2015. For you information, the Certificates for 2014 Examinations are ready and can be collected from the school. Since 2014 Certificates are ready, my advice is that you go and collect the Certificate from the school where you wrote the examination from. When that is done, kindly visit any of our Service Centre for guidance on the correction of an Error on the Certificate.

Combination of Statements of Results

I am inquiring if you can help me combine the statement of results by scanning and sending them to your office. By Clayton Kanisho

Answer:

Thank you for the inquiry. My advice is that you just need to physically visit any of our service centres for your results to be combined. Or if you are busy, send any of your relatives or friend to do that on your behalf. Remember there is a payment which is involved which need to be deposited in the ECZ account before combination is done. The fees for accumulation of GCE certificates is K1000 and combination of Grade 9 statements of results is K300.

PUZZLE

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

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 which certainly concerns YOU!

1. Various stakeholders have been commended the ECZ for successfully sealing loopholes for examination leakages during the 2019 examination session.
2. With heightened consultations with various stakeholders, the ECZ is optimistic that the new ECZ Act will be enacted in 2020 to make it more responsive to the needs and wants of examinations administration processes and systems.
3. In line with its strategic plan, the ECZ will develop and implement a fully-fledged Electronic Item Banking System in 2020 aimed at enhancing security and accountability in the drafting and construction of examination question papers.
4. In the area of support service delivery system, the ECZ will implement an Online Results Verification System (ORVS) in 2020 that will benefit individuals, higher learning institutions and prospective employers as they will be able to verify certificates online.
5. The School Based Assessment (SBA) at Grade 7 level will commence in 2020 as part of the implementation of examination reforms by the ECZ.
6. The ECZ plans to consider and implement the Service Charter as part of its efforts to promote good will with stakeholders in the first quarter of the year 2020.
7. By March 2021, the ECZ is scheduled to establish regional offices in all the provincial centres in the country to enable Zambian citizens' access Council products and services closer to their homes.
8. The Certificates for the 2018 School Examinations will be printed and dispatched to all the schools and centres countrywide by April 2020.

CHARGES FOR CO

Effective 2020, the following are the Charges for the various Services offered by the Examinations Council of Zambia (ECZ):

1.0. COUNCIL SERVICES	CHARGES (ZMW)
1.1 REPLACEMENT OF CERTIFICATES	
Grade 7	260.00
Grade 9	650.00
Grade 12	1200.00
GCE	1200.00
Teacher Education	1200.00
1.2. REPLACEMENT OF STATEMENTS OF RESULTS	
Grade 7	200.00
Grade 9	200.00
Grade 12	200.00
GCE	200.00
Teacher Education	200.00
1.3. VERIFICATION OF RESULTS WITH COUNCIL STAMP	
a. INDIVIDUALS	
Grade 7	100.00
Grade 9	100.00
Grade 12	100.00
GCE	100.00
TEVET	100.00
b. INSTITUTIONS	
Grade 7	20.00
Grade 9	20.00
Grade 12	20.00
GCE	20.00
TEVET	20.00
1.4. EQUATING OF FOREIGN QUALIFICATIONS	
Grade 7	1,200.00
Grade 9	1,200.00
Grade 12	1,200.00
GCE	1,200.00
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What Type of Exercise is Best for the Brain?

Exercise is defined as any movement that makes your muscles work and requires your body to burn calories. There are many types of physical activity, including swimming, running, jogging, walking and dancing, to name a few. Being active has shown to have many health benefits, both physically and mentally. In many instances, exercises may help an individual to live longer.

The benefits of exercises are that it helps control one's weight, reduces the risks of heart diseases, helps the body to manage blood sugar and insulin levels, improves one's mental health and mood. Other benefits are that exercise helps to keep one's thinking, learning, and judgment skills sharp as you age, strengthens the bones and muscles, reduce the risk of some cancers, such as colon, breast, uterine, and lung cancer. Exercises also improve one's sleep, improves sexual health and increases the chances of living longer. However, exercise is just as good for the brain as it is for the body, a growing body of research has shown. And one kind in particular— aerobic exercise—appears to be king.

According to Ozioma Okonkwo, Assistant Professor of Medicine at the University of Wisconsin School of Medicine and Public Health, he was quoted as saying, "Back in the day, the majority of exercise studies focused on the parts of the body from the neck down, like the heart and lungs. But now we are finding that we need to go north, to the brain, to show the true benefits of a physically active lifestyle on an individual." Okonkwo further stated that exercise might be a simple way for people to cut down their risk for memory loss and Alzheimer's disease, even for those who are genetically at risk for the disease.

The brain's benefits of exercise go beyond disease prevention. Okonkwo has also shown that people who exercise have greater brain volume in areas of the brain associated with reasoning and executive function. "We've done a series of studies showing that increased

aerobic capacity boosts brain structure, function and cognition," he says, "Other people have found that exercise can improve mood." Okonkwo's research has also shown that exercise can diminish the impact of brain changes on cognition, not just prevent it. "Exercise is the full package," he says.

Exercise likely improves brain health through a variety of ways. It makes the heart beat faster, which increases blood flow to the brain. This blood delivers oxygen—a good thing, since the brain is the biggest consumer of oxygen in the body. Physical activity also increases levels of brain-derived neurotrophic factor (BDNF), which is known to help repair and protect brain cells from degeneration as well as help grow new brain cells and neurons, says Okonkwo.

Alexandra Sifferlin (July 5, 2017) underscores the fact that Aerobic exercise, like running and swimming, appears to be best for brain health. That's because it increases a person's heart rate, "which means the body pumps more blood to the brain," says Okonkwo. But strength training, like weight lifting, may also bring benefits to the brain by increasing heart rate. The link between resistance training and better brain health is not as established, but research in the area is growing.

From the foregoing, it can be recommended that a combination of the two exercises is ideal for people like ECZ members of staff who always want to be fit and healthy. More so, because of the other benefits exercise bestows on the human body. Therefore, if ECZ members of staff make exercises as their lifestyle, it will not only improve their brain function, but they should also expect to see improvements in cardiorespiratory fitness and muscle strength. In long term, exercises will reduce their risk of obesity, diabetes and hypertension amongst other diseases.

Aerobics a Reality at ECZ

...As Fitness Fun Friday's take centre-stage *By Ronald M. Tembo*

What seems to be a failed attempt to incorporate a wellness programme has now become a reality at the ECZ. As the adage goes, "Where there is a will, there is a way." Aerobics has now been embraced by Council employees and kudos goes to the ECZ Human Resources Unit for their commitment to the process.

Previously in 2014, Aerobics was initiated by the women folk in the ECZ but could not be implemented due to circumstances beyond their control. This initiative arose from the inspiration the women got after the ECZ Sports and Social Club was established in 2012. For the ladies, Aerobics was one of the avenues they opted to utilize to network, communicate, trust and enhance teamwork among themselves.

However, despite several attempts to incorporate Aerobics, it could not kickstart because there was no Department or Unit within the Council to take the lead and organize the programme. With many public sector organizations incorporating wellness programmes in their corporate culture, the ECZ Human Resources Unit finally made Aerobics a reality in August 2019.

Aerobics is now being conducted every Fridays' and all the employees are encouraged to take part in the exercises. Since Aerobics is always filled with physical exercises coupled with a lot of fun, the activity in the corridors of the ECZ has been nicknamed as, "Fitness Fun Friday" and is always facilitated by a qualified Physical Trainer.

Our preliminary findings indicate that most employees have welcomed Aerobics and are commending ECZ management for being receptive to new ideas which enhance communication, trust, teamwork, corporate growth and productivity.

It is now the wish of everyone that such a wellness programme will be sustained and that ECZ management will continue to support progressive sports activities which will help Council employees become fit, healthy and productive.

As the saying goes, "Nothing unites people more than sports." We therefore commend the Human Resources Unit for embracing Aerobics as one of the wellness programmes at the ECZ.



"Including wellness programmes in the corporate culture enhances teamwork, communication, trust, growth and productivity"

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