



ECZ

IN PERSPECTIVE

News about the Examinations Council of Zambia

Issue No. 16

January to June 2020

SMART REVISION PORTAL RECEIVES SPECIAL RECOGNITION





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 year 2020 marks the last phase in the implementation of the Strategic Plan for the Examinations Council of Zambia (ECZ) which commenced in 2016. The ECZ has in the previous years countersigned its corporate growth through thoughtful transformation and innovations. Such explicitly celebrated milestones in key strategic focus areas for the Council have been necessitated by an open door policy, its tactful stakeholder engagements and strict adherence to the fundamentals of the laid down corporate values.

The outbreak of the novel coronavirus disease took the entire world by storm. The operations of the ECZ and many other corporate entities in Zambia and beyond were seemingly affected by the COVID-19 pandemic. With reported cases of this lethal virus, Governments across the world took a number of measures to avert the catastrophe. The Government of the Republic of Zambia indefinitely closed down the schools, colleges and universities as an inevitable precaution to the COVID-19 outbreak. In the wake of a briskly growing health crisis, the decision to close schools and also higher learning institutions was both logical and necessary. Arising from the closure, most institutions came up with efforts aimed at mitigating the impact of the closure by facilitating the continuing of education for all through remote learning.

As a public service entity, the ECZ carefully thought without the box and implemented ICT solutions to help with remote learning amid COVID-19. Through our partnership with Zambia Telecommunications Company Limited (Zamtel), the ECZ successfully launched the Smart Revision Portal. The platform provides an opportunity for the learners in examination classes to revise and access past papers and other reference study materials from the comfort of their homes. The portal compliments e-learning platform which was earlier launched by the Ministry of General Education. The two digital innovations serve as a complete package for providing an alternative and supplementary learning resources for school learners and educators.

From examinations administration side, the indefinite closure of schools due to COVID-19 certainly impacted on the 2020 examination cycle to some degree. The temporal closure implied that the ECZ had to revise its work plan to fit in the revised School Calendar to achieve its mandate of setting and conducting national examinations. The ECZ had to reposition itself to mobilise the necessary human resources, time and other requisites to prepare examinations and have them administered to acceptable standards within the same year. The ECZ obviously had to revise the Examination Timetables appropriately within the approved School Calendar from the Ministry of General Education to ensure that the 2020 examinations are conducted in tandem with the laid down guidelines. As it stands, the ECZ is ready to conduct the School Examinations for 2020 which would run during holidays.

As we strive to continue on the trajectory of practical innovations which add value to the development of the education sector, the ECZ will closely monitor the happenings in the political, social and economic dispensation of our country. This deliberate strategy is aimed at ensuring that amid the COVID-19 pandemic, the ECZ does not lose sight of its corporate mandate and the prospects of attaining the set high level strategic benchmarks.

Going forward, the ECZ will be consultative as it embraces and implements various examination reforms. Even as the world battles with challenges associated with COVID-19, the ECZ will remain professional in service provision. As we implement activities, the ECZ will continue to innovate, transform and strive to uphold the highest service quality standards in conducting public examinations that ultimately drive the country's social-economic development agenda forward.

Ronald M. Tembo
Public Relations Specialist
Examinations Council of Zambia

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Dr Michael M. Chilala

The COVID-19 Pandemic has really affected the way business runs and services are offered across the globe. At international level, the International Association for Educational Assessment (IAEA) has documented the approaches towards examinations taken by different member countries, given the pandemic.

Among the most significant, the countries have taken the following decisions and actions: (a) cancel the examinations and use completed papers or school based assessment to produce results; (b) cancel the examinations and use school or college generated estimates to produce results; (c) replace usual examinations with online examinations taken away from the examination centres; (d) postpone the examinations to later announced or unannounced dates; or (e) proceed with examinations on schedule.

It may be seen that examining bodies have had to make decisions that suit their different economic, social and political situations, but bearing in mind that the results they officially release must still meet the international standards for recognition purposes. Debate has since been ongoing about the validity and reliability of results, considering the various decisions. Governments and their education systems have had to work with their examining bodies to provide assurance to the public that the results released from the assessment processes and practices under the COVID-19 are valid and therefore can be relied upon for official use as was the case in the usual examinations that the systems conducted before.

Under this environment, we as Examinations Council of Zambia (ECZ) opted for the postponement of the examinations by about one month. The Grade 9 External and General Certificate of Education (GCE) examinations were moved from the end of July to Early August period to the end of August to Early September period, while the Grades 7, 9 and 12 examinations have been moved from November to December. This assures the country that the assessment method will not significantly change despite the COVID-19 and therefore the validity and reliability of the results is assured.

We however continued to implement activities related to examination reforms. Pursuant to the reforms, we developed, printed and distributed the amended Guidelines for School Based Assessment for the Primary and Secondary Education levels and College Based Assessment Guidelines for the Teacher Education programmes. We printed Specimen Examination Papers for the subjects whose paper

Championing Examination Reforms despite the COVID-19

structures were amended in 2019. We reformed the structure of the Teacher Education examinations to increase on the proportion for College Based Assessment (CBA) as we reduced on centralised examinations. We set the examination papers for the year 2020 and are on course with all the preparations for the examination, despite the pandemic. Having realised the challenges associated with teaching and learning as schools closed, we partnered with Zambia Telecommunications Limited (Zamtel) to deliver a Smart Revision Portal to allow the learners have access to past papers and their solutions, for revision purposes. The COVID-19 experience has caused management to earnestly think about the possibility of Computer Based Examinations for the future, a matter which will be pursued under our next Strategic Plan as the current one ends in December 2020.

Other innovations included the launch of the E-Statement of Results, saving the Council of costs previously incurred on computer paper, printing and distribution of the same. We also finalised the development of the Electronic Item Banking and Test Construction software, to be deployed and begin to be populated in the second half of the year 2020. We also partnered with Infratel, an Industrial Development Corporation (IDC) outfit to develop the e-payment platform. This will enable members of the public pay examination and other fees to the ECZ through mobile money and visa.

To improve on governance, we revised the Financial Regulations to align them to the new Public Finance Act of 2019; revised the Terms and Conditions of Service to align them to the new Employment Act of 2019, developed the ECZ Governance Charter to streamline the roles of Management, Council and its Committees to allow smooth operations.

In line with the Government Decentralisation Policy and our decentralisation of services, we moved to open our provincial office, the Kasama Service Centre in Northern Province. With the office now open, the ECZ has offices in seven of the ten provinces. It is envisaged that all provinces will have offices by 31st March, 2021.

Considering our 2016–2020 Strategic Plan comes to an end in December 2020, the Council has placed priority at the development of the 2021–2025 Strategic Plan in the second half of 2020. We have put everything in place to ensure the 2020 examinations run successfully. Additionally, we have continued to champion meaningful examination reforms, which will shape the future of examinations in Zambia, given the current and future challenges affecting the education and assessment systems globally, and the modern methods of delivering teaching and learning.

I hereby invite you to continue reading this Newsletter and subsequent publications to stay abreast with the developments in the Examinations Council of Zambia and global trends in the conduct of educational assessments.

Smart Revision Portal Receives Special Recognition



By Chabu Titus Muchinshi
Chief Executive Officer
ACE Smart Revision Technologies Limited

"The platform is a complete package for providing alternative and supplementary learning resources for school learners and educators"

The Examinations Council of Zambia (ECZ), in partnership with Zambia Telecommunications Company Limited (Zamtel), launched the Smart Revision Portal. The platform is a complete package for providing alternative and supplementary learning resources for school learners and educators. It was officially launched by the Minister of General Education - Hon. David Mabumba, MP on Monday, 20th April 2020 in Kasama district.

The Smart Revision Portal in particular is hosting the ECZ past examination question papers together with model answers and revision tips for Grades 7,9,12 and the General Certificate of Education (GCE) Examinations. It provides an opportunity for learners to get ready for examinations by providing them with adequate materials for revision.

In mitigating the impact of COVID-19 pandemic and the early closure of schools, the ECZ and Zamtel working with its strategic partner- the Ministry of General Education, are using Information and Communications Technology (ICTs) to ensure learning and revision continue to take place anywhere at any time. They have brought the classroom to the door-step of every learner, a move that speaks to Sustainable Development Goal Number Four (4), which seeks to 'Ensure Inclusive and Equitable Education and Promote Life-long Learning Opportunities for All.' During the period when schools were closed, access to the Smart Revision Portal was zero-rated, a step that made the platform accessible Free of Charge for 30 days. The Smart Revision Platform can be accessed at <https://www.smartrevision.com.zm>.

The Smart Revision Portal was developed by ACE Smart Technologies Limited. Suffice

to mention that within three months after the official launch of the Portal, ACE Smart Technologies Limited received numerous Awards and Recognition within Zambia, on the African Continent and Globally as one of the most innovative companies providing real time education solutions to combat the effects of the COVID-19 Pandemic. Some of the Awards and Recognitions won are the following:



1- SADC Zambia 2020 Challenge Winners:

The Vision of SADC is to develop a region where science, technology, and innovation drive sustainable social and economic development, alleviate poverty and disease, and underpin the creation of employment opportunities and wealth. The aim of SADC in the area of science and technology is partially to develop and strengthen national systems of innovation that drive sustained socio-economic development and rapid achievement of the goals of the SADC Common Agenda.

By the development of Smart Revision, ACE Smart Technologies, working with the ECZ and ZAMTEL, enabled the Ministry of General Education to ensure that learners in examination classes continued to learn and revise in preparation for the 2020 examinations. The platform contributed greatly towards the learners' adequate preparation for the examinations despite the schools being closed due to the COVID – 19 pandemic.



2- Injini Bongohive Edtech 2020 Winners:

Injini is Africa's first EdTech (Education Technology) Incubator and Seed Investment Programme. They select cohorts of EdTech startups from across Africa to join on a five-month incubation journey, extending funding and dedicated support from industry experts and skilled business mentors. The Programme aims to support EdTech innovations with high impact potential to ultimately move the needle on quality, access and relevance of education in Africa.

By ACE Smart Technologies winning this Award, it was proof that Smart Revision was a timely, accessible and relevant solution to the premature closing down of schools due to the COVID – 19 pandemic, and that the solution was of excellent quality.



3- Tony Elumelu Entrepreneur Programme 2020 Best 1,000 Finalist in Africa:

ACE Smart Technologies Limited was selected as one of the best 1,000 innovators in Africa under the Tony Elumelu Foundation 2020 Programme, due to Smart Revision. The Tony Elumelu Foundation is the leading

champion of entrepreneurship in Africa. Since 2010, the Tony Elumelu Foundation has been dedicated to resolving Africa's social and economic issues by offering young entrepreneurs on the continent seed money to boost their businesses.



4- One Hack Great Zambezi Innovation Challenge- Fighting COVID-19:

One Hack-a-thon is an initiative designed to encourage developers, start-ups, technology students, management students, and technology experts to unite and develop solutions that help combat the pandemics of future at a global scale. ACE Smart Technologies Limited won the One Hack Great Zambezi (Zambia and Zimbabwe) Innovations Challenge tagged, Fighting COVID – 19, of the 11 startups that participated.



5- Incubete India Global Challenge

IncubateIND is India's largest and fastest growing technology community, which aims to provide innovative and sustainable technology solutions to complex problems. After winning the great One Hack Great Zambezi (Zambia and Zimbabwe) challenge, ACE Smart Technologies qualified to compete in the global competition of 20 countries and came 4th out of against the 100 Open startups is the world's largest, structured and the most efficient open innovation programme.

ACE Smart Technologies Limited extends its profound gratitude to the ECZ, the Government of the Republic of Zambia through Ministry of General Education, Zamtel as a strategic partner, the Provincial Administration Office, the Provincial Education Office in Northern Province and all stakeholders that made the Smart Revision Portal a reality. It is the aspiration of the Smart Technologies and indeed the aforementioned stakeholders that all the learners as well as users of the launched Smart Revision Portal would greatly benefit from the innovations.

Smart Revision Portal Launch Pictures

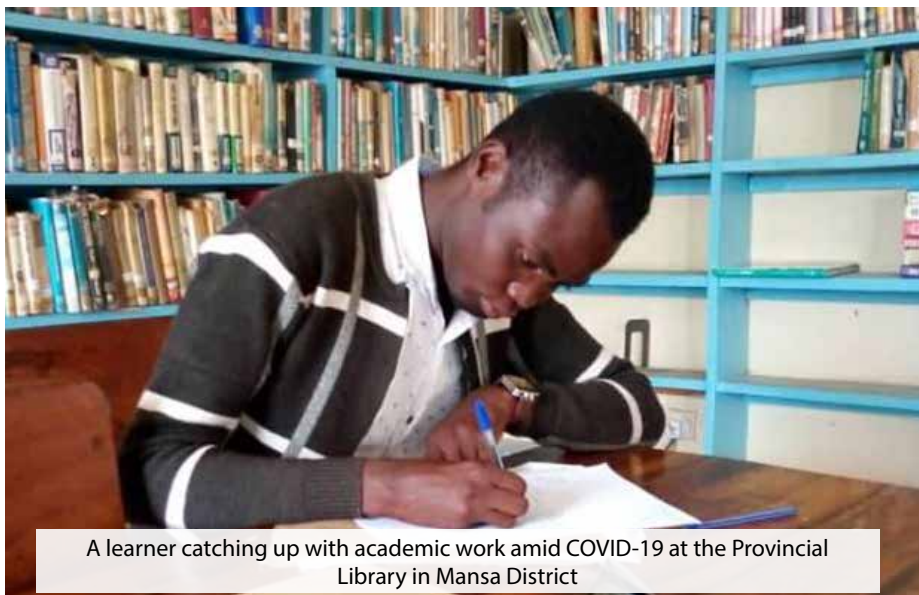


What Learners Should Do Amid COVID-19 Pandemic

...Schools urged to rebuild the loss in learning once opened



By Ronald M. Tembo



A learner catching up with academic work amid COVID-19 at the Provincial Library in Mansa District

The outbreak of the novel coronavirus disease took the entire world by storm. As at June 2020, it marked nine months since the world came to learn about the Wuhan Coronavirus (COVID) disease from China. In any case, the disease has now proved to be a global pandemic. Not so long ago, the World Health Organisation upgraded the COVID-19 to a pandemic and it has claimed more than a million lives so far. It is vividly clear with reports from the media that the death toll keeps on increasing and the number of infected people keeps on growing exponentially. On a daily basis, more people are testing positive to COVID-19.

With reported cases of COVID-19, Governments across the world have taken a number of measures to avert the catastrophe. The Government of Republic of Zambia is not an exception. For many countries, a total or partial lockdowns have been implemented. In both cases, schools, colleges and universities have neither completely shut down nor shifted to remote learning aided by Information and Communications Technology (ICT).

In Zambia, the Government indefinitely closed down the schools, colleges and universities as an inevitable precaution to the COVID-19 outbreak. Arising from the closure, some institutions have come up with efforts aimed at mitigating the impact

of the closure by facilitating the continuing of education for all through remote learning.

Perhaps, I would be given full marks in my foresight in stating that the closures have reminded educational institutions to rethink and re-strategise about the best possible way to deliver content to the learners. In the wake of the pandemic, educational institutions have resorted to modern ICT innovations to deliver quality education to the learners. Various ed-tech platforms are already available for this purpose such as Zoom, Webinar, Formative, Flipgrid, InsertLearning and Google docs among many others.

To aid learners continue with education lessons, the Minister of General Education, Hon. David Mabumba-MP launched the educational television channel on Zambia National Broadcasting Corporation (ZNBC) Television whose programme begun airing on 13th April 2020. Hon. Mabumba also launched the EDU TV on DSTV and GOTV Channels. The programmes were meant to help the learners arising from the indefinite closure of schools and beyond. Many stakeholders such as the Secondary School Teachers Union of Zambia (SESTUZ) and the National Action for Quality Education (NAQEZ) commended the Ministry for the introducing the education lessons on ZNBC TV, DSTV and GOTV Channels.

The ECZ has also responded and complimented various Government's efforts to help the learners prepare for examinations using ICTs. The good news to all the candidates writing examinations is that the ECZ in partnership with Zamtel have launched the Smart Revision Portal for the learners. This is the online portal which hosts the ECZ past examination question papers with possible suggested answers and revision tips for Grades 7, 9, 12 and GCE examinations. The Zamtel Smart Revision Portal has adequate materials for revision in order to help the learners prepare for the examinations. All that is needed is just for the candidates to log on www.smartrevision.co.zm to register. One aspect worth noting is that the materials on the portal will be accessed for free during COVID-19 period. However, a small charge will only apply during the post COVID-19 period.

Further, from the examinations front, the indefinite closure of schools certainly have impacted on the 2020 examination cycle. The temporal closure imply that the ECZ has to revise its work plan to fit in the revised school calendar to achieve its mandate of setting and conducting of school examinations. During the COVID-19 period, the ECZ has to reposition itself to mobilise the necessary human resources, time and other requisites to prepare examination and have them administered to acceptable standards within the year. With the challenges associated with COVID-19, it is obvious that the ECZ has to revise the examination timetables appropriately within the approved school calendar from the Ministry of General Education to ensure that the 2020 examinations are conducted in tandem with the laid down guidelines.

Worse still, the learners in examination classes are also not being spared with the pandemic. These learners are now being challenged to use other means to continue learning and prepare to sit the examination. Certainly, the temporal closure of schools have had high social and economic costs especially to the parents, guardians and learners. The impact maybe more severe for disadvantaged learners and their families including interrupted learning and consequent economic costs to families who

cannot work. Even with the educational programmes on ZNBC TV and other ICT innovations which aid with learning amidst COVID-19, it may be true that a significant proportion of learners from the rural areas will hardly benefit from such facilities.

As Royson Mukwena, the Executive Director of the National Institute of Public Administration in Zambia once stated, "Schools, colleges and universities will need resources to rebuild the loss in learning, once they open again. How these resources are used, and how to target the children who

were especially hard hit, is an open question. Given the evidence of the importance of assessments for learning, schools should consider postponing rather than skipping assessments."

I completely agree with Royson Mukwena's sentiments. Definitely, the schools presenting candidates for the 2020 ECZ examinations should find time and necessary resources to recover the loss in learning for the learners due to COVID-19. To all the learners, our special appeal is that they should resign from all destructive activities

and stay glued to the books, television and possibly radio stations for academic lessons. Parents and guardians across the country need to encourage and support the learners to embrace remote learning through the use of e-learning platforms during and after the COVID-19 period.

To all the learners and education stakeholders, stay safe and carefully follow the guidelines and all the other health protocols which the Government of the Republic of Zambia has put in place to prevent the spread of COVID-19.

Perspectives of Special Education in Zambia: Yesterday, Today and After COVID-19

By Sande Mvula



Special education faces a scary impact from the Coronavirus pandemic. Following its global outbreak, Coronavirus has forced many states to impose temporal or indefinite closure of schools and/or universities. On the African continent, the Zambian Government to be specific, announced an indefinite closure of all schools, colleges and universities, effective March 20, 2020, to enhance prevention against the spread of the aforementioned deadly virus, which at the time had already ravaged some African countries.

Special Education is not just about the design and delivery of teaching and learning strategies for individuals with disabilities or learning difficulties. It is also about attitude, because teachers need a positive attitude to be effective special educators (that means teachers need a positive attitude to be good teachers!). Special education is also about understanding the different needs that students have, including the different types of disability and learning difficulties. Put simply, whenever a teacher makes any kind of adaptation to their usual program so that they can assist a student with a special need, that teacher is implementing special education.

Some students have a number of disabilities and learning difficulties. It is worth mentioning that their special needs might be permanent or temporal; this depends on the nature of the need and, to some extent, on what action is taken by their parents, teachers and other members of the community. As a matter of fact, any student can have a special educational need at some time or another and any student can develop a special need. This is why it is sometimes said that special education is for all students.

Serving as a professional educator is arguably the most important contribution a person can offer in society today. In particular, those who choose to serve students with special needs play a crucial role in improving the outcomes of individuals with disabilities or learning difficulties.

In its quest to improve on the movement for the right to education, the last decade has seen Zambia strengthen its drive for special education services and, more specifically, for the inclusion of learners with special educational needs in the regular classroom. Policies have been restructured to organize potential services and practices to provide access and permanence of these students in regular schools.

If these inclusive education policies were to become real, mainstream schools must undergo changes, such as shifting from a traditional model of education that emphasizes pre-established patterns to valorise initiatives that embrace differences in order to enhance students' current skills. The differences should not be seen as conditions of greater or lesser disadvantages facing the interactions with the environment, but as a factor of development of a society that lives in diversity and collectively. Practicing inclusive schooling promotes access to education in schools by all learners regardless of their disabilities.

Consequently, it is essential that all teachers develop practical and effective special educational skills so that they may ensure that all students in their classes, including those with special educational needs, learn effectively. Countrywide school closures have completely upended special education, which is administered through carefully constructed plans called Individualized Education Programs and require extensive

services that are not easily transferred to the internet, even for families who have access.

Despite remaining closed, some educational institutions resorted to distant teaching and learning of their candidates. Institutions that were found already conducting e-learning programmes at the time of these closures quickly transformed or continue to adapt several face-to-face classroom activities onto the online platforms such as Zoom, FaceTime and Microsoft teams to mention but a few.

However, the abrupt switch to the online learning platform may not be a viable and effective solution when it comes to addressing learners with special needs amidst such a pandemic. Many are the times that these students have one-on-one professionals with them in the classroom, along with general education and special education teachers supporting them. Moreover, candidates from the mainstream who are able to access these online platforms from home could not even fully benefit from them as they could not be probably getting what they would be getting by going to school.

As a matter of strategy to meet their unique needs, when at school, learners with special needs get individualized attention from professionals who are trained and deeply familiar with, their unique ways of thinking, perceiving and processing. Worse still, the amount of love and care at home leaves much to be desired to turn the average parent into a special education teacher overnight.

Indeed Covid-19 and similar pandemics calls for innovative educational strategies in the administration of special education to effectively achieve instructional goals.

What You Need To Know About School Based Assessment

By Simwinga Simwinga



1 What it is!

School-Based Assessment (SBA) is an assessment administered in schools as part of the teaching and learning process, with learners being assessed by their subject teachers.

2 Its purpose!

The fundamental purpose of SBA is to enhance the validity of the national examinations in Zambia. The SBA enables assessment of learning outcomes that cannot easily be assessed through national examinations and helps learners acquire skills that cannot be stimulated through an examination situation.

To the teacher, the SBA helps to identify the individual learner's ability to learn. For the learner, the SBA helps the individual to understand their strengths and weaknesses through quality feedback from teachers which results into continuous improvement. The other objectives are that SBA enables the learners to achieve their best in a more relaxed and familiar setting, provide constructive feedback to both the teacher and learners as well as improves teaching practices.

3 Which Subjects has an SBA Component?

At primary level (Grade 5 to Grade 7), all the subjects will have an SBA component that will count towards learners' results in the national examination. Conversely, at secondary level, only practical subjects will have an SBA component that will count towards learners' results in the national examination.

4 Activities involved in SBA!

The activities will vary across subjects but they all form an integral part of the learning and teaching process.

5 How fairness will be ensured in SBA?

Fairness in the management and administration of examination will be an integral part of SBA. To achieve that, the ECZ will provide detailed guidelines, assessment criteria and exemplars to ensure coherence and consistency in teachers' assessments. The Ministry of General Education will provide professional development training to help teachers become familiar with how to conduct the SBA in their subject(s). Further, the ECZ will moderate SBA marks submitted by different schools to avert possible differences among schools in marking standards. In the final analysis, the ECZ and Ministry of General Education will enhance the monitoring of SBA at all the levels.

Merits of School Based Assessment in Zambia

By Henry Mutati

School Based Assessment (SBA), in line with the National Philosophy of Education and Standard Curriculum, was launched to assess students holistically through their intellectual, emotion, spiritual and physical aspects (Ahmad & Warti, 2014). Unlike depending on a written final examination to assess learners for the next level, the SBA is a process of conducting periodical evaluation of the learners' progression at different recorded levels.

As a matter of fact, SBA comes with its own merits. While the standard examination activity may be termed as boring and intimidating, the SBA is totally a new environment of learning and it is carried out in standard classrooms. It ensures validity of the assessment as it is based on real time evaluation of a learning activity, where the success or failure of the assessment is obtained there and then.

Some practical activities such as Science, Computer Studies, Research and those that need more time can only be assessed by SBA. This means that not all learning outcomes can be assessed by using a written examination only. SBA allows the involvement of a teacher from the beginning up to the end. This approach allows the

teacher to collect samples from learners over a period of time in to make a decision and award an appropriate grade. The grade is later on passed to the ECZ for processing.

Further, SBA is adaptable and can be modified to match goals. It prompts continuous evaluation, adjustment of the teaching methods and the whole learning programme. SBA helps the teacher make immediate and constructive interventions and feedback to the learners. With the SBA unlike a final written examination, the learners would be able to make up for their failure in the process of learning.

Overall, the objective of the SBA is not to fail any learner, but to make everyone to perform. In short, the different levels of achievement would be recorded as the final outcome of the SBA. Ultimately, SBA would now be the key assessment procedure for the modern knowledge acquisition criterion; as it would be justified by the fact that the grade finally obtained would have had the process consistently monitored. It would also be the key in skills development. Perhaps, making SBA start in earlier school grades in the Zambia School System such as from Grade 4 to Grade 7 would even be much more worthwhile.

Misconceptions about School Based Assessment: Are Teachers being Overloaded with work?

“SBA is a fundamental aspect of every comprehensive teaching and learning process”



By Akakulubelwa Nalishuwa

On a beautiful Saturday morning, I came across a post online – “Teachers ni kulimba [Teachers, you have to be strong], the ECZ is running away from its responsibilities by allocating a weighting on School-Based Assessment (SBA) and pushing it to teachers.”

Contrary to the assertion above, the strengthening of the already existing SBA in schools by the ECZ, by allocating to it a weighting on the final total scores of learners, is meant to improve and strengthen teaching and learning in schools. The question is how?

The SBA is a fundamental aspect of every comprehensive teaching and learning process. It makes teaching and learning more meaningful and beautiful by providing immediate diagnostic feedback on learners’ achievements, potentialities and difficulties, upon which teachers can make decisions for progress or remedial action, (Educating Our Future, 1996, pp. 41 - 42). By using assessment feedback, teachers can also evaluate the effectiveness of the teaching undertaken. For instance, a classroom exercise at the end of a lesson provides comprehensive information that a teacher can use to make instructional or progress decisions. Using learners’ performance in a classroom exercise, a teacher can decide whether to proceed to the next lesson or re-teach the previous one in order to clear the observed misunderstandings or inaccuracies among the learners.

Looking further, the reinforcement of SBA could not have come at the right time than now, when our education system is implementing a Competency-Oriented or Outcome-Based Curriculum. An Outcome-Based Curriculum (OBC) bases each learning experience on goals or outcomes. This entails that, learning under an OBC is clearly organized around what learners are expected to successfully do at the end of the learning experience (Spady, 1994). In other words, as explained by the World Bank (2017), the richness of learning in an OBC lies in the fact that, “the goal is to support all learners in acquiring certain competencies, as defined in the curriculum documentation (the subject syllabi)”. Therefore, well-



ECZ Examinations Officer, John Chola showcasing one of the Art and Design Paper 3 Course Work from an examination centre

structured SBA, becomes a critical tool that teachers can use in determining the course of progress. The strengths and weaknesses of learners as observed in school assessments is valuable information that can be used in determining both the direction and speed at which learning is to move, if every learner is to be carried on board.

Looking deeply at the bigger picture, the reinforcement of SBA accomplishes one of the long-term goals of our education policies. All policy documents and reforms - the 1977 Education Reforms, the 1992 ‘Focus on Learning’ and more particularly the 1996 ‘Educating Our Future’, among others, have always envisaged a systematic assessment system which has a role in certification and selection, (MOE, 1996, p. 42).

With all these benefits that come along with SBA, how then can it be fully maximized? The answer lies both in, “turning away the vague attention towards assessment and

how it happens”, (Chipoma, 2014, p. 9). Teachers should not treat and utilize SBA for the sake of accumulating marks required for certification and selection by the ECZ, or just as a teaching file requirement or as extra work, but as an indispensable integral part of the teaching and learning process.

The Daily, Weekly, Monthly (Week 5 & 10) and Termly (Week 12 – 13) assessments existent and administered in our schools therefore, should raise teachers’ spirits (Rimfield et. al, 2019; Mweemba & Chilala, 2007) and be appreciated, as they provide an opportunity to reliably and validly monitor learners’ progress, abilities and challenges over a period of time as opposed to the use of one-off high stake final examinations. More than that, teachers can utilize assessment feedback to assess their own performance and that of their classes, moving away from the trend of doing so only when examination results are officially released by ECZ.

ECZ to Administer College Based Assessments in Practical Courses

By Smart Sakala



The ECZ has embarked on reforming the Teacher Education (TED) Examinations to make them more competitive and efficient. In 2020, all practical examinations will be set, moderated and scored by the lecturers in the Colleges of Education as College Based Assessment (CBA).

To ensure standardization and comparability of assessment results from CBA, the ECZ conducted a five (5) days' Workshop to develop the Guidelines for CBA for TED Practical Examinations. The Workshop took place at Waterfalls Hotel in Chongwe district of Lusaka Province from 25th to 29th March, 2020. There were thirty one (31) participants who attended the Workshop and these were drawn from Teacher Education and Specialised Services (TESS); Curriculum Development Centre (CDC), the ECZ and Lecturers from selected Colleges of Education.

The objectives of the Workshop were to develop guidelines on how to administer CBA in practical courses and standardise School Experience Assessment Instruments for the three programs. Others were to reflect on the background of TED Examinations and also to appreciate the current structure as well as status of these examinations.

This important Workshop was officially opened by the ECZ Director, Dr. Michael Chilala. In his opening remarks, Dr. Chilala thanked all the participants for their commitment to duty. Particularly, the ECZ Director thanked the Principal Examinations Specialist, Tertiary Education - Mr Wiliam Bwalya Walala for spearheading the Programme and encouraged him to continue with the same spirit. He later informed the participants that the ECZ Council had approved Teacher Education Examination Reforms starting with Practical Examinations in 2020.

During the same occasion, one Participant thanked Dr. Chilala for the bold decision which the ECZ had taken to reform TED Examinations in all its affiliate Colleges of Education. He indicated that this was long overdue and expressed confidence that it would eventually motivate more students to pursue ECZ programmes. The Participant also stressed the fact that students would now have more time for Practicals and Research.

All in all, the Workshop was successfully conducted. All the teams managed to develop draft Guidelines for the 2020 Practical Examinations. What remained now was the finalisation of these Guidelines, the alignment of Junior Secondary Teacher's Diploma (JSTD) Syllabus to the Course Profile and the development of Guidelines for CBA for 2021 and beyond.

Stakeholders Review Examination Guidelines

By Ronald M. Tembo

The prospects for the attainment of Zambia's vision 2030 on education and becoming a middle income country lies in the advancement of the education sector and related services. More than that, the integrity of any education system and the qualifications thereof lie on the acceptable practices in the conduct of national examinations in any given country.

In May 2020, education stakeholders amid COVID-19 pandemic convened in Chongwe district to review the ECZ Guidelines for the Administration and Management of Examinations in Zambia. This is a document which provides elaborate guidelines on the proper conduct and management of examinations. The Guidelines are reviewed periodically to address emerging issues in the administration and management of examinations.

At a 5-days workshop held at Legacy Hotel, the stakeholders which included the ECZ management and officials from the Ministry

of General Education reviewed every aspect contained in the Guidelines. By and Large, the objective of the Guidelines were to ensure proper and timely registration of eligible candidates for examinations at all levels, ensure proper conduct and security of examinations, monitor and control the conduct, administration and management of examinations in conjunction with the Ministry of General Education, to seal loopholes that may cause examination malpractices and smooth processing of examinations results.

Others objectives were to ensure that all examination fees were collected on time and were properly accounted for, uphold the credibility of qualifications awarded by the ECZ both locally and internationally and to clarify roles of the ECZ and the Ministry of General education in the conduct and management of examinations.



Some ECZ members of Management in attendance during the Review Workshop

Conducting examinations of acceptable standards is a responsibility of all stakeholders at all the levels. It is imperative that the Guidelines are used by all those individuals responsible for the conduct of examinations. The Guidelines were revised in 2002, 2004, 2008, 2011, 2015, 2018 and now 2020.

It is therefore the wish of all the stakeholders that the revised Guidelines are implemented in 2020 so that the conduct of the ECZ examinations is credible and administered in line globally accepted principles.

Management Streamlines Financial Regulations and Procedures

By Ronald M. Tembo

In line with the Public Finance Management Act of 2018, the ECZ Management revised the Financial Regulations and Procedures in order to streamline the administration of financial resources in the Council.

The Public Finance Management Act of 2018 provide for an institutional and regulatory framework for management of public funds; the strengthening of accountability, oversight, management and control of public funds in the public financial management framework; responsibilities and fiduciary duties of controlling officers and Controlling bodies; enhancement of cash management systems to ensure efficient and effective utilisation of cash for the Government; the processes for efficient production of the Financial Report for the Republic; the management and control of public assets and stores; and any other matters connected with, or incidental, to, the foregoing.

The ECZ being a public institution in Zambia, had to revise the Financial Regulations and Procedures so that it was in conformity with the provisions of the Public Financial Management Act of 2018.

At a Meeting held at Chamba Valley Exotic Hotel on 16th June 2020 in Lusaka, Management deliberated on contentious issues in the ECZ Financial Regulations and Procedures.

Among the issues addressed were those relating to responsibilities of Council and its Committees, Director, Chief Accountant and Accounting Officers in relation to budgets, cash management, payroll and non- current assets management, internal and external audit and financial reporting. The ECZ Financial Regulations and Procedures were last reviewed in 2016 and now 2020.

It is envisaged that with the revised Financial Regulations and Procedures, the Council will conduct its business in a more efficient and effective manner. Over and above this, the Council will strive to be transparent and accountable as it adhered to the set financial regulations and tenets of good corporate governance.

2019 Standard Fixing Meeting Pictures



ECZ Senior Research Officers preparing to preside over a Session



ECZ Staff sharing a light moment



Visiting Officers from neighbouring Examining Boards in attendance to validate the outcomes of the Meeting

Highlights of the 2019 School Examinations

By Smart Sakala

"A total of 88,065 (65.32%) candidates obtained School Certificates in the 2019 examination. This represents an increase of 1.88 percent from 63.44 percent in 2018"

School Certificate (Grade 12) Examination

A total of 137,500 candidates entered the 2019 School Certificate Examination compared to 121,299 in 2018. This represents an increase of 13.36 percent over the candidates that entered for the same examination in 2018. Of the total entered, 137,500, which represent 52.9 percent, were boys and 64,767, which represent 47.1 percent, were girls. The number of boys who entered for the examination increased from 64,202 in 2018 to 72,733 in 2019 while that of girls increased from 57,097 to 64,767 representing increases of 13.29 and 13.43 percent respectively.

Out of the 137,500 who entered for the examination, 134,823 candidates sat the examination, of which 71,290, representing 52.88 percent, were boys while 63,533, which represent 47.12 percent, were girls. A total of 2,677 (1.95%) candidates were absent from the examination, of which 1,443, representing 1.98 percent, were boys while 1,234, which represent 1.91 percent, were girls. Candidate absenteeism from the examination increased by 0.37 percent from 1.58 percent in 2018 to 1.95 percent in 2019.

A total of 88,065 (65.32%) candidates obtained School Certificates in the 2019 examination. This represents an increase of 1.88 percent from 63.44 percent in 2018. This is commendable especially that this was a question paper leakage free examination. Further analysis on the performance of candidates reveals that the proportion of boys (65.32%) who obtained School Certificates and that of girls (65.31%) was almost the same. This is a good development as regards to girl child education in our nation, especially at this level where the girl child has been lagging behind.

Junior Secondary School Leaving (Grade 9) Examination

A total of 277,993 candidates entered for the 2019 Grade 9 Junior Secondary School Leaving Examination compared to 284,523 in 2018. This represents a decrease of 2.35 percent over the candidates that entered for the same examination in 2018. Of the total entered, 138,471, which represent 49.81

percent, were boys and 139,522, which represent 50.19 percent, were girls.

Out of the 277,993 who entered for the examination, 248,046 candidates sat the examination, of which 123,797, representing 49.91 percent, were boys while 124,249, which represent 50.09 percent, were girls. This represents a decrease of 7,403 candidates from the 255,449 who sat for the 2018 examination. When compared to the total number of candidates who sat in 2018, there is a 2.90 percent decrease in 2019. The decrease can be attributed to, among other factors, the separation of external candidates from internal candidates. For example, this year (2019), a total of 79,690 candidates sat for the Grade 9 external examination.

In terms of performance, a total of 114,442 (46.14%) candidates obtained Certificates representing a marginal improvement in 2019 by 0.49 percentage points from 45.65 percent in 2018. However, the National failure rate has increased in 2019 from 5.63 percent in 2018 to 10.79 percent. In absolute figures, more boys (58,112 or 46.94 percent) obtained Certificates than girls (56,328 or 45.33 %). More girls 55,337, representing 44.54 percent obtained Statements than boys whose absolute number was 51,504, representing 41.60 percent. More boys (14,181 or 11.46 %) failed the examination than girls (12,584 or 10.13%).

The progression rate to Grade 10 for the learners who sat the 2019 Grade 9 examinations is such that a total of 114,440 candidates who obtained full certificates have been selected to Grade 10. Of those that obtained certificates, 58,112 representing 46.94 percent, are boys and 56,328 represent 45.33 percent, are girls. The national progression rate to Grade 10 is 46.14 percent from 45.65 percent in 2018.

Grade 7 Composite Examination

A total of 459,953 candidates entered the 2019 Grade 7 Composite Examination compared to 443,589 in 2018. This represents an increase of 3.56 percent over the candidates that entered for the same examination in 2018. Of the total entered, 226,010, which represent 49.14 percent, were boys and 233,943, which represent



General Education Minister, Hon. David Mabumba- MP announcing the 2019 School Certificate Examination Results in Lusaka

50.86 percent, were girls. The number of boys who entered for the examination increased from 2018 by 2.95 percent while that of girls increased by 4.46 percent.

Out of the 459,953 who entered for the examination, 398,852 candidates sat the examination, of which 196,099, representing 49.17 percent, were boys while 202,753, which represent 50.83 percent, were girls. Furthermore, candidature trend analysis showed that there has been a steady increase in the number of female candidates entering as well as sitting the examination. This increase is attributed to the interventions such as the "Keeping of Girls in School Project" that the Government and other stakeholders have put in place to bring and retain the girl child in school.

In terms of performance, there were a total of 243,905 candidates obtaining Divisions 1, 2 and 3; representing 61.15 percent of the total candidates that sat the examination. A total of 154,947 candidates obtained Division 4, the least grade; representing 38.85 percent. There was a marginal decrease in the proportion of candidates who obtained division 1 in 2019 compared to 2018. (18.61 percent in 2018 to 18.52 percent in 2019), while the proportion of candidates obtaining Division 4 in 2019 marginally increased by 0.41 percentage points from 2018.

2019 Grade 12 Announcement of Results Pictures



1. General Education Permanent Secretary in charge of Administration, Dr Jabbin Mulwanda welcoming the delegates
2. A School Choral Group from David Kaunda Secondary School singing the Zambian National Anthem
3. Pupils from Twin Palm Secondary School keenly following the official release of 2019 Grade 12 Examination Results
4. A ZNBC Reporter covering the Press Briefing organised by the Ministry of General Education

Holistic Educational Accountability: More Than Just Test Scores

By William M. Kapambwe



Introduction

Holistic educational accountability goes beyond the students' test scores. Typical components of an accountability system include various elements such as: test scores, student behavior, teacher activities, leadership activities, administrative activities, parent's actions and community support. Students' test scores alone cannot provide the holistic description of what is happening in the school and leading to high performance.

Meaning of Holistic Education Accountability

The central purpose of accountability is the improvement of student achievement. Most schools place disproportionate emphasis on test scores! Test scores alone never tell you the whole story. An accountability system should be holistic: meaning it should be constructive, comprehensive and useful. The system should give consideration to the antecedents of excellence i.e. the causes or actions of adult behavior. An effective holistic accountability should measure both the causes and effects.

The Alternative Education Accountability Structure Theory of Action

The alternative Accountability structure consists of three levels or tiers, namely Tier 1 system-wide indicators, Tier 2 School-based or Departmental level indicators and Tier 3 the Departmental narratives.

Tier 1 – the system wide indicators could be referred to as higher level organizational goals which should be obtained like student safety, attendance, academic performance and literacy test scores. Tier 1 should be reflected quantitatively showing numbers. In other words Tier 1 should be the effects of the interventions such as an increase in the number of learners obtaining division 1 in English or an increase in the number of learners at a Grade Level developing proficiency in reading.

Tier 2 – the School-based or departmental indicators could be regarded as the causes or even as areas of curriculum focus for

implementation such as adopted teaching strategy which can lead to improvements in Tier 1. Tier 2 are the causes or the antecedents of excellence. If Tier 2 gets better, such as improvements in scores or levels of proficiency, then Tier 1 should improve. The graph below shows the hypothetical relationship.

Tier 3 refers to the departmental narratives which are the explanations and narratives which help us to understand stories behind the numbers or achievement and provides us with the focus on the causes

The holistic accountability does not only describe a story of a system or school but it provides an opportunity to the participants on how they can improve the outcomes in their education system by not only focusing on the results but the activities, which can lead to the good results.

Lessons in Holistic Accountability

Using holistic accountability can enable schools from the lower social-economic status background to exceed their achievement standards. Holistic accountability can help schools figure out the causes of their developments in their schools such as: focus on reading, focus on student achievement, good leadership and effective instructional strategies.

Pitfalls – What Could Go Wrong in Implementing Holistic Educational Accountability

Some teachers may not want to be involved in Holistic Educational Accountability due to fears of comparisons; some teachers may not want to be compared with other teachers. The other pitfall of implementing Holistic Education Accountability is that some teachers may present only narratives without the supporting data. The causes! There is also a danger of using irrelevant goals and indicators that do not matter much. Some teachers also may make inaccurate and illogical inferences. The risks involved in engaging in holistic educational accountability are real but the situation could be worse without improving the accountability system.

Rewards of Effective Accountability

The biggest reward of the holistic educational accountability is improved achievement. Effective accountability is the consistent link for effective professional development, improved teaching strategies and student learning. Narrowing gaps requires good and consistent accountability. Effective educational accountability ensures that excuses for failure are removed and provides an opportunity to using data to inform effective practices. The implementation of holistic education accountability provides opportunities for documenting best practices.

Lessons for Teachers, Districts Officials and Provincial and National Leaders

The Holistic Educational Accountability is beneficial to the Class Teachers as teachers prioritize standards and communicate them to the pupils. The Schools establish Data Teams who have the focus on schools. Class teachers come to learn that growth does not take place overnight but is progressive. The benefit to the District officials is that they stay on course and take time to scale up. They support teachers, head-teachers and Data Teams. At the national and provincial levels, the officials exercise patience and are realistic. They focus on effectiveness by doing what is right for the children.

Conclusion

The education accountability should not only provide for test scores and that is what we call an examinations oriented education system. It is important to check on the contexts and activities that lead to improved scores. This can provide for a deeper understanding of the teaching and learning processes which can lead improved performance. The accountability would be holistic and focus on other factors other than just the test scores.

Score Equating

Its Importance and Implications

“...6-points of the 2000s is not equivalent to 6-points of the 90s”

By Simwinga Simwinga

Score equating is essential for any examining body that continuously produces new editions of examinations and for which the expectation is that scores from these editions have the same meaning over time. This is called ‘comparability.’ Otherwise, this brings about fairness and validity concerns as to where the credibility of the ECZ hinges.

A good way to start thinking about a topic many may not be familiar with, such as score equating, is to start with a topic they are familiar with, such as “Salaries”. Think about for example how much an average Technician’s Salary (Degree holder) in a Manufacturing Company has changed over the 9-year period from 2011 to 2020. In the year 2011, the average salary was about K2,500.00 while in 2020, it was about K8,000.00. But in 2011, a Technician could buy fuel at K7.64 (K7, 639) per litre while in 2020, a litre cost about K17.62, almost 3 times as much. Hence, to literally say, in 2020 a Technician’s disposable income was more than that of 2011 would be incorrect because clearly, the numbers did not mean the same thing in 2011 as they did in 2020. A K100.00 in 2011 had more buying power than a K100.00 in 2020. Prices in 2011 and prices in 2020 were not comparable. The question

would now be “how can you meaningfully compare the price of something in one year with its price in another year?”

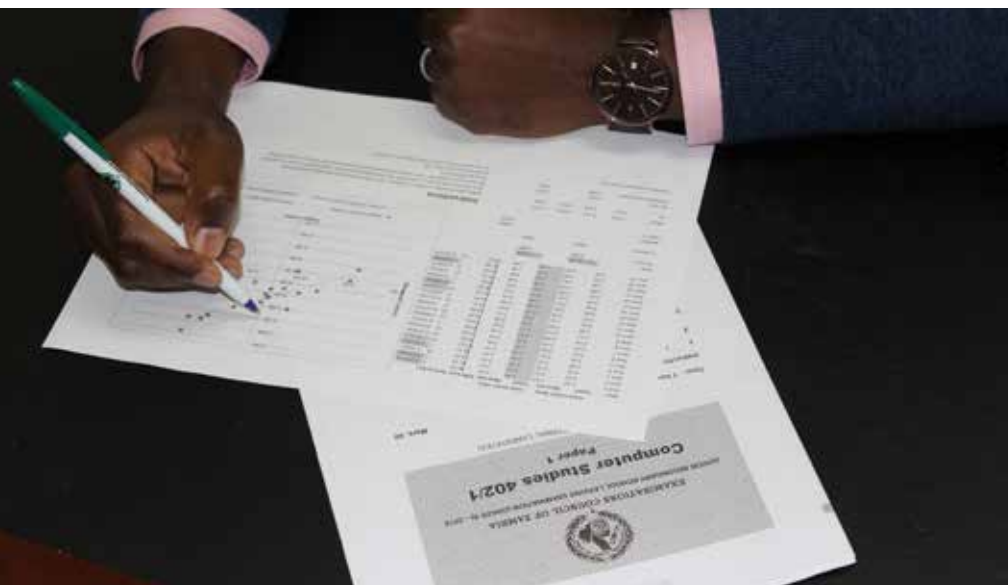
Each year, Economists calculate the cost of essential goods a typical family buys in a year. A reference year is selected to which all other years’ cost of the essential goods is compared. This analysis enables Economists to express salaries and prices of goods from each of the other years in terms of reference-year’s kwacha. To compare the average Technician’s salary in 2011 with the average Banker’s salary in 2020, they would convert both salaries into reference-year’s Kwacha.

Now, what does all this have to do with examinations? Different examinations from different years are all intended to test the same skills and types of knowledge, but each examination contains a different set of questions. The test developers try to make the questions on different examinations equally difficult. However, some examinations turn out to be harder than others. If the questions on one examination from a particular year are harder than the questions on another examination from a different year, the raw scores on those two examinations will not mean the same thing. The same score on the two different examinations will not indicate

the same level of the knowledge or skill being measured. In other terms, the scores will not be comparable. To treat them as if they were comparable would be misleading and unfair to the candidates who sat the examination with the harder questions. This is the reason why most people assert that 6-points of the 2000s is not equivalent to 6-points of the 90s. This is to say, the ability level of someone with 6 – points from the 2000s is not equivalent to the ability level of another with 6 – points from the 90s. This is where score equating comes in. When two test forms have been successfully equated, the performance on one test form can validly be interpreted as having the same substantive meaning compared to the equated score of the other test form (Ryan, 2009).

Ryan (2009) defines equating as “a technical procedure or process conducted to establish comparable scores, with equivalent meaning, on different versions of test forms of the same test”. In simpler terms, score equating is the process of placing scores from two or more parallel tests onto a standardised score scale. The desire is to be able to compare a candidate who sat an examination in 1964 to that one who sat an examination in 2005. Score equating is necessary to be fair to candidates and to provide score users with scores that mean the same thing across different examinations of different years.

Wim J. Van der Linden, in his publication, *Some Conceptual Issues in Observed – Score equating*, suggests that “incomparable test scores are just numbers assigned to examinees—no quantitative inferences as to differences between their abilities or growth of knowledge can be made from them”. Therefore, examining boards need to report scores that are comparable across different examinations of different years. It is therefore very important to make a given score indicate the same level of knowledge or skill, no matter which examination by reporting scaled scores. Livingston (2014) adds that the scaled scores are adjusted to compensate for differences in the difficulty of the questions. Score equating addresses the issues surrounding score comparability, consequently ensuring fairness and validity.



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What is the difference between Leaders and Managers?

By Dr. Michael M. Chilala

So many times, one comes across statements like, 'We have a challenge with management,' or 'we have leadership issues in our organisation.' Some even say, 'what kind of leadership do we have'? The question is, do we really understand the difference between leadership and management? Or do we really know when to think of a leader or a manager? I thought it wise to share my understanding of leadership as against management so we can clearly distinguish a leader from a manager.

From my readings, I understand leadership to mean the ability to influence, motivate, and enable others for collective effectiveness and success of an organisation or group. That is why I agree with John Maxwell when he states that, *he who thinks is a leader, but has no one following them, is merely taking a walk.* Leaders are known to be people oriented, loners, risk takers, facilitative, creative and to exert their power through charisma and influence. They are known for simply looking at a challenge and immediately devising new, creative solutions. They are further known for using their charisma influence and commitment to excite, motivate, and focus others to implement solutions to challenges and excel in their endeavours. They have followers and not humans resources

On the other hand, I understand management as the mechanics of directing and controlling resources, i.e. human, material and financial, for the purpose of accomplishing tasks of an organisation or a group. Managers are known to be task oriented, transactional and authoritative, exerting their power through formal authority and position. They are known to create strategies, policies, methods, teams and ideas that combine to operate smoothly. They solicit people's views, values, and principles. They believe that this reduces inherent risks and generates success. They therefore have human 'resources' and not followers.

Managing and leading are two different ways of organising people. While leaders focus on achievements, managers focus on results; while leaders focus on leading people, managers focus on managing work. It is for this reason that the key difference is



that while leaders have followers, managers have human resources.

While Leadership is the setting of a new direction or vision for a group to pursue, with the leader as the spearhead for that new direction; management refers to the mechanics of controlling or directing the resources, i.e. human, material and financial, according to the already established rules, values and principles, to ensure the set tasks and goals are accomplished. Leaders almost naturally appeal and use passion to stir the emotions of their followers, while managers use a formal, rational method to accomplish the set tasks. People almost naturally and willingly follow their leaders due to their charisma and personality traits, whereas managers are obeyed due to the formal authority vested in their position. As a result, leaders may enjoy more loyalty from members of an organisation than managers who may occupy higher positions within the same organisation.

It is therefore certainly helpful for a leader to have some management skills to help envision the implementation of their strategic vision. Conversely, a manager may end up frustrated and failing to accomplish the set tasks if they have no leadership skills to appeal to the emotions of the other members of their organisations.

It is therefore my belief that all members of an organisation are leaders in their own right. While all staff can lead, management may stifle achievement by reducing the members

to mere followers of rules, regulations, policies and values in pursuance of already set objectives and tasks. This may lead to under-utilisation of available resources, i.e. human, material and financial; stagnation of organisations by limiting value addition, and eventual collapse of viable organisations.

It is therefore my opinion that people must remember that no one becomes a leader by being in a position, one only becomes a leader by having followers. While one can become a manager by occupying a particular position, it does not make them immediate leaders.

In summary, an organisation should have a coordinated blending of both managers and leaders for assurance of both accomplishment of set tasks and objectives, and achievement of organisational missions and visions. The leadership and managerial skills may be endowed in the same persons occupying strategic positions or different individuals occupying different positions appropriately placed in the organisational structure.

Organisations must therefore be able to differentiate when they need a visionary (leader) or a coordinator (manager) and they must be able to have strategic ways of acquiring the kind of skills and competencies they need to survive. Organisations must not hire people, they must hire skills and competencies in order to survive and grow.



PHOTO



The ECZ Service Centre Project Team pays a Courtesy Call on the Deputy Permanent Secretary (Middle) in Kasama, Northern Province



Hon. David Mabumba (Middle) poses for a Photo after the official launch of the Zamtel Smart Revision Portal in Kasama



ECZ Staff undertaking a Communications and Marketing activity in Lusaka



An Education Stakeholder providing Quality Assurance Controls during the Marking of Grade 12 Examination Scripts

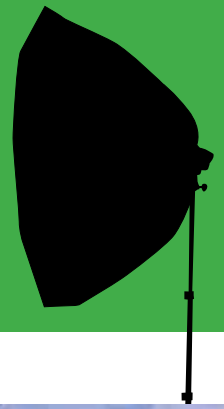


Some Education Stakeholders during the Consultative Meeting to review the ECZ Act of 1983 held at Mulungushi Conference Centre in Lusaka



A Consultative Meeting between ECZ Management and Anti-Corruption Commission in Lusaka

FOCUS



Renowned Zambian Comedians sandwich one of the ECZ Senior Examinations Officer during the 2019 End of Cycle Party in Lusaka



Dr. Michael Chilala (Right) takes a photo with the Presenter-Kabeke Banda after launching the Examinations and You Programmes on ZNBC Radio 2 Channel in Lusaka



Former ECZ Council Secretary- Mrs Jacqueline Chikwama reunites with her female counterparts during the 2020 International Women's Day in Lusaka



Principal Administration Officer, Fred Namakando (Right) providing guidance to the Contractors in Kasama



ECZ ICT Experts trying to Network the Kasama Service Centre to enhance quick access to online services



Some participants observing the Anti-COVID-19 Regulations during the launch of the Zamtel Smart Revision Portal



“Promoting a Clean Environment in Workplaces”

The Role of Employers and Employees



By Nicolas Nkhuwa

As the saying goes – “Cleanliness is next to Godliness.” It is common knowledge that every work premises generate waste. Maintaining a clean work environment can be a challenging task for both the employer and their employees. It is without doubt that the environment we stay in whether at home or workplace has an influence on our lives. For a workplace, keeping the environment is everyone’s responsibility. Many times, employees think their employer is the one to clean up all the mess around. But this cleaning task is a shared responsibility. This is so because, a clean environment helps keep everyone safe and healthy and will eventually contribute towards having a happier and productive workforce free from accidents and sickness. So why not participate in cleaning as an employee?

A clean work environment also adds value towards the overall image of the organization. Clients want to be saved in a clean and conducive environment. Spaces that have funny smells including convenience rooms will always paint a negative picture about an institution. This is why it is necessary for organizations to invest in employee sensitization on maintaining a clean environment even as frantic efforts are made to routinely clean offices, corridors and other spaces.

For institutions that have high traffic of clients visiting them, investing in a cleaning programme is key. This however, depends on the human resource, materials and equipment used for cleaning. There are institutions that only dedicate their sanitary officers to cleaning once a day while others will have a cleaning schedule that allows for two to three times cleaning per day in common places. Some companies have gone further to engage private companies to do specialized cleaning on their behalf while they concentrate on other core business for the institution. So, what then is required for the employer and employees to work together in maintaining a clean work environment?

Employer:

The employer should ensure a waste management policy is in place and functional. This should clearly be communicated to all employees. The employer should also ensure provision of well labelled waste bins in and around their premises. The employer ensure employees are carrying out primary sorting of waste in categories of paper, glass, plastic, metal and kitchen waste. This works effectively in recycling of waste and can earn money for the company from waste buyers. For the employer, they should ensure timely collection and disposal of waste from offices and central waste points. This will make it possible for poisonous materials and

substances to be carefully disposed off in appropriate places. Other considerations by the employer should be to ensure materials and chemicals used in the cleaning are healthy and environmentally friendly and that they do not pose a risk on their employees in the long run. The provision of cleaning tools and equipment to sanitary officers is critical in a working environment. Of paramount importance is that the employer should carry out risk assessment to identify and prioritize spaces or areas of concern

Employees:

The employee is the most important asset of any organisation. Productivity is enhanced at any work place if the employee is healthy. So, the employee should adhere to the waste management policy in their institution. They should dispose of waste in designated bins and stations. The employee should sort waste according to categories of paper, plastic, glass, metal and kitchen waste. It is also the responsibility of the employee to report any spillage of chemicals or fluids to ensure cleaning takes place immediately. A responsible employee will keep their work spaces tidy and also report any uncollected waste beyond certain periods. A healthy and productive workforce can be achieved through cleaning together!

Kasama Service Centre Officially Opens

By Ronald M. Tembo

The ECZ has yet again opened the Kasama Service Centre to cater for the clients hailing from Northern, Luapula and parts of Muchinga provinces. The Kasama Service Centre which was opened on 8th June 2020 becomes the seventh centre as a regional office for the ECZ. The Centre is located at Ituna Day Secondary School just opposite Kasama FM Radio- off Kasama-Mugwi Road.

The official opening ceremony was graced by the ECZ Director, Dr Michael Chilala and Provincial Education Officer, Mrs Grace

Kandeka Sinkolongo. So far, the ECZ has opened Service Centres in the following districts: Lusaka, Kitwe, Mpika, Mongu, Livingstone, Chipata and now Kasama. The ECZ Kasama Service Centre will cater for ECZ clients seeking various council services from northern and some a parts of Muchinga and Luapula provinces.

Like the already established Service Centres, the Kasama office will offer the following services: certification and verification of results, replacement of lost or 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 queries

With the decentralisation programme underway, the ECZ is optimistic that it will conclude the establishment of regional offices countrywide by March 2021. Ultimately, the regional offices will make it possible for the Zambian citizens to access council services with ease.

Before Opening



After Opening





**TOLL FREE
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**For all
Council Services,
visit any of our
Service Centres**

ECZ Launches targeted Radio Campaigns

By Ronald M. Tembo

Radio campaigns play a significant role in spreading information and raising awareness on different aspects of our social, political and economic lives. Radio enables us to influence and change public opinion and behaviour on an issue. It is therefore true that Radio campaigns can play a role as an advocacy tool in spreading vital information about examinations administration to the public.

One of our engagement plans for 2020 is for the ECZ to use cost effective ways to reach out to various stakeholders by maximising on publicity and impact but not compromising on quality. The drive really is to showcase various examinations administration aspects, operatives and innovations, while at the same time marketing ECZ products and services.

With the uncertainty concerning the 2020 examinations administration and other activities critical due to the COVID-19 pandemic, the ECZ felt duty bound to seize the opportunity to raise awareness and disseminate critical information on Council issues. This time around, the strategy has been to run and air Live-Phone-In ECZ Radio programmes on Zambia National



Broadcasting Corporation (ZNBC) Radio 2 and Radio 4 Channels.

These channels have been preferred for the ECZ programmes because of their national wide coverage and extensive listenership in all the 10 Provinces of Zambia. The programmes are aired every Sundays at 15:00 hours. The episodes commenced on 17th May 2020 and will end on 13th September 2020.

So far, feedback has been very impressive and the number of listeners who phone in to provide constructive feedback on the topic of discussion is on the rise during every episode.

It is our hope that the Radio programmes will go a long way in raising public awareness on examinations administration and marketing ECZ products as well as services.

ECZ Chairperson interacts with Council Employees

By Ronald M. Tembo

The ECZ Council Chairperson, Professor Frank Tailoka has urged all employees to continue being professional and ambassadors of integrity as they served the Zambian citizens at different levels of the examination system.

Speaking during the Interactive Meeting with members of staff on 26th June 2020 in Lusaka at the ECZ Staff Canteen, Professor Tailoka stated that ECZ as a public institution had scored successes because of the hard work and professionalism exhibited by all members of staff.

He cautioned ECZ employees that in the discharge of their duties, they should at all times desist from any acts that would bring the good name of the institution into disrepute especially that the Zambian qualifications were now being recognised and appreciated globally.

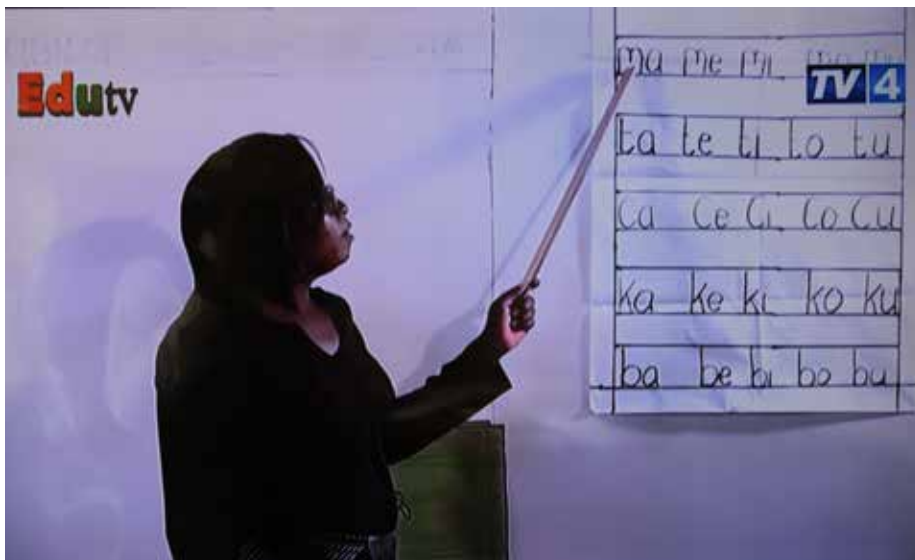
The ECZ Chairperson applauded ECZ management and staff for the many ICT innovations and examination reforms which were being implemented adding that the feedback he had received was positive and exceedingly worthwhile.

Professor Tailoka was pleased to state that ECZ once again conducted a leakage free 2019 examination session which he attributed to consented efforts from different stakeholders that enhanced the security of examinations at every level.

With the challenges associated with COVID-19 Pandemic, Professor Tailoka assured all members of staff that his Council and ECZ management was doing everything possible to devise practical strategies that would keep the institution afloat and make it remain professional as it conducted examinations at all the levels.

Introduction of Educational Lessons on ZNBC Cheer stakeholders

By Ronald M. Tembo



In the wake of the COVID-19 pandemic, the Ministry of General Education after consultation with relevant stakeholders indefinitely closed down the schools, colleges and universities as an inevitable precaution to the outbreak. Such a tough decision was one of the many measures aimed at combating the spread of the deadly virus.

To aid learners continue with education lessons, the Minister of General Education, Hon. David Mabumba-MP launched the educational television channel on Zambia National Broadcasting Corporation (ZNBC) Television whose programme begun airing on 13th April 2020. The programme was

meant for the indefinite closure of schools and beyond. The programmes run from 07:30 hours-20:00 hours daily. In June 2020, the Ministry further launched the EDU TV on DSTV and Go TV Channels.

Many stakeholders such as the Secondary School Teachers Union of Zambia (SESTUZ) and the National Action for Quality Education (NAQEZ) commended the Ministry for introducing educational lessons on ZNBC Television.

The Times of Zambia Newspaper of April 2020 reported that the National Action for Quality Education in Zambia (NAQEZ) through its Executive Director- Mr Aaron

Chansa welcomed Government's plan through the Ministry of General Education to introduce the educational lessons on ZNBC Television.

Mr Chansa further implored on the Ministry of General Education also to introduce educational programmes using provincially based TV stations and Community Radio Stations to cater for the poor learners in villages, since all children had the right to learn regardless of where they were.

In a related development, the Secondary Teachers Union of Zambia (SESTUZ) also appealed to the Government to invest more resources in the launched educational television and internet programmes so that the initiatives could go beyond the COVID-19 pandemic.

SESTUZ General Secretary, Wamuyuwa Sitibekiso stated that any initiative aimed at helping learners to be up to date with their school work was welcome and that it was impossible for them to physically meet the teachers because of the COVID-19 challenges. He added that such initiatives were commended and should be sustained through investments and recapitalisation.

With such brilliant initiatives in place, it the wish of stakeholders that all school going children in Zambia would resign from all destructive activities and take advantage of the education channel on ZNBC Television to learn and be current with their school work.

Examinations for 2020 to run during Holidays

By Ronald M. Tembo

The ECZ as assured the general public that despite the challenges facing the nation amid the COVID-19 pandemic, the 2020 school examinations will be conducted during Holidays within the revised School Calendar provided by the Minister of General Education.

Speaking during the official opening of the Kasama Service Centre recently, the ECZ Director, Dr Michael Chilala stated that 2020 School Examinations would only run when the schools close to ensure that learners had

ample time to cover the syllabi considering that there were glaring challenges in schools in the wake of the COVID-19 pandemic.

The ECZ Director has since assured that the nation that the Kasama Service Centre would continue to run professionally adding that the Provincial Education Office in Northern Province should aid in facilitating the smooth operations of the facility.

Under the revised the 2020 Examination Timetable, the General Certificate of

Education (GCE) Examinations will be conducted from 31st August to 15th September 2020, Grade 9 External will run from 31st August to 8th September 2020, the Grade 9 Internal Examination will run from 7th to 15th December 2020. For the Grade 7 Composite Examination, it will run from 21st to 24th December 2020, while the Grade 12 Examination will start from 14th to 30th December 2020.

International Womens Day

Pictures



1. ECZ employees pose for a photo as they prepare to participate in the commemoration
2. ECZ women showcase the banner for the celebration
3. The women dressed in branded shirts during the occasion
4. The official match past to signify the start of the celebration
5. Zambia Police Service band leading the match past

Biometrics: Preparing for a Passwordless Future

By Dennis Mulendema

Think of it this way: Unless you don't connect to the internet – which clearly isn't true – there's no way to avoid passwords: it's the most common and widespread way of performing any online activity in a secure environment. That also means that many users will get overwhelmed by the abundance of passwords, associated security questions and protocols that need to be remembered. That's why many people use the same credentials across multiple accounts. This means if a hacker steals the username and password for one account, he or she will have a better chance of hacking other services.

Biometrics are physical or behavioral human characteristics to that can be used to digitally identify a person to grant access to systems, devices or data. Examples of these biometric identifiers are fingerprints, facial patterns, voice or typing cadence. Each of these identifiers is considered unique to the individual, and they may be used in combination to ensure greater accuracy of identification.

Biometric security is the premium alternative to passwords because it eliminates knowledge-based authentication to reduce fraud risk. Instead of remembering complex passwords, all users have to do is use a thumbprint, their face or even their voice to

open accounts and process transactions.

While people can generate quirky alphanumeric passwords that appear difficult to decipher—and difficult to copy—the fact that passwords are artificially produced and exist outside of the person also means they can easily be replicated or stolen.

The case is different, however, for biometric data since the patterns that signify a unique identity are naturally occurring. Biological attributes thus become an essential part of a person's digital identity and are authenticated right where the person is physically located.

The security industry has been trying to kill the password for decades. It has long been viewed as a weakness, primarily because of the human element: people continue to use weak passwords, on multiple accounts, at work, and in their personal lives. 81% of data breaches involve weak, stolen, default, or otherwise compromised credentials, according to a Verizon Data Breach Investigations Report.

Usernames and passwords ("something you know") was the best factor of authentication available for decades yet didn't provide enough of a barrier to hackers. Then came two-factor authentication, which added "something you have" as a second factor,

such as a smartphone, key card, token, or other tangible item associated with the user. Today everyone lives in a multi-factor authentication (MFA) world where cybersecurity technologists have added another factor: "something you are." This is where biometrics come in, and facial recognition, fingerprint scanning, retinal scanning, and other forms of bio-identification have become normal thanks to technologies like Apple's Touch ID and Face ID.

And finally, a reminder: biometric authentication is also vulnerable to hacking – and not only passwords – but with a significant twist. If your biometric identity is stolen, it equates to your identity being stolen since it cannot be changed or modified because that's unique to every single person. While good old fashioned use of passwords is not going anywhere yet, owing to the ease of use of biometrics and the added layer of security, biometrics will certainly grow in popularity.

There will be teething problems with biometrics– hacks will make headlines and some will be uncomfortable with the technology – but ultimately the password appears doomed in the face of a truly 21st century alternative.



Two Council Staff undergo Training in Social Media Integration

By Nicolas Nkhuwa

As a service organization in the education sector, the ECZ has introduced and implemented various systems in order to enhance its service delivery. The ECZ strives to be effective in its corporate communication by remaining current with effective tools of communication. Currently, the ECZ boasts of a website, toll free line, email address, telephone and social media platforms like Facebook page to effectively communicate with all its stakeholders and also manage all spheres of corporate communication.

After a comprehensive post-mortem of the existing ECZ Online Feedback Platforms, the ECZ sponsored two (2) of its staff from the Corporate Affairs Unit in a Web Management and Social Media Integration Training to build capacity in managing digital communication and also to optimize all online systems for the institution.

The four days training from 21st to 24th January 2020 focused on among other important

areas website content management, best practices in web management, feedback management processes, social media strategy development and implementation, management of social media, and creating an online brand for the institution.

In terms of social media and online management roadmap to enhance communication and feedback, it was recommended that listening, promoting, participating, publishing and building communities around the institution was an important step to take. Since communication is a two way process, providing answers to questions is important than keeping silent for a long time. The audience need prompt responses and reputation is built through such. It is therefore important to keep the audience informed on institutional matters. For the ECZ, Social Media and Websites if properly managed have the following benefits: Increased brand awareness and exposure, Strengthens relationships, builds loyal communities, boosts traffic to the

website and enhances the organisation's trustworthiness

Information from online platforms can also be used by management team in the institution to make decisions. Ultimately, the best practice for Facebook Management include among other to be active, spur conversations, thank people for comments, be visible, not to delete or ignore comments, not to just post items and keep quiet and celebrate milestones. Other are to post regularly, ask for likes, post like a friend and stay away from complex terms and keep status updates short.

Effective communication is the heart of any organization in today's business and corporate world while maintaining a good corporate image is the heartbeat that ensures an organisation's survival. The ECZ will continue to interact with the public through the existing online platforms such as the Facebook and Website.

Understanding Digital Records and Information Curation

By Milimo Mweemba

In its quest to ensure the organisation remains current with modern trends in the management of records and information, the ECZ undertook to equip its staff with knowledge and practical skills in digital records and information curation. This was important in that ECZ is a knowledge intensive organisation and hundreds of candidate records need to be managed every day.

Two (2) ECZ staff attended a Training Workshop organised by the Library and Information Association of Zambia in Kabwe from 29th to 31st January 2020. The three days Workshop was intensive and covered the management of digital records, the digital culture, procurement of digital resources, keeping paper based records, digitization process, social media and web archiving tools. The Workshop was attended by over 60 participants drawn from different Government departments and ministries. The ECZ was represented by Mr. Milimo Mweemba – Information

and Documentation Officer and Mr Nicolas Nkhuwa – Corporate Affairs Officer.

Digital records and information curation emanates from the challenges of managing data and information resources. It is a process of selecting, preserving, maintaining, collecting and archiving of digital assets presented in binary format. With the coming of computers, it has become easy to generate data and information in digital format. As a result, there is information explosion posing a challenge of how to manage digital information and data.

Therefore, in this competitive digital environment and considering the national agenda on Smart Zambia and e-governance, Librarians, Archivists, Records and other Information professionals need to have skills in digital information management and curation which is relatively new.

It can be concluded therefore, that there are various reasons as to why most countries

are embarking on e-governance and digital information curation. Digital records and information curation has been necessitated by the high growth rate of electronic publishing that has led to the growing collection of digital resources of various formats. However, if deliberate policies on how such information can be managed are not put in place, the consequences can be devastating. Some organisations have paid huge costs due to lack of policies on how to manage digital assets that might be needed in courts for evidence.

In trying to provide services effectively and efficiently, the Government of Zambia has embarked on the Smart Zambia Project and e-governance spearheaded by the Cabinet Office. Based on this, it is Governments view that all ministries should embrace e-governance project and that is exactly what the ECZ is trying to pursue by participating in such important training workshops.

Your Questions

ANSWERED

Equating of Foreign Qualifications

I am interested in studying at the University of Zambia through their Distance Learning Programme. I hold a Cameroonian Certificate. I wanted to find out how I can apply for my results to be equated to the Zambian Standard. Also, I have had the same results equated by the South African Qualification Agency (SAQA). Is the SAQA Certification acceptable in Zambia? By Jude Thaddues Njikem,

Answer:

Hope you are well and thanks for your enquiry. The Examinations council of Zambia only equates results that are equivalent to O'level (Grade 12) or Secondary School level. The results must be accompanied with a confirmation letter from the examining board. We charge 120 US Dollars. As for the Tertiary Certificates, you can submit to the Zambia Higher Qualifications Authority for the validation.

Information on My Grade 12 Results

I am enquiring on my Grade 12 results. I wrote my examination in 1985 at Kabwe Secondary School. I currently live in the United Kingdom and I am applying for a course in a University. I don't have a copy of my Grade 12 Results. Is the ECZ able to provide this information? Many Thanks. By Ilaxi Tailor

Answer:

To start with the Certificates for the 1985 examination session were printed and dispatched to all the schools countrywide. According to the Examinations Guidelines, the Certificates must be collected from the school where a candidate wrote the examination from. In your case, you need to engage the authorities at your former School in order to have the required information concerning your Certificate. Please, note that you can only contact ECZ for guidance if you lost the Certificate.

2018 School Certificates are Ready

Greetings from the Team International Recognition at Nuffic in the Netherlands. Our team is appointed as the Dutch ENIC/NARIC centre and responsible for providing information about foreign qualifications to the Dutch public. Recently our centre received a query regarding the issuance of the School Certificate. We have received a Result Slip of the exams taken in 2018. Are the official certificates already issued to the students? By Yee Man Lau

Answer:

Thank you for the inquiry. Indeed the Certificates for the 2018 School examinations have all been printed and are ready for collection in the schools and examination centres. In your case, please contact the respective school for the Certificate for the candidate who has applied at your centre.

Certificate Replacements

Greetings. I am kindly asking for guidance on how I can get my Certificate replaced and if it can be done in Solwezi? Thank you. By Mulunda.

Answer:

Dear Mulunda, we appreciate your inquiry. For the replacement of Certificates, you can visit any of the ECZ established Service Centres with the following requirements: A police report, a sworn in affidavit, a clear photocopy of the lost results or a letter from the school confirming that you collected the certificate and the processing fee is K1200.00. At most, it takes two weeks for the document to be ready. In terms of where you can access this service, we do not yet have an office in Solwezi. We only have offices in Lusaka, Kitwe, Mpika, Mongu, Livingstone, Chipata and Kasama. Nonetheless, the ECZ will be opening a Service Centre in Solwezi before the end of 2020. So, you will need to travel either to Kitwe or Lusaka Service Centres to have your Certificate replaced.

eStatements of Results

I wanted to find out how one can check or retrieve the statement of result? Your help will be highly appreciated. Chiwanza Namwanza

Answer:

Yes, statements of results can be downloaded provided you wrote the ECZ examination from 2020 and onwards. The other levels cannot be accessed from our platform. All you need to do is to go to our web address on www.eservices.exams-council.org.zm and download the results. Please note that the service is free of charge and results will be unavailable once the Certificates are printed and dispatched to schools.

Online Verification Platform

Can someone verify results online? If yes, how much? By Matauka Bweupe

Answer:

Thank you Bweupe for this very important question. There is no such online platform existing at the ECZ. What is currently happening is that you need to visit any of our Service Centres physically to verify the results. The requirement is that you must come with a clear photocopy of the results and the charge for verification is K100.00 per copy. Nonetheless, the ECZ has made strides to develop a user friendly interface to enable the general public verify ECZ results online. All things being equal, the Online Results Verification System will be launched in 2020.

PUZZLE

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

Read the sentences below and Spot the Underlined Words from the Puzzle.

Remember, as you read and work out the puzzle, you will get important information about the Examinations Council of Zambia that concerns YOU!

1. In line with the decentralized policy launched by the Zambian Government, the ECZ will in 2020 officially open three more Customer Service Centres. These offices will be in Kasama, Mansa and Solwezi districts. The ECZ plans to have regional offices in all the provinces by March 2021.
2. Due to the COVID-10 pandemic, the 2020 School Examination Timetables have been revised by the Ministry of General Education to ensure that the examinations continue to run credibly and in tandem with globally accepted standards.
3. To all the learners sitting the 2020 school examinations, the Zambia Telecommunications Limited (Zamtel) in partnership with ECZ have launched the Smart Revision Portal for the Learners. The portal hosts the ECZ past examination questions papers with possible suggested answers and revision tips for Grade 7, 9, 12 and GCE examinations. You can log on to www.smartrevision.co.zm and enjoy the facility.
4. All is set for the ECZ to assess the Chinese Language in selected in schools countrywide. The ECZ is working with the Curriculum development Centre, the Ministry of General Education and the University of Zambia Confucius Institute to make the Chinese Language Examination a reality.
5. The Council has developed the Guidelines for the School Based Assessments (SBA) to be used by all the schools and examinations Centres to prepare their learners for the ECZ examinations. The Copies of the Guidelines may be requested for at any of the Ministry of General Education offices in your area.
6. To our stakeholders and the public, take advantage of our Toll Free Line 8383 on Zamtel only to make general enquiries and report any suspected irregularities pertaining to examinations.
7. The ECZ wishes to inform candidates and indeed the general public that the 2018 School Certificates for Grades 7, 9, 12, Grade 9 External and GCE Examinations have been printed and dispatched to all the schools countrywide. You are encouraged to find time to collect your document from your former school. No Certificates shall be issued from the ECZ Secretariat or any Ministry of General Education Offices



EXAMINATIONS COUNCIL OF ZAMBIA

PUBLIC NOTICE

ADJUSTMENT OF DATES FOR EXAMINATIONS AND SUBMISSION OF SCHOOL BASED ASSESSMENT MARKS FOR 2020 EXAMINATIONS

Following the adjustments by the Ministry of General Education to the 2020 School Calendar due to COVID-19 Pandemic, the Examinations Council of Zambia (ECZ) has adjusted the Examination Dates and Deadlines for Submission of School Based Assessment (SBA) Marks.

The Examination Dates will be the following:

S/N	Name of Examination	Start Date	End Date
1.	General Certificate of Education (GCE) Examination	31 st August 2020	15 th September 2020
2.	The Junior Secondary School External Examination (Grade 9 External.)	31 st August 2020	8 th September 2020
3.	Grade 7 Composite Examination	21 st December 2020	24 th December 2020
4.	The Junior Secondary School Leaving Examination Internal (Grade 9 Internal)	7 th December 2020	15 th December 2020
5.	School Certificate Examination (Grade 12)	14 th December 2020	30 th December 2020

The Deadlines for Submission of School Based Assessment (SBA) Marks are the following:

S/N	Name of Examination	Deadline
1.	Grade 9 External Examination and GCE Examination	28 th August 2020
2.	Grade 9 Internal Examination and Grade 12 Internal Examination	30 th October 2020

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

For further details or clarifications on the 2020 School Examinations, please contact the nearest School or Examination Centre in your area.

ISSUED BY:

Dr Michael M. Chilala

DIRECTOR

EXAMINATIONS COUNCIL OF ZAMBIA

New Members of Staff

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



Petra Waiyatsa
Accounts Assistant
Livingstone Service Centre



Mr John Sakala
Accounts Assistant
Chipata Service Centre



Allan Mwenya
Administrative Assistant
Kasama Service Centre

New Appointments

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



Ruth C. Msoni
Head of Section Special
Education



Austern Ng'andu
Senior Records Officer
Livingstone Service Centre



Joseph Kanswe
Senior Research Officer



Smart Milambo
Transport Officer

We encourage them to show more commitment to their new roles and we have no doubt that they will succeed even more.



Graduation

Elizabeth S. Phiri and Lubemba Bwali

On behalf of Management, we wish to congratulate them on their well-deserved graduation in Advanced Certificate in Prosecution from Zambia Institute of Advanced Legal Education.

COVID-19 Pandemic and Safety Tips



As some communities begin to reopen during the global coronavirus (COVID-19) pandemic, public health officials say the best way to prevent illness is to avoid being exposed to this virus.

Below are some steps from the Center for Disease Control and Prevention to help protect yourself and others. Stay informed about what's happening in your community, and always follow the directions of state and local authorities.

How to Protect yourself and Others

1-Wash your hands often with soap and water for at least 20 seconds, especially after being in a public place, or after blowing your nose, coughing or sneezing. If soap and water are not readily available, use a hand sanitizer with at least 60% alcohol. Avoid touching your eyes, nose and mouth with unwashed hands.

2-Avoid close contact with people who are sick. Some people without symptoms may be able to spread the virus. Stay home as much as possible and avoid non-essential travel. Practice social distancing by keeping at least 6 feet — about two arm lengths — away from others if you must go out in public. Stay connected with loved ones through video and phone calls, texts and social media.

3-Cover your mouth and nose with a cloth face cover when around others and when you must go out in public, such as to a grocery store. The cloth face cover is meant to protect other people in case you are infected.

However, do NOT place cloth face coverings on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance. In addition,

do NOT use a facemask meant for a health care worker. Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

4-Cover your coughs and sneezes. Use a tissue to cover your nose and mouth, and throw used tissues in a lined trash can. If a tissue isn't available, cough or sneeze into your elbow — not your hands. Wash your hands immediately.

5-Clean and disinfect frequently touched surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets and sinks. Follow CDC guidance.

Source: <https://www.redcross.org>

2019 End Of Year Cycle Party



1. The Cutting of the Cake
2. A new way of salutation during COVID-19 Pandemic
3. Accounting Officers feeling the moment and dancing to some Rhumba Music
4. Examinations Administration Officers share a drinks to symbol solidarity
5. Ladies join in with a unique dance to light up the moment



Sport and Exercise in the 'New Normal'

By Ronald M. Tembo

The COVID-19 pandemic has brought the global world of sports to a staggering halt. Infection with the virus has halted virtually all formal participation in sport and exercise. In unprecedented fashion and with few exceptions, professional leagues, mass participation endurance events, and youth sport around the globe have gone mute. In the wake of a briskly growing health crisis, the decision to cancel or postpone sporting events was both logical and necessary.

However, even in the midst of the COVID-19 pandemic, sport and exercise are important in any organisation. According to People's Matters (2019), it asserts that organizations often forget that their employees are their customers 'first' and in their wellbeing, lies the wellbeing of the organization. Sport and exercise offer a sturdy platform to practice discipline and maintain strong relationships among colleagues. Playing any kind of sport teaches one how to assess situations, delegate and make the right decisions. Additionally, it helps one's management skills and creates team building characteristics.

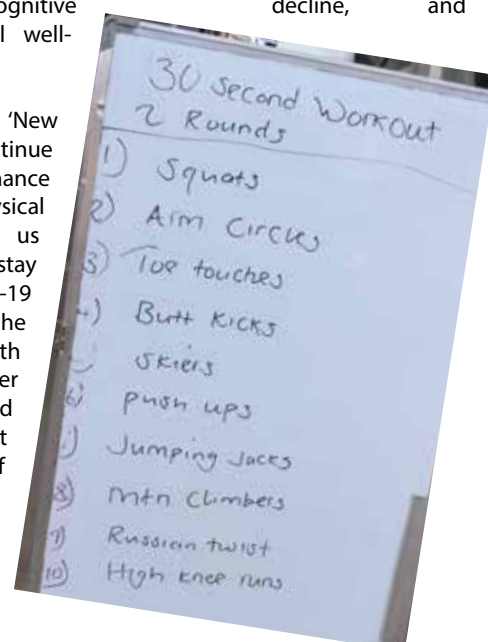
Health experts globally have projected that the COVID-19 pandemic will be with mankind for a long time period of time. This essentially means that we have to live with the virus but still continue to be productive by living healthier lifestyles. This is precisely the definition of the 'New Normal.' Sport and exercise become very important in the COVID-19 era. Adapting and adopting a healthy lifestyle is inevitable for everyone. In as much as we continue to keep fit and healthy, we should be mindful all the time to comply with the prescribed health regulations guidelines and other protocols to avoid the spread of the virus.

The COVID-19 pandemic means that many of us are staying at home and sitting down more than we usually do. It is hard for a lot of us to do the sort of exercise we normally do. It's even harder for people who don't usually do a lot of physical exercise. But at a time like this, it's very important for people of all ages and abilities to be as active

as possible. It is imperative that every day we make it a habit to have exercises if not light intensity physical movement, such as walking or stretching. These light exercises will help ease our muscles, improve blood circulation and muscle activity.

To all ECZ employees and stakeholders, we have been challenged from the foregoing to take part in sport and exercise during the COVID-19 era. Regular physical activity can help give our days a routine and be a way to stay in contact with family, friends and professional counterparts. At our workplace, sports and exercises will make us develop a sense of friendliness and team spirit. Over and above this, sport and exercise is good for our mental health as it reduces the risk of depression, cognitive decline, and improves our social well-being.

Let us embrace the 'New Normal' and continue to exercise to enhance our mental and physical toughness. Let us remember to always stay safe from the COVID-19 by following all the prescribed health guidelines and other protocols as directed by the Government of the Republic of Zambia through the Ministry of Health.



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12 AND GCE

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per month

Grade 9

K20⁰⁰
per month

Grade 12

K30⁰⁰
per month

GCE

K30⁰⁰
per month



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