



ECZ

IN PERSPECTIVE

News about the Examinations Council of Zambia

Issue No. 20

January 2022 - June 2023



NO AUTOMATIC PROGRESSION TO GRADE EIGHT

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

VISION

An Educational Assessment Body of Excellence

MISSION STATEMENT

To Efficiently Conduct Educational Assessments and Award Certificates of Comparable International Standards.

VALUES

Professionalism
Integrity
Accountability
Innovativeness
Teamwork

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EDITORIAL



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Dear Readers,

We bring to you yet another informative and interesting publication for the period January 2022 to June 2023. In this edition, we showcase some of the milestone achievements in as far as educational assessment is concerned.

With our continued efforts to drive credible examinations, the global focus has been on Africa and Zambia in particular as we hosted the prestigious educational conference as Examinations Council of Zambia. We are therefore taking every step to ensure that we implemented lessons learnt from this conference that will champion 21st century skills in learners going forward in assessments.

We also highlight in this publication, our efforts towards regional, continental and global educational qualification standardization. As a country, Zambia continues to work with experts in assessment from different countries to attain this goal.

ECZ endeavors to bring all stakeholders on the decision table and so, our efforts in the same period were to engage with stakeholders to provide a clear picture of the mandate of ECZ.

We also highlight our commitment to policy direction from government by providing information relevant to making sure the running of examinations continues to be effective and transparent as well as inclusive.

It is our sincere hope that you will find the content of this publication interesting, informative and educative. Enjoy reading.

Nicolas Nkhuwa
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Dr Michael M. Chilala

We are on Course with our Vision and Mission

It is our pleasure, once again, to share information, educate each other and communicate most important developments at the Examinations Council of Zambia, over the period January, 2022 to June, 2023. Over the stated period, the ECZ has transformed in operations, in a bid to keep adapting to the strategic demands of our clients, shareholders (Government), partners, and to our own voluntary and strategic decision to continue improving in service delivery.

Following the establishment of the Emoluments Commission (EC), the ECZ moved to review the structure to align to the current practice of implementing a more flat than tall organisational structure, for purposes of enhancing efficiency and effectiveness, and reducing bureaucracy, in decision making. Together with the change in organisational structure, came the changes in the Terms and Conditions of Service, in order to adhere to the demands of Government, through harmonisation with Terms and Conditions of Service for other similar organisations. Guided by the Council (Board), Management has made significant strides in implementing the new organisation structure and the Terms and Conditions of Service, to ensure adherence to government directives and motivation of the workforce.

On the local and international collaboration and benchmarking, the ECZ continued to be a Member of the Southern Africa Association for Educational Assessment (SAAEA), Association for Educational Assessment in Africa (AEAA) and the International Association for Educational Assessment (IAEA). The ECZ continued to be the Secretariat for the AEAA and the accredited Official Repository of Information (ORI) for the SAAEA. Further, the ECZ participated in developing International Standards for assessment bodies. In line with standards, the ECZ conducted a self-assessment, whose outcome showed that we met majority of the set international standards. The ECZ staff participated in the SAAEA Research Forum activities, Executive Committee (EXCO) meetings of all three associations, and annual conferences of the AEAA and IAEA, held in Kenya and Jamaica, respectively. The

ECZ staff participated in high level professional meetings and made presentations at the named conferences, which added value to the growth of assessment globally. The ECZ hosted the 38th Annual Conference of the AEAA to promote the assessment of 21st Century Skills. At the Conference, the founder of ECZ, Mr. Newton Mutanekelwa, was Awarded by the AEAA, for his distinguished service to the assessment family.

On the innovation front, the ECZ developed and implemented the Payment Gateway, upgraded Online Candidate Registration System (OCRS), Examiner Management System (EMS), Online Marks Entry System (OMES) and finalised the development of the Query Tracking System (QTS). The systems have enabled the clients and partners to make payments online, reduce the cost of doing business and enhance efficiency and effectiveness in service delivery. Further, the ECZ continued to conduct the examinations with enhanced integrity, much to the appreciation of the Zambian people, the region and the world as a whole. In recognition of the meritorious service delivery, the ECZ was Awarded 1st Prize in the Best Educational Institution category in 2022 and Best Exhibitor Award at the 2023 National Library Week. From the above, it is clear that the ECZ is on course with its Mission *"to Efficiently and Innovatively Conduct Educational Assessments and Award Certificates of Comparable International Standards,"* and its Vision to be *"An Educational Assessment Body of Excellence."*

Finally, I wish to remind you of the declaration by the Minister of Education, Honourable Douglas Syakalima, MP, that effective 2023 examinations, which will facilitate selection and placement of learners at secondary school level (Grade 8) in 2024, there will be no automatic progression from primary to secondary school. At this point, I wish to invite you to read this newsletter with interest as it gives you information about the developments in the ECZ, and allows you an opportunity to contribute towards information sharing about the operations of ECZ. Please enjoy yourself as you read our newsletter.

No Automatic Progression to Grade Eight

By Angela Mwandu

The Grade 7 Composite Examination is set to start on Friday 27th October 2023 and end on Thursday, 2nd November, 2023. As learners prepare for this examination, one thing they should keep in mind, is that unlike in previous years where there has been automatic progression to Grade 8 regardless of marks scored by candidates in the examination, for 2023 candidates, there will be no automatic progression to Grade 8.

Minister of Education Honourable Douglas Syakalima, MP, made this clear when he announced the 2022 Grade 7 and Junior Secondary School Leaving Examination (JSSLE) Results in Lusaka, on December 30, 2022.

Mr Syakalima said the 2022 national progression rate was 100 percent and therefore, the 449,839 candidates who sat the Grade 7 composite examination were to progress to Grade 8 under automatic progression.

The Minister however, said that was the last time automatic progression would be in effect.

"The 2022 Grade 7 candidates are the last to undergo the current grading system, which has no fail grade. Effective 2023, the Examinations Council of Zambia is directed to introduce a fail grade in order to end the automatic progression of learners from primary to secondary education," Mr Syakalima said.

Mr Syakalima further said candidates who would fail the 2023 Grade 7 Composite Examination would either have to repeat

or do skills training at Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA).

"Candidates who will fail the Grade 7 Examination effective 2023 will have options, including repeating the Grade 7 examination to enhance quality, or they can go and do skills at TEVETA," Mr Syakalima said.

During the same briefing, the Minister of Education stated that, a total of 483,932 candidates entered the 2022 Grade 7 Composite Examination, reflecting an increase of 7.86 percent from 457,950 candidates who had entered for the examination in 2021.

Of the 483,932 candidates who entered the examination, 255,828 were girls and 238,107 were boys.

Of the 483,932 candidates who entered the examinations, 449,538 candidates representing 91.01 percent, sat for 2022 examination and among these, 216,349 candidates were boys and 233,189 were girls meaning that 48.1 percent were boys and 51 percent were girls.

"It means that more girls, both in absolute numbers and proportion entered and sat for the examination," Mr Syakalima said.

Meanwhile, a total of 44,393 candidates were absent, bringing the 2022 national examination absenteeism rate to 8.99 percent, compared to 10.59 percent in 2021. Mr Syakalima said the 2022 absenteeism rate, decreased by 1.6 percent, adding that the decline had been observed since 2020. And ECZ Director Michael Chilala said the Council would reform the assessment

system to align it to Government reforms propagated by President Hakainde Hichilema and Ministry of Education officials. Dr Chilala assured Mr Syakalima and the general public that the reforms ECZ would implement would be those aimed at helping learners to perform better and to be focused in terms of career aspirations.

The ECZ Directed said examination reforms would begin in 2023 as the Council implemented its 2021 – 2025 Strategic Plan. He said one of the issues the Council endeavoured to implement in the Strategic Plan was the e-testing especially for multiple choice learners.

"We will begin to prepare for that and see to it that by the time we reach 2024, we should be able to start piloting online testing of our learners where it is possible. Where we may not have good connectivity, we may end up doing parallel testing partially online and partially physical," he said.

Dr Chilala further said ECZ would also move and try implementing e-marking.

He said a lot of expenses were incurred with manual marking, as examiners had to move long distances and they also have put in a lot of effort to do the correction calculations and additions to get the final scores.

"With the move to e-marking, we should be able to have situation where the marking will be a bit more efficient and also the computations will be a bit more accurate and that is where the world is moving," Dr Chilala said.

Zambia Hosts Edu-Conference to Promote 21st Century Skills

By Nicolas Nkhuwa



The 38th edition of the Association for Educational Assessment in Africa (AEAA) was hosted by Zambia through the Examinations Council of Zambia from 21st to 26th August 2022 under the theme “Educational Assessment for Developing 21st Century Skills”. This was in recognition of the fact that, as teaching and learning becomes more flexible and less bound by traditional methods; as workplaces become more complex, demanding a wider range of higher-order skills; and as communities become more connected through technology and other media, individuals need to have 21st century skills to keep pace with their environment.

The conference attracted a total of 365 delegates from 27 countries as follows; Botswana, Cameroon, Canada, Ethiopia, The Gambia, Ghana, South Sudan, France, Kenya, Lesotho, Malawi, Namibia, The Netherlands, United Arab Emirates, Nigeria, Mexico, Germany, South Africa, Eswatini, Sierra Leone, India, Tanzania, Uganda, United States of America, United Kingdom, Zimbabwe and the host Zambia.

Prior to the conference, the Local Organising Committee (LOC) organised an Executive Committee Meeting (EXCO) and media briefing were held in Livingstone on 26th February 2022 as part of the preparations at the Avani Victoria Fall resort conference venue. These activities were pre-requisites to ensuring the venue and accommodation for

delegates meet the standard of conferencing. Various representatives from regional bodies on the continent were represented during the preparatory meetings. The following were some of the EXCO members present:

- Mr. Patrick Areghan - AEAA President, WAEC Nigeria (Represented)
- Dr. David Njengere - AEAA Vice President, KNEC Kenya (Represented)
- Mr. Dan Odongo - Member, East Africa Representative
- Prof. Peter Tambi - Member, Central Africa Representative
- Dr Moreetsi Thobega - Member, Southern Africa representative
- Prof. Ifeoma Isiugo-Abanihe - Member, West Africa Representative
- Senior Officers from Kenya National Examinations Council representing the Vice President (Mr Andrew Otieno and Ms Daina Makau)

The coverage of the EXCO meeting by the media was cemented by the Executive Secretary of the Association, Dr Michael M. Chilala who is also the Chief Executive Officer of the Examinations Council of Zambia when he featured on the News Channel Tv broadcasting to over 53 countries in the world where he highlighted the progress that had been made towards hosting the conference by Zambia.

During the conference, the Minister in charge of Education in Zambia, Honourable Douglas Syakalima, MP, represented His Excellency,

Mr. Hakainde Hichilema, President of the Republic of Zambia, as the Guest of Honour. The Minister underscored the fact that the New Dawn Government, under the leadership of his Excellency, Mr Hakainde Hichilema, understood that ensuring quality education and promoting lifelong learning opportunities for all, was not only in line with sustainable development goal number 4, but also essential to the acquisition of the 21st century skills. He further called for Africa and the World at large to rethink their curricular, organizational culture, student participation, leadership and management, community relationships, research and innovation.

Among the guests that attended the Conference included Examinations Council of Zambia Chairperson, Professor Frank Tailoka, the His Royal Highness, Senior Chief Mukuni of the Toka-Leya people of Zambia and the Mayor of Livingstone Ms. Constance Muleabai and various government officials. Speaking at the event, Professor Tailoka indicated that Zambia was hosting the conference for the fourth time and emphasised that ensuring quality education was important in the achievement of SDG 4 and 21st century skills.

The conference was packed with side trainings giving an opportunity to delegates to attend for the first time under this umbrella a corporate governance training. Another one was in Psychometrics and Educational Measurement.

The conference theme tackled in seven sub-themes:

a) Aligning Teaching, Learning and Assessment to the 21st Century Skills Requirements;

It was underscored that education and assessment practices were lagging behind in embracing the 21st century skills in their operations. Although there have been attempts to accelerate the incorporation of 21st century skills in the education systems across the continent, diverse challenges are



Amb. Mumba Kapumpa
Workshop Facilitator



Prof. Zarkop Vukmirovic
Workshop Facilitator



Mr. Danny Luswili
Workshop Facilitator

faced including limited resources and technical expertise as well as inertia to embrace change. The conference concluded that embracing the 21st century skills will not only prepare learners for a competitive modern environment but will greatly add value to the delivery of education in general.

b) Current Trends in Aligning

Formative and Summative Assessments to the 21 Century Society;

The conference noted that most examining boards in Africa were in the process of aligning formative and summative assessments to the 21st century society. Therefore, there was also need to effect further positive changes and enhance monitoring of these assessments to avoid malpractice especially in SBA.

c) Use of Assessment Feedback to Enhance Teaching, Learning and Decision-making within and Beyond the Classroom;

Evidence was deduced that most examining boards did not give feedback to its stakeholders after the assessment process was over. The general practice was that after marking was done and the chief examiners' reports were prepared, examining boards just shelved the reports without sharing them with the stake holders so that they could make remedial action. This caused similar mistakes appearing every now and then in the assessment of students. The gathering underscored that fact that teaching, learning as well as decision making within and beyond the classroom could be enhanced.

d) Making Assessment Work for learners with Special Needs including the Gifted and Talented;

This sub-theme highlighted inadequacies in catering for learners with special educational needs, ranging



Prof. David Mwanza
Key Note Speaker



Prof. Nicky Roberts
Key Note Speaker



Prof. Sarah Howie
Key Note Speaker

from loss of scripts, inadequacy of equipment and specialised staff, unfriendly infrastructure and environments. Participants noted the efforts being made by countries to accommodate the learners but felt the progress was not fast enough. The need to develop policy frameworks on Special Educational Needs thus was thought as way to deal with some of the challenges.

e) Sustainable Integrity Systems in Assessment: Policy, Social and Economic Dimensions;

Challenges faced by examining bodies in conducting assessments of high integrity are numerous. One of the primary concerns by delegates was the continued occurrence of numerous forms of examination malpractices. In order to curb various forms of malpractice

being experienced by many assessment bodies, it was imperative for these bodies to, among other things, integrate innovative ideas in technology and consider legal reforms that might help deter examination malpractice and ensure integrity in the conduct of examinations.

f) Re-engineering Assessment in a Dynamic and Technological Environment;

The manual or traditional way of handling the assessments despite being reliable had a lot of challenges ranging from compromise of the examination security to huge expenditures. It was noted that the use of the digital method was going to be a cost saving measure to most examining boards. The use of ICTs also will contribute to the green economy. It was against this that the conference resolved that examination boards should move away from the traditional way of handling assessments and make use of technology which befits 21st century learners.

g) Educational Assessment in Emergencies- Review of approaches from Covid-19 experience.

The administration of assessments during the COVID-19 pandemic entailed the use of various approaches. These mainly involved the use of online assessment and lengthening of periods of assessment as in most cases classes were split for social distance demands. Problems of technological infrastructure and programming and internet connectivity were





regular. The gathering saw it fit to embrace online or outside the physical classroom learning and assessment to be better prepared for emergencies beyond what COVID-19 was able to affect.

During this conference, service providers in the area of assessments were also given an opportunity to exhibit their products and services.

Various keynote addresses were given by experts from which lessons were drawn on the current and future undertakings of assessments in line with the theme. These were from Professor Sarah Howie, Professor David Sani Mwanza and Professor Nicky Roberts. In her address, Prof. Sarah Howie explained that whilst challenging to assess, soft skills

provided some of the answers to the requirements in the 21st Century for active citizenship, learning to learn, managing, and evaluating information, relating to people, problem solving, critical thinking and inter-cultural communication. On the other hand, Prof. David Sani Mwanza alluded to the need for new ways of looking at the role examinations play in empowering and disempowering learners for the world after school. The first address was given by Professor Sarah Howie. Prof. Nicky Roberts presented on 'assessment for teacher learning. The presentation emphasized on how assessment could be used to improve the quality of educational programs. The Conference Resolutions

- to ensure that our curricula content, teaching, learning and assessment practices integrate 21st century skills in order to produce graduates that can thrive in today's knowledge society;
- to ride on formative assessment to ensure adequate coverage of 21st century skills in our education and assessment of learners;
- to invest adequately in ICTs in order to create opportunity for uninterrupted teaching, learning and assessment even during challenges such as the COVID-19 Pandemic;
- to reorient our teachers through continuing professional development (CPD) programmes to ensure that they are current with the appropriate teaching and learning methods.

After the conference, it was evident that need existed to reform curricular to integrate 21st Century skills and reform assessment to measure 21st Century skills. There was need to impart creativity, critical thinking, communication, collaboration and other 21st century skills in the learners so as to produce learners and citizens who would remain competitive in today's society.



AEAA Conference in Pictures



Stephen Austin Security Printing Company exhibits at the 38th AEAA Conference



UK based DRS exhibits at the 38th AEAA Conference



Pupils performing poetry at the 38th AEAA Conference



Delegates during the Conference



AEAA Executive Committee pose for a photo with the Minister of Education, Senior Chief Mukuni and Livingstone City Mayor

AWARDS AND

1st Prize Award at 94th Agricultural and Commercial Show

By Nicolas Nkhuwa



ECZ officers pose for a photo at the 94th ACSZ in Lusaka

The Examinations Council of Zambia (ECZ) scooped 1st Prize award at the country's biggest exhibition – the 94th Agricultural & Commercial Show which brought companies both local and international to showcase various services and products for a period of 6 days. The award was in the category of Best Educational Institution Exhibit. This is the second time ECZ has been awarded at the same event.

The show was held from 27th July to 1st August 2022 under the theme "Innovation Through Technology - Technology Transforms Businesses". ECZ was among the many organisations in the education sector that participated at this event which was graced by His Excellency, Mr Hakainde Hichilema, President of the Republic of Zambia. The show was also attended by various government officials, businesses and stakeholders.

ECZ remains a key stakeholder on the education sector in Zambia. Its main mandate is to set and conduct educational assessments and award certificates and diplomas to successful candidates.

This award is a demonstration of the commitment and hard work exhibited over the years the institution has existed. The transformation of the assessment to

align to standards that meet both local and international education demands, has been top of agenda for the ECZ. It is further underscored that this award will continue to give confidence to all stakeholders and boost the institutional image. It will also remain as a pointer for ECZ to do more in serving the Zambian people and beyond with credible assessments.

The participation in such exhibitions is also an important activity in the calendar of ECZ to ensure that the institution takes an opportunity to interact with its clients on a one-to-one basis, clarify various issues pertaining to assessment and conduct of

examinations as well as offer services on site to those coming from far flung areas of the country. In order to promote information sharing and awareness, information, education and communication (IEC) materials are also shared with those that visit the exhibition stand.

ECZ is confident that the various innovations and technological systems that have been developed and deployed in assessment administration and management will hold positively result in both running credible assessments and an efficient and effective institution.



RECOGNITIONS

ECZ Emerges as Best Exhibitor at 2023 National Library Week

By Angela Mwandu

The Examinations Council of Zambia (ECZ) scooped the best Exhibitor Award in the Special Libraries category at the National Library Week which was celebrated in Chinsali District, Muchinga Province.

Curriculum Development Centre (CDC) Director Charles Ndakala handed over the award to ECZ Information and Documentation Officer Milimo Mweemba, at the official opening of the National Library Week at Chinsali Municipal Council on Wednesday, 21st June 2023.

UNESCO, COMESA, Zambia Statistical Agency, Ministry of Tourism and Health Professions Council of Zambia (HPCZ) were among the institutions that exhibited in the Special Libraries Categories.

Ministry of Education Permanent Secretary – Joel Kamoko believes libraries of the 21st century have evolved in the manner they provide library services to members of the public and to institutions. Mr Kamoko who was represented by Curriculum Development Centre (CDC) Director, Dr Charles Ndakala shared the view that, a library tells stories in many ways in order to reach the intended reader and target. "I implore you to support library service provision in learning institutions to enhance

literacy levels among the learners," he said. Mr Kamoko further cited lack of library technological tools and absence of library staff positions in most of learning institutions, which he said deprived learners of the much needed library services and an opportunity to enhance literacy levels and reading culture among the citizens.

"Government is doing everything possible to improve the library sector by supporting the development of a national library policy which has reached an advanced stage. The policy has been developed and submitted to Cabinet Office for approval," Mr Kamoko said.

National Library Week took place at Chinsali Municipal Council from 19th June to 23rd June, 2023 under the theme: "There is More to the Story."

For ECZ, this will remain a significant platform to share its contribution to the research efforts of many and provide empirical data that can be used to further improve educational services in the country and also promote information accessibility to enhance literacy skills among learners.

Equally, ECZ participated at 2022 National Library week after two years of absence due to covid-19. The event was not held in 2020

and 2021 due to covid-19 however a number of institutions commemorated the National Library week virtually. National Library Week is an event which takes place every year presenting an opportunity for institutions and organizations to market information services by reaching out to the communities.

This event is globally commemorated on different dates in different countries. The 2022 National Library Week took place in Kabwe under the theme "connect with your Library". For ECZ this was also an opportunity to reach out to the public to disseminate information relating to ECZ activities. ECZ understands that Information is a key ingredient to improve awareness and facilitation of empirical research findings for decision making. The institution finds it beneficial in disseminating information to its stakeholders and get the necessary feedback that feeds into decisions that the institution makes and also in enhancing its corporate image.

ECZ team Distributed some information materials to members of the public and institutional libraries present also were given information resources to be added to their collection development. The resources included brochures, newsletters and National assessment reports.



ECZ officers receiving the best libraries award in Chinsali

ECZ and TCZ Collaborate

Through the MOU which was signed about 3 years ago, ECZ and TCZ have continued to partner on matters of mutual interest. The collaboration this time around was in Edu-broadcasting under which a documentary titled "Zambia's Teaching and Assessment Times" was produced.

Both the Examinations Council of Zambia and Teaching Council of Zambia Public Relations Units led the production process with support for the national broadcaster -ZNBC that provided the editing suit and camera work.

The 30 minutes documentary hit the airwaves on 12th September 2022 on both ZNBC TV, Radio 2 and other private media stations. The documentary featured key policy makers in Honourable Douglas Syakalima, MP, Minister of Education, Mr Joel Kamoko, Permanent Secretary Technical Services in the Ministry of Education, Dr Michael M. Chilala, Director and Chief Executive Officer, Examinations Council of Zambia (ECZ), Dr Ebby Mubanga, Registrar, Teaching Council of Zambia (TCZ) and Ms Daphne Chimuka, Chairperson, Teaching Service Commission (TSC).

The documentary is a master piece of institutional efforts and collaborations to foster quality education from the point of teacher training, licensing and recruitment to the way assessments are conducted. This is said to be the ingredient in championing an all-inclusive education system that streamlines the need for partnerships and raising the professional conduct of all tasked with public offices to observe integrity.

The full video can be accessed from the ECZ YouTube Channel.

EXAMINATIONS SESSIONAL DATES 2023 – 2025

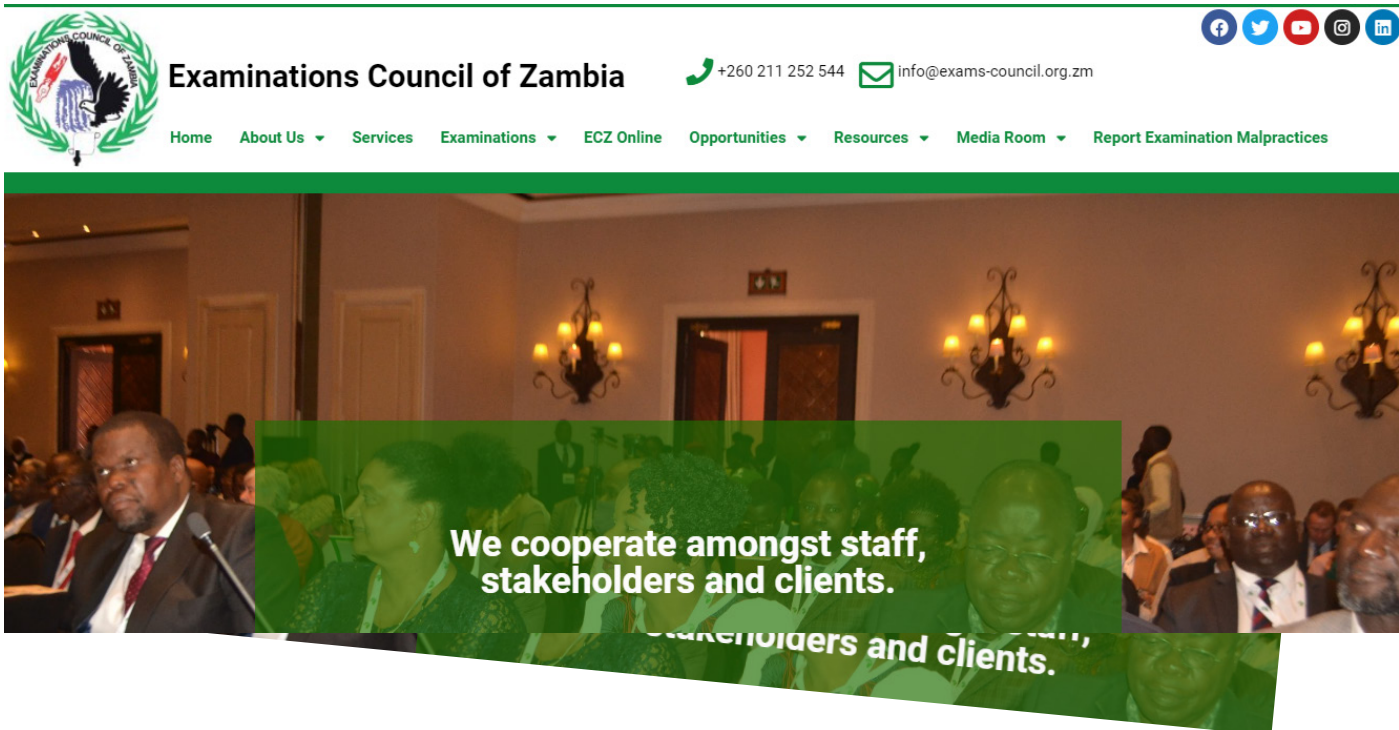


EXAMINATIONS COUNCIL OF ZAMBIA 2023 - 2025 SCHOOL EXAMINATIONS SESSIONAL DATES

S/N	EXAMINATION LEVEL	2023	2024	2025
1.	Grade 7 Composite Examination	Start: Friday, 27 th October, 2023 End: Thursday, 2 nd November, 2023	Start: Friday, 25 th October, 2024 End: Thursday, 31 st October, 2024	Start: Monday, 27 th October, 2025 End: Friday, 31 st October, 2025
2.	Junior Secondary External Examination (Grade 9 External)	Start: Wednesday, 26 th July, 2023 End: Friday, 4 th August, 2023	Start: Wednesday, 24 th July, 2024 End: Friday, 2 nd August, 2024	Start: Wednesday, 23 rd July, 2025 End: Friday, 1 st August, 2025
3.	Junior Secondary School Leaving Examination (Grade 9 Internal)	Start: Tuesday, 21 st November, 2023 End: Thursday, 30 th November, 2023	Start: Tuesday, 19 th November, 2024 End: Thursday, 28 th November, 2024	Start: Tuesday, 18 th November, 2025 End: Thursday, 27 th November, 2025
4.	General Certificate of Education (GCE)	Start: Wednesday, 26 th July, 2023 End: Friday, 11 th August, 2023	Start: Wednesday, 24 th July, 2024 End: Friday, 9 th August, 2024	Start: Wednesday, 23 rd July, 2025 End: Friday, 8 th August, 2025
5.	School Certificate Examination (Grade 12)	Start: Friday, 3 rd November, 2023 End: Tuesday, 21 st November, 2023	Start: Friday, 1 st November, 2024 End: Tuesday, 19 th November, 2024	Start: Friday, 31 st October, 2025 End: Tuesday, 18 th November, 2025
6.	Teacher Education Examinations	Start: Friday, 10 th November, 2023 End: Thursday, 30 th November, 2023	Start: Friday, 8 th November, 2024 End: Thursday, 28 th November, 2024	Start: Friday, 7 th November, 2025 End: Thursday, 27 th November, 2025

New ECZ Website Launched to Improve Communication

...as its Social Media Platforms Record Increase in Subscribers



On 14th March 2022, the ECZ launched its re-branded website as a way to enhance information dissemination and user experience. The re-branded website was internally developed based on the needs of the current stakeholders.

The website now provides for easy access to research reports, examinations administration documents such as timetables, a well detailed organization functionaries, news and events, career opportunities among others.

The website can be accessed from the following url: <https://www.exams-council.org.zm>

Meanwhile, ECZ has also recorder an upward growth in the number of followers on its social media platforms. This is evidence of the institutions growing interactions with members of the public and its

strategic objective to stimulate community participation in matters of assessments.

The followers on the ECZ Facebook and Instagram has hit a record 280, 000 and 449 respectively. On twitter, the number is steadily increasing and has reached 78 while 449 are on Instagram. The social media platforms continue to provide a fast and easy

way to engage various stakeholders in real time while responding to their concerns.

The public is urged to continue interacting with ECZ using these platforms but also to be security conscious when visiting sites online to avoid being scammed.



Digitalization of Manual Records for 1965 to 1997 to Improve Service Delivery

Dr Kunda Kuku

The ECZ has been using soft and hard copies of results records for various activities such as verification of results for both individuals and institutions. The use of the hard copy records especially in the Service Centres has however proved to be a challenge due to the fact that records of results especially from 1965 to 1997 are kept in different location from where they are accessed and used. This has posed a big challenge in time of mass verification resulting in delays in service provision to the public.

In an effort to live up to its vision, "An Educational Assessment Body of Excellence," the ECZ under the Certification Department embarked on the digitalization of the examination records (results) for the years 1965 to 1997. The objectives for this exercise are to ensure the records are securely archived and preserved. It is also the aim of the exercise to ensure that there is created an easy retrieval system especially from multiple operational sites and in various projects that the Council may wish to undertake in future. Therefore, creating continuous and easy access of the records is key under this exercise.

So far, the digitalization of all the School Certificate and the General Certificate of Education records has been finalized. The access routes for the digitalized records have been created and staff in all the 10 Service Centres countrywide, have been trained on how to use the facility to access the records. The ECZ has Service Centres in Kitwe, Lusaka, Solwezi, Chipata, Mongu, Livingstone, Kabwe, Mpika, Kasama and Mansa. This means that cases for verification of results for all the years will no longer be sent to the ECZ Headquarters for verification as the case was in the past, the public will be attended to within the time stipulated in the institution's Service Charter.

Further, the Certification Department is in the process of transforming the results records into the format that can be loaded on the Online Results Verification System (ORVS). This will enable the institutions who are currently using the ORVS to verify all the results using this system, unlike the current situation where results for 1997 to 1965 are sent to the nearest Service Centre for verification.

The ORVS allows institutions to verify ECZ results from the comfort of their offices. A number of institutions have been trained and are using the system to verify their results. This is the same system which was used during the 2022 Teacher and Health Workers Recruitments where more than 30,000 teachers and more than 11,000 Health Workers respectively were recruited. Institutions that are not yet using the ORVS are invited to come on board. All that is required is write to ECZ requesting to be trained on how to use the system. The training will be provided to any institution at no cost and at the time convenient to the respective institution.

Creating continuous
and easy access of the
records



The Significance of Results Verification in Recruitments and Enrollments



Stakeholders pose for a photo after a joint media briefing at Teaching Service Commission in Lusaka

Since its inception, ECZ has existed as an institution mandated to set and award certificates and diplomas to successful candidates. Its role in the education sector and in national development cannot be over emphasized.

In achieving quality assessments, the verification of results is a paramount process that ensures that all individuals seeking opportunities either in universities or companies are given a level playing field to compete against each other with genuine qualifications. For ECZ, the results verification process ensures that the authenticity, credibility and confidence of one's qualifications are qualified.

Therefore, the verification of results should not be an option for any institution seeking to maintain its corporate image or indeed assimilate individuals that qualify to perform roles as employees.

The results verification exercise is one of the key process that ECZ places high premium on. ECZ has therefore innovated to prepare for both pandemics and also natural disasters that would otherwise destabilize the smooth operations if physical spaces were the only available facilities for offering public service. The ECZ has rolled out an online verification of results for institution as part of its efforts to foster quality service provision and address challenges brought about through use of manual systems.

So far, through the online verification system, ECZ has on-boarded institutions such as the Teaching Service Commission (TSC), the Health Profession Council of Zambia (HPCZ), and ZESCO among other prominent institutions.

A total of 17,426 verifications were done countrywide during the verification exercise for those that sought to register with the Teaching Council of Zambia (TCZ) during government's recruitment of 30, 000 teachers in 2022. Of this number verified, 9 certificates were flagged as forged. A total of 333 Certificates were replaced for various reasons during the same period. ECZ also verified 114,608 certificates through the District Human Resource Management Committees (DHRMCs) using the Online Results Verification System (ORVS), out of which 135 were found not to be genuine.

Similarly, the 11,000 health workers recruitment and the defence and security recruitment exercises were treated to this exercise of results verification to make sure that the labour force meets the prescribed qualifications and also guarantee confidence in the qualifications presented by individual applicants.

These efforts being made by the ECZ are cemented through continued stakeholder collaborations. For example, on 5th April 2022, ECZ participated in a joint media briefing held at the Teaching Service Commission Offices situated at Government Complex in Lusaka. The briefing provided a platform for ECZ to give guidance on the verification of results in the 30,000-teacher recruitment, respectively. During the briefing, ECZ Executive Director – Dr Michael Chilala enlightened the stakeholders on the available resource for verification in the teacher recruitment. Stakeholders present during the briefing included the Teaching Service Commission, Teaching Council of Zambia, Zambia Postal and Courier Services, Ministry of Education and the Public Service Commission who were happy with

the efforts made by ECZ in such national undertakings. This culminated into another joint television broadcast on ZNBC on the programme dubbed Government Forum on the same day.

ECZ remains a key institution in promoting national development through provision of credible assessment systems and quality services to all its publics. In a world of competition, there is a tendency by some individuals to use all means possible to acquire anything including forging academic results. To curb such from becoming an evil that can break down a country's achievements in the education sector, institutions such as the ECZ is streamlining various processes to match up to the demands of society.

The verification of results therefore becomes a vital undertaking for any individual seeking opportunities locally or abroad. As a matter of understanding the concept of results authentication, the process does not only see that the right candidates are picked but also to give a fair platform for competition were those with fake results do not end up taking opportunities that they do not deserve.

The verification of results is a process that is carefully undertaken and ECZ continues to call for it to be embraced in everyday life as people seek various opportunities. It must be taken as a pre-requires for anyone seeking to be assimilated into college, university or indeed in employment.

Zambia's qualifications are receiving recognition locally and abroad due the policy implementation and efforts to maintain credible assessments. The need for verification of results therefore cannot be over emphasized.

The ECZ is encouraging other institutions across the country both tertiary and companies to come on board as a great deal for stamping out forged results across a wide spectrum of Zambia's population and promote hard work among the citizenry by registering and opening an online verification of results account for free. While each verification is charged at a fee of K20, institutions should consider this to be a positive stride towards ensuring that the creditability of Zambia's school and tertiary qualifications is maintained.

NEW INNOVAT

OMR Test Answer Cards

By Joseph Munkunka

The Grade 7 Composite Examination is one of the examinations prepared by the Examinations Council of Zambia (ECZ). The nature of questions in this type of assessment is multiple choice questions (MCQ). For years, candidates who sit for this examination use Optical Mark Reader (OMR) Cards as answer sheets.

In this exam, candidates have to select answers of their choice by shading in the spaces provided on the answer sheets using an HB pencil.

When it comes to processing, the ECZ uses the OMR Scanners to scan the OMR cards that Grade 7 Composite Examination Candidates use as answer sheets. The OMR Scanners operate with a specific type of OMR cards which are specifically designed to be read by these types of machines. Any content designed outside the specifications required by the scanners cannot be 'recognized' and thus, will not give out the desired outcome. In short, the machines are specific to the type of paper and design used.

For example, during the Grade 7 Composite Examination, candidates are required to use HB pencils to shade their selected answers. This is important as OMR Scanners recognize the shading done by HB pencils and not the one done with ink.

Multiple choice questions are not only found in the Grade 7 examination but in some subjects in the School Certificate Examination, and the General Certificate of Education Examination (GCE) as well.

However, some candidates have in the past been disadvantaged especially at GCE level because, they used ink and not HB pencils, so the scanner could not recognize their answers.

Furthermore, OMR scanners cost huge sums of money to procure (about one million kwacha for one machine), and they can only be purchased from vendors abroad. The spare parts for these machines are equally expensive and have to be purchased from the same vendors as they enjoy monopoly in the market.

With this modus operandi, ECZ was prompted to re-engineer the processing

of the OMR Cards. Due to the limitation in acquisition of machines, the cost and maintenance challenges, the ECZ went ahead and considered the acquisition of the OMR software which is designed to collect data from marks (bubbles, checkboxes), on OMR forms. This software can also recognize images captured using common image scanners, machine printed text and barcodes.

ECZ could use this software to process surveys, pre-tests and even future Grade 7 examinations.

What are the other benefits of the OMR Software?

1. Reduced cost of printing OMR Cards since the cards can be printed using an ordinary printer.
2. The software can incorporate any document scanner to process a variety of information sheets e.g multiple choice answer sheets, thereby reducing the cost of buying hardware-based OMR scanners.
3. The software allows the user to keep a digitized copy of their documents and provides improved identity generation, reconciliation and personalization.
4. It provides easy extraction of data that can be exported to 32 different file formats such as XML, CSV and Excel among others. Files can be exported into a compatible format on a computer and create an in-depth analysis of the

fetches documents.

5. Evaluation and report generation are done automatically and no manual interference is required. The reports are generated in various graphical and statistical representations that make it comprehensive and easy to deduce.

In 2022, the ECZ Department of Research, Planning and Information (RPI), in collaboration with the ICT Department tested the OMR Software and was satisfied with its results. Pretesting of the Grade 7 Composite Examination was done, and a total of sixty-six (66) schools were sampled across the ten provinces. A total of 16,292 cards across subjects and pretests were exposed in the provinces. All the provinces had two districts with three schools sampled for each, except for Northwestern Province which had six districts with two schools sampled.

The 2022 pretest answer cards were scanned and processed successfully using the OMR software. Despite using ordinary 80grammage bond paper, the rate of rejection was almost Zero.

ECZ is now putting in place measures to scale this software and scanners at Grade 7 level in a phased manner before rolling out to the entire country. This will ultimately help the institution to effectively and efficiently apply funds saved from the implementation of this system to improve other areas of the core business of the institution.



TIONS AT ECZ

Teacher Education Examination Results Go Online

In an effort to create an inclusive system for administration and management of examinations, ECZ has implemented the electronic access of statements of results for Teacher Education. So far, the Grade 7, 9, 12 and General Certificate of Education (GCE) are available online. The latest are the Teacher Education Examination results that were made available online in 2022.

On 7th February 2022 ECZ announced the release of the 2021 Teacher Education Examination Results for Early Childhood Education (ECE), Primary Teacher's Diploma (PTD) and Junior Secondary Teacher's Diploma (JSTD) for all the three levels of Examinations.

The introduction of E-statements for Teacher Education completes the provision of E-statements for all examinations conducted by the Council.

All results will continue to be made available on the SMS Results Release System through the short code 8383 on prescribed Mobile service networks from time to time while the Statements of Results (SOR) will be accessible online through the e-Statement Portal for free every time results are released as per regulations.

The Examinations Council of Zambia continues to deliver on its mandate and will ensure service provision is in line with both its vision and the aspiration of the people of Zambia. We therefore, invite all stakeholders to journey with us as we promote the Zambian qualification at teacher training level to meet both local and international standards.

Examiner Management System (EMS) Launched

By Angela Mwandu and Henry Muloongo

ECZ has continued its journey of innovation and enhancing efficiency. The Examinations Council of Zambia (ECZ), has introduced the Examiner Management System (EMS). This is an Electronic Online Database System for Examiners.

ECZ currently has more than 4,500 examiners in its database. Previously, the database was being managed manually, as mostly, only the storage of information was electronic. After training examiners, ECZ would then select the successful ones and inform them of the outcome of the training by sending them letters, emails or text messages on their mobile phones.

However, the new system will be used for the first time during the 2023 General Certificate of Education (GCE) examination, to ease the process of managing examiners.

With the new system, sending emails to registered and approved examiners will be done automatically. Furthermore, assigning of identification numbers will also be automated and most of the other tasks in the system will be undertaken in real time.

The system is quite interactive and approved examiners are able to download invitation letters and contracts if they indicate that they would be available to mark scripts at the marking centres.

The System for Examiners has two types of users; examiners and selected ECZ staff. However, these users can only access information and features assigned to them for accountability and security purposes.

As ECZ continues to innovate and incorporate information and communication technology in its operations, examiners are advised to familiarise themselves with the system and know how to log in, since the database has been upgraded from manual to electronic.

Principles of Effective Instruction Strategies



By Dr. William M. Kapambwe

According to the renowned American Educationalist Robert Marzano, there are six principles of effective instruction, namely:

- i. Establishing and communicating learning goals;
- ii. Tracking student progress;
- iii. Celebrating success;
- iv. Previewing and critical-input experience;
- v. Creating strategies for helping students practice and deepen understanding or new knowledge; and
- vi. Helping students generate and test hypotheses

What should be done in order to communicate learning goals? A teacher can employ the following strategies in order to communicate learning goals:

- Distinguish between learning goals and learning activities or assignments.
- Write rubrics or scales for each learning goal.
- Have students write their own learning goals.

In order to track the learners' progress a teacher can do the following:

- Assess students using a formative approach.
- A teacher can also have students chart their progress on each learning goal.

In celebrating success, a teacher and the learners can recognize and celebrate growth.

The action steps and strategies for helping learners interact effectively with new knowledge are the following:

- Identify critical-input experiences.
- Preview content prior to a critical-input experience.
- Organize students into groups to enhance the active processing of information.
- Present information in small chunks, and ask for descriptions, discussion, and predictions.
- Ask questions that require students to elaborate

on information.

- Have students write out their own conclusions or represent their learning non-linguistically.
- Have students reflect on their learning.

In order to help students practice and deepen new knowledge, the following steps can be adopted:

- Provide students with tasks that require them to examine similarities and differences.
- Help students identify errors in thinking.
- Provide opportunities for students to practice skills, strategies, and processes.
- Determine the extent to which cooperative groups will be used.
- Assign purposeful homework that involves appropriate participation from home.
- Have students systematically revise and make corrections in their academic notebooks.

How can we apply the sixth principle of helping students generate and test new hypothesis? There are seven activities which can be undertaken. They are as follows:

- Teach students about effective support.
- Engage students in experimental inquiry tasks that require them to generate and test hypotheses.
- Engage students in problem-solving tasks that require them to generate and test hypotheses.
- Engage students in decision-making tasks that require them to generate and test hypotheses.
- Engage students in investigation tasks that require them to generate and test hypotheses.
- Have students design their own tasks.
- Consider the extent to which cooperative learning structures will be used.

The author is a former Deputy Director at the Examinations Council of Zambia.



ECZ Engages PEOs and SESOs on Best Practices in the Conduct of Examinations

By Editorial Team

A stakeholders meeting on Examinations Administration and Management was held at Chamba Valley Exotic Hotel on 5th May 2022. The meeting was attended by Provincial Education Officers (PEOs) and Senior Education Standards Officers (SESOs). It was aimed at finding solutions to some of the challenges faced by schools in the administrators in the administration and Management of Examinations in Zambia.

As the examinations drew closer, ECZ continue to look to consented efforts that will deliver quality assessments to the people of Zambia. We are glad that the multi-sectorial approach of administration in examinations continues to scored a 10/10 and sealed loopholes to examinations leakages.

As a body charged with the mandate to set and conduct examinations and award certificates to successful candidates, ECZ shall

remain open to dialogue and progressive ideas that will lift this great nation of Zambia to higher heights in educational assessment.

These meeting will continue to be held in the future in order to deliver quality of assessments as desired by the Zambian people.



Zambia's Edu-System to be Enhanced through 'A' Levels

By Dr. Michael M. Chilala

ECZ benchmarks with other countries

Not so long ago, Zambia's universities suffered a minor setback with regards to the downgrading of universities to a college status by the Oxford University in UK. However, this assertion was dispelled by the then Minister of Higher Education, Professor Kandu Luo in a ministerial statement delivered on Thursday, 13th December 2018 in Parliament.

What this meant was that Zambia has over the years used 'O' levels as an entry qualification into university compared to other countries. For example, a person from Zambia who intends to study in South Africa would be exposed to the bridge programme for matric. Other than this, the international space for opportunities like scholarships has had limitations in terms of access. Zambians have lost out on the Rhodes Scholarship due to these complications.

The Government of the Republic of Zambia therefore continues to plan for the enhancement of its education system in order to meet local and international demands. A number of interventions are in the pipeline for implementation.

Under this backdrop, the Ministry of Education (MoE) and the Examinations Council of Zambia (ECZ) is developing a framework to introduce 'A' Levels that will see Zambia's education system continue to compete favorably as well as level it up to global systems.

As government continues to review the education policy, ECZ engaged in benchmarking activities in order to gather valuable inputs towards the successful implementation of the 'A' levels. As outlined in its Strategic Plan for the period 2021 to

2025, the ECZ, intends to actualize 'A' level education. This is quite a significant reform in assessment and before embarking on this path, the Council sent out teams to three other countries on benchmarking visits, to learn from other examining boards that were already assessing candidates at this level. These were Uganda, Zimbabwe and Tanzania.

The information gathered has been package for input into the curriculum review and the draft education policy. As a matter of ensuring that this is actualized, ECZ invites stakeholders to support this process and ensure that no single learner or citizen is disadvantaged in the process.

The team to Uganda consisted of officers from ECZ and the Ministry of Education. The main objectives of the benchmarking visit which took place from 26th of June to 2nd July 2022, were to share information on the processes and procedures relating to the provision of 'A' level education and assessment; share documentation related to 'A' Level assessment; and share experiences and best practices relating to 'A' Level education provision and learner assessment. During the benchmarking visit, it was noted for example from the Ugandan education system that it begins from a three-year Pre-Primary Education (3 to 6 years) then proceeds to 7 years Primary Education (P1 to P7). After primary education, learners proceed to Lower Secondary Education (S1 to S4). After completing the lower secondary learners proceed to Upper Secondary – A Level (S5 to S6). While undergraduate university programmes run for 3 years. In Uganda's educational system, O Level introduces concepts and lays foundation for 'A' Level education.

With regards to the Advanced Level Education, the duration is two years and subjects are grouped according to their nature (Arts or Sciences). The subject groups offered are: General Paper, Humanities Sciences, Languages, Mathematical subjects, Cultural subjects and Technical subjects.

The qualification one gets at the end of 'A' level education is referred to as the Uganda Advanced Certificate of Education (UACE) examinations. Learners are allowed to take subjects so that they can enter either natural sciences or arts-based programs in universities.

After visiting the three Examinations Boards, the following recommendations were drawn:

1. That the Ministry of Education in Zambia should revise the education structure by introducing Advanced Level education including:
 - Having the entry age at Grade one to be six years;
 - The primary education to remain seven years;
 - Ordinary level education to start at grade 8 and end at grade 11;
 - The A' Level education to start at grade 12 and last for two years;
 - The school education system to be as follows; a learner to have seven years of primary education; four years of lower secondary and two years of upper secondary;
 - The University degree programs to take a minimum of three years.
2. For the Examination purposes:
 - At the end of the seven years of primary education, a learner



should sit a national examination and this examination should be a pass/fail examination.

- At the end of lower secondary education (Grade 11), a candidate will sit School Certificate Ordinary level (O' Level) examination and obtain a School Certificate or General Certificate of Education;
- At the end of upper secondary, a candidate will sit 'A' level examination and obtain an Advanced School Certificate.
- Introduce an alternative pathway for candidates who obtain a General Certificate of Education but do not proceed to A-Levels

since only candidates that meet the set criterion for 'A' levels shall be proceeding to Upper Secondary.

- At Ordinary level, learners should take a minimum of eight subjects and a maximum of ten. At Advanced level, learners should take subject combinations. These combinations should be aligned with career pathways found at university level and in the world of work.
- Security features on the statement of results and certificates should be enhanced to include a picture of the candidate.
- Learners who do not proceed to the

next level at end of primary, end of lower secondary and end of upper secondary should take alternative education pathways that should include skills development.

All in all, the benchmarking visit were successful. The introduction of 'A' Levels in Zambia cannot be over emphasized as Zambia seeks to revise its school curriculum to attain 21st Century skills in learners. The Curriculum evaluation by the Ministry of Education is expected to address existing gaps between Secondary Education and University ultimately.

SAAEA Ponders Links in Educational Assessment Research

By Nicolas Nkhuwa

The Southern Africa Association for Educational Assessment (SAAEA) was established primarily to provide a platform for assessment, curriculum development and research in education within the Southern Africa region. SAAEA has a membership of nine (9) member countries which are Botswana, Eswatini, Lesotho, Malawi, Namibia, South Africa, Tanzania, Zambia, and Zimbabwe with the aim to provide a forum for the exchange of best practices in assessment, curriculum development and research in education, to promote co-operation among educational assessment agencies within the SADC region, encourage and facilitate dialogue and debate among member states and institutions concerning educational assessment issues.

Zambia through the Examinations Council of Zambia (ECZ) as a primary member of the SAAEA is participating in the innovations in assessment. Through the SAAEA block, educational assessment is being pondered to promote common standards.

In 2014, a comparative report on the education landscape of the countries in SAAEA was released. The report outlines a number of assessment principles which the SAAEA continues to seek to standardise through guidelines. This will eventually see the easy mobility of students and labour within the block and also help to improve the administration and management of educational assessments.

Over the past two years, ECZ participated

in the Research Forum (RF) meetings that were hosted by Botswana and South Africa respectively. The RF is an operational and advisory wing of SAAEA. Through this platform, member countries are assigned to take up specific assignments that inform the block on areas of research and projects that are key to the development of education in the respective countries. It's also a platform that ensures standards are comparable within and beyond the region as well as focus on establishing key strategies to improving learner performance.

SAAEA is now focusing on a sustainable growth path to be able to mitigate its efforts from collapsing at the hand of global challenges such as the COVID-19 Pandemic. It is also focusing on engaging Mozambique and Angola to join the block.

More recently, SAAEA has been pondering on how research can be leveraged to help the various educational systems of member countries cope with dynamic and fast changing society. Therefore, members have been called to ensure innovation is added as a key component to the daily business in education assessment. It is hence worth noting that, researchers will be key in generating new knowledge that guide decision making in assessment institutions. So far, great strides have been made in the area of the RF meeting on an annual basis. Among the other areas SAAEA is engineering include:

- Harmonisation of qualification;
- Guidelines to large scale national assessment;
- School bases assessment;

- Journal publication;
- Guidelines for the development and administration of examinations;
- Development of guidelines for Collaborative Research;
- Identification of Research Topical areas;
- Develop guidelines for Standard Setting and awards;
- Designing and development of an Assessment course for examiners in the region;
- Developing the Quality Assurance tools; and
- Establishment of Continuous Professional Development Strategy for SAAEA.

The block also holds conferences as a platform for a more sharing knowledge and best practices. For ECZ, belonging to this regional body is sine qua non. Already the benefits and results can be seen from the various strategic decision that ECZ has made over the years. ECZ has been able to carry out benchmarking visits to some the countries to learn more on what is being implemented. For example, the implementation of the A-Level assessments will largely be attributed to regional links and best practices to improving education systems as countries are already engaged. In September 2023, the ECZ is earmarked to hold another SAAEA technical meeting to look at the development of Quality Assurance tools as part of the development strategies for the regional block.



PHOTO



AEA EXCO Members Pose for a Photo after the Official Opening of the Conference at Avani Victoria Falls Resort in Livingstone



ECZ Executive Director -Dr Michael M. Chilala sharing information on the AEA Conference on ZNBC Morning Live programme at ZNBC in Lusaka



ECZ Appear before Parliamentary Committee on Education Science and technology during review of ECZ Act



Director Examinations Administration Mr Ian Chirambo provides an Update on Examination Admin on ZNBC in Lusaka



ECZ Officer Shares Information with clients at the ECZ Stand during the Agriculture Show in Lusaka



ECZ participates at 39th AEA EXCO Meeting in Kenya



ECZ Special Education Section Preparing Examination Materials for SEN Candidates



ECZ Women during the International Women's Day Commemoration

FOCUS



Former ECZ Director - L - Receives an Award of Recognition during the AEAA Conference towards Establishing the ECZ as an Examining Body



Minister of Education Hon Douglas Syakalima MP visits some of the Exhibition Booths at the AEAA Conference in Livingstone



Pupils visit the ECZ stand at the Trade Fair in Ndola



Management cut a Cake to Celebrate the End of the Examination Cycle



Members of the AEAA Local Organising Committee led by ECZ Executive Director Dr Michael Chilala pays Courtesy visit to Chief Mukuni in Livingstone



Show Committee Staff Pose for a Photo at the ECZ Show Stand



PHOTO



ECZ and UNICEF Officials pose for a photo after talks on Research Matters



ECZ Information and Documentation Officer - (R) during the National Library week in Kabwe



ECZ Members of the AEAA Local Organising Committee having a conference preparatory meeting in Livingstone



ECZ Women visit APTAS Zambia at the University Teaching Hospital in Lusaka



ECZ Participates at 2022 National Library Week in kabwe



Farewell Party in honour of Former Assistant Director Examination Administration-Mrs Violet M Banda

FOCUS



Minister of Education Hon. Douglas Syakalima, MP announces the results to the Public



Learners visit the ECZ Stand at the 94th Zambia International Trade Fair in Ndola



Some ECZ Staff during the AEAA EXCO Meeting in Livingstone



Some Members of the ECZ Management during the results announcement



Women from ECZ visit APTAS Zambia to appreciate special needs for children with disabilities



Staff of ECZ during the EXCO Meeting Livingstone Tour of the Victoria Falls



Staff Retirement farewell party held at ECZ in Lusaka

Learner Performance Review Significant for Quality Education

By Angela Mwandu



On June 8, 2023, the Examinations Council of Zambia (ECZ), held the 2022 National Examinations Performance Review Meeting in Lusaka. The meeting was convened as a hybrid meeting where senior ECZ and Ministry of Education officials attended physically, while Provincial Education Officers (PEOs), District Education Board Secretaries (DEBS), Provincial Education Standards Officers (PESOs), Education Standards Officers (ESOs) and other personnel at district level, joined the meeting virtually.

Since 2013, ECZ introduced the National Performance Review (NPR) of examinations results as a measure to interrogate the performance of candidates in any given examination. The review of the performance of candidates is presented to stakeholders from the expert work of the research department within the ECZ. A careful interrogation of each subject is made based on assessment parameters, outcomes and focus areas of the subjects. A report that is generated provides detail in terms of but not limited to how candidates understood the test items, the comparative analysis on teaching and learning and performance from school to school, and province.

The idea behind the NPR remains as a feedback mechanism on which the performance of learners can be best understood so as to learn and find factors that could be affecting on the performance of learners but also devise strategies that could improve their performance.

The 2022 Grade 7 Composite Examinations, Junior Secondary School Examinations, School Certificate Examinations and Teachers Education Examinations performance review report is a significant report that unfolds

the nation's education not only from the performance perspective but whether the country is gaining from strides that ensure quality education is attained.

Speaking at the NPR meeting, Ministry of Education Director – Standards, Assessments and Evaluation, Mrs Prisca Simukonda who was represented by the Director for Primary Education, Mr Kezala Mwale, said it was a well-known fact that in order to improve the quality of education delivery, there was need to reflect on the performance of the learners in the previous year's examinations.

"This is on account of the performance of learners, directly in terms of relation to performance of the teachers, and also how well the various interventions put in place by the Ministry at various levels have been implemented," she said.

Mrs Simukonda said Government had made remarkable efforts in making education services accessible and affordable to all citizens by introducing free education at primary and secondary school levels. She said this had resulted in schools recording a tremendous rise in enrolments and reduction in absenteeism both in classrooms and during examinations.

"Having achieved this milestone, the focus is now on ensuring that the Ministry of Education and all stakeholders in education delivery, deliver quality education to our learners," Mrs Simukonda said.

She however, said in order to achieve this important milestone, stakeholders needed to make use of the Examinations Performance Review Reports which the ECZ presented annually. The reports had been packaged with useful information which included examination highlights and diagnostic

analysis in all the subjects at the four levels of examination which are Grade 7, 9, 12 and Teacher Education.

She also noted that some teachers and administrators usually concentrated more on examination classes at the expense of learners in non-examination classes. Teachers and administrators were therefore implored to cater for all learners in schools equally, especially the lower grades in order to achieve desirable results.

"I implore you to put to good use, the information packaged in the Performance Review Reports. Let these reports reach as many users as possible in order to improve on our learning and teaching in our respective schools," she said.

The ECZ Executive Director, Dr Michael Chilala also spoke at the same event and highlighted the importance of the meeting. He said feedback to the Ministry of Education through the consented efforts of stakeholders was extremely important. Dr Chilala said the performance review meeting provided a platform for stakeholders to analyse the performance of learners in order to arrive at agreed strategies to improve performance in all the schools and provinces. Dr Chilala expressed appreciation to all stakeholders for adopting the performance reviews at provincial, district and school levels respectively since inception in 2013 and was happy to note that the practice had been mainstreamed. He however, cautioned against making the exercise ceremonial that would defeat the purpose for its establishment.

"We need to domesticate the analysis derived from the annual performance reviews, to the school, district and provincial level so much so that the findings are able to guide our practice in terms of education standards, improvement of learner performance and also teacher practicing," he said.

For the ECZ, these review meetings will harness its role in the education equation to make sure that the country attains its education goals in a bid to pillar the nation for sustainable economic growth and meet the demands of the job market both local and international. This means that quality education through quality assessments will be bridge towards making Zambia a prosperous middle-income nation by the year 2030.

Schools must Familiarise more with SBA Guidelines

By Akakulubelwa Nalishuwa



In May 2023, the Examinations Council of Zambia capacity-built a diverse group of education stakeholders in various areas, including School-Based Assessments (SBA). The stakeholders included Education Standards Officers, Head teachers, and school guidance teachers. It was encouraging that district and school stakeholders made significant progress in leveraging SBAs to monitor learners' progress and identify areas where learners required additional support.

For the first time, SBA has been introduced at Grade 7 level to combine marks earned in this assessment with the main examination. ECZ undertook a study to appreciate the challenges and positives. Once the report is finalized, stakeholders will be availed the information which is expected to streamline the administration and management of SBA in schools.

More work is however needed to fully realize the benefits of SBA in terms of quality and school improvement. Teachers and schools must therefore become more familiar with the concept of SBA and its guidelines, keeping accurate records of learner progress, and provide learners with meaningful diagnostic feedback.

Further, improving education stakeholders' awareness and training, particularly teachers, in these areas could help improve teaching practices and increase confidence and motivation for school-based assessments.



36 Years since Localisation of Grade 12 Examinations - Past, Present and the Future: The Endless Story

By Milimo Mweemba



The institution has undergone tremendous changes since its operation in 1987 in terms of leadership, strategic plans, policy direction and technologically

Like a child learning to walk, the first steps are usually the hardest to make. The ground feels so hard and hot, making it easy for a child to abandon the process with so much valid justification. The story of Examinations Council of Zambia (ECZ), is not different. ECZ is an assessment body established by Act of Parliament of 1983 with the mandate to conduct educational assessments and award certificates to deserving candidates.

The institution has come a long way to be where it is, with so much difficulties or challenges if you like. On 12th December 1974, the Republic of Zambia Examinations Council set up a working party to investigate the localization of Form V examinations in the country. The team of personnel comprised 8 members who had a total of 7 meetings. The members of the committee included L. Mundia (chairman), E. M. Ming (Secretary), T. R. Black (resigned later on in May 1975), B. Carr (member), P. J. Daka (Member), P. Higgs (Member), P.B. Kopolo and M.J. Kelly who joined in May 1975 to replace T.R. Black.

At the first meeting of the Republic of Zambia Examinations Council on 24th February 1971, the team discussed the possibility of replacing the Cambridge overseas school certificate Examinations by local examinations at the end of the then Form V now Grade 12. At this particular meeting no action was taken. The next meeting took place on 12th December 1974. There was a four (4) years break since the first meeting took place. It was at this second meeting that

the paper to localize Form V examinations was presented by the working party.

The paper made the following recommendations:

1. The status composition and terms of reference of the council and its committees;
2. The professional and administrative organizations required to conduct the examinations, including staff requirements;
3. The need for training of local staffs to man the new organization;
4. The cost of implementing a new system;
5. The time table for implementing the change to a local examination requirement.

At the time of localizing the examinations computer facilities were not utilized at all, most of the operations were done manually and routinely. In my imaginations this could have been as hard as bathing a leper brutally eaten up by the ravaging brutal Leprosy without any anesthesia.

The situation at the time was not conducive for examinations administration and management since most of the services were divided among institutions, for instance at primary, level conduct of examinations and analysis of results and research related to examinations were carried out by the psychological Service department of the Ministry of Education.

Computers for processing of data and marking scripts were provided by the

Ministry of Finance Data Processing Center. However, the struggle continued, during this period the working party faced a number of challenges which delayed the harmonization and localization of the then Form V examinations now called School Leaving Examinations (Grade 12) and the enactment of the Act to give authority to the new institution.

The challenges included financial inadequacies, capacity building or skills development and identification and establishment of relationships with other examining boards abroad. The Act of parliament was then rectified in 1983 to give a go ahead to establish an examinations board to conduct local examinations and award certificates to deserving candidates. The organization was officially operational in 1st January 1987 weaned from Cambridge examinations. This was the birth of Examinations Council of Zambia.

The institution has undergone tremendous changes since its operation in 1987 in terms of leadership, strategic plans, policy direction and technologically. Historical data in our archives tells a story of dedicated men and women who devoted their time and expertise in ensuring that ECZ remains as an efficient, productive and competitive institution.

Brief in ECZ history we discovered that at inception, ECZ had no vehicles to transport examinations question papers. Instead, the institution used to hire vehicles to transport examinations question papers. Operations

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Systematic Quality Assurance in Examination Results Processing Key to Promoting Qualifications Internationally

By Editorial Team

Education is one of the pillars for any nation that seeks to ensure the various skills required in the job market are acquired. It is this same education that must also set what kind of skills and knowledge individuals must possess before they are assimilated in jobs. Therefore, determining the kind of skills and knowledge that should be exhibited requires that there is standardization across the region, continent and the world over so as to ensure the integration of various systems and common industry practices are aligned to each other.

Zambia through the Examinations Council of Zambia (ECZ) has continued on this journey

to maintain educational standards for the assessments it conducts.

On 12th January 2023, Zambia received ten (10) experts in assessments from seven (7) examination boards representing different regions of the African continent. ECZ hosted the delegation for a period of 3 days and shared expert knowledge on standardization of qualifications. The focus for these exchange visits is to ensure that before results are released, the quality assurance processes form part of the evaluation and awards criteria.

For Zambia through the ECZ, quality assurance is taken as a major and systematic

process to ensure that the results reflect the highest standard of assessment and that the same standards must remain acceptable internationally.

The experts from Mauritius, Tanzania, South Africa, Malawi, Botswana, Lesotho and Namibia came to Zambia to participate in the Standards Setting and Awards Meeting for the 2022 School Certificate Examination. This is part of the quality assurance mechanism for the promotion of the Zambian School Certificate qualification locally and internationally by the ECZ. It is a testament of our commitment to remain aligned to the global community and to assure all stakeholders that Zambia is implementing the right assessment systems and standards. The collaborations between and among countries provide an opportunity to learn and to continue being one on the continent in matters of assessment for easy mobility of learners or students and also qualifications. Qualifications once obtained by any candidate, are a universal currency, hence the need to work with other examining boards to ensure standards are maintained that will promote the qualification internationally. The standards setting and awards meeting took place from 12th to 13th January 2023 at Intercontinental Hotel in Lusaka.

Meanwhile, Zambia through the ECZ has also participated in a similar meeting in other African countries. ECZ remains committed to its mandate and promoting qualifications that are comparable to international standards.

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were not automated, as everything was manual work and this called for dedication for someone to understand and master the skills.

Most of these operations were routine, thus the more someone worked the more they understood the operations. Starting from 1990s plans to automate the operations at Examinations Council of Zambia were in place. By 2000 the automation plans were taking shape steadily and up to now the plans to automate to the maximum have not ended despite the institution being highly automated currently.

Since 2012 under the solid and determined leadership of Dr Michael Chilala the

following notable changes have been established: Online candidate registration, online verification of results, Service Center establishment across the country in all Provinces. The work culture of the institution has been properly aligned to easily adapt to change and innovations by top management and this has birthed all the institutional changes and innovations being enjoyed by stakeholders.

The aim of opening up Service Centers and online services is to serve people effectively and take services closer to the people. People no longer travel long distances to be served as it was in the past. With automation of services and operations, members of the public can easily access ECZ services right

at their fingertips by the click of a button remotely.

ECZ has also started conducting Examinations abroad in the Republic of South Africa at St. Jeff Academy at the primary level. This is a milestone achievement and a signal of confidence that people have about the Examinations Council of Zambia. With the coming of digital transformation and continuous improvements in terms of service provision to the public, Examinations Council of Zambia is earmarked for continuous improvements and automation of operations to suit the dynamic needs of users. The story is endless and it continues to develop day by day, briefly this is ECZ in past, present, and future.

Unlocking Opportunities: The Importance of Combining Statement of Results for Grade 9 Candidates in Zambia.

By Linda Pande



The Examinations Council of Zambia (ECZ), provides a valuable service to Grade 9 candidates who, after multiple attempts, successfully pass in six subjects. The Council allows them to combine their results, paving the way for progression to Grade 10. In this article, we will explore the benefits of combining results, the challenges involved, as well as the disadvantages of not doing so in a timely manner as well as measures ECZ has put in place to facilitate the service.

Benefits of Combining Results:

1. Progression to Grade 10: Combining results enables Grade 9 candidates to continue their educational journey to Grade 10. It ensures they advance along with their peers and access higher levels of education.
2. Time and Effort Saved: Instead of retaking the entire Grade 9 examination, combining results saves candidates the time, effort, and resources they would otherwise invest in another attempt. It allows them to focus on their academic growth without unnecessary repetition.
3. Expanded Academic Opportunities: By combining results, candidates open doors to various educational pathways. They gain eligibility for scholarships, bursaries, and educational programs that require a specific academic performance, broadening their opportunities for future success.

Disadvantages of Not Combining Results:

1. Educational Setbacks: Failing to combine results in a timely manner may lead to a gap in education. Candidates may be forced to wait for the next academic year to continue their studies, causing disruptions to their learning and potentially hindering their long-term educational aspirations.
2. Social and Emotional Impact: Not progressing to Grade 10 alongside classmates can have social and emotional implications for candidates. It may lead to feelings of exclusion, affecting their self-esteem and overall well-being.
3. Limited Career Prospects: Without

combining results, candidates may face limitations when seeking future employment or pursuing higher education. Certain opportunities require specific educational qualifications, and not having Grade 10 certification can restrict their options.

Hindrances in Results Combination

The challenges include discrepancies in names between sittings, an insufficient number of subjects to be combined, and having more than four sittings.

The first challenge arises when there are discrepancies in names between a candidate's first sitting and subsequent attempts. Differences in spelling or variations in names can create confusion during the results consolidation process. This challenge requires careful verification and cross-referencing of candidate information to ensure accurate combination of results and avoid any discrepancies in the final record.

Another challenge is faced by candidates who have insufficient number of subjects to be combined. The requirement for Grade 9 candidates is to pass in a minimum of six subjects. However, some candidates may have successfully passed in fewer than six subjects during their multiple attempts. In such cases, they are unable to fulfill the prerequisite for combining results, hindering their progression to Grade 10.

Additionally, candidates who have had more than four sittings encounter challenges in combining their results. Each sitting represents an attempt at passing the Grade 9 examination, and when candidates exceed the four-sitting limit, complications arise in consolidating their academic performance.

What ECZ has done to Overcome Challenges

The ECZ has established ten provincial service centers that provide valuable assistance in the combination of Grade 9 Statements of Results. These service centers are strategically located across the country to ensure accessibility for candidates seeking to consolidate their academic performance.

Service centers play a crucial role in facilitating the combination process. They

serve as physical hubs where candidates can submit the required documentation and receive guidance from trained personnel. The centers are equipped with knowledgeable staff who are well-versed in the procedures and requirements for result combination. Candidates residing in different regions of the country can easily access the nearest provincial service center without having to travel long distances. This accessibility fosters inclusivity and equal opportunities for all candidates, regardless of their geographical location.

Furthermore, the provincial service centers serve as information hubs, disseminating important updates and guidelines related to the result combination process. They play a vital role in raising awareness among Grade Nine candidates about the service and its benefits. Candidates can seek clarification on any queries they may have and receive timely information to ensure they meet the necessary requirements. These centers provide candidates with essential support, guidance, and a physical location to submit their documentation. The presence of these service centers underscores the ECZ's dedication to ensuring equal access to educational opportunities and promoting the smooth progression of candidates to Grade Ten.

By understanding the benefits, challenges, and potential disadvantages, eligible candidates can make informed decisions that unlock opportunities for their academic and professional futures. Timely utilization of this service can set them on a path towards continued growth, expanded opportunities, and a solid foundation for lifelong success.

The Evils of Examination Malpractice in Today's Assessment

By Angela Mwandu

Running credible examination is top of the agenda for any assessment organisation. Every year following the registration of candidates for examinations, the Examinations Council of Zambia (ECZ) working with various structures of the Ministry of Education at Provincial and District levels takes careful steps to ensure that all eligible learners are registered for assessments.

However, running credible assessments does not come easily. Many challenges are faced which include but not limited to security of materials both at storage facilities and in transit to the destination points which are the Examinations Centres.

Considering the importance of assessments in any given society, Zambia through the examinations Council of Zambia has been pushing frontiers of quality assessments that meet both local and international standards. So far, the ECZ has been running examinations in South Africa since 2019. This record milestone cannot be attained without having assessments that are carefully administered.

Therefore, ECZ has been making clarion calls on members of the public, security wings, provincial and district education officials to work together ECZ, to run credible examinations.

As it is known, examinations constitute the major means of assessing and evaluating learners' skills, knowledge and attitude in both general and specific areas of studies. However, with this assessment, comes vices such as examination malpractices which can impact negatively on the credibility of examinations and largely the development of the nation.

Examination malpractice or cheating is the abuse of rules and regulations pertaining to internal and public examinations. It refers to

any attempt to give or obtain unauthorized assistance in an examination. There are difference types of examination malpractices such as copying, impersonation, assistance, substitution, smuggling of materials in to the examination room just to mention a few. With the nullification of results for more than 10,000 candidates in 2022, Speaking during a press briefing at ECZ Headquarters in May this year, ECZ Executive Director Michael Chilala said a total of 385 individual and 69 Whole Centre examination malpractices were reported during the 2022 GCE Examination.

"Out of the reported cases, 334 individual and 67 Whole Centre cases had their results nullified, bringing the total number of affected candidates to 9497," Dr Chilala said. Dr Chilala further said of the 67 Whole Centre Cases, 11 had their Examination Centre Status suspended for two years as they were involved in more than one subject.

At School Certificate level, 41 individual and 16 Whole Centre cases were reported and out of the reported cases, results were nullified for 39 individual and 15 Whole Centre cases involving a total of 706 candidates.

Meanwhile, at Junior Secondary External Examination (JSSE), 45 individual and one Whole Centre case were reported resulting in 18 individual and a Whole centre case having their results nullified with a total of 624 candidates being affected.

At Grade 7 examination, there were two individual cases of suspected examination malpractice and both had their results nullified.

Dr Chilala called upon security wings, provincial and district education officials, candidates and members of the public to join hands with the Council to ensure schools ran credible examinations in 2023.

He further stated that the Council would not condone examination malpractices. He called on all Zambians to take personal responsibility towards the conduct of credible examinations in 2023 and beyond, for the good of the education system and the country at large.

This is timely advice for all stakeholders and if heeded, the credibility of examinations in Zambia will be sustained.

Consequences of Examination Malpractice?

The goal of education is to provide knowledge and skills through personal development of physical, social, intellectual and emotional abilities. However, with examination malpractice in the picture, this goal may be at risk of being invalid, as the system may end up producing graduates who lack the knowledge, skill and competence to exploit our country's resources.

Another aspect to consider is that examination malpractices lead to irreversible loss of credibility. Any nation that becomes 'popular' due to high cases of examination malpractice loses international credibility. Consequently, documents from such a country are either not accepted, or are treated with suspicion.

Malpractice retards development as the kind of skills required for the labour market is not adequately resourced since individuals may be in possession of qualification they do not deserve. Hence, the level of management and decision making is affected by this vice. Thus, it is imperative for all stakeholders involved in the preparation of examinations to execute their responsibilities with the seriousness they deserve.

With adequate preparation, those involved in the examination process are less likely to be tempted to take the easy way out by engaging in examination malpractice.

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...it is imperative for all stakeholders involved in the preparation of examinations to execute their responsibilities with the seriousness they deserve.

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ECZ is committed to its vision of being an “Educational Assessment Body of Excellence” and its mission to “To efficiently and innovatively conduct educational assessments and award certificates of comparable international standards”.

This vision and mission will continue to be a reality if parents, teachers and all other stakeholders heed to the anti-malpractice call to ensure that learners prepare adequately for their respective examinations.

It is important for all learners in examination classes, and in particular Grade 7 learners since the Minister of Education Honourable, Douglas Syakalima, MP announced that effective 2023, there would be no automatic progression from Grade 7 to Grade 8.

Parents can fulfil their part by providing the learners with books and other requisites that schools ask for. They can also monitor the learners to ensure they study at home and not focus on activities that distract them unnecessarily.

Teachers on the other hand can help the learners by delivering the curriculum. The teachers can also help by ensuring the School Based Assessments (SBA) are done and results are transmitted to ECZ by 31st July, 2023. SBA marks form part of the final mark in final examinations for learners in primary and secondary school.

The SBA not only helps to avoid a one off test that assesses fewer skills and techniques, but also widens the skills and techniques to which learners are exposed, and remedial interventions can be done to ensure skills and knowledge acquisition by the learners. Adequate preparation and shunning of examination malpractice is beneficial as it protects the future of learners or candidates, prevents nullification of results, barring of candidates from taking ECZ examinations and jail terms.

ECZ will continue to work with stakeholders to deliver on its mandate and ensure the Zambian school qualification remains comparable to international standards.

Focus on Candidature for 2023 Examinations

After the registration of candidates closed on 3rd March 2023 and verification of entries was concluded in April 2023, the following were the outcomes of the 2023 candidate registration process:

A total of 1,265,842 candidates were registered for the examination, compared to 1,231,248 candidates who registered for the examinations in 2022. This showed an increase in the 2023 candidature by 34,594 or 2.8 percent, over the 2022 candidature. A total of 982,384 candidates registered for the 2023 school (Grades 7, 9 and 12) examinations compared to 928,013 who registered in 2022. This reflected an increase in candidature by 54,371 or 5.85 percent over the 2022 candidature.

The largest increase in candidature was in the School Certificate (Grade 12) Examination, which increased by 39,196 candidates or 30.8 percent over the 2022 candidature. The candidature for both the General Certificate of Education (GCE) and Junior Secondary External Examination (JSEE) declined by 16.52 percent, from 303,235 in 2022 to 283,458 in 2023. The decline may be associated with the improvement of certificate pass rates during the 2022 Junior Secondary School and School Certificate Examinations.

Significantly, more female candidates registered for all the 2023 examinations than male candidates. A total of 260,367 Grade 7; 165,116 Grade 9; and 84,085 Grade 12 female candidates registered for the examinations. On the other hand, a total of 241,996 Grade 7; 147,571 Grade 9; and 82,223 Grade 12 male candidates registered for the examinations. Further, a total of 73,178 females registered for the 2023 Junior Secondary External Examination (JSEE) as against 61,940 males; and 98,345 females registered for the 2023 General Certificate of Education (GCE) examination against 49,225 males.

ECZ is grateful to all the stakeholders who were involved in the 2023 candidate registration process. It remains to note that the responsibility to ensure credible examinations after every successful candidate registration is placed on every stakeholder and not just the ECZ. Therefore, any form of examination malpractice should not be condoned.



IMAGE: karolina-grabowska

Highlights of the 2022 School Examinations Results

Grade 7 Composite Examinations Candidature

There were 493,932 candidates who entered for the 2022 Grade 7 Composite Examination. Of these, 493,727 were from the Zambian schools and 205 from St. Jeff College in Johannesburg, South Africa. Generally, total candidature increased by 7.94 percent from 457, 590 in 2021. The number of boys who entered for the examination was 238,107 (48.21%) while that of girls was 255,825 (51.79%). Candidature by sex increased by 0.14 percentage points for boys and decreased by the same margin for girls, from 2021.

Absenteeism

Generally, absenteeism from the examination decreased from 10.59 percent (48,509 candidates) in 2021 to 8.99 percent in 2022. Of the 44, 393 candidates who were absent from the 2022 Grade 7 Composite Examination, 21,757 (9.14%) were boys while 22, 636 (8.85%) were girls.

The proportions of both boys and girls who were absent from the examinations decreased during the 2022 examinations. For girls it reduced from 10.31 percent in 2021 to 8.85 percent in 2022 while that of boys reduced from 10.90 percent in 2021 to 9.14 percent in 2022.

General Performance

The 2022 Grade 7 performance according to division classifications was as follows. Similar to 2021, 2020 and 2019, more candidates (37.30 %) in 2022, fell in the division four (4) category. The 2022 division 4 proportions however, represented an improvement of 0.29 percentage points from 2021 and, the lowest recorded in 3 years.

The 2022 division one (1) category recorded the lowest proportions at 14.24 percent, followed by division three (3) at 21.43 percent and division two (2) at 27.03 percent. This represented a decrease of 4.04 percentage points for division 1 proportions in 2022 from 2021 and, increases in division 2 (0.86) and 3 (3.48) categories proportions.

By gender, girls performed better than boys in all the divisions. This has been the case for the past three years (2021, 2020 and 2019). This status quo may call for probing.

In 2022 compared to 2021 the mean scores marginally increased by an average of 0.99 marks across all the subjects. Similar to 2021, the analysis of mean standard scores by gender revealed that girls performed better than boys in all subjects except Mathematics. The improvement in performance projected by the mean scores may be attributed to normalization of learning time after the recess of the COVID-19 pandemic as well as the many interventions that have been put in place by

the ministry of Education to catch up on lost time.

Junior Secondary School Leaving Examination -JSSLE Candidature

A total of three hundred and seven thousand three hundred and one (307,301) candidates entered the 2022 Grade 9 Examination. Of these, one hundred forty-seven thousand three hundred sixty-six (147,366) were boys accounting for 47.95 percent while one hundred fifty-nine thousand nine hundred and thirty-two (159,932) were girls representing 52.05percent. (See table 1).

The total number of learners registering for Junior Secondary School Leaving (Grade 9 Internal) Examination increased by 9.80 percent as opposed to the previous year 2021 where the candidature decreased by 1.74 percent. This is similar to what happened in 2019.

It is also worth noting that in 2022, the percentage increase in candidature for girls was higher than that of boys by 2.63 percentage points.

Out of three hundred and seven thousand three hundred and one (307,301) candidates who entered, two hundred eighty-four thousand eight hundred eighty (284,880) sat for the 2022 Examination, representing an increase of 10.61 percent from the 2021 Examination.

Absenteeism

A drop by 0.68 percentage points in the 2022 absenteeism rate was observed from the 2021 rate of 7.98 percent. A trends analysis over a period of 6 years revealed that absenteeism has dropped from 12.04 percent in 2017 to 7.30 percent in 2022.

In 2022, girls' absenteeism rate dropped to 7.28 percent from the 7.70 percent, which was recorded in the previous year, while that of boys was 7.31 percent in 2022 from 8.27 percent in 2021. Generally, absenteeism rate in the 2022 Junior Secondary School Leaving (Grade 9 Internal) Examination has shown a decrease in seven provinces except Muchinga, Eastern and Lusaka.

General Performance

Of the 284,880 candidates that sat the 2022 Junior Secondary School Leaving Examination (JSSLE), 154,304 candidates (54.16%) obtained certificates. This represents a marginal decrease of 0.27 percentage points from 54.43 percent in 2021.

Gender wise, more girls (54.35%) obtained certificates than boys (53.97%). This represents an increase of 0.41 percentage points for girls and a decrease of 0.98 percentage points for boys from 2021.

In terms of Statements, 104,010 candidates representing 36.51 percent obtained statements. In comparison to 2021, the number of candidates that obtained statements in 2022 decreased by 2.03 percentage points from 38.54 percent (See table4).

With reference to candidates failing, 26,566 candidates representing 9.33 percent failed the 2022 Examination. This represents an increase of 2.3 percentage points from 2021. Gender wise, more boys (9.95%) failed the examination than girls (8.75%). This was the case during the 2019, 2020 and 2021 Examinations.

Junior Secondary School Examination – JSSE Candidature

A total of 143,430 candidates registered for the 2022 Grade 9 External Examination, out of which 65,628 (45.76%) were boys and 77,802 (54.24%) were girls. A total of 132,508 candidates sat for the 2022 Grade 9 External Examination, out of which 60387 (45.57%) were boys and 72121 (54.43%) girls. Candidature increased from 121,726 in 2021 to 143,430 candidates in 2022. This represented an increase of 17.83 percent.

Absenteeism

The 2022 absenteeism rate was 7.61 percent. This represented an increase of 2.27 percentage points from 5.34 percent in 2021. The absenteeism rate for both girls and boys increased during the 2022 examination. For boys, the absenteeism rate went up from 5.76 percent in 2021 to 7.99 percent, while that for girls increased from 4.98 percent in 2021 to 7.30 percent in 2022.

General Performance

Of the 132,508 who sat the 2022 External Examination, 112,929 (85.22%) passed at least one subject, taking into consideration that candidates at this level are allowed to sit for a minimum of one subject. Of the number of candidates that passed, 13,098 (9.88%) obtained Certificates, while 99,831 candidates (75.34%) obtained Statements that is, passed in less than six subjects. The 2022 certificates percentage represented an increase of 0.61 percentage points from that of 2021(9.27%). A total of 19,579 candidates (14.78%) failed the examination. This implies that these candidates did not pass in any subject they sat.

More boys (10.15%) obtained Certificates than Girls (9.66 %). This was the case for statements. Contrary, more girls (15.30 %) than boys (14.15 %) failed the examination. This was the case in the 2021 examination as well.

General Certificate of Education Examination Candidature

A total of 157,307 candidates registered for

the 2022 GCE examination session, of whom 53,181 (representing 33.8%) were male and 104,126 (representing 66.2%) were female candidates. Majority of the candidates were from the Lusaka, Copperbelt and Central provinces (with over 15 percent each), while Muchinga, Northern and Eastern provinces presented the least in terms of proportion (less than 5 percent per province).

From 2021 to 2022, the number of candidates registering for the examination increased from 133,470 to 157,307, representing an increase of 17.9 percent.

The trend in candidature by sex which was observed in 2022 was similar to that of in 2021 Examination. There were more female than male candidates.

In terms of numbers of candidates who sat the 2022 GCE examination, 91.13 percent (143,351) of the registered candidates, sat the examination.

Additionally, 24,295 candidates (15.4 percent) entered for five or more subjects during the 2022 Examination session. Of these, a total of 20,980 candidates sat the Examinations. The trend however, shows that majority of the candidates for this examination enter for three or less subjects.

Generally, 8.4 percent of the candidates were 18 years and below, while 31.6 percent were between 19 to 24 years. Further, 60 percent of the candidates (89,919) were 25 years old or over. This feature highlights the fact that the general citizenry at large has realised the importance of the examination.

Absenteeism

Absenteeism for the GCE Examination remains prevalent countrywide, with the 2022 GCE examination recording a marginal increase in absenteeism rates compared to the 2021 session. The national absenteeism rate was at 8.87 percent, representing an increase of 1.9 percent from 2021.

General Performance

Generally, majority of the candidates for this examination entered to improve or obtain better grades, while slightly over 12,000 candidates entered to obtain full GCE Certificates. This section provides a brief but in-depth narrative analysis of performance for the 2022 GCE examination by looking at the GCE Certificate awards, subject mean scores and finally, the distributions of grades across subjects.

Of the 143,351 that sat the 2022 GCE examinations, a total of 20,980 candidates sat for 5 or more subjects. Further, 7,471 of the 20,980 candidates that sat for five (5) or more subjects obtained GCE Certificates representing 35.6 percent. Furthermore, of 7,471 candidates that obtained GCE Certificates, 2,531 were male candidates and

4,940 were female candidates respectively. This represents a marginal improvement from the 2021. GCE examination session where 1,618 male and 2,878 female candidates respectively obtained GCE Certificates.

In terms of failure rates, of the 143,351 candidates that sat 2022 GCE examination, 11.61 percent representing 16,648 candidates failed to obtain a passing grade in any of the subject(s) they entered for.

School Certificate Examination Candidature

A total of 127,219 candidates registered for the 2022 School Certificate examination, representing an increase of 2.57 percent from 124,031 candidates who registered for the 2021 examination.

In the 2022 School Certificate examination, 64,362 (50.59%) boys and 62,857 (49.41%) registered. In comparison with the 2021 examination, the number of boys and girls who registered increased by 2.83 percent and 2.31 percent from 62,593 and 61,438 respectively.

A total of 125,075 (98.31%) out of the 127,219 registered candidates sat the 2022 examination. The proportion of candidates who sat the examination marginally increased (0.05 percentage points) from 98.26 percent in 2021.

Absenteeism

The absenteeism rate has continued to drop over the years. In 2022, it stood at 1.69 percent, a decline of 0.05 percentage points from 1.74 percent recorded in 2021.

By gender, boys recorded a higher absenteeism rate at 1.73 percent compared to girls at 1.64 percent. A similar picture was observed in the 2021 examination. However, the absenteeism rate for boys in 2022 reduced while that of girls increased by 0.20 and 0.09 percentage points respectively.

General Performance

Out of the 125,075 candidates that sat the examination, 86,662 (69.29%) obtained School Certificates. The proportion of candidates obtaining a school certificate increased by 2.14 percentage points from 2021. This trend was observed in the 2021 examination. Attributed to this could be the reduced dependence on possible leakages of examination question papers.

Of the total number that sat, 63,251 (98.27%) were boys while 61,824 (98.36%) were girls. When compared to 2021, the proportion of boys who sat the 2022 examination increased by 0.2 percentage points while that of girls insignificantly dropped by 0.09 percentage points.

Teacher Education Examination ECE Year I Examination Candidature

One hundred Sixteen (116) candidates

registered for the 2022 Early Childhood Teacher Education year one examination. About 84.84 percent (98) of the registered candidates were females and 15.51 percent (18) were males. The 2022 candidature increased by about 34.48 percent (40 candidates) when compared to 2021.

Out of the 116 registered candidates, 109 candidates representing 93.97 Percent sat the examination. Of the 109 candidates, 92 (84.40%) were females and, 17 (15.60%) males. In comparison to 2021, the 2022 proportion of candidates who sat the ECE year one examination decreased by 2.08 percentage points.

Absenteeism

Of the number registered, seven (7) candidates representing 6.03 percent of the registered candidates were absent from the examination. When compared to 2021, the absenteeism rate in 2022 ECE Year I examinations increased by 2.08 percentage points.

More female candidates were absent from the ECE Year I examinations than their male counterparts.

The five- year trend analysis indicates that candidature for ECE year 1 has been reducing. However, the trend changed in 2022 as it took up an upward turn.

General Performance

Of the candidates that sat the 2022 ECE year one diploma examination, 87 (79.8%) obtained clear pass, 18 (16.5%) proceeded and there was no referred candidate. One candidate was recorded in repeat and 3 were excluded. In comparison to 2021, the 2022 proportion of clear pass decreased by 9.24 percentage points from 89.04% in 2021.

ECE Year II Examination Candidature

There were 69 candidates who registered for the examination. Of these, 56 (81.16%) were females and 13 (18.84%) males. All the 69 candidates who registered for ECE Year II diploma sat for the examination. Candidature has continued to decrease Over the past six (6) years.

Absenteeism

No candidate was absent from the entire examination representing 100 percent turnout.

General Performance

Of the 69 candidates that sat the 2022-year II ECE diploma examination, 68 (98.60%) obtained clear pass and 1 proceeded. No candidates were recorded in the fail, Referred, Repeat and Exclude categories.

ECE Year III Examinations

Candidature

Ninety-one (91) candidates registered for the 2022 Early Childhood Teacher Education

Third Year Examinations. These included 69 (75.82%) females and 22 (24.18%) males. When compared to 2021, the 2022 candidature decreased by 5.21 percent.

Of the 91 registered candidates, 87 representing 95.60 percent sat the ECE III examination. These included 67 (77.1%) females and 20 (22.99%) males.

Absenteeism

four (4) candidates (4.40%) were absent from the examination at this level.

General Performance

Of the 87 candidates that sat the examination, 79 (90.80%) cleared, 3(3.45%) proceeded, 1 (1.15%) repeated and 4 (4.60%) excluded. No candidate was referred.

PTD Year I Examination

Candidature

There were 276 candidates who registered for the 2022 PTD First Year Examinations. This represented an increase of 64.49 percent. Of the 276 registered candidates, 185(67.03%) were female and 69 (32.97%) were male. Out of the 276 registered candidates, 254 candidates representing 92.00 percent sat the examination.

Absenteeism

Twenty-two (22) candidates (18 females and 4 males) altogether representing 10.88 percent were absent from the examination.

General Performance

Of the 254 candidates that sat the 2022 PTD year one examination, 145 (57.1%) obtained clear pass and 79 (31.10%) proceeded. 12 candidates representing 4.7% were referred, 3 candidates (1.2%) repeated and 15 (5.9%) candidates were excluded.

PTD Year II Examination

Candidature

A total of 220 candidates entered for the 2022 PTD year two examination. Of these candidates, 149 were females representing 67.73 percent while 71 were males, representing 32.27 percent. Just like in the three previous years, there were more female candidates entering for this examination than male candidates.

Absenteeism

Of the candidates that entered, 179 sat the examination, bringing the rate of absenteeism to 18.63 percent. This indicates a significant increase of 9.99 percentage points in the absenteeism rate from 8.65 percent in 2021.

General Performance

Of the 179 candidates that sat the 2022 PTD level two examinations, 137 (76.54%) obtained clear pass, 33 (18.44%) proceeded, 2 (1.12%) were referred, 2 (1.12%) repeated and 5 (2.79%) were excluded. Northern College of Education and Rokana College of Education recorded 100% clear pass.

PTD Year III Examination

Candidature

A total number of 169 candidates entered for the 2022 PTD Year Three examination. Of these candidates, 121 representing 71.60 percent were females while 48 representing 28.40 percent were males. The number of candidates entering for the Primary Teacher Diploma Third Examination reduced from 192 in 2021 to 169 candidates in 2022. In 2021, candidature reduced from 445 to 192 from 2020.

Like previous four examination years, more female candidates have continued to enter for the examination than males.

Absenteeism

Of the 169 candidates who entered, 144 (85.21%) sat the examination, bringing the rate of absenteeism to 10.42 percent. In 2021 absenteeism rate was at 4.69 percent.

General Performance

Of the candidates who sat the 2022 PTD Year Three examination, 105 (72.92%) obtained clear pass, 35 (24.31%) proceeded, 3 (2.08%) repeated, and 1 (0.69%) excluded. No candidate referred. Mansa College, Nkana, Sambizga and Rokana Colleges of Education, recorded 100 percent clear pass.

JSTD Year I Examination

Candidature

A total of 597 candidates entered for the 2022 JSTD year one examination. Of these, 255 (42.71%) were females while 342 (57.29%) were males. In 2022, the number of candidates who entered for the JSTD year one examination increased by 72.70 percent from the 163 candidates who entered in JSTD year one examination in the previous year.

Of the candidates that entered for this examination, 516 (86.43%) candidates sat the examination. Just like in 2021, more male (57.36%) candidates sat for the examination than their female (42.63%) counterparts.

Absenteeism

Absenteeism rate was at 13.57 percent. Male candidates who were absent were 46 while females were 35.

General Performance

Out of the 516 candidates that sat the 2022 JSTD year one examination, 417 (80.81%) obtained clear pass, 67 (12.98%) proceeded, 8 (1.55%) referred and 6 (1.16%) repeated. 18 candidates (1.16%) were excluded. The proportion of candidates who obtained clear pass in the 2022 JSTD year one examination decreased by 10.69 percentage points from the 91.50 percent recorded in the 2021 JSTD year one examination.

Out of the 14 Colleges that presented candidates for the 2022 JSTD year one examination, 7 Colleges had 100 percent proportion of candidates obtaining clear pass.

More colleges recorded 100 percent clear pass in the 2021 JSTD year one examination than in the 2022 JSTD year one examination.

JSTD Year II Examination

Candidature

A total of 433 candidates registered for the 2022 JSTD Second Year Examination. Of these, 204 (47.11 %) were females while 229 (52.89 %) were males. In 2022, the candidature increased from 191 in 2021 to 433, an increase of over 100 percent.

Absenteeism

The absenteeism rate was at 11.09 percent. By Sex, 7.84 percent of the registered female candidates and 13.97 percent of the males were absent. Overall, the absenteeism rate had drastically increased by 7.95 percentage points from 3.14 percent in 2021.

General Performance

Of the registered candidates, 385 (88.91%) sat the examination. Of these, 188 candidates (48.83%) were female and 197 (51.17%) were males. Despite an increase in the candidature, the proportion of candidates that sat reduced by 7.95 percentage points compared to the 2021 examination.

Of the candidates that sat the 2022 JSTD Second Year examination, 332 (86.23%) obtained clear pass, 38 (9.87%) proceeded, 3 (0.78%) referred, 7 (1.82%) repeated and 5 (1.30%) were excluded. In comparison to 2021, the proportion of students that obtained a clear pass reduced by 7.82 percentage points whilst that of those that proceeded and repeated increased by 5.01 and 2.00 percentage points respectively.

JSTD Year III Examination

Candidature

A total of 273 candidates who comprised of 111 (40.66%) females and 162(59.34%) males entered for the 2022 JSTD Third Year Examination. The number of candidates who registered for the 2022 JSTD Third Year Examination increased by 9.2 percent from 2021.

Absenteeism

The absenteeism rate was at 10.99 percent. This indicated a 4.99 percentage points, from 2021. By gender, female candidates' absenteeism rate in 2022 was at 4.50 percent whilst that of males at 15.43 percent.

General Performance

Out of the 273 candidates who entered, 243 (89.01%) sat the Junior Secondary Teacher Diploma 2022 Third Year Examination. These comprised 106 (43.62%) females and 137 (56.38%) males.

Of the candidates that sat the 2022 JSTD Third Year examination, 198 (81.48%) obtained clear pass, 45 (18.52%) proceeded. No candidate was referred, repeated, or excluded.



Every year, 1st May is celebrated as a day when various employee's efforts and contribution towards the achievement of institutional goals is recognised. ECZ participated at the International Labour Day commemoration which were held at the Freedom Statue in Lusaka and also in the provinces through its staff at the Province level.

Match pasts were conducted in different location across the country in which senior government official addressed the employees from different sectors of the economy. In Lusaka, the Republican President, Mr Hakainde Hichilema addressed various participants and workers. The Head of State encouraged all participants to support entrepreneurship and to investment within the economy for it to grow. He further pronounced governments desire to see pensioners

access part of their contributions whilst the live to invest in the economy as a way of stimulating trade, investment and growth.

In the same vein, ECZ remains committed to having a motivated workforce. Therefore, labour day awards have become a way to recognise the efforts of the employees across different departments and in-house categories such as most improved employees, long service award, most innovative employee and most hard-working employees.



Valuing Employees
Through
Internal
Labour
Commemoration



Employees
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NEW FACES AT ECZ



Emelias Mwiila

Joined the Council as
Accounts Assistant on 3rd
January 2022



Muhali Muhali

Joined the Council as
Senior Exams Specialist
(Zambian Language) on
27th June 2022



Mudululu Siang'andu

Joined the Council as
Senior Exams Specialist
(Foreign Language) on
13th June, 2022



Bathseba S.C Sakala

Joined the Council as
Senior Exams Specialist
(Zambian Language) on
6th June 2022



Mirriam L. Mulenga

Joined the Council as
Cleaner on 3rd May, 2022



Onesmus Kantooma

Joined the Council as
Senior Exams Specialist
Musical Arts and Physical
Education on
9th May 2022



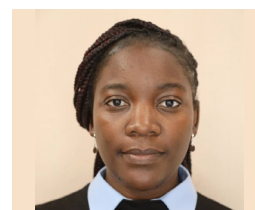
Mufuka Mangango

Joined the Council as
Examinations Officer
Certification – Lusaka
Service Centre on
9th May 2022



Kraus Bbabbie Mapenzi

Joined the Council as
Senior Exams Specialist
Business Studies on
5th September 2022



Grace Chambaka

Joined the Council as
Examinations Officer
Certification on
14th February 2022



Peter Silungwe

Joined the Council as
Accounts Assistant on
14th February 2022



Clairs Chileshe

Human Resource
Officer -Resourcing and
Development. Joined on
1st July 2022



Barnabas Mulenga

Accounts Assistant
Lusaka Service Centre.
Joined on 1st June 2023



Angela Mwandu

Communications Officer
- Joined on 2nd May 2023



Chisha Mwape

Examinations Officer
Certification
Kitwe Service Centre.
Joined on 1st June 2023



Michael Kyobela

Examinations Officer
Certification Solwezi
Service Centre. Joined
on 1st June 2023

Congratulations

APPOINTMENTS



Honester Kabanda
Human Resource Manager



Henry Muloongo
Principal Examinations Officer – Logistics
effective 2nd May 2022. He saved as
Senior Examinations Officer prior to his
appointment



Ian Chirambo
Appointed to the position of Assistant
Director Examinations Administration
effective 14th June 2022. Before his
appointment, he saved as Principal
Examinations Officer -Logistics



Benson Kapumpe
Principal Examinations Officer -Processing



Fanuel Katele
Operations Accountant



Ruth Msoni
Principal Examinations Specialist - SEN



Christopher Msimuko
Assistant Accountant



Mwamba Lesa
Human Resource -Employee Relations
effective 1st April 2022



Benjamin Kasweka
Internal Auditor Information System
effective - 1st September 2022

tulations
in your appointments

ECZ Makes Special Donations



ECZ Council Secretary Mrs. Teza N. Musakanya- (R) hands over sanitary towels to UTH Special School

It is a well known fact that every community has special needs that require special attention from those that have an upper hand over the challenges. In trying to mitigate some of the challenges experienced by school going children especially the girl child, ECZ with support from local organisations - My Zambia, My Responsibility and ZANACO successfully visited the UTH Special School in Lusaka on 25th March 2022 and donated sanitary towels.

A total of 624 packets each containing 8 sanitary towels were donated to the school for distribution to girls.

We are reminded by words of Helene Gayle that "When you educate a girl child, you educate the nation". Another Africa proverb goes to say that "It takes a village to raise a child".

True to these words, the sanitary towels were donated to girls in order to alleviate the challenge of menstrual hygiene. It was envisaged that this effort will deal with issues of absenteeism during lessons which eventually affect the pupils especially those in examination classes.

The donation of sanitary towels at UTH Special School is a continued demonstration of the commitment of ECZ in attaining the ministry's vision of education for all and also to ensure that the vulnerable are supported in the community. The CRS programme initiated by the staff welfare committee was

part of the celebrations of the International Women's Day which was commemorated on 8th March 2022 under the theme "Gender equality today for a sustainable tomorrow". The ECZ delegation comprising mostly women and a few men was led by the ECZ Council Secretary who said the team was happy to be at the UTH special school. "Allow me to pass our special thanks, to you madam and your team for allowing us to come here to donate some materials whose importance cannot be over emphasised in the life of a girl child" she said. "We want to therefore make this donation as an effort by the women within the ECZ in seeing this theme of this year's International Women's Day come to pass

She also alluded to some of the innovations like the access arrangements to all categories of learners with special education needs and modern technologies that have been

installed at ECZ which are used internally to process results for learners with special needs including the packaging of scripts from the examination rooms once the examinations are written.

In receiving the sanitary towels, the Head Teacher Mrs Elina M.P, whose speech was read on her behalf by the acting Head Teacher appreciated the gesture and said it would go a long way in helping the girls attend classes regularly even when it's that time of the month.

On Monday, 3rd April 2023, ECZ again reached out to the less privileged by donating assorted clothing items to the House of Moses in Lusaka. The donation which was entirely supported by the employees of ECZ mainly women through the Staff Welfare Committee, was a gesture to seal off the celebrations of the month of March as a women's month and celebrating the 2023 International Women's Day.

The women also made small contributions in monetary form towards the same donation. "This is just the beginning" ECZ Council Secretary, Mrs Teza Musakanya said.

In receipt of the donated materials, the Alliance for Children Everywhere – Zambia Country Director, Ms Daisy S. Muzukutwa at the House of Moses expressed gratitude to ECZ and called upon the employees to continue with such work. "We thank you Examination Council of Zambia, we didn't know that you had such programmes..."

As ECZ, we shall endeavor to be part of the community through sharing with the needy for a brighter future.



Your Questions ANSWERED

ECZ endeavors to provide information and responses to questions on examination issues and various services provided. Messages are responded to under this page to offer an opportunity for many to get a response on similar questions they may have.

Question: Why can't the ECZ make services accessible online? We have a challenge to access your offices sometimes especially when we want to do verification.

Response: Thank you for the message. Kindly note that the ECZ has been able to move some of its processes online such as candidate registration, payment of examination fees and institutional verification of results. We are definitely aiming at full automation of most of the Services including the individual verification of results.

Question: I wrote two subjects under GCE but the certificate did not come at the center where I wrote the examinations from. Please help.

Response: The new rule for the award of a GCE was changed and that effective 2021, the General certificate of Education obtained would be a direct equivalent of the school certificate. This means that GCE will be awarded to a candidate who sit the School Certificate Examination and passes one or more subjects, but fails to meet the standards for the award of a School Certificate, who later sits the GCE Examination once or more times and passes the subjects, which when combined, the total number of subjects and grades meet the standards for the award of a School Certificate. On the second condition, the award will be given to a candidate who sits the GCE Examination once or more times and passes the total number of subjects and grades that meet the standards for the award of the School Certificate. Therefore, you will need to match up to the above conditions. Only a statement of results will be available for you and can be used to apply for employment of to further your education.

Question: As a school, we have a lot of uncollected certificates in our custody and some are even being damaged by moisture. What should we do to save on space?

Response: We appreciate you for your message. Kindly be advised that all schools are expected to safe keep the certificates in a place that is moisture free and also try to reach out to the candidates for them to come and collect their certificates. However, we take note that this could be a big challenge not only for your school but many others. As ECZ we shall endeavour to provide guidance in future on how we deal with such but currently we are looking forward to electronic certificates which will deal with some of the current challenges.

Question: When are the 2022 Certificates going to be ready?

Response: The ECZ is committed to issuing certificates to all deserving Candidates. As a standard, the process to print certificates commences after the five months period given for candidates to submit queries (if any) on the results has elapsed. ECZ will proceed to produce the certificates and dispatch to the schools through the Provincial Education Office. For the 2022 Certificates, the five months period elapsed on 31st May 2022. Therefore, we hope to dispatch the certificates before end of 2023 or early 2024.

Question: What is the procedure of translating or equating the results obtained from other countries to the Zambian standard if one wants to study in a Zambian university?

Response: Thank you for your message. ECZ is a primary member of regional, continental and global bodies in educational assessment. Therefore, the agreed standards are to provide equating services to candidates in such situations. In this case, you will need to have your results authenticated by the awarding body on your country and request that the results are sent to ECZ via our corporate email which is info@exams-council.org.zm. Thereafter, you can visit our service Centre to pay a translation fee of K1,200.00. This service is offered within 5 working days from date of submission and payment by the client.

Question: Should I pay examination fees to the school?

Response: Payment of examination fees is done through the payment gateway system that has been integrated with the Online Candidate Registration System (OCRS). Therefore, a candidate has the option to use mobile money services and VISA services to pay examination fees or still visit designated banks to make payment. This system automatically allows one to confirm and to pay the correct fees as charged by the ECZ.





Benefits of Regular Exercises

The benefits of engaging on regular physical workouts can be so beneficial and fulfilling to one's life. Be it jogging, aerobics, playing soccer or indeed any types of cardio vascular workout can result into a lot of health benefits.

When you exercise, you are able to manage your weight, risks of getting heart attacks and stroke can be reduced extensively. Workouts also strengthen bone and muscles among the many benefits. Those that do regular workouts can testify that they even have better appetite which help one to consume for fluids and foods, good sleep and stimulates confidence.

At the place of work, this improves one's mood and leads to better work performance and output.

ECZ is ensuring its workforce continues to enjoy a healthy life through workouts. That is why every Friday afternoon, employees have been allowed to take up aerobics training in the car park why also sponsoring training through soccer.

PUZZLE

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

Read the sentences below and find the underlined words in the Puzzle. You will learn more about Examinations Council of Zambia.

1. ECZ has completely **transformed** the access to examination results through online systems. All results can be accessed through the online portal or via SMS when the Minister of Education announces to the Public.
1. In August 2022, Zambia through the ECZ will **host** the 38th Association for Education Assessment in Africa **Conference** in Livingstone.
1. The **verification** of results is vital to stamp out **forgery** of results. This way, you everyone participates in ensuring the international comparability of **qualifications**.
1. Despite the COVID-19 Pandemic, Zambia through the ECZ was one of the few countries to **conduct** examinations. This was as a result of the **collaborative** efforts of the government and stakeholders in education.
1. The use of statements of results should **seize** once certificates are issued by the ECZ. Certificates should be **collected** from the examination centres by all candidates.

QUALITY ASSESSMENTS



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