



EXAMINATIONS COUNCIL OF ZAMBIA

**2020
ANNUAL
REPORT**

2020 ANNUAL REPORT

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Abbreviations/Acronyms

AEAA	-	Association for Educational Assessment in Africa
CDC	-	Curriculum Development Centre
DEBS	-	District Education Board Secretary
DMMU	-	Disaster Management and Mitigation Unit
ECZ	-	Examinations Council of Zambia
ECE	-	Early Childhood Education
e-SOR	-	Electronic Statements of Results
GCE	-	General Certificate of Education
GNCZ	-	General Nursing Council of Zambia
HEA	-	Higher Education Authority
IAEA	-	International Association of Educational Assessment
ICT	-	Information Communication Technology
IIA	-	Institute of Internal Auditors
IRT	-	Item Response Theory
JSTD	-	Junior Secondary Teacher's Diploma
LAZ	-	Law Association of Zambia
MoGE	-	Ministry of General Education
MoF	-	Ministry of Finance
OCRS	-	Online Candidate Registration System
ORVS	-	Online Results Verification System
PESO	-	Principal Education Standards Officer
PEO	-	Provincial Education Officer
PTD	-	Primary Teacher's Diploma
SAAEA	-	Southern Africa Association for educational Assessment
SBA	-	School Based Assessment
SEN	-	Special Educational Needs
SFTP	-	Secure File Transfer Protocol
TESS	-	Teacher Education and Specialised Services
TEVETA	-	Technical Education, Vocational and Entrepreneurship Training Authority
TCZ	-	Teaching Council of Zambia
UNZACI	-	University of Zambia Confucius Institute
USAID	-	United States Agency for International Development
ZEEP	-	Zambia Education Enhancement Project

Examinations Council of Zambia Structure and Functions

OUR STATUTORY MANDATE

The Examinations Council of Zambia (ECZ) is a statutory institution established by an Act Parliament number 15 of 1983, Chapter 137 of the Laws of the Republic of Zambia and as amended in 1994. The main function of ECZ is to set and conduct examinations and award certificates to successful candidates at school and tertiary levels.

WHAT WE DO

The functions of the ECZ are to:

- Conduct examinations;
- Award certificates or diplomas to candidates who pass examinations conducted by the Council;
- Advise any public institution on the development and use of any system of testing or examining when requested to do so;
- Carry out relevant research in examinations;
- Formulate syllabuses for examinations;
- Promote international recognition of qualifications conferred by the Council;
- Approve or reject the appointment of examiners;
- Organise training courses for, or arrange for training of examiners, markers, supervisors, invigilators and other persons connected with examinations; and
- Invite any person or body either in or outside Zambia to assist the Council in the conduct of examinations.

VISION

An Examining Body of Excellence.

MISSION

Efficiently Conduct Assessments and Award Certificates of Comparable International Standards.

CORPORATE VALUES

The Council and its employees have a long and continuing tradition of distinguished public service. In the strategic period running from 2016 to 2020, ECZ shall run under the following eight corporate values:

- **Accountability**
- **Competence**
- **Confidentiality**
- **Efficiency**
- **Integrity**
- **Innovation**
- **Teamwork**
- **Transparency**



Chairperson's Statement

I am delighted to present the Examinations Council of Zambia Annual Report for the year 2020.

In 2020, the Council and Management of the Examinations Council of Zambia continued to implement government policy in the provision of national examinations at school and teacher education levels. During the year under review, the Council provided policy direction and oversight to Management. The Council achieved the activities as outlined in its strategic plan which ran from 2016 to 2020. The year 2020, being the last year of implementation, provided a comprehensive picture over the performance of the strategic plan. The end term evaluation revealed 70% achievement and the remaining 30% of activities were carried over to the new strategic plan that would start in 2021 and in 2025.

During the year under review, the Council received financial support from government, cooperating partners and also raised income internally through the sale of post examinations services through our Service Centres. The details for the financials are outlined in the Audited Financial Statements for the year ended 31st December 2020.

In 2020, the Council approved the revised policy documents for the ECZ namely the Financial Procedures and Regulations; the Guidelines for Administration and Management of Examinations in Zambia (GAMEZ) and the Examination Regulations. The Teacher Education Examinations reforms were approved with revised modules and assessments earmarked for full implementation in 2021. The Council also approved the revised policy for the award of General Certificate of Education (GCE) certificates effective 2021. The GCE certificates would be issued to candidates upon meeting the School Certificate equivalence. Candidates not meeting equivalency to School Certificate would be issued with GCE Statements of Results.

Further, I am delighted to recognize that during policy development, the Council used a stakeholder consultative approach to ensure that all the policies, guidelines and regulations were a product of all the stakeholders involved in the delivery of education.

When it comes to the performance of the learners in 2020, the trends in certificate pass rates were similar to that of 2019. At Grade 7 level, those between Division One and Three were 61.37% compared to 61.17% in 2019. The certificate pass rate at Grade 9 was 53.09% compared to 46.14% in 2019; and at School Certificate level it was 63.93% compared to 65.32% in 2019. The teacher education diploma pass rates were also comparable to 2019, except that the numbers enrolled in the colleges of education and presented for examinations continued to decline.

The year under review was a unique year in that we were affected as a globe by the COVID 19 pandemic, which at national level caused the reorganisation of the school and examinations calendars. Despite the reorganisation, the examinations were successfully conducted. This was not a mean achievement as other countries had to either postpone or cancel the examinations altogether. For this, I extend my appreciation to the Ministry of General Education for the policy guidance and commitment in ensuring that there was continuity in the system.

Lastly, my appreciation goes to all the stakeholders from the classroom to the national level for the support and guidance we received as a Council. Their support enabled the Council fulfill its mandate. I also wish to commend the Council and its Committees, Management and Staff for the achievements of the year.

Thank you and God Bless you all.



Prof. Frank P. Tailoka
COUNCIL CHAIRPERSON



Director's Statement

I am pleased to present to you our 2020 Annual Report. The year 2020 was a busy year as this was the last year in the implementation of our Strategic Plan 2016 to 2020. The Examinations Council of Zambia set out to achieve its mandate and strategic objectives. From the outset, we want to thank all our stakeholders for their unwavering support throughout the year. We recognise the support of Council led by Professor Frank P. Tailoka in providing management with the much needed policy guidance and direction during the year under review.

We carried out all activities planned for the smooth conduct of the examinations in 2020. We managed to run all the examinations at school and teacher education levels and released the results to the Ministry of General Education despite the emergency of the COVID-19 pandemic which posed a big threat to the future of assessments and education in general.

In the year 2020, we witnessed various approaches to the conduct of examinations based on the emerging COVID-19 pandemic threats. Among the most significant decisions made by our Zambian authorities in the education sector, through the Examinations Council of Zambia (ECZ), was to postpone the examinations by about one month. The Grade 9 External and General Certificate of Education (GCE) examinations were moved from the end of July to Early August period to the end of August to Early September period while the Grades 7, 9 and 12 examinations were moved from November to December. This assured the country that the assessment method would not significantly change despite the COVID -19 and, therefore, the validity and reliability of the results was assured. We, however, continued to implement activities related to examination reforms. Pursuant to the reforms, we developed, printed and distributed the amended Guidelines for School Based Assessment for the Primary and Secondary Education levels and College Based Assessment Guidelines for the Teacher Education programmes. We printed Specimen Examination Papers for the subjects whose paper structures were amended in 2019.

We reformed the structure of the Teacher Education examinations to increase on the proportion for College Based Assessment (CBA) as we reduced on centralised examinations. We set the

examination papers for the year 2020.

Having realised the challenges associated with teaching and learning as schools closed, we partnered with Zambia Telecommunications Limited (Zamtel) to deliver a Smart Revision Portal to allow the learners have access to past papers and their solutions, for revision purposes. The COVID-19 experience caused management to earnestly think about the possibility of Computer Based Examinations for the future, a matter which the Council is considering in the next Strategic Plan as the current one ends in December 2020. Other innovations included the launch of the E-Statement of Results, saving the Council of costs previously incurred on computer paper, printing and distribution of the same.

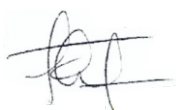
We also finalised the development of the Electronic Item Banking and Test Construction software. We also partnered with Infratel, an Industrial Development Corporation (IDC) outfit to develop the e-payment platform, conducted stakeholder training on the same and launched it. This enabled members of the public pay examination and other fees to the ECZ through mobile money and visa.

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

In line with the Government Decentralisation Policy and our decentralisation of services, we moved to open our provincial office, the Kasama Service Centre in Northern Province. With this ECZ now boasts of offices in seven of the ten provinces of Zambia. It is envisaged that all provinces will have offices by 31st March, 2021. Considering our 2016–2020 Strategic Plan comes to an end in December 2020, the Council had placed priority at the development of the 2021–2025 Strategic Plan in the second half of 2020.

Additionally, we continued to champion meaningful examination reforms which will shape the future of examinations in Zambia, given the current and future challenges affecting the education and assessment systems globally, and the modern methods of delivering teaching and learning.

Finally, I thank the Council for the policy guidance and the members of staff for remaining our driving force by working round the clock to ensure we delivered on our mandate and meeting the expectations of all our stakeholders.



Dr. Michael M. Chilala
DIRECTOR

Executive Summary

This report covers the operations of the ECZ for the period 1st January to 31st December 2020. The report outlines the performance of the ECZ during the period under review. The activities are presented in line with thematic areas as identified in the strategic plan 2016 to 2020.

The Council and its Committees provided oversight in terms of the strategic and policy direction of the ECZ. The ECZ Management and staff delivered on its core mandate of setting and conducting examinations and awarding certificates or diplomas to successful candidates.

ECZ had participated in the Top Management meetings of the Ministry of General Education to devise strategies to handle teaching, learning and assessment in view of the COVID-19 pandemic. This led to the amendment of the school calendar and timetables for the examination classes of 2020. Management further held a stakeholder engagement meeting at Twin Palm that saw the Council's resolutions being adopted by the various stakeholders. The stakeholders resolved to maintain the status quo of conducting the Grade 9 External Examination as a separate examination, and printing the examination question through an International Open Tender Bidding with a long-term plan of establishing a printing facility within ECZ. The Stakeholders also resolved that Council should strengthen the provincial marking system through training of Examiners and enhancing on quality assurance. The Council also approved the revised financial regulations, the guidelines on examinations administration as well as examinations regulations.

The ECZ had continued to invest in innovations by developing in-house ICT solutions to improve both administration of examinations and service delivery. This was particularly so with the COVID-19 pandemic. Despite the COVID-19 pandemic ECZ continued to operate as majority of its workforce were essential workers.

The 2020 trends in the proportions of Certificate awards were similar to that of 2019. At Grade 7 level more candidates in the 2020 examination fell in the category of Division 4 at 38.63 percent, followed by Division 2 at 25.51 percent, Division 1 at 17.94 percent and Division 3 at 17.92 percent. Girls performed better than boys in new subject areas compared to traditional subjects such as English and Zambian Languages. This showed that the efforts of Government and Developmental Partners to keep girls in school were working. However, there was still the need to ensure that boys were not left behind. The certificate pass rate at Grade 9 and 12 was 53.09 percent and 63.93 percent respectively. The comparative performance between 2020 and 2019 entailed that teachers were able to cover the syllabi despite the COVID-19 pandemic. The measures put in place by Government such as online revision portal, Educational Television Channel, and online teaching among others could have mitigated the impact of the pandemic in terms of loss in learning time.

The 2020 examinations candidature and performance is summarized in the table below.

Table 1: 2020 Examinations Summary Statistics on the Candidature and Performance

	Number	2020 %	2019 %
Grade 7 Composite Examination			
Entered	467,834		
Sat	403,445	86.24%	86.72%
Div. 1 to 3 pass rate	247,602	61.37	61.17%
Div. 4 pass rate	155,841	38.63%	38.83%
Progression Rate	403,445	100%	100%
Absenteeism Rate	64,389	13.76%	13.28%
Grade 9 Internal (JSSL)			
Entered	284,755		
Sat	254,852	89.50%	89.23%
Certificate Pass	135,300	53.09%	46.14%
Progression Rate	135,300	53.09%	46.14%
Absenteeism Rate	29,903	10.50%	10.77%
Grade 9 External (JSSL)			
Entered	127,161		
Sat	115,732	91.38%	95.28%
Certificate Pass	8,530	7.37%	2.13%
Absenteeism Rate	11,429	8.99%	4.72%
Grade 12 School Certificate			
Entered	149,982		
Sat	147,055	98.05%	98.05%
Certificate Pass	94,010	63.93%	65.32%
Absenteeism Rate	2,927	1.95%	1.98%
GCE			
Entered	118,225		
Sat	109,547	93.03%	91.31%
Certificate Pass	98,043	89.50	80.86%
Absenteeism Rate	8,678	7.34%	6.83%
Teacher Education Examinations Results All levels (ECE,PTD,JSTD)			
Entered	1,554		
Sat	1,419	91.84%	75.14%
Pass Rate	1,175	82.80%	84.28%
Absenteeism Rate	126	8.18%	24.86%
Teacher Education Diploma Awards			
Graduates at ECE	154	96.86%	92.28%
Graduates at PTD	423	96.58%	82.20%
Graduates at JSTD	25	78.13%	84.50%

Who Governs Us

The Council is the supreme policy making body of the ECZ. In the period under review, the Council continued to provide policy oversight and strategic direction. The following was the composition of the Council:



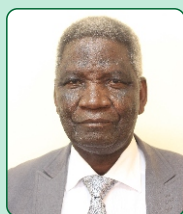
Council Chairperson
Professor Frank P. Tailoka



Vice Chairperson
Ms Wabei Mangambwa



Dr Jobbicks Kalumba
Councillor



Dr Oswald C. Chakulimba
Councillor



Mrs Cecilia Sakala
Councillor



Mr Albert Chituka
Councillor



Mrs Siame Kayula
Councillor



Mr James Chilufya
Councillor



Mr Alex M. Simumba
Councillor



Mr Beard Mwanza
Councillor



Mr Peter Chishimba
Councillor



Mr Thomas Mtonga
Councillor



Mrs Patricia Siwila
Councillor



Ms Precious Goma
Councillor

Committees of Council

The Council operates through a Committee system. The following were the Committees of Council and the number of meetings held to deliberate Council business during the year under review:

Table 2: Council and Committee Meetings held in the year 2020

* S/N	Name of Council/Committee	Meetings Held	
		Scheduled	Extraordinary
1	Council	4	6
2	Finance and Administration	4	1
3	Security	4	1
4	Secondary School Examinations	4	5
5	Primary School Examinations	4	1
6	Teacher Education	4	3
7	Audit	4	2
8	Appeals	-	-

*Due to COVID pandemic and shift in the school calendar the fourth quarter meetings were held in first quarter of 2021.

Finance and Administration Committee Members

Name	Position	Constituency
1. Mr Alex M. Simumba	Chairperson	Councillor
2. Mr Beard Mwanza	Vice Chairperson	Councillor
3. Ms Precious Goma	Member	Councillor
4. Mr Jonathan M. Ng'onga	Member	Administration and HR Public Service Management Division (PSMD)
5. Mr Charles Mutale	Member	Zambia Institute of Chartered Accountants (ZICA)
6. Mrs Alice J. Tembo	Member	Delotte (Accounting Expert)
7. Mrs Arness T. Siame	Member	HR Consultant
8. Mr Sitibekiso Wamuyuwa	Member	Trade Unionist (Secretary

Security Committee Members

Name	Position	Constituency
1. Dr Jobbicks Kalumba	Chairperson	Councillor
2. Mr. Oswell Chakulimba	Vice Chairperson	Councilor
3. Mr James Chomba	Member	PESO-Exams MoGE
4. Mr. Nawa Mulambwa	Member	PEO Western
5. Mr. Allan Kaoma	Member	PEO Muchinga
6. Mrs Grace Sikolongo	Member	PEO Northern
7. Mr. Langson Chibuye	Member	PEO Luapula
8. Dr Allan Lingambe	Member	PEO Eastern
9. Mrs Florence M. Chikalekale	Member	PEO Southern
10. Mr Felix Ngoma	Member	PEO Copperbelt
11. Dr. Mebelo M. Nyambe	Member	PEO North Western
12. Mrs Jennipher C. Banda	Member	PEO Central
13. Mr Christopher Sinkamba	Member	PEO Lusaka
14. Mr Kennedy Mumbi	Member	Zambia Police
15. Mr Evans Chungu	Member	Teacher's Union
16. Mrs Leah Kaseji	Member	Teacher's Union

Secondary School Examinations Committee Members

Name	Position	Constituency
1. Mrs Cecilia Sakala	Chairperson	Councillor
2. Mr Albert Chituka	V/Chairperson	Councillor
3. Mrs Maria Pwele	Member	Kabulonga Girls Head Teacher
4. Col. Lloyd K. Mwila	Member	Copperbelt University
5. Mrs Josephine S. Lungu	Member	Catholic Secretariat
6. Mr Benson Banda	Member	National Science Centre

Primary School Examinations Committee Members

Name	Position	Constituency
1. Dr Oswell Chakulimba	Chairperson	Councillor
2. Mrs Patricia Siwila	V/Chairperson	Councillor
3. Mrs Anne P. Bwalya	Member	DEBS-Mpika MoGE
4. Mr Made Sakala	Member	School Administrator
5. Mrs Exilda Gondwe	Member	Curriculum Development Centre

6. Sr. Prisca Phiri	Member	Head Teacher Kasis Girls Secondary
7. Mr Charles Mvula	Member	School Administrator and Civil Society

Teacher Education Committee Members

Name	Position	Constituency
1. Mr Peter Chishimba	Chairperson	Councillor
2. Mr Thomas Mtonga	V/Chairperson	Councillor
3. Mr Lazarous B.Y Kalirani	Member	PESO-Tertiary Education
4. Mr Bishop F.M. Mwale	Member	TCZ Representative
5. Mr Ngosa Kotati	Member	Director (TESS-MoGE)
6. Mr Chola Simpasa	Member	Principal DALICE
7. Mr Patrick Mumba	Member	Head of School of Education Evelyn Hone College

Audit Committee Members

Name	Position	Constituency
1. Ms Wabei Mangambwa	Chairperson	Councillor
2. Mrs Ester Haamaundu	Member	Representative IIA
3. Mr Kelvin Kaluba	Member	Audit Consultant
4. Ms Joyce Phiri Sundano	Member	Audit Consultant
5. Mrs Ngosa Simachela	Member	Representative of LAZ

Appeals Committee Members

Name	Position	Constituency
1. Ms Precious Goma	Chairperson	Councillor
2. Mr Thomas Mtonga	Vice Chairperson	Councillor
3. Mr Peter Chishimba	Member	Councillor
4. Mr Albert Chituka	Member	Councillor

Who Leads Us

Council Management

The following Management Members provided leadership through policy interpretation and implementation of all day-to-day activities of the ECZ in the period under review:

<u>Name</u>	<u>Position</u>
1. Dr Michael M. Chilala	Director
2. Mr William M. Kapambwe	Deputy Director
3. Mrs Teza N. Musakanya	Council Secretary
4. Mr Shadreck Nkoya	Assistant Director-Research & Test Development
5. Mrs Violet M. Banda	Assistant Director- Examinations Administration
6. Ms Christine Simfukwe	Assistant Director- Information & Communication Technology
7. Ms Ireen M. Chitesha	Chief Accountant
8. Dr Kunda Kuku	Assistant Director-Certification

Departments

The Examinations Council of Zambia's internal departments are:

The Director's Office

The Director is the Chief Executive Officer of the ECZ and superintends over all business of the ECZ. The office is responsible for the day-to-day business of the organisation and is assisted by the Deputy Director, five (5) departments and three (3) standalone units. The following report directly to the office of the Director:

- a. Administration Department
- b. Finance and Accounts Department
- c. Procurement Unit
- d. Internal Audit
- e. Corporate Affairs Unit
- f. Planning Unit

The other four (4) departments report to the Deputy Director's Office.

Finance and Accounts Department (FAD)

FAD is a service department of Examinations Council of Zambia. It superintends over all financial resources of the Institution. The Department's operations are guided by the Examinations Council of Zambia Act of 1983 Section 23 – 26 which section outlines on how and where the Institution can mobilize its financial resources (income streams) and how such resources are supposed to be accounted for. The Department is headed by a Chief Accountant who report directly to the Director. The Department has two (2) broad functions. These are Financial Management and Financial Reporting.

Examinations Administration Department (EAD)

EAD is charged with the responsibilities of carrying out all examination administration activities for the Examinations Council of Zambia. It is headed by The Assistant Director who is assisted by two (2) Principal Officers. The activities cover the registration of examination centres; candidates for examinations; and printing and distribution of examinations. The department is also responsible for conducting and supervising the marking of examination answer scripts as well as processing, and production of results.

Research and Test Development Department (RTD)

The Department is headed by the Assistant Director. The department is responsible for test development for examinations and carrying out relevant research commissioned by any department or Committee of the Council. In addition, through the department, ECZ is the implementing agency of the National Assessment programme of the Ministry of General Education. Over and above this, the department is the custodian of all examination statistics for use for awards, standards setting, selection as well as research.

Administration Department(AD)

The strategic focus of the Administration Department is to provide an administrative support delivery system that ensures efficient and effective conduct of assessments. The Administration Department is headed by the Council Secretary. The Council Secretary is assisted by the Principal Administration Officer and Principal Human Resource Officer. The Department is responsible for the day-to-day administrative operations of the Council and is comprised of the following sections and department:

- a. Human Resource;
- b. Maintenance;
- c. Transport;
- d. Printing;
- e. Security; and
- f. Certification Department (Reports to Council Secretary).

ICT Department

The Information and Communications Technologies (ICT) Department at ECZ is responsible for the maintenance and management of ICT Infrastructure, Software and Data. The Department also provides ICT Solutions which contributes towards the timely and efficient manner in which the Council achieves its objectives. This includes accounting, registration of candidates, printing of attendance registers and mark sheets. The Department is headed by the Assistant Director and has three (3) Managers who report to the Assistant Director. The ICT Department is also responsible for the electronic marking of the Grade 7 Composite Examination as well as the processing and production of all examination results.

1.0 Activities of the ECZ in Line with Thematic Areas

The performance of the ECZ is outlined in line with the strategic thematic areas based on the ECZ Strategic Plan for 2016 to 2020. In the 2016 to 2020 Strategic Plan the ECZ focused on thematic areas and the activities achieved are as follows:

1.1 Thematic Area 1: Enhance Policy and Governance

1.1.1 ECZ participated in the Top Management meetings of the Ministry of General Education to devise strategies to handle teaching, learning and assessment considering the effect of Covid-19 pandemic. This led to the amendment of the school calendar and timetables for the Examination classes of 2020.

1.1.2 ECZ Management participated in the Top Management meetings of the Ministry of General Education on the revised Education Policy.

1.1.3 ECZ participated in the consultative meetings organized by the Ministry of Higher Education to review the Zambia Qualifications Authority Act and the Zambia Qualifications Framework.

1.1.4 During a Stakeholder Engagement convened by the Ministry of General Education on Wednesday 26th February 2020 at Twin palm Secondary. The stakeholders upheld ECZ Council's resolutions as follows:

- (i) The ECZ Bill to be passed to the Ministry of Justice for onward action;
- (ii) The Grade 9 External examination would be written separately as per current practice;
- (iii) The Council to maintain the status quo of procuring for printing of examination question papers through International Open Tender Bidding with a long-term plan of establishing a printing facility within ECZ; and
- (iv) The Council to strengthen the provincial marking system through training of Examiners and enhancing on quality assurance.

1.1.5 ECZ worked with the Ministry of General Education and Ministry of Justice to finalise the Draft Bill for the amendment of the Examinations Council of Zambia Act, Chapter 137 of the Laws of Zambia.

1.1.6 The Council approved the revised ECZ Financial Procedures and Regulations. The document was aligned to the provisions of the Public Finance Act of 2018.

1.1.7 The Council approved the revised Guidelines for Administration and Management of Examinations in Zambia (GAMEZ) and the Examination Regulations. The documents were revised to put them in line with the examination reforms which had been implemented since 2019.

1.1.8 The Teacher Education Examinations reforms were approved and implemented in a phased approach with practical examinations conducted in the Colleges in 2020. The full implementation of the revised modules and assessments was earmarked in 2021.

1.1.9 The Council approved the revised policy for the award of General Certificate of Education (GCE) Certificates effective 2021. The GCE certificates would be issued to candidates upon meeting the School Certificate equivalence. Candidates not meeting equivalency to School Certificate would be issued with GCE Statement of Results.

1.1.10 Management held a retreat to review the Disciplinary Grievance and Procedure Code, Recruitment Policy, Training and Development Policy and the Loans Policy. This was to ensure that the policies were in line with the prevailing laws and best practices.

1.1.11 The Council approved the policy of allowing students from the colleges of education that had failed to remit the examination fees to access their results upon submitting a letter that they were willing to pay to ECZ directly; and that they agreed with the college to claim their money paid to the college administration on their own. The affected students were from Trinity College of Education, Katendi College of Education in Solwezi and Modern College of Education in Monze. The policy was extended to other students in similar situation.

1.1.12 ECZ had worked with the Ministries of National Planning and Development, General Education and the Management Development Division at Cabinet Office to develop the zero draft of the ECZ's 2021 – 2025 Strategic Plan. ECZ Organized consultative meetings on the ECZ 2021 to 2025 Strategic Plan. Then an Extraordinary Council Meeting was held on 28th December 2020 where the Council and Committee members were provided with an opportunity to input into the draft ECZ Strategic Plan for 2021 to 2025. The ECZ Strategic Plan covering a five-year period from 2021 – 2025 was earmarked for launching in the first quarter of 2021. The Strategic Plan provided strategic direction to the Council and its stakeholders. The plan was focused on 10 strategic goals and five thematic areas namely: *Research and Development; Assessment Development and Administration; Institutional Capacity; Operational Efficiency; and Corporate Image*.

1.1.13 ECZ procured consultancy services for the Council's annual performance evaluation process.

1.2 Thematic Area 2: Enhance Operational Efficiency and Effectiveness

1.2.1 ECZ continued to implement activities related to examination reforms as follows:

- (i) Printed and distributed the Guidelines for School Based Assessment (SBA) at Primary (Grades 5, 6 and 7) and Secondary School (Grades 9 and 12) levels;
- (ii) Printed and distributed the specimen (sample) Examination Question Papers for Grades 9

and 12 levels;

- (iii) Upscaled the School-Based Assessment in practical subjects at Secondary School level;
- (iv) Developed College Based Assessment Guidelines for the Teacher Education programmes, following the review of the Teacher Education Examination Syllabi;
- (v) Pended the implementation SBA at primary school level awaiting the finalization of the processing system to accommodate the two-paper structure at Grade 7 and to provide orientation to the teachers to ensure standardization. The orientation of teachers was hindered by the Covid-19 pandemic.

1.2.2 College Based Assessment (CBA) guidelines were developed and these were to facilitate the implementation of the examination reforms at the college of education level.

1.2.3 The Security Committee set the deadline of June 30th for disposal of examinations materials, which were in the provincial and district strongrooms.

1.2.4 ECZ participated in the Teacher Education Diploma graduation ceremonies, most of which were conducted virtually.

1.2.5 The Grade 9 External and 2020 GCE examinations results were processed and released in the third and fourth quarter of 2020 respectively.

1.2.6 Due to travel restrictions imposed by the COVID 19 pandemic, ECZ was able to submit examination question papers to the Printers through the Secure File Transfer Protocol. The approved the artworks for the Grade 9 External and GCE Examination Question Papers were done online.

1.2.7 The 2020 GCE and Grade 9 External examination question papers were received and distributed in time for the conduct of the Examinations and the Examinations were conducted leakage-free;

1.2.8 Due to COVID 19 pandemic, the examination session dates were amended such that the examinations took place in December during the rainy session. The examination question papers were airlifted to the flooded districts throughout the country, from the districts' strong rooms to the schools and examination scripts from the schools to the district strong rooms. The exercise was conducted in conjunction with MOGE, DMMU and Zambia Air Force.

1.2.9 The 2019 School Certificate and Teacher Education results were processed and released in the first quarter of 2020.

1.3 Thematic Area 3: Enhance Institutional Capacity of ECZ and its Staff for Excellent Service Delivery and Customer Satisfaction

1.3.1 ECZ had sensitised provincial officials to manage and administer examinations under the various examination reforms implemented by the Council.

1.3.2 In line with the Training and Development Policy of the Council, ECZ had continued to sponsor 13 members of staff for different training programmes.

1.3.3 Under the Education Data Project, two(2) members of staff were trained in equating of tests and use of the STATA data analysis software.

1.3.4 ECZ had participated in a meeting held in Cambridge (UK) and the development of the International Association for Educational Assessment (IAEA) Standards for Recognition of Examining Bodies were finalised.

1.3.5 The Online Candidate Registration System (OCRS) was upgraded and synchronized with the Payment Gateway to allow for online payment of examination fees. The system was to be piloted on the 2021 School Certificate candidate registration and was expected to be fully implemented in 2022.

1.3.6 The Electronic Item Banking and Test Construction System was developed but the deployment of the software was awaiting the installation of equipment whose delivery was affected by COVID 19 travel restrictions.

1.3.7 The Smart Revision Portal was launched in conjunction with ZAMTEL on 21st April 2020 in Kasama. The launch was graced by the Minister of General Education, Honourable Mr David Mabumba, MP. The system was expected to enhance ECZ's capacity to internally generate income from subscriptions. However, the portal was zero-rated due to Covid-19 pandemic, to allow access of materials by all learners.

1.3.8 ECZ had worked with INFRATEL to develop the Online Payment Platform. The fees collection system was also expected to facilitate the launch of the Online Results Verification System (OVRs). The launch of the system was earmarked for the first quarter of 2021.

1.4 Thematic Area 4: Strengthen the Conduct of Education and Examination Related Research, Development and Information

1.4.1 The Midline Survey Report for the Zambia Education Enhancement Programme (ZEEP), was finalised and submitted to MoGE;

1.4.2 ECZ completed collecting information on the courses and their content at first year level in the Universities as part of preliminary activities in the development of Advanced or 'A' level examinations.

1.4.3 ECZ had continued to provide secretarial services to the Association for Educational Assessment in Africa (AEAA). ECZ had also organized an online meeting for the Executive Committee of the Association for Educational Assessment in Africa (AEAA) and during the meeting, the AEAA Conference was postponed to 2021 due to the Covid-19 pandemic.

1.4.4 ECZ attended preparatory meetings for the conduct of the Early Grade Reading Assessment (EGRA) by the Education Data Activity (EDA) programme.

1.4.5 The Examinations and You radio discussion programmes were launched on ZNBC Radio 2 Channel. The episodes were launched on 17th May, 2020 and ended on 13th September 2020. The discussion programmes focused on examination administration aspects, operatives and innovations, and also served as a way of marketing ECZ products and services.

1.5 Thematic Area 5: Advance Infrastructure Development for Quality Service Delivery and Expansion of Services Provided

1.5.1 The ECZ Kasama Service Centre was opened to the public on 8th June, 2020 and Solwezi Service Centre on 31st December 2020.

1.5.2 The rooms on the ground floor to where Stores would be relocated were painted so as to create the current stores into an office.

1.5.3 A light box to mark the entrance of the Examinations Council of Zambia was installed in order to enhance the visibility of the Council.

1.5.4 Professional cleaning company was hired to clean the inner and outer walls of the buildings and windows to improve the cleanliness of the work environment.

1.5.5 Boardroom furniture was replaced with a new set and plans were underway to install e-board and video conferencing equipment.



2.0 Administration

2.1.1 The 2021 Budget was approved by Council. The proposed 2021 expenditure budget was **K223, 747,176.00** compared to K203, 320,997.00 for the 2020 expenditure budget. The 2021 expenditure budget would be financed by 58.2 % from internally generated sources and 41.8% from external sources.

2.1.2 Management implemented the newly approved Terms and Conditions of Service for all categories of staff based on the New Employment Code Act No. 3 of 2019, following its approval in the fourth quarter of 2019 by the Council.

2.1.3 In terms of staff complement, the ECZ had 165 employees as at 31st December, 2020 against the approved establishment of 234. The staff variance stood at 69. The composition by gender was 67.27% male and 32.73% female employees. The age profile for members of staff showed that 55 were above 50 years, 36 were between 46 - 49 years, 34 were between 41 - 45 years, 24 were between 36 – 40 years, 15 were between 31 - 35 years, and One (1) was below 30 years.

2.1.4 Contracts of employment were renewed for the Council Secretary, Chief Accountant and Assistant Director ICT. The Council had also approved the revised format of the contracts of employment. The new contracts were re-aligned pursuant to Section 22 (1) of the Employment Code Act No. 3 of 2019. The New Employment Code required employers to engage employees on written contracts of employment. Further, Section 23 (1) of the Employment Code Act No. 3 of 2019 provided for standard formatting of contracts of employment.

2.1.5 The office of the Auditor-General had finalised the audit of the financial statements for the year ended 31st December 2019, and the Audit Committee presented 2019 Audited Financial Statements during the meeting held on 22nd November 2021. The Statements were signed by OAG on 16th December 2021.

2.1.6 The Examinations Council of Zambia had received a total income of K197,202,136.00 against an expenditure of K219,166,551.00 giving a raise to a deficit of K21,964,415. The net assets for the year ended 31st December 2020 were K79,358,176.00.

2.1.7 The actual budget performance against government subservient grants for 2019 and 2020 is outlined in the table below:

Programme	2019			2020		
	Total Approved	Total Received	Receipt %	Total Approved	Total Received	Receipt %
Examinations Council of Zambia	15,593,316	7,913,233	51%	13,287,463	10,642,243	80%
Administration and Marking of Examinations - ECZ	61,700,899	35,000,000	57%	52,576,912	63,881,177	122%
etc						
Total	77,294,215	42,913,233	56%	65,864,375	74,523,420	113%



3.0 Management and Conduct of Examinations

3.1 Award of Centre Status

3.1.1 The Council awarded Centre status as follows:

- (i) 227 at Grade 7 level (Grade 7 Composite Examination);
- (ii) 948 at Grade 9 (804 Internal and 144 External) (Junior Secondary School Leaving Examinations);
- (iii) 292 at Grade 12 level (School Certificate Examination); and
- (iv) 156 at General Certificate of Education level Examination.

3.1.2 The Council also approved application for Examination Centre Status at Teacher Education level as follows:

- (i) Junior Secondary Level – Two (02);
- (ii) Primary Teacher's Diploma – One (01); and
- (iii) Early Childhood Education – none.

3.2 Candidate Registration

The registration of candidates for the 2020 examinations was conducted between 1st October 2019 and 31st January 2020. The registration was done using the Online Candidate Registration System (ORCS), a system which was developed in-house by the ECZ and rolled out to schools where registration is done.

3.3 Examination Session Dates

The 2020 Examinations Timetables were approved by Council and Examinations were conducted as follows:

Table 3: 2020 Examinations Sessional Dates

S/N	Name of Examination	Dates
1	General Certificate of Education (GCE) Examination	Start: Friday, 28 th August, 2020 End: Tuesday, 15 th September, 2020
2	The Junior Secondary School External Examination (Grade 9 Ext.)	Start: Friday, 28 th August, 2020 End : Tuesday, 8 th September, 2020
3	Grade 7 Composite Examination	Start: Friday, 18 th December, 2020 End: Thursday, 24 th December, 2020
4	The Junior Secondary School Leaving Examination Internal (Grade 9 Int.)	Start: Friday, 4 th December, 2020 End: Tuesday, 15 th December, 2020
5	School Certificate Examination (Grade 12)	Start: Friday, 11 th November, 2020 End: Wednesday, 30 th November, 2020
6	Teacher Education Diploma Examinations	Start: Friday, 27 th November, 2020 End: Thursday, 31 st December, 2020

3.4 Supervision, Invigilation and Monitoring

Generally, there was adequate supervision and invigilation in all the centres monitored. Majority of the centres adhered to the stipulated guidelines in terms of supervision, invigilation and storage of examinations papers. Non-adherence in most cases was attributed to failure to read the guidelines by the head teachers, supervisors and invigilators and in this regard ECZ continued with sensitization of the stakeholders on the guidelines. The administration and conduct of examinations in 2020 was unique in that centres also had to adhere to COVID-19 pandemic health preventative guidelines such as wearing of face masks and hand hygiene. The examination calendar was also shifted due to the school closure due to COVID-19

3.5 Highlights of the Examinations

ECZ successfully conducted examinations at all levels. The examinations were conducted on the revised timetables because of COVID-19 pandemic which caused schools to close for about 60 days. Despite the disruption in the school calendar and consequently the examination timetables the conduct of examinations was successful.

The following sections highlights the examinations results by level:

(I) Grade 7 Composite Examination

a. Candidature

The 2020 Grade 7 Composite Examination was written from Monday, 21st December, 2020 to Thursday, 24th December, 2020.

The 2020 Grade 7 Composite Examination results were based on six learning areas and two aptitude tests. The six learning areas were English, Mathematics, Social Studies, Integrated Science, Creative and Technology Studies and Zambian Languages while the two aptitude tests are Special Paper 1 (Verbal Reasoning) and Special Paper 2 (Non-verbal Reasoning). The 2020 Grade 7 Composite Examination was written in the month of December, later than it was written in 2019. The change in calendar was necessitated by the closure of schools for a specified period as a result of the COVID-19 pandemic. The 2020 Grade 7 was the fifth to sit for the examinations from the time the curriculum was revised in 2014.

There were 467, 834 candidates who entered for the 2020 Grade 7 Composite Examination. Of these, 467, 642 were from the Zambian schools and 192 from St. Jeff College in Johannesburg, South Africa. Generally, candidature increased by 1.66 percent from 460, 174 in 2019. The number of boys who entered for the examination was 228, 333 (48.81%) while that of girls was 239, 501 (51.19%).

A total of 403,445 candidates had sat the examination, representing 86.24 percent of those who entered for the examination. Of the 403,445 who had sat the examination, 195,507, representing 48.46 percent, were boys while 207,938 representing 51.54 percent were girls. Candidature by sex showed an increase by 0.97 percent for boys from 226,129 and by 4.77 percent for girls from 234, 045 in 2019. Candidature had gradually increasing over the years due to infrastructure development programme the Ministry of General Education has been undertaking, resulting in classroom space for more eligible children at this level of education.

b. Performance

In terms of performance by division, 72,397 candidates representing 17.94 percent had obtained Division One, while 102,926 representing 25.51 percent obtained Division Two and 72, 279 representing 17.92 percent obtained Division Three and 155,841 representing 38.63 percent obtained Division Four. There was a marginal decrease in the proportions of candidates in Divisions One and Two by 0.58 and 0.20 percentage points, respectively. There were marginal increases in proportions of candidates in Division Two at (0.29 %) and three (0.49%). The proportion of girls was higher in all divisions except division Four in the 2020 examination compared to 2019. Boys recorded a higher proportion in Division Four at 39.42 percent compared to girls at 37.91 percent.

Notably more than a third of the 2020 Grade 7 learners performed at the basic competence level which is not good enough for them to cope with further learning at higher levels of Grade 9 and Grade 12. It has been observed that this proportion with basic competence levels persists at Grade 9 level in the subsequent years. Surprisingly, the proportion at Grade 7 level had persisted from 2017 to 2020. It is important that the MOGE undertakes intervention measures to reduce this

proportion and increase the proportions of candidates in divisions 1 and 2.

c. Grade 8 Progression Rate

The progression rate from Grade 7 to Grade 8 was 100 percent, implying that all the Grade 8 learners that had sat the examination proceeded to Grade 8. The statistics were that 195,408 boys and 207,855 girls proceeded to Grade 8. The progression rate was measured against the available school places at grade 8 and not necessarily performance on the examination. This was due to the policy of automatic progression. The progression rates were consistent at 100% for all the provinces since 2018.

d. Absenteeism

Generally, absenteeism from the examination increased marginally from 13.28 percent (61, 114 candidates) in 2019 to 13.76 percent (64, 389 candidates) in 2020. Of the 64, 389 candidates who were absent from the 2020 Grade 7 Composite Examination, 32, 826 (50.98%) were boys while 31, 563 (49.02%) were girls. The number of girls who were absent from the examination reduced in 2019 compared to 2020 while that of boys increased.

(II) Junior Secondary School Leaving (Grade 9 External) Examination

a. Candidature

The examination was conducted from Monday, 31st August 2020 to Tuesday 8th September, 2020 in 1377 examination Centres across the country. The marking exercise for the examinations commenced on Monday, 21st September, 2020 and concluded on Saturday the 26th September, 2020 in 12 Marking Centres using the decentralized provincial marking system. Following the reforms that were introduced in 2019 in the assessment and examination system, this was the last examination based on the old paper structure.

A total of 127,161 candidates entered the 2020 Grade 9 External Examination, out of which 59,318 (46.65%) were boys and 67,843 (53.35%) were girls. A total of 115,732 sat the 2020 examination, with 46.43 percent (53,735) being boys and 53.57 percent (61,997) girls. Candidature increased from 83,640 candidates in 2019 to 127,161 in 2020 giving an increase of 43,521 candidates (52.03%). From the trends analysis of the Grade 9 External candidature it was evident that since 2010, the years 2016, 2019 and 2020 recorded the highest number of Grade 9 external candidates (over 83,600) who registered to sit the examination.

b. Performance

Of the 115,732 who sat the examination, 96,424 (83.32%) passed the 2020 External Examinations, taking into consideration the fact that some candidates only entered for one, two or more subjects.

the number of candidates that obtained Certificates was 8,530 (7.37%) out of 115,732 representing an improvement of 5.24 percentage points from 2.13 percent in 2019.

A total of 87, 894 candidates (or 75.95 %) obtained Statements that is, passed in less than six subjects. A total of 19,308 candidates (16.68%) failed the Examination. They did not pass in any subject.

More boys (7.69%) obtained Certificates than Girls (7.10 %). The situation was the same even for those who obtained statements. Important to note is that the proportions of girls (17.71 %) who failed the examination was larger than that of boys (15.49 %).

The subject mean scores ranged from 21.7 percent (Religious Education) to 66.8 percent (French). The highest mean score for the 2020 Grade 9 External Examination was in the Literature and Languages grouping (French – 66.8%). The least performance by subject grouping was observed in the Social Sciences and Business Studies (Religious Education - 21.7 %). The Subject grouping also recorded the least performance in 2019. Under the Natural Sciences, the least mean score was recorded in Mathematics (25.9%). This was the case in 2019. It is important however, to note that the 2020 mean scores for Mathematics increased by 5.69 percentage points. Similar to 2019, Practical Subjects recorded the overall best performance in 2020. All the subjects in the grouping had mean scores above 45 percent.

Comparing the 2020 overall subject groupings performance to 2019, all-Natural Science subjects recorded improved performance: Integrated Science by 3.32, Agricultural Science by 3.42, Mathematics by 5.69 and Computer Studies by 7.17 percentage points.

c. Absenteeism

The absenteeism rate increased by 4.27 percentage points from 4.72 percent in 2019 to 8.99 percent in 2020. The absenteeism rate for both girls and boys increased during the 2020 examination. For boys, the absenteeism rate went up from 4.65 percent in 2019 to 9.41 percent, while that for girls increased from 4.78 percent in 2019 to 8.62 percent in 2020. The increase in the number of candidates that absented themselves from the examination almost doubled. This was worrying and was attributed to the outbreak of COVID-19. Important to note was that Luapula province recorded the highest absenteeism rate at 12.90 percent above the national average of 8.99 percent. Copperbelt reported the lowest absenteeism rate of 7.40 percent.

(III) Junior Secondary School Leaving (Grade 9 Internal) Examination

a. Candidature

The 2020 Junior Secondary School Leaving (Grade 9 Internal) Examinations started on Monday 7th December and ended on Tuesday, 15th December, 2020. While marking of examination scripts was undertaken from Wednesday, 12th to Monday 17th January, 2020.

A total of 284,755 candidates entered the 2020 Grade 9 Examination. Of these, 139,777 were boys accounting for 49.09 percent while 144,978 were girls representing 50.91 percent.

A total of 254,85 sat for the 2020 Examination, representing an increase of 2.74 percent from the 2019 Examination. There was an increase in the number of candidates registering and those that sat for the examinations in 2020. It is equally worthwhile noting that candidate absenteeism slightly dropped for the 2020 examination session compared to that of 2019. St. Jeff College of South Africa presented candidates, for the first time during the 2020 Grade 9 Junior Secondary School Leaving Examinations.

b. Performance

The 2020 Grade 9 examination was the first to be written following the reforms in the assessment schemes. The number of theory papers reduced from 47 to 31. The reform in the assessment schemes led to the efficient and effectiveness in the administration of the examination, which now required only a total of 7 working days to write thereby improving the security of the examination materials.

It is worth noting that during the 2020 Examination, Chinese Language was examined for the first time. This brought the number to two (French and Chinese) of the foreign languages being examined at this level. Notwithstanding English Language, which is the language of instruction.

The performance in the 2020 Grade 9 Examination was better than 2019. The proportions of candidates obtaining Certificates increased from 46.14 percent in 2019 to 53.09 percent.

Of the 254, 852 candidates that sat the 2020 Junior Secondary School Leaving Examination (JSSLE) 135,300 candidates (53.09%) obtained certificates. This represented an increase of 6.95 percentage points from 46.14 percent in 2019. Gender wise, more boys (53.62%) obtained certificates than girls (52.59%). This represented an increase of 6.68 and 7.26 percentage points for boys and girls respectively from 2019. In terms of Statements, 98,505 candidates representing 38.65 percent obtained statements. In comparison to 2019, the number of candidates that obtained statements in 2020 decreased by about 4.42 percentage points from 43.07 percent in 2019.

The mean scores for the six subjects ranged from 26.0 percent in Mathematics to 44.7 percent in Business Studies. Only Business and Computer Studies recorded mean percentage scores above the pass mark (40%). Business Studies and Integrated Science were the only subjects amongst the six core subjects that recorded improvements in performance. The two subjects mean scores increased by 11.3 and 1.4 percentage points respectively.

It was also worth noting that more girls in terms of absolute numbers and proportions entered and sat the examination. The girls also performed better than boys in English Language and Business Studies.

c. Absenteeism

A marginal drop of 0.27 percent in absenteeism rate was recorded from 2019 to 2020. This, however, was against an increase of 0.55 percent during the 2018 to 2019 examination sessions. A trends analysis over a period of 4 years revealed that absenteeism was around 11 percent. This remains relatively high in absolute terms with over 29,903 (10.50%) candidates being absent from the 2020 examination.

d. Progression Rate to Grade 10

The national progression rate from Grade 9 to Grade 10 was 53.07 percent compared to 46.14 percent in 2019. Implying that a total of 135,200 candidates were selected for Grade 10 out of 254,751 that sat for the examination (this exclude St. Jeff). The progression rate for girls was 52.57 percent and that for boys was 53.60 percent.

(IV) School Certificate

a. Candidature

The 2020 School Certificate Examination was written from Monday 14th December, 2020 to Wednesday 30th December, 2020. The marking of the 2020 School Certificate Examination scripts started on Sunday 17th January, 2021 and ended on Saturday 30th January 2021.

During the Marking of the 2020 School Certificate, 54 cases of COVID-19 were reported in five (5) Marking Centres. The Examiners were isolated for the rest of the marking period, and after treatment, most of them recovered.

A total of 149,982 candidates registered for the 2020 School Certificate examination. This represented an increase of 9.08 percentage points from 137,500 candidates who registered for the 2019 examination. Of the 149,982 registered candidates, 51.98 percent (77,955) were boys and 48.02 percent (72,027) were girls. Compared to 2019, the number of girls who registered in the 2020 examination increased by 11.21 percent while that of boys increased by 7.18.

In terms of numbers of candidates who sat the 2020 examination, 98.05 percent (147, 055) of the registered 149,982 candidates, sat the examination. The same proportion (98.05%) was recorded in 2019.

By sex, 76, 324 (97.91%) boys and 70, 731 (98.20%) girls sat the 2020 examination. When compared to 2019, the 2020 proportion of boys who sat the examination decreased by 0.11 percentage points whilst that of girls increased by the same proportion (0.11). The probable attribution was Girl Child programmes aimed at increasing access to education that were implemented by the Ministry of General Education.

b. Performance

In terms of performance, 94,010 candidates representing 63.93 percent had obtained School Certificates compared to 65.32 percent in 2019, representing a decrease of 1.39 percentage points. A total of 49,032 candidates representing 33.34 percent had obtained GCE Certificates compared to 32.37 percent in 2019, representing a marginal increase of 0.97 percentage points. A total of 4,013 candidates representing 2.73 percent had failed the examination.

There were 145 candidates with Special Educational Needs (SEN) that had entered for the 2020 School Certificate Examination of these 142 sat the examination. Out of the 142 candidates that had sat the examination, 80 representing 56.34 percent had obtained School Certificates, while 55, representing 38.73 percent obtained GCEs and 7 representing 4.93 percent had failed the Examination. The performance of SEN learners was considered comparable to the mainstream, an indication that the government was being inclusive.

The provincial analysis of School Certificate pass rates had shown that Southern Province recorded the highest proportion of candidates obtaining School Certificates at (70.55%), followed by Western (68.96%), Eastern (67.22%), Central (66.52%), Lusaka (62.77%), North-Western (59.93%), Northern (59.68%), Luapula (58.79%) and lastly Muchinga Province (54.51%).

The performance mean scores ranged from 24.19 percent in Science to 64.22 percent in Design/Technology compared to the range of 21.74 percent in Literature in English to 69.84 percent in Fashion/Fabric in 2019.

The 2020 Grade 12 School Certificate Examination performance was comparable to previous examinations despite the challenge of the COVID-19 pandemic on teaching and learning. The 2020 performance though was lower than that of 2019 in terms of candidates obtaining the School Certificates and percentage mean scores in most subjects. The proportion of candidates obtaining School Certificates dropped by 1.39 percentage points from 65.32 percent obtained in 2019. Performance at Grade 12 was not as good as the performance at primary and junior secondary school in relation to previous years.

c.Absenteeism

Out of the 77,955 boys who had entered for the examination, 1,631 representing 2.09 percent were absent, and of the 72,027 girls who had entered for the Examination, 1,296 representing 1.80 percent were absent. The national absenteeism rate stood at 1.95 percent , which was the same as the absenteeism rate in 2019

(V) General Certificate of Education Examination

a. Candidature

The Examination started on Monday 31st August and ended on Tuesday, 15th September, 2020. The number of Examination Centres that presented candidates for this Examination had increased from 334 centres in 2019 to 499 centres in 2020. The marking of the answer scripts commenced on Monday, 1 st October 2020. In spite of the COVID-19 pandemic, the 2020 mid-year Examinations were carefully planned, effectively managed and successfully processed.

A total of 118,225 candidates registered for the examination, of whom 39,523 (33.43%) were male and 78,702 (66.57%) were female. The number of candidates registering for GCE had dropped by 7.24 percent from 127,456 in 2019 to 118,225 in 2020. Out of the 118,225 registered candidates, 109,547 sat the examination, of whom 35,717 (44%) were male and 73,830 (56%) were female. Yet again, there was a large number of candidates who stayed away from the examination which was to a large extent attributed to the COVID-19 pandemic.

b. Performance

A total of 98,043 candidates obtained GCE Certificates while 11,504 candidates failed the Examination.

The analysis showed that there were more males (90.46%) than female candidates (89.04 %), obtaining GCE certificates in the 2020 GCE examination. This trend was similar to the 2019 GCE Examination. Generally, the pass rate across the province was higher (over 80%) than that of 2019 which was just over 76 percent. Notably, there were more girls than boys sitting the GCE examination.

The highest percentage mean score in the 2020 GCE Examination was recorded in French (87.11%). Mathematics (15.43%) recorded the lowest. This was the case for both subjects in the 2019 GCE Examination.

In terms of subject groupings, the highest mean score for the 2020 GCE Examination was recorded in the Literature and Languages grouping followed by the Practical Subjects. This was the case in the 2019 and the 2018 GCE Examinations. The analysis of the 2020 performance within subject groupings revealed that French (87.11%) had the best performance in the Literature and Languages, Design and Technology (68.89%) in Practical subjects, Principles of Accounts

(54.16%) in the Social Sciences and Business Studies and, Computer Studies (46.63%) in the Natural Sciences. In 2019, French, Principles of Accounts and Computer Studies recorded the highest mean scores in their respective subject groupings. Principles of Accounts and French in 2020 however, recorded increases of 16.3 and 13.41 percentage points respectively from, 2019. Computer Studies recorded in a mean score decrease of 4.87 percentage points from 2019.

The least performance in each subject grouping in 2020 was as follows: Mathematics (15.43%) in Natural Sciences; Commerce (18.70%) in Social Sciences and Business Studies; Literature in English (22.68%) in Literature and Languages and; Home Management (44.76%) in Practical subjects. Mathematics, Commerce, and Literature in English recorded the least mean scores in their respective subject groupings in 2019.

c. Absenteeism

A total of 8,678 candidates were absent from the Examination representing 7.34 percent national absenteeism rate. A higher proportion of males (9.63 %) than females (6.19 %) were absent from the examination.

(VI) Teacher Education Examinations

Early Childhood Education Teacher's Diploma – First Year Examination

The candidature and performance of the candidates in the ECE First Year Diploma Examination was as follows:

a. Candidature

A total of 94 candidates entered the examination, of whom 24 representing 25.53 percent were male and 70 representing 74.47 percent were female. The 2020 candidature reduced by about 51.04 percent (98 candidates) when compared to 2019. Of the total candidature entered, 90 candidates sat the examination of whom 21 candidates, representing 23.33 percent, were male and 69, representing 76.66 percent were female. In comparison to 2019, the 2020 proportion of candidates who sat the ECE year one examination increased by 38.45 percentage points.

b. General Performance

Of the candidates that sat the 2020 ECE year one diploma examination, 77 (85.56%) obtained clear pass, 12 (13.33%) proceeded and 1 (1.11%) referred. No candidates were recorded in the repeated and exclude categories. In comparison to 2019, the 2020 proportion of clear pass decreased by 1.71 percentage points from 87.2 percent in 2019.

In terms of proportions of clear passes obtained by College, Monze, Mansa and Mongu Colleges of Education recorded 100 percent clear pass proportions, followed by Kitwe (91.67%), David Livingstone (88.89%), Chipata (88.24%) and Kasama (83.33%) colleges of Education. Solwezi

College recorded the lowest proportions at 72.73 percent.

Similar to 2019, except for Mathematics Education I, the mean scores in all ECE year One courses in 2020 were above the pass mark of 40 percent. However, five courses namely; Mathematics Education I, Sociology of Education and Child Psychology, Health Education, History and Philosophy of Education and Pre-Environmental Science Education I, recorded decreases in performance from 2019, ranging from 0.49 in Pre-Environmental Science Education I to 9.91 percentage points in Mathematics Education I. In 2019, Health Education, Pre-Environmental Science Education I, Mathematics Education I and Sociology of Education and Child Psychology also recorded decreases in performance.

Similar to 2019, the highest mean score in the 2020 ECE Year One examination was recorded in Social Studies Education at 58.91 percent. The Course recorded an improvement of 5.06 percentage points from 2019. Information and Communication Technology (ICT) recorded the second highest at 54.17 percent. The ICT course, recorded the highest improvement in performance of 12.99 percentage points from 2019, across all ECE Year One courses.

c. Absenteeism

In terms of absenteeism, 4 candidates representing 4.26 percent of the registered candidates were absent from the examination. By sex, 12.50 (3) and 1.43(1) percent of the number of registered males and females respectively, were absent from the examination.

Early Childhood Education Teacher's Diploma – Second Year Examination

The candidature and performance of the candidates in the ECE second Year Diploma Examination was as follows:

a. Candidature

There were 101 candidates who registered for the examination. Of these, 75 (74.26%) were females and 26 (25.74%) males. Of the 101 candidates registered, 100 representing 99.01 percent sat for the examination. Similar to 2019 and 2018, the number of females registering and sitting the examination was more than that of their males.

b. General Performance

Of the 100 candidates that sat the 2020 year II ECE diploma examination, 24 (24%) obtained clear pass and 76 (76%) proceeded. No candidates fell in the Referred, Repeat and Exclude categories.

In comparison to 2019, the 2020 ECE year II examination recorded a sharp decline of 66.37 percentage points in the proportion of candidates in the category of clear pass.

in terms of proportions of clear passes obtained by College, Mars Hill, Monze and Solwezi Colleges of Education recorded 100 percent proportions. Mongu College of Education recorded the least proportions at 11.11 percent.

The mean scores in all the ECE year II courses in 2020 were above the pass mark of 40 percent. This was the case in 2019. Three courses namely: Special Education Guidance and Counselling; Expressive Arts Education II and; Literacy Languages Development Education II however, recorded decreases in performance of 3.04, 7.54 and 8.07 percentage points respectively, from 2019. In 2019, Special Education Guidance and Counselling also recorded decrease in performance.

The lowest mean score in 2020 was recorded in Expressive Arts Education II at 43.41 percentages.

c. Absenteeism

Only one (01) candidate, (0.99%), a male was absent from the entire examination. No female candidate was absent.

Early Childhood Education Teacher's Diploma – Third-Year Examination

The candidature and performance of candidates in the ECE Third Year Diploma Examination was as follows:

a. Candidature

163 candidates registered for the 2020 Early Childhood Teacher Education Third-Year Examinations. These included 116 (71.17%) females and 47 (28.83%) males. When compared to 2019, the 2020 candidature sharply dropped by 55.71 percent. Of the 163 registered candidates, 159 representing 97.55 percent sat for the examination. Of the 159 candidates, 114 (71.70%) were females and 45 (28.30%) males.

b. General Performance

Of the 159 candidates that sat the examination, 154 (96.86%) cleared, 4 (2.52%) proceeded while 1 (0.63%) was excluded. None of the candidates who sat for ECE II 2020 examinations were referred or repeated. Mars Hill, Mansa, David Livingstone, Monze, Sambizga, and Mongu Colleges of Education recorded the 100 percent clear pass proportions.

The mean scores in all the ECE year III courses in 2020 were above the pass mark of 40 percent. This was the case in 2019. However, three courses namely; Pre-Environmental Science Education III, Entrepreneurship and Social Studies Education III recorded decreases in performance of 9.85, 4.20 and 0.18 percentage points respectively, from 2019. In 2019, Entrepreneurship also recorded decrease in performance.

The number of candidates that graduated in 2020 under ECE programme was 154 of them 111 were female and 43 were male.

Expressive Arts Education III recorded the lowest mean score in 2020, at 45.24 percentages.

The number of candidates graduating in the 2020 ECE Teachers' Diploma was 154, of whom 43 were male, and 111 were female.

c. Absenteeism

In terms of absenteeism, four (4) candidates (2 females and males each) representing 2.45 percent of the 163 registered candidates were absent from the examination

Primary Teacher's Diploma – First Year Examination

The candidature and performance of candidates in the Primary Teacher Diploma year one examination were as follows:

a. Candidature

There were 83 candidates who registered for the 2020 PTD First Year Examinations. This represented a sharp decrease of 78.10 percentage points from 379 candidates registered in 2019. Of the 83 2020 registered candidates, 66 (79.52%) were female and 17 (20.48%) male. Out of the 83 registered candidates, 79 candidates representing 95.18 percent sat the examination. Of these, 65 were female and 14 males.

b. General Performance

Of the 79 candidates that sat the 2020 PTD year one examination, 71 (89.87%) obtained clear pass and 8 (10.13%) proceeded. No candidates were recorded in the categories of Referred, Repeat and Exclude.

100 percent clear pass rates were recorded in the following colleges of Education; Kasama, Mansa, Northern College, Kitwe, Nkana College, Siakama, Evergreen, Central Africa Baptist, Rokana, and Mpatamatu.

History and Philosophy of Education, Expressive Arts Education I and Integrated Science Education I recorded decreases in performance by 6.42, 6.24 and 0.38 percentage points. The highest mean score was recorded in Technology Studies Education I (57.45%) while the lowest mean scores were recorded in Literacy and Languages Education I at 38.41 percent. Except Literacy and Languages Education I, all the 2020 PTD year I courses recorded mean scores of above the pass mark of 40.

c. Absenteeism

In terms of absenteeism, four (4) candidates (1 female and 3 males) representing 6.02 percent of the 83 registered candidates were absent from the examination.

Primary Teacher's Diploma – Second Year Examination

The candidature and performance of candidates in the Primary Teacher Diploma year two examinations were as follows:

a. Candidature

A total of 158 candidates entered for the 2020 PTD year two examination. Of these candidates, 109 were females representing 68.99 percent while 49 were males, representing 31.01 percent. Of the total candidature entered, 151 candidates sat the examination of whom 47 candidates, representing 31.13 percent were male and 104 representing 68.87 percent were female. The number of candidates who entered for the Primary Teacher Diploma year two examinations reduced from 611 in 2019 to 158 in 2020. Just like in 2019, there were more female candidates entering for this examination than male candidates.

b. General Performance

Of the 151 candidates who sat the 2020 PTD level two examinations, 122(80.79%) obtained clear pass, 21 (13.91%) proceeded, None was referred, 7 (4.64%) repeated and 1 (0.66%) were excluded. Kasama College of Education; Mansa College of Education; Mars Hill of Education, Nkana College of Education, Monze College of Education, Chipata College of Education, Siakama College of Education, Broadway College of Education, Central African Baptist College of Education, Solwezi College of Education; Mongu College of Education; Mpatamatu College of Education and Tick College of Education recorded 100% clear pass.

Generally, performance in the 2020 Second Year Primary Teachers' Diploma declined. Improvement was only recorded in Mathematics Education; Technology Studies Education and Social Studies Education.

Expressive Arts Education (33.06%); Literacy and Languages Education (38.94%); Integrated Science Education II (35.98%); and Special Education II (39.1%) recorded a mean score below the pass mark of 40.00 percent.

The highest mean score was recorded in Theory and Practice of Education (55.75%) while the lowest in Expressive Arts Education II (33.06%). Though Theory and Practice had the highest mean in 2020, the mean score had declined by 1.19 percentage points from 2019.

c. Absenteeism

The national rate of absenteeism was 4.43 percent. This indicates a sharp decline of 32.07 percentage points in the absenteeism rate from 36.50 percent in 2019. Seven (7) candidates, were absent of whom 2, representing 4.08 percent were male while the other 5 (4.59%) were female.

Primary Teacher's Diploma – Third Year Examination

The candidature and performance of candidates in the Primary Teacher Diploma year three examinations were as follows:

a. Candidature

A total number of 445 candidates entered for the 2020 PTD year three examination. Of these candidates, 316 representing 71.01 percent were females while 129 representing 28.99 percent were males.

Of the total candidates entered, 438 candidates sat the examination of whom 125 candidates, representing 28.54 percent were male and 313, representing 71.46 percent were female. The number of candidates entering for the Primary Teacher Diploma third and final Year Examinations reduced from 2,974 in 2019 to 445 in 2020. There were more female candidates entering for this examination than males.

b. General Performance

Of the candidates who sat the 2020 PTD year three examination, 423(96.58%) obtained clear pass, 7 (1.60%) proceeded, 5 (1.14%) referred, 1 (0.23%) repeated and 2 (0.46%) were excluded. Northern College of Education; Charles Lwanga; Makeni College of Education; Mongu College of Education; Charles Lwanga College of Education; Mpatamatu and Evergreen Colleges of Education are some of the Colleges whose students obtained 100 percent clear pass.

Generally, 2020 performance indicated a drop in mean scores in almost all courses except Mathematics Education iii; Technology Studies Education III and Integrated Science iii. These recorded improvements of 3.92; 10.33 and 10.84 percentage points in that order. However, only Integrated Science had mean score below the pass mark of 40.

The highest mean score was recorded in Technology Studies Education III (63.61%) while the lowest mean score was recorded in Integrated Science III at 37.06 percent. Though Integrated Science iii had the lowest mean score, the mean had improved by 10.84 percentage points from 2019 results.

There was a sharp decline in the mean scores for Social Studies III by 11.99 percentage points. Factors leading to this steep fall need to be established.

The number of candidates graduating in 2020 with Primary Teacher's Diploma was 423 of whom 119 were male and 304 were female.

c. Absenteeism

Seven (7) candidates, representing 1.57 percent were absent. 4 of those candidates, representing 3.10 percent were male while 3 (0.95%) were female.

Junior Secondary Teacher's Diploma – First Year Examination

The candidature and performance of candidates in the Junior Secondary School Teacher Diploma (JSTD) year one examination was as follows:

a. Candidature

A total of 234 candidates entered for the 2020 JSTD year one examinations. Of these, 52.99 percent (124) were females while 47.01 percent (110) were males. Of the candidates that entered for this examination, 168 (71.79%) candidates sat the examination. More female (52.38%) candidates sat for this examination than their male (47.62%) counterparts.

b. General Performance

Of the candidates that sat the 2020 JSTD examination, 122(72.62%) obtained clear pass, 38(22.62%) proceeded, 4(2.38%) referred, 2 (1.19%) repeated and 2 (1.19%) were excluded. Five Colleges of Education had 100 percent proportion of candidates obtaining clear pass. These were Mars Hill; Livingstone Institute; Rokana; Mpatamatu and Makeni College of Education.

On the other hand, George Benson College of Education had no candidates obtaining clear pass during the Examination. Generally performance across courses ranged between 16 and 70 percent.

c. Absenteeism

66 candidates, representing 28.21 percent were absent. 30 of those candidates, representing 27.27 percent were male while 36 (29.03%) were female.

Junior Secondary Teacher's Diploma – Second Year Examination

The candidature and performance of candidates in the Junior Secondary Teacher Diploma year two examinations were as follows:

a. Candidature

A total of 230 candidates registered for the 2020 JSTD second Year Examinations. Of these, 53.48 percent (123) were females while 46.52 percent (107) were males. Of the 230 registered candidates, 202 (87.83%) sat the examination. Of these, 111 candidates (54.95%) were female and 91 (45.05%) were males.

b. General Performance

Of the 202 candidates that sat the 2020 JSTD second year diploma examinations, 157(77.72%) obtained clear pass, 37(18.32%) proceeded, 3(1.49%) repeated and 5(2.48%) were excluded. No candidate was referred.

Jabemiz, Mpatamatu, Makeni and Tick Colleges of Education recorded 100 percent clear pass rates. Northern College of Education recorded the lowest proportion of 8.33 percent. Generally performance across courses ranged between 14.45 and 66.14 percent

c. Absenteeism

28 candidates, representing 12.17 percent were absent. 16 of those candidates, representing 14.95 percent were male while 12 (9.76%) were female. The overall absenteeism rate was at 12.17 percent. By Sex, 14.95 percent of the registered male candidates and 9.75 percent of the females were absent.

Junior Secondary Teacher's Diploma – Third Year Examination

The candidature and performance of candidates in the Junior Secondary Teacher Diploma third Year Examinations were as follows:

a. Candidature

A total of 37 candidates who comprised 18 (48.65%) females and 19 (51.35%) males entered for the 2020 JSTD third Year Examinations. Of the number that entered for this examination 32 (86.49%) sat the examination. Of the 32 candidates, 17 representing 53.13 percent were males and 15 candidates representing 46.87 percent were females.

b. General Performance

Of the candidates that sat the 2020 JSTD third year diploma examinations, 25 (78.13%) obtained clear pass, 6(18.75%) proceeded, 1(3.13%) referred, zero repeated and none was excluded. Only Mpatamapu College of Education recorded 100 percent clear pass rates at this level. Generally performance across courses ranged between 26 and 86 percent. The number of candidates graduating in the 2020 Junior Secondary Teachers' Diploma were 25 of whom 12 were male and 13 were female.

c. Absenteeism

Five (5) candidates, representing 13.51 percent were absent. Two (2) of those candidates, representing 10.53 percent were male while 3 (16.67%) were female.

3.6 Examination Malpractices

Grade 7 Level

There were no cases of examination malpractices at this level.

Grade 9 Level

a. External

A total of 60 suspected cases of examinations malpractices were recorded for 2020 Grade 9 External examination. The Council disposal off the cases as follows:

- (i) Nullified results in all subjects in one case
- (ii) Nullified results in one subject for 55 cases for the candidates; and
- (iii) Released results for 4 cases as there was insufficient evidence to warrant nullification of the results.

b. Internal

A total of twenty (20) Grade 9 Internal suspected examination malpractice cases were reported for 2020 and were resolved as follows:

- (i) Nullified results in one subject for nineteen (19) cases for the candidates; and
- (ii) Released results for one case as there was insufficient evidence to warrant nullification of the results.

School Certificate (Grade 12)

A total of thirteen (13) School Certificate suspected examination malpractice cases were reported for 2020 and were resolved as follows:

- (i) Nullified results in one subject for five (5) cases for the candidates;
- (ii) Released results for four (4) cases as there was insufficient evidence to warrant nullification of the results;
- (iii) Pended four (4) cases for further investigation.

Table 4: 2020 Grade 7 Composite Examinations: Summary Statistics and Awards

Province	Entered			Sat												Absenteeism								
				Boys				Girls				Total												
	Boys	Girls	Total	Div. 1	Div. 2	Div. 3	Div. 4	Total	Div. 1	Div. 2	Div. 3	Div. 4	Total	Boys	Girls	Total	2020	2019	2018					
Muchinga	13855	12715	26570	1227	2623	2053	5556	11459	1055	2398	1890	5368	10711	2282	5021	3943	10924	22170	2396	2004	4400			
Percentage	52.15	47.85		10.71	22.89	17.92	48.49		9.85	22.39	17.65	50.12		10.29	22.65	17.79	49.27		17.29	15.76	16.56	16.25	15.36	
Northem	17510	15331	32841	2162	4104	2930	5815	15011	1864	3545	2596	5338	13343	4026	7649	5526	11153	28354	2499	1988	4487			
Percentage	53.32	46.68		14.40	27.34	19.52	38.74		13.97	26.57	19.46	40.01		14.20	26.98	19.49	39.33		14.27	12.97	13.66	12.55	12.08	
Luapula	15745	13993	29738	1805	3383	2610	5627	13425	1490	2888	2240	5450	12068	3295	6271	4850	11077	25493	2320	1925	4245			
Percentage	52.95	47.05		13.45	25.20	19.44	41.91		12.35	23.93	18.56	45.16		12.93	24.60	19.02	43.45		14.73	13.76	14.27	13.29	12.12	
Southern	28009	29551	57560	3903	5386	4203	11078	24570	4656	6481	4798	10645	26580	8559	11867	9001	21723	51150	3439	2971	6410			
Percentage	48.66	51.34		15.89	21.92	17.11	45.09		17.52	24.38	18.05	40.05		16.73	23.20	17.60	42.47		12.28	10.05	11.14	10.75	9.45	
Eastern	22850	24385	47235	2880	4862	3910	7470	19122	2276	4682	4272	8931	20161	5156	9544	8182	16401	39283	3728	4224	7952			
Percentage	48.38	51.62		15.06	25.43	20.45	39.06		11.29	23.22	21.19	44.30		13.13	24.30	20.83	41.75		16.32	17.32	16.83	14.9	14.91	
Copperbelt	32097	37409	69506	6108	6980	4805	10592	28485	7536	8888	5692	11138	33254	13644	15868	10497	21730	61739	3612	4155	7767			
Percentage	46.18	53.82		21.44	24.50	16.87	37.18		22.66	26.73	17.12	33.49		22.10	25.70	17.00	35.20		11.25	11.11	11.17	12.55	10.54	
Northwestern	16675	17070	33745	2418	4233	2487	4312	13450	2619	4447	2599	4193	13858	5037	8680	5086	8505	27308	3225	3212	6437			
Percentage	49.41	50.59		17.98	31.47	18.49	32.06		18.90	32.09	18.75	30.26		18.45	31.79	18.62	31.14		19.34	18.82	19.08	17.54	17.08	
Central	28458	29441	57899	2980	5130	4134	10828	23072	3275	5833	4726	10806	24640	6255	10963	8860	21634	47712	5386	4801	10187			
Percentage	49.15	50.85		12.92	22.23	17.92	46.93		13.29	23.67	19.18	43.86		13.11	22.98	18.57	45.34		18.93	16.31	17.59	15.97	15.31	
Western	14987	15392	30379	2531	3761	2275	3685	12252	3001	4319	2233	3510	13063	5532	8080	4508	7195	25315	2735	2329	5064			
Percentage	49.33	50.67		20.66	30.70	18.57	30.08		22.97	33.06	17.09	26.87		21.85	31.92	17.81	28.42		18.25	15.13	16.67	16.99	14.07	
Lusaka	38042	44127	82169	8608	8549	5335	12070	34562	9835	10422	6491	13429	40177	18443	18971	11826	25499	74739	3480	3950	7430			
Percentage	46.30	53.70		24.91	24.74	15.44	34.92		24.48	25.94	16.16	33.42		24.68	25.38	15.82	34.12		9.15	8.95	9.04	10.6	9.81	
Zambia	228228	239414	467642	34622	49011	34742	77033	195408	37607	53903	37537	78808	207855	72229	102914	72279	155841	403263	32820	31559	64379			
Percentage	48.80	51.20		17.72	25.08	17.78	39.42		18.09	25.93	18.06	37.91		17.91	25.52	17.92	38.65		14.38	13.18	13.77	13.28	12.45	
St. Jeff	105	87	192	90	8	0	1	99	78	4	0	1	83	168	12	0	2	182	6	4	10			
Percentage	54.69	45.31		90.91	8.08	0.00	1.01		93.98	4.82	0.00	1.20		92.31	6.59	0.00	1.10		5.71	4.60	5.21	5.88	3.48	
Overall	228333	239501	467834	34712	49019	34742	77034	195507	37685	53907	37537	78809	207938	72397	102926	72279	155843	403445	32826	31563	64389			
Percentage	48.81	51.19	100.00	17.75	25.07	17.77	39.40		18.12	25.92	18.05	37.90		17.94	25.51	17.92	38.63		14.38	13.18	13.76	13.28		

General Certificate of Education (GCE)

A total of 199 GCE suspected examination malpractice cases were reported for 2020 examination and were resolved as follows:

- (i) Nullified results in all subjects for 22 cases for the candidates;
- (ii) Nullified results in one subject for 12 cases for the candidates;
- (iii) Released results for thirteen (10) cases as there was insufficient evidence to warrant nullification of the results; and
- (iv) Pended 155 cases for further investigations.

Furthermore, 158 GCE pended suspected examination malpractice cases and were resolved as follows:

- (i) Nullified results in all subjects for 56 cases for the candidates;
- (ii) Nullified results in one subject for 82 cases for the candidates;
- (iii) Released results for thirteen (13) cases as there was insufficient evidence to warrant nullification of the results;
- (iv) Ended three (3) cases for further investigations; and
- (v) Withdrew Examination Centre status for 4 centres due to wide spread malpractice cases at the centres.

Teacher Education Level

There were a total of three(3) suspected cases of Examination malpractices were reported during the 2020 Teacher Education Diploma Examinations. The cases were in the form of smuggling foreign materials into the examination room, submitting two scripts with the same examination number, and submitting scripts without examination number. The results for the 3 cases were nullified.

Table 5: 2020 Grade 9 (Internal) Junior Secondary School Leaving Examination: Summary Statistics and Awards

Province	Number Entered			Number Sat			Certificates			Statements			Fail			Absenteeism		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Muchinga	7433	6720	14153	6257	5880	12137	3238	2735	5973	2531	2604	5135	488	541	1029	1176	840	2016
Percent	5.32	4.64	4.97	84.18	87.50	85.76	51.75	46.51	49.21	40.45	44.29	42.31	7.80	9.20	8.48	15.82	12.50	14.24
Northern	10624	8898	19522	9160	7836	16996	4980	3898	8878	3597	3332	6929	583	606	1189	1464	1062	2526
Percent	7.60	6.14	6.86	86.22	88.06	87.06	54.37	49.74	52.24	39.27	42.52	40.77	6.36	7.73	7.00	13.78	11.94	12.94
Luapula	10039	8481	18520	8826	7483	16309	4592	3332	7924	3653	3500	7153	581	651	1232	1213	998	2211
Percent	7.18	5.85	6.50	87.92	88.23	88.06	52.03	44.53	48.59	41.39	46.77	43.86	6.58	8.70	7.55	12.08	11.77	11.94
Southern	15009	16657	31666	13495	14909	28404	6924	7555	14479	5350	6353	11703	1221	1001	2222	1514	1748	3262
Percent	10.74	11.49	11.12	89.91	89.51	89.70	51.31	50.67	50.98	39.64	42.61	41.20	9.05	6.71	7.82	10.09	10.49	10.30
Eastern	12458	12071	24529	10635	10145	20780	5467	4632	10099	4094	4501	8595	1074	1012	2086	1823	1926	3749
Percent	8.91	8.33	8.61	85.37	84.04	84.72	51.41	45.66	48.60	38.50	44.37	41.36	10.10	9.98	10.04	14.63	15.96	15.28
Copperbelt	23730	26316	50046	21890	24676	46566	11944	13984	25928	7798	8863	16661	2148	1829	3977	1840	1640	3480
Percent	16.98	18.15	17.58	92.25	93.77	93.05	54.56	56.67	55.68	35.62	35.92	35.78	9.81	7.41	8.54	7.75	6.23	6.95
Northwestern	10296	10113	20409	8982	8984	17966	4976	4906	9882	3417	3516	6933	589	562	1151	1314	1129	2443
Percent	7.37	6.98	7.17	87.24	88.84	88.03	55.40	54.61	55.00	38.04	39.14	38.59	6.56	6.26	6.41	12.76	11.16	11.97
Central	15593	16643	32236	13270	14385	27655	6433	7057	13490	5267	5826	11093	1570	1502	3072	2323	2258	4581
Percent	11.16	11.48	11.32	85.10	86.43	85.79	48.48	49.06	48.78	39.69	40.50	40.11	11.83	10.44	11.11	14.90	13.57	14.21
Western	7932	8654	16586	6885	7539	14424	4456	5030	9486	2154	2203	4357	275	306	581	1047	1115	2162
Percent	5.67	5.97	5.82	86.80	87.12	86.96	64.72	66.72	65.77	31.29	29.22	30.21	3.99	4.06	4.03	13.20	12.88	13.04
Lusaka	26615	30370	56985	24975	28539	53514	13657	15404	29061	9065	10880	19945	2253	2255	4508	1640	1831	3471
Percent	19.04	20.95	20.01	93.84	93.97	93.91	54.68	53.98	54.31	36.30	38.12	37.27	9.02	7.90	8.42	6.16	6.03	6.09
St. Jeff College	48	55	103	47	54	101	46	54	100	1	0	1	0	0	0	1	1	2
Percent	0.03	0.04	0.04	97.92	98.18	98.06	97.87	100.00	99.01	2.13	0.00	0.99	0.00	0.00	0.00	2.08	1.82	1.94
National	139777	144978	284755	124422	130430	254852	66713	68587	135300	46927	51578	98505	10782	10265	21047	15355	14548	29903
Percent	100.00	100.00	100.00	89.01	89.97	89.50	53.62	52.59	53.09	37.72	39.54	38.65	8.67	7.87	8.26	10.99	10.03	10.50
																		12.04

Table 6: 2020 Grade 9 (External) Junior Secondary School Leaving Examination: Summary Statistics and Awards

Province	NUMBER ENTERED			NUMBER SAT			CERTIFICATES			STATEMENTS			FAIL			ABSENTEEISM		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Muchinga	3080	3182	6262	2768	2882	5650	209	209	418	2216	2251	4467	343	422	765	312	300	612
Percent	5.19	4.69	4.92	89.87	90.57	90.23	7.55	7.25	7.40	80.06	78.11	79.06	12.39	14.64	13.54	10.13	9.43	9.77
Northern	4602	4204	8806	4237	3851	8088	267	210	477	3280	2844	6124	690	797	1487	365	353	718
Percent	7.76	6.20	6.93	92.07	91.60	91.85	6.30	5.45	5.90	77.41	73.85	75.72	16.29	20.70	18.39	7.93	8.40	8.15
Luapula	3723	3654	7377	3245	3180	6425	135	136	271	2641	2381	5022	469	663	1132	478	474	952
Percent	6.28	5.39	5.80	87.16	87.03	87.10	4.16	4.28	4.22	81.39	74.87	78.16	14.45	20.85	17.62	12.84	12.97	12.90
Southern	5516	6401	11917	5008	5878	10886	297	304	601	3675	4239	7914	1036	1335	2371	508	523	1031
Percent	9.30	9.44	9.37	90.79	91.83	91.35	5.93	5.17	5.52	73.38	72.12	72.70	20.69	22.71	21.78	9.21	8.17	8.65
Eastern	4514	5063	9577	4046	4599	8645	103	120	223	3169	3484	6653	774	995	1769	468	464	932
Percent	7.61	7.46	7.53	89.63	90.84	90.27	2.55	2.61	2.58	78.32	75.76	76.96	19.13	21.64	20.46	10.37	9.16	9.73
Copperbelt	11319	14035	25354	10416	13062	23478	955	996	1951	7778	9742	17520	1683	2324	4007	903	973	1876
Percent	19.08	20.69	19.94	92.02	93.07	92.60	9.17	7.63	8.31	74.67	74.58	74.62	16.16	17.79	17.07	7.98	6.93	7.40
NorthWestern	4330	4538	8868	3908	4125	8033	437	536	973	3058	3135	6193	413	454	867	422	413	835
Percent	7.30	6.69	6.97	90.25	90.90	90.58	11.18	12.99	12.11	78.25	76.00	77.09	10.57	11.01	10.79	9.75	9.10	9.42
Central	7465	8332	15797	6670	7433	14103	676	637	1313	5070	5629	10699	924	1167	2091	795	899	1694
Percent	12.58	12.28	12.42	89.35	89.21	89.28	10.13	8.57	9.31	76.01	75.73	75.86	13.85	15.70	14.83	10.65	10.79	10.72
Western	3264	3370	6634	2976	3083	6059	278	354	632	2391	2403	4794	307	326	633	288	287	575
Percent	5.50	4.97	5.22	91.18	91.48	91.33	9.34	11.48	10.43	80.34	77.94	79.12	10.32	10.57	10.45	8.82	8.52	8.67
Lusaka	11505	15064	26569	10461	13904	24365	774	897	1671	8000	10508	18508	1687	2499	4186	1044	1160	2204
Percent	19.40	22.20	20.89	90.93	92.30	91.70	7.40	6.45	6.86	76.47	75.58	75.96	16.13	17.97	17.18	9.07	7.70	8.30
National	59318	67843	127161	53735	61997	115732	4131	4399	8530	41278	46616	87894	8326	10982	19308	5583	5846	11429
Percent	100.00	100.00	100.00	90.59	91.38	91.01	7.69	7.10	7.37	76.82	75.19	75.95	15.49	17.71	16.68	9.41	8.62	8.99
Key																		
Certificate: A candidate passes in atleast six subjects																		
Statement: A Candidate passes in less than six subjects																		
Fail: A Candidate does not pass in any subject																		

Table 7: 2020 School Certificate: Summary Statistics and Awards

Province	Entered			Sat			School Certificate			GCE Certificate			Fail			Absent			Trend in SC (%)			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	2018	2019	2020	2018
Muchinga	3932	2878	6810	3838	2819	6657	2066	1563	3629	1605	1155	2760	167	101	268	94	59	153				
Percent	5.04	4.00	4.54	97.61	97.95	97.75	53.83	55.45	54.51	41.82	40.97	41.46	4.35	3.58	4.03	2.39	2.05	2.25			54.51	58.88
Northern	5716	4090	9806	5607	4024	9631	3350	2398	5748	2024	1471	3495	233	155	388	109	66	175				
Percent	7.33	5.68	6.54	98.09	98.39	98.22	59.75	59.59	59.68	36.10	36.56	36.29	4.16	3.85	4.03	1.91	1.61	1.78			59.68	63.3
Luapula	4894	3661	8555	4782	3594	8376	2981	1943	4924	1664	1532	3196	137	119	256	112	67	179				
Percent	6.28	5.08	5.70	97.71	98.17	97.91	62.34	54.06	58.79	34.80	42.63	38.16	2.86	3.31	3.06	2.29	1.83	2.09			58.79	57.56
Southern	7965	7195	15160	7867	7077	14944	5586	4957	10543	2149	2034	4183	132	86	218	98	118	216				
Percent	10.22	9.99	10.11	98.77	98.36	98.58	71.01	70.04	70.55	27.32	28.74	27.99	1.68	1.22	1.46	1.23	1.64	1.42			70.55	70.73
Eastern	6271	4675	10946	6133	4597	10730	4140	3073	7213	1914	1470	3384	79	54	133	138	78	216				
Percent	8.04	6.49	7.30	97.80	98.33	98.03	67.50	66.85	67.22	31.21	31.98	31.54	1.29	1.17	1.24	2.20	1.67	1.97			67.22	66.49
Copperbelt	14507	15752	30259	14223	15468	29691	9082	10056	19138	4639	5059	9698	502	353	855	284	284	568				
Percent	18.61	21.87	20.18	98.04	98.20	98.12	63.85	65.01	64.46	32.62	32.71	32.66	3.53	2.28	2.88	1.96	1.80	1.88			64.46	66.1
Northwestern	6052	5281	11333	5898	5177	11075	3504	3089	6593	2183	1909	4092	211	179	390	154	104	258				
Percent	7.76	7.33	7.56	97.46	98.03	97.72	59.41	59.67	59.53	37.01	36.87	36.95	3.58	3.46	3.52	2.54	1.97	2.28			59.53	63.3
Central	8452	7760	16212	8221	7554	15775	5473	5020	10493	2498	2361	4859	250	173	423	231	206	437				
Percent	10.84	10.77	10.81	97.27	97.35	97.30	66.57	66.45	66.52	30.39	31.25	30.80	3.04	2.29	2.68	2.73	2.65	2.70			66.52	67.18
Western	4343	4092	8435	4244	4022	8266	2923	2777	5700	1211	1166	2377	110	79	189	99	70	169				
Percent	5.57	5.68	5.62	97.72	98.29	98.00	68.87	69.05	68.96	28.53	28.99	28.76	2.59	1.96	2.29	2.28	1.71	2.00			68.96	56.3
Lusaka	15823	16643	32466	15511	16399	31910	9741	10288	20029	5259	5729	10988	511	382	893	312	244	556				
Percent	20.30	23.11	21.65	98.03	98.53	98.29	62.80	62.74	62.77	33.90	34.94	34.43	3.29	2.33	2.80	1.97	1.47	1.71			62.77	67.39
National	77955	72027	149982	76324	70731	147055	48846	45164	94010	25146	23886	49032	2332	1681	4013	1631	1296	2927			63.93	65.32
Percent	100.00	100.00	100.00	97.91	98.20	98.05	64.00	63.85	63.93	32.95	33.77	33.34	3.06	2.38	2.73	2.09	1.80	1.95			63.93	65.32
Percent	100.00	100.00	100.00	97.91	98.20	98.05	64.00	63.85	63.93	32.95	33.77	33.34	3.06	2.38	2.73	2.09	1.80	1.95			63.93	65.32

Table 8: 2020 General Certificate of Education Examination: Summary Statistics and Awards

Province	Entered			Sat			GCE Certificate			Fail			Absent			Absenteeism			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	2017	2018	2019	2020
Muchinga	1285	2255	3540	1151	2128	3279	1044	1895	2939	107	233	340	134	127	261				
Percent	3.25	2.87	2.99	89.57	94.37	92.63	90.70	89.05	89.63	9.30	10.95	10.37	10.43	5.63	7.37		7.11	8.69	6.76
Northern	2102	3253	5355	1876	3011	4887	1664	2570	4234	212	441	653	226	242	468				
Percent	5.32	4.13	4.53	89.25	92.56	91.26	88.70	85.35	86.64	11.30	14.65	13.36	10.75	7.44	8.74		7.12	7.59	8.65
Luapula	2069	3453	5522	1866	3203	5069	1734	2857	4591	132	346	478	203	250	453				
Percent	5.23	4.39	4.67	90.19	92.76	91.80	92.93	89.20	90.57	7.07	10.80	9.43	9.81	7.24	8.20		6.61	8.48	6.29
Southern	3265	6415	9680	2926	5981	8907	2535	5132	7667	391	849	1240	339	434	773				
Percent	8.26	8.15	8.19	89.62	93.23	92.01	86.64	85.81	86.08	13.36	14.19	13.92	10.38	6.77	7.99		6.53	7.16	11.11
Eastern	2397	4296	6693	2157	3942	6099	1938	3452	5390	219	490	709	240	354	594				
Percent	6.06	5.46	5.66	89.99	91.76	91.13	89.85	87.57	88.38	10.15	12.43	11.62	10.01	8.24	8.87		7.1	8.24	8.78
Copperbelt	7843	18288	26131	7219	17470	24689	6653	15636	22289	566	1834	2400	624	818	1442				
Percent	19.84	23.24	22.10	92.04	95.53	94.48	92.16	89.50	90.28	7.84	10.50	9.72	7.96	4.47	5.52		4.76	4.72	4.68
Northwestern	3046	5555	8601	2864	5361	8225	2694	5053	7747	170	308	478	182	194	376				
Percent	7.71	7.06	7.28	94.02	96.51	95.63	94.06	94.25	94.19	5.94	5.75	5.81	5.98	3.49	4.37		6.22	4.8	6.60
Central	3368	7405	10773	3045	6980	10025	2759	6271	9030	286	709	995	323	425	748				
Percent	8.52	9.41	9.11	90.41	94.26	93.06	90.61	89.84	90.07	9.39	10.16	9.93	9.59	5.74	6.94		6.43	6.19	9.48
Western	2063	3556	5619	1888	3368	5256	1698	3043	4741	190	325	515	175	188	363				
Percent	5.22	4.52	4.75	91.52	94.71	93.54	89.94	90.35	90.20	10.06	9.65	9.80	8.48	5.29	6.46		5.79	6.47	7.99
Lusaka	12085	24226	36311	10725	22386	33111	9589	19826	29415	1136	2560	3696	1360	1840	3200				
Percent	30.58	30.78	30.71	88.75	92.40	91.19	89.41	88.56	88.84	10.59	11.44	11.16	11.25	7.60	8.81		8.23	8.18	8.58
National	39523	78702	118225	35717	73830	109547	32308	65735	98043	3409	8095	11504	3806	4872	8678				
Percent	100.00	100.00	100.00	90.37	93.81	92.66	90.46	89.04	89.50	9.54	10.96	10.50	9.63	6.19	7.34		6.58	6.83	7.68

Table 9: 2020 Teacher Education Diploma Examinations: Summary Statistics and Awards

PROGRAMME	ENTERED			SAT			ABSENT			CLEAR PASS			PROCEED			REFERRED			REPEAT			EXCLUDED		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
ECE 1	70	24	94	69	21	90	1	3	4	58	19	77	10	2	12	1	0	1	0	0	0	0	0	0
Percent	100.00	100.00	100.00	98.57	87.50	95.74	1.43	12.50	4.26	84.06	90.48	85.56	14.49	9.52	13.33	1.45	0.00	1.11	0.00	0.00	0.00	0.00	0.00	0.00
ECE 2	75	26	101	75	25	100	0	1	1	14	10	24	61	15	76	0	0	0	0	0	0	0	0	0
Percent	100.00	100.00	100.00	100.00	96.15	99.01	0.00	3.85	0.99	18.67	40.00	24.00	81.33	60.00	76.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ECE 3	116	47	163	114	45	159	2	2	4	111	43	154	2	2	4	0	0	0	0	0	0	1	0	1
Percent	100.00	100.00	100.00	98.28	95.74	97.55	1.72	4.26	2.45	97.37	95.56	96.86	1.75	4.44	2.52	0.00	0.00	0.00	0.00	0.00	0.00	0.88	0.00	0.63
Total	261	97	358	258	91	349	3	6	9	183	72	255	73	19	92	1	0	1	0	0	0	1	0	1
Percent	100.00	100.00	100.00	98.28	95.74	97.55	1.72	4.26	2.45	97.37	95.56	96.86	1.75	4.44	2.52	0.00	0.00	0.00	0.00	0.00	0.00	0.88	0.00	0.63
PTD 1	66	17	83	65	14	79	1	3	4	57	14	71	8	0	8	0	0	0	0	0	0	0	0	0
Percent	100	100	100	98.48	82.35	95.18	1.52	23.53	6.02	87.69	100.00	89.87	12.31	0.00	10.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTD 2	109	49	158	104	47	151	5	2	7	87	35	122	12	9	21	0	0	0	4	3	7	1	0	1
Percent	100	100	100	95.41	95.92	95.57	4.59	4.08	4.43	83.65	74.47	80.79	11.54	19.15	13.91	0.00	0.00	0.00	3.85	6.38	4.64	0.96	0.00	0.66
PTD 3	316	129	445	313	125	438	3	4	7	304	119	423	4	3	7	3	2	5	1	0	1	1	1	2
Percent	100	100	100	99.05	96.90	98.43	0.95	3.10	1.57	97.12	95.20	96.58	1.28	2.40	1.60	0.96	1.60	1.14	0.32	0.00	0.23	0.32	0.80	0.46
Total	491	195	686	482	186	668	9	9	18	448	168	616	24	12	36	3	2	5	5	3	8	2	1	3
Percent	100	100	100	99.05	96.90	98.43	0.95	3.10	1.57	97.12	95.20	96.58	1.28	2.40	1.60	0.96	1.60	1.14	0.32	0.00	0.23	0.32	0.80	0.46
JSTD 1	124	110	234	88	80	168	36	30	66	63	59	122	20	18	38	3	1	4	2	0	2	0	2	2
Percent	100	100	100	70.97	72.73	71.79	29.03	27.27	28.21	71.59	73.75	72.62	22.73	22.50	22.62	3.41	1.25	2.38	2.27	0.00	1.19	0.00	2.50	1.19
JSTD 2	123	107	230	111	91	202	12	16	28	86	71	157	19	18	37	0	0	0	2	1	3	4	1	5
Percent	100.00	100.00	100.00	90.24	85.05	87.83	9.76	14.95	12.17	77.48	78.02	77.72	17.12	19.78	18.32	0.00	0.00	0.00	1.80	1.10	1.49	3.60	1.10	2.48
JSTD 3	18	19	37	15	17	32	3	2	5	13	12	25	1	5	6	1	0	1	0	0	0	0	0	0
Percent	100	100	100	83.33	89.47	86.49	16.67	10.53	13.51	86.67	70.59	78.13	6.67	29.41	18.75	6.67	0.00	3.13	0.00	0.00	0.00	0.00	0.00	0.00
Total	265	236	501	214	188	402	51	48	99	162	142	304	40	41	81	4	1	5	4	1	5	4	3	7
Percent	100.00	100.00	100.00	99.05	96.90	98.43	0.95	3.10	1.57	97.12	95.20	96.58	1.28	2.40	1.60	0.96	1.60	1.14	0.32	0.00	0.23	0.32	0.80	0.46

Key

- 1.Clear Pass- Pass in all Courses
- 2.proceed - Fail in 1 or 2 Courses
- 3.Referred - Fail in 3 Courses
- 4.Repeat- Fail in 4 Courses
- 5.Excluded- Fail in more than 4 Courses

4.0 Financial Statements



REPUBLIC OF ZAMBIA

EXAMINATIONS COUNCIL OF ZAMBIA

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31st DECEMBER 2020

THE AUDITOR GENERAL
P.O. BOX 50071
LUSAKA - ZAMBIA

EXAMINATIONS COUNCIL OF ZAMBIA

FINANCIAL STATEMENTS

For the year ended 31st December 2020

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EXAMINATIONS COUNCIL OF ZAMBIA

Statement of Council Responsibilities for Annual Financial Statements

The Examinations Council of Zambia Act No. 15 of 1983 requires the Council to prepare financial statements for each financial year that give a true and fair view of the state of affairs of the Council and of the surplus or deficit for the year. In preparing the financial statements, the Council is required to:-

- (i) Select suitable accounting policies and then apply them consistently,
- (ii) Make judgments and estimates that are reasonable and prudent,
- (iii) State whether applicable accounting standards have been followed; and
- (iv) Prepare the financial statements on the going concern basis

The Council is responsible for ensuring that the Examinations Council of Zambia keeps proper accounting records that disclose with reasonable accuracy at any time the financial position of the Council. Management is also responsible for safeguarding the assets of the Council and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In accordance with the Examinations Council of Zambia Act No. 15 of 1983 we, the Council of the Examinations Council of Zambia, are of the opinion that:

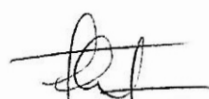
- a) The Statement of Comprehensive Income is drawn so as to give a true and fair view of the deficit of income over expenditure of the Council for the year ended 31st December 2020,
- b) The Statement of Financial Position gives a true and fair view of the state of affairs of the Council as at 31st December 2020; and
- c) There are reasonable grounds to believe that the Council will be able to pay its debts as and when they fall due.

Signed on behalf of the Council on 12th July 2022.

By ;



Prof. Frank P. Tailoka
Chairperson
Examinations Council of Zambia



Dr. Michael M. Chilala
Director
Examinations Council of Zambia

OFFICE OF THE AUDITOR GENERAL

Independent Auditor's Report

STAND No.7951
HAILE SELASSIE AVENUE,
LONGACRES
P.O BOX 50071
LUSAKA, ZAMBIA
E-mail: auditorg@ago.gov.zm
Website: www.ago.gov.zm
Telephone: 260252611/252771

To the Council - Examinations Council of Zambia

Report on the Audit of the Financial Statements

Unmodified Opinion

I have audited the financial statements of the Examinations Council of Zambia (ECZ) which comprise the statement of financial position as at 31st December 2020, statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies as set out on pages 6 to 22.

In my opinion, the financial statements of the Examinations Council of Zambia give a true and fair view of the financial position of the Council as at 31st December 2020, and of its financial performance and its cash flows for the year then ended in accordance with International Public Sector Accounting Standards (IPSAS) Accrual Basis of Accounting and the Examinations Council of Zambia Act No.15 of 1983.

Basis for Opinion

I conducted my audit in accordance with International Standards of Supreme Audit Institutions (ISSAIs). My responsibilities under these standards are further described in the Auditor's responsibilities for the audit of the financial statements section of my report. I am independent of the Council in accordance with the International Organization of Supreme Audit Institutions (INTOSAI) Code of Ethics together with the ethical requirements that are relevant to my audit of the financial statements in Zambia, and I have fulfilled my other ethical responsibilities in accordance with these requirements and the INTOSAI Code. I believe that the audit evidence I have obtained is enough and appropriate to provide a basis for my opinion.

Key Audit Matters

Key audit matters of the audit are those matters that, in my professional judgment, were of most significance in our audit of the financial statements of the current period. I have determined that there are no Key Audit Matters to communicate in my report.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with International Public Sector Accounting Standards (IPSAS) Accrual Basis of Accounting and the Examinations Council of Zambia Act No. 15 of 1983, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, management is responsible for assessing the Council's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Council or to cease operations, or has no realistic alternative but to do so. Those charged with governance are responsible for overseeing the Council's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

My objectives are to obtain reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISSAIs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken based on these financial statements.

As part of an audit in accordance with ISSAIs, I exercise professional judgment and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is enough and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

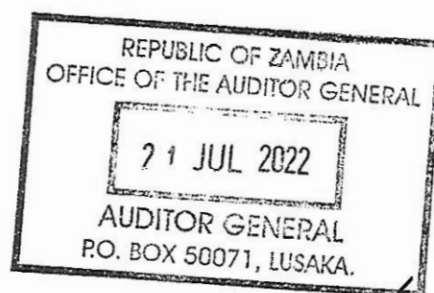
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Council's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit. I also provide those charged with governance with a statement that I have complied with relevant ethical requirements regarding Independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on my independence, and where applicable related safeguards.

Report on Other Legal and Regulatory Requirements

In my opinion, the financial statements of the Examinations Council of Zambia for the year ended 31st December 2020, have been properly prepared in accordance with the provisions of the Examinations Council of Zambia Act No.15 of 1983.


Dr. Dick Chellah Sichembe
AUDITOR-GENERAL
OFFICE OF THE AUDITOR GENERAL



DATE 21/07 2022

EXAMINATIONS COUNCIL OF ZAMBIA

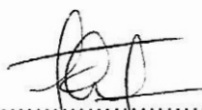
Statement of Comprehensive Income For the year ended 31st December 2020

Income	Note	2020 K	2019 K
Grants From GRZ	3	74,523,420	42,913,233
Examination Fees	4	93,433,635	110,745,443
Council Services	5	18,260,882	16,147,198
Other Income	6	5,548,199	5,933,820
Donor Support	7	5,436,000	1,156,380
Total Income		197,202,136	176,896,074
Operating Expenses			
Professional Services & Preparation of Examinations	8	131,739,351	71,780,102
Management of Examinations	9	28,140,279	26,189,088
Personal Emoluments	10	54,253,078	41,775,598
National Assessment	11	-	626,124
Zambia Education Enhancement Project	12	4,984,581	333,018
Chinese Confucius Centre	13	44,763	-
UNICEF	14	4,499	-
Total Operating Expenses		219,166,551	140,703,930
Operating Surplus / (Deficit)		(21,964,415)	36,192,144

These financial statements were approved by the Examinations Council of Zambia on 12th July 2022 and signed on its behalf by;



Prof. Frank P. Tailoka
Chairperson
EXAMINATIONS COUNCIL OF ZAMBIA



Dr. Michael M. Chilala
Director
EXAMINATIONS COUNCIL OF ZAMBIA

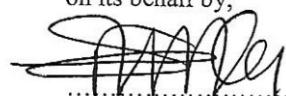
(The notes on pages 10 to 22 form part of the financial statements)

EXAMINATIONS COUNCIL OF ZAMBIA

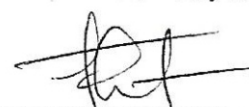
Statement of Financial Position as at 31st December 2020

	Note	2020 K	2019 K
ASSETS EMPLOYED			
Non - current Assets			
Property, Plant & Equipment	15	48,228,709	47,958,246
Current Assets			
Accounts Receivables	16	17,769,668	18,107,715
Inventories	17	1,634,687	1,384,911
Cash and Bank	18	8,725,112	22,366,549
Total Current Assets		<u>28,129,467</u>	<u>41,859,175</u>
Total Assets		<u>76,358,176</u>	<u>89,817,421</u>
Accumulated Funds & Liabilities			
Total Accumulated Funds	19	(47,249,788)	(25,285,373)
Current Liabilities			
Accounts Payable	20	70,542,026	53,038,078
Accrued Expenses	21	47,011,497	29,617,244
Employee Benefits Provisions	22	2,571,054	5,475,513
Deferred Income	23	3,483,387	26,971,959
Total Current Liabilities		<u>123,607,964</u>	<u>115,102,794</u>
Total Accumulated Funds & Liabilities		<u>76,358,176</u>	<u>89,817,421</u>

These financial statements were approved by the Examinations Council of Zambia on 12th July 2022 and signed on its behalf by;



Prof. Frank P. Tailoka
Chairperson
EXAMINATIONS COUNCIL OF ZAMBIA



Dr. Michael M. Chilala
Director
EXAMINATIONS COUNCIL OF ZAMBIA

(The notes on pages 10 to 22 form part of the financial statements)

EXAMINATIONS COUNCIL OF ZAMBIA

Statement of Changes in Equity as at 31st December 2020

		Revenue Reserves
Year ended 31 December 2019	Note	K
At the start of the year		(61,477,517)
Surplus for the year ended 31 December 2019		<u>36,192,144</u>
Balance as at 31 December 2019		<u>(25,285,373)</u>
Year ended 31 December 2020		
At the start of the year		(25,285,373)
Deficit for the year ended 31 December 2020		<u>(21,964,415)</u>
Balance as at 31 December 2020	19	<u>(47,249,788)</u>

EXAMINATIONS COUNCIL OF ZAMBIA

Statement of Cash Flows For the year ended 31st December 2020

	Note	2020 K	2019 K
Net cash inflow from operating activities:			
Surplus/(Deficit)		(21,964,415)	36,192,144
Depreciation for the year	15	3,836,417	3,930,471
Loss on Disposal of assets		32,793	-
Net Income from operations		(18,095,205)	40,122,615
Decrease in Debtors		338,047	5,908,432
(Increase)/Decrease in Inventory		(249,776)	42,887
Increase/(Decrease) in Creditors		8,505,169	(32,689,541)
Cash Generated from operations		(9,501,765)	13,384,393
Cash flow from investing activities:			
Acquisition of non-current assets	15	(4,158,978)	(5,374,592)
*Proceeds from sale of assets		19,306	-
Net Cash in investing activities		(4,139,672)	(5,374,592)
(Decrease)/Increase in Cash		(13,641,437)	8,009,801
Cash and Cash equivalents at the beginning of the year		22,366,549	14,356,748
Cash and Cash equivalents at the end of the year	18	8,725,112	22,366,549

*Proceeds from sale of assets

The K19,306.00 proceeds from sale of assets relates to the assets that were disposed off during the year and a loss of K32,793.00 was realized from the sale.

(The notes on pages 10 to 22 form part of the financial statements)

EXAMINATIONS COUNCIL OF ZAMBIA

Notes to the Financial Statements

1. Regulatory Framework and Principal Activities

The Examinations Council of Zambia (ECZ) was established by an Act of Parliament No. 15 of 1983. The main functions of the Examinations Council of Zambia are to conduct examinations for Grades 7 or Primary school, Grade 9 (Junior Secondary school), Grade 12 or School Certificate and GCE (General Certificate of Education) and Primary Teacher Training.

2. Significant Accounting Policies

2.1 Accounting Conversion

The significant accounting policies adopted in the preparation of these financial statements which have been prepared in conformity with International Public Sector Accounting Standards Accrual Basis of Accounting are:

a) Basis of preparation of financial statements

The financial statements have been prepared on the basis of historical cost convention.

b) Functional and Presentation Currency

The financial statements are expressed in the Zambian Kwacha (ZMW).

c) Depreciation

Depreciation is charged on non-current assets during the year and is calculated on the reducing balance method at the following rates:

Leasehold Property and Buildings	2.5%
Office Equipment	20%
Furniture and Fittings	20%
Computers	25%
Equipment	25%
Motor Vehicles (Pool)	25%
Motor Vehicle (Personal to Holder)	20%
Plant and Equipment	25%
Library Books	25%

EXAMINATIONS COUNCIL OF ZAMBIA

2.2 International Public Sector Accounting Standards (IPSAS)

As a Public Sector Entity, the Examinations Council of Zambia has adopted the IPSAS Accrual Basis of accounting.

3. Grants from GRZ

The funds listed below were received from the Government of the Republic of Zambia as Approved in the 2020 Budget.

Month	Operations	Examinations	Total 2020	Total 2019
	K	K	K	K
January	-	-	-	-
February	-	-	-	-
March	1,107,288	5,000,000	6,107,288	-
April	-	-	-	-
May	1,107,289	-	1,107,289	1,299,443
June	1,107,289	-	1,107,289	5,000,000
July	1,707,289	-	1,707,289	1,299,443
August	-	11,381,177	11,381,177	6,299,443
September	2,291,222	20,000,000	22,291,222	2,000,000
October	1,107,289	-	1,107,289	1,299,443
November	1,107,288	27,500,000	28,607,288	1,299,443
December	1,107,289	-	1,107,289	24,416,018
	10,642,243	63,881,177	74,523,420	42,913,233

EXAMINATIONS COUNCIL OF ZAMBIA

	2020	2019
4. Examinations Fees	K	K
Grade 12	31,155,849	27,941,546
General Certificate Examination (GCE)	42,897,746	49,920,149
Teacher Education Examinations	2,159,609	4,461,051
Grade 9 Internal	1,432,570	1,385,083
Grade 9 External	15,679,795	26,908,114
Grade 7	108,066	129,500
	93,433,635	110,745,443

5. Council Services	2020	2019
	K	K
Replacement of Statement of Results / Combination	8,231,095	7,806,402
Replacement of Certificates	1,452,575	1,038,480
Certification of Certificates	7,706,827	6,128,985
Under protest fees	82,065	84,431
Verification of foreign qualifications	786,600	1,088,900
Handling of Degrees fees	1,720	-
	18,260,882	16,147,198

6. Other Income	2020	2019
	K	K
Interest on bank balances	160,122	276,104
Centre Fees from Private Schools	3,743,620	3,751,520
Revenue from SMS Services	1,399,905	1,639,866
Sundry Income	113,356	147,373
Interest on staff loans	131,196	118,957
	5,548,199	5,933,820

EXAMINATIONS COUNCIL OF ZAMBIA

7. Donor Support

	2020 K	2019 K
National Survey Preparation - Grade 5 (UNICEF)	-	348,084
Chinese Assessment Schemes (Chinese Confucius Centre)	-	432,246
GRZ/Donor Support	5,436,000	376,050
	5,436,000	1,156,380

8. Professional Services & Preparation of Examinations

	2020 K	2019 K
Grade 7 Exam Expenses	16,452,678	13,662,346
Grade 9 Internal Exam Expenses	26,689,015	27,471,288
Grade 9 External Exam Expenses	4,399,789	2,017,813
Grade 12 Exam Expenses	60,433,078	9,808,101
GCE Exam Expenses	13,873,075	7,530,656
Teacher Education Expenses	1,958,895	2,821,241
Research & Test Development	2,820,061	4,405,875
Travel and Subsistence	5,112,760	4,062,782
Total	131,739,351	71,780,102

EXAMINATIONS COUNCIL OF ZAMBIA

9. Management of Examinations

	2020	2019
	K	K
Advertising & Publications	13,428	206,534
Bank Charges	531,058	1,054,460
Book & Periodicals	205,498	192,400
Building Maintenance	162,183	537,970
Cleaning Material/Services	326,930	505,720
Council and Committee Expenses	2,768,378	1,738,452
Corporate Affairs	718,883	298,767
Courier and Postage	27,840	5,187
Depreciation	3,836,417	3,930,471
Electricity and Water	262,979	222,209
External Audit Expenses	344,259	303,224
Finance and Accounts	562,909	360,978
Foreign Exchange Loss*	2,852,686	1,868,905
Funeral Expenses	38,200	26,500
Group Life Assurance	941,207	632,210
Group Personal Accident	80,397	77,619
Insurance (ECZ Assets)	377,798	322,355
Internal Audit Expenses	331,260	497,085
IT Spares & Consumables	681,297	293,086
Kitwe Service Centre Expenses	346,388	291,069
Legal Fees & Consultancy Fees	198,157	161,519
Lusaka Service Centre	1,077,087	1,898,650
Mongu Service Centre	279,493	115,953
Chipata Service Centre	29,544	247,564

Livingstone Service Centre	58,135	168,051
Kasama Service Centre	389,064	141,719
Solwezi Service Centre	194,146	-
Planning Unit	302,344	86,414
Medical Expenses	2,087,742	2,089,797
Motor Vehicle Fuel & Lubricants	974,525	938,561
Motor Vehicle Maintenance	915,692	880,529
Mpika Service Centre	179,276	109,017
Office Equipment Maintenance & Tools	159,170	330,621
Office Stationery	1,067,505	789,397
Official Entertainment	202,722	214,417
Other Costs	244,104	143,076
Procurement Expenses	689,089	708,270
Professional Membership/ Subscriptions	218,975	109,693
Protective Clothing	98,191	72,899
Recruitment	104,552	70,243
Security Charges	17,811	20,000
Software Maintenance	639,190	779,600
Staff Training and Development	156,658	111,826
Staff Welfare	73,811	82,883
Telephone, Fax & Internet	918,981	963,931
Terminal Benefits / Gratuity	705,945	860,674
Workshops & Conferences	715,582	728,583
Loss on Disposal of Assets	32,793	-
	28,140,279	26,189,088

*The foreign exchange loss is a net of losses and gains arising from transactions in foreign denominated currencies. The main contributing factor was payments for the printing of examination question papers.

EXAMINATIONS COUNCIL OF ZAMBIA

	2020	2019
10. Personal Emoluments	K	K
Salaries	53,921,894	41,307,408
Wages*	331,184	*468,190
	54,253,078	41,775,598

*The amount for personal emoluments in 2019 was not correctly stated as the wages were understated by K400,000.00. However, in 2020, the prior year amount has since been correctly stated.

11. National Assessment

The National Assessment Programme (NAS) is an inbuilt instrument that started in 1998. The purpose of the instrument is to monitor the progress made in the provision of education in Zambia. The Ministry of General Education has to assess the performance of the education system as a whole and in particular learning achievement among learners every two years. The Examinations Council of Zambia is the implementing agency. The purpose of the NAS Programme is to provide empirical evidence on the learning achievement levels and how they are changing over time, in relation to the education inputs and processes. At Primary School (Grade 5) level, eight (8) surveys have been conducted, while two surveys have been conducted at Junior Secondary School (Grade 9) level with high quality reports produced as part of dissemination materials.

	2020 K	2019 K
Printing & Stationery	-	133,976
Report Writing/Dissemination Materials	-	492,148
	-	626,124

EXAMINATIONS COUNCIL OF ZAMBIA

12. Zambia Education Enhancement Project

The Zambia Education Enhancement Project started in 2016 and it is funded by the World Bank through the Ministry of General Education. The objectives of the project are to improve the quality of Teaching and learning in Mathematics and science in targeted Primary and secondary schools to increase equitable access to education.

	2020	2019
	K	K
Subsistence Allowances	3,866,085	263,355
Hotel Accommodation (Board & Lodging)	-	8,379
Conference & Refreshments	234,800	-
Printing & Stationery	380,454	-
Fuel & lubricants	503,243	61,284
	4,984,581	333,018

13. Confucius Centre

	2020	2019
	K	K
Subsistence Allowances	41,300	-
Lunch Allowance	1,250	-
Conference & Refreshments	2,213	-
	44,763	-

14. UNICEF

	2020	2019
	K	K
School Based Assessment	4,499	-

EXAMINATIONS COUNCIL OF ZAMBIA

15. Non Current Assets Schedule									
	Motor Vehicles Total	Office Equipment	Furniture & Fittings	Computers	Plant & Machinery	Library Books	Leasehold & Buildings	Work in Progress (Item banking)	Total
COST	K	K	K	K	K	K	K	K	K
Balance as at 01.01.2020	17,827,310	2,196,338	4,608,093	9,325,076	402,324	30,523	38,165,093	3,786,441	76,341,198
Additions for the Year		42,996	549,312	3,559,278	193,129	-	1,570,000	(1,755,737)	4,158,978
Disposal for the Year		(22,580)	-	(71,454)	-	-	-	-	(94,034)
Balance as at 31.12.2020	17,827,310	2,216,754	5,157,405	12,812,900	595,453	30,523	39,735,093	2,030,704	80,406,142
DEPRECIATION									
Balance as at 01.01.2020	11,687,009	1,259,220	2,852,668	6,027,724	253,712	22,539	6,280,080	-	28,382,952
Charge for the Year	1,317,967	175,719	376,770	1,075,084	70,839	1,844	818,194		3,836,417
Depreciation on disposal	-	(10,296)		(31,640)					(41,936)
Balance as at 31.12.2020	13,004,976	1,424,643	3,229,438	7,071,168	324,551	24,383	7,098,274	-	32,177,433
Net Book Value									
Balance as at 31.12.2020	4,822,334	792,111	1,927,967	5,741,732	270,902	6,140	32,636,819	2,030,704	48,228,709
Balance as at 31.12.2019	6,140,301	937,118	1,755,425	3,297,352	148,612	7,984	31,885,013	3,786,441	47,958,246

EXAMINATIONS COUNCIL OF ZAMBIA

	2020	2019
16. Accounts Receivable		
	K	K
Salary Advance	332,930	426,049
Staff/Other Imprest	669,155	575,263
Other Staff Recoveries	58,465	80,510
Staff Loans	4,548,416	4,511,041
Prepayments	54,616	34,600
Rent Security Deposit	21,500	21,500
Trade Debtors	4,351,994	5,470,123
Marking Centre Imprest	9,167	-
Provincial Education Office (PEO)*	7,723,425	6,988,629
	17,769,668	18,107,715

* The PEOs were funded to mark examination scripts at Grades 9, 12 and GCE in their respective provinces.

17. Inventories	2020	2019
	K	K
Value of stock as at 31st December	1,634,687	1,384,911

EXAMINATIONS COUNCIL OF ZAMBIA

18. Cash and Bank Balances

	2020	2019
	K	K
ATLASMARA - 0060820365008	80,257	653,285
ATLASMARA -0060810357008	886,197	447,251
ABSA - Loans 4929858	172,629	113,631
ABSA - Fees 1060052	(258)	-
CAVMONT- 800000454685	48,582	167,240
INVESTRUST - 010710050651016	364,130	190,977
INVESTRUST -110110050651025	71,673	234,363
INDO-ZAMBIA-0012020000042	86,206	399,929
NATSAVE - 2100123994901	400,327	593,776
ZANACO - 0020884300161	272,518	475,519
ZANACO - 0243871300114	-	28,785
ZANACO - 0306426300121	1,579,095	14,100,808
ZANACO - 0306426300222	794,434	603,699
ZANACO - 0306790300196	644,817	232,491
ZANACO - 0306958300156	2,568,013	1,539,324
ZANACO - 0306958300358 (AEAA)	-	18,204
ZANACO - 1905593300152	210,423	1,547,110
ZANACO - 1934313300127	319,233	434,188
ZANACO -0306958300459 (Dollar)	-	139,178
ZANACO - 030306426300323	110,351	108,062
ZANACO - 024387100215	-	20,853
ZANACO - 0306426300929	5,969	55,901
ZANACO - 0306426300424	24,148	30,691
ZANACO - 0306426301131	80,831	230,995
Petty Cash - Head Office Operations	5,500	252
Petty Cash - Kitwe Service Centre	37	37
TOTAL	8,725,112	22,366,549

EXAMINATIONS COUNCIL OF ZAMBIA

19. Total Accumulated Funds

	2020	2019
	K	K
At the start of the year	(25,285,373)	(61,477,517)
Surplus/(Deficit) for the year ended 31 December	(21,964,415)	36,192,144
Balance as at end of the year	(47,249,788)	(25,285,373)

20. Accounts Payables

	2020	2019
	K	K
Trade Payables	50,025,537	37,372,326
Sundry Creditors	3,964,885	2,603,750
Payroll Payables	5,920,608	4,497,932
Tax Payable	5,524,658	3,457,733
ECZ Pension Trust Scheme	5,106,338	5,106,337
	70,542,026	53,038,078

21. Accrued Expenses

With ECZ having adopted IPSAS, the expenditure incurred in 2020 but not yet paid for has been accrued as below:

	2020	2019
	K	K
Grade 7 Expenses	902,400	1,691,548
Grade 9 Internal Expenses	12,116,726	18,587,802
Grade 9 External Expenses	1,460,271	638,573
Grade 12 Expenses	27,793,729	465,004
G C E Expenses	2,935,857	3,192,200
Teacher Education Expenses	643,650	836,799
Council Operations Expenses	-	1,125,783
Unpaid Markers	865,104	457,327
ZRA - Tax on sitting allowances	293,760	395,670
Item banking & Other	-	2,226,538
	47,011,497	29,617,244

EXAMINATIONS COUNCIL OF ZAMBIA

22. Employee Benefits Provisions

	2020 K	2019 K
Leave Days Provisions	1,324,591	4,301,385
Gratuity Provisions	1,246,463	1,174,128
	2,571,054	5,475,513

23. Deferred Income

The registration of Candidates for the following year's examinations starts in October of the previous year. With ECZ having adopted IPSAS, the income for 2021 received in 2020 has been deferred as below:

	2020 K	2019 K
Grade 12	415,991	18,571,864
General Certificate of Education	2,578,903	7,310,525
Grade 9 Internal	17,153	131,252
Grade 9 External	143,880	737,118
Centre Renewal Fees	327,460	221,200
	3,483,387	26,971,959



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