



**EXAMINATIONS COUNCIL OF ZAMBIA**



# **ANNUAL REPORT 2022**



## **2022 ANNUAL REPORT**

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## Abbreviations/Acronyms

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<b>AG</b>	Attorney General
<b>AEAA</b>	Association for Educational Assessment in Africa
<b>AMPLE</b>	Assessment of Minimum Proficiency Levels
<b>CDC</b>	Curriculum Development Centre
<b>ECE</b>	Early Childhood Education
<b>ECZ</b>	Examinations Council of Zambia
<b>DEBS</b>	District Education Board Secretary
<b>GCE</b>	General Certificate of Education
<b>HEA</b>	Higher Education Authority
<b>IAEA</b>	International Association for Educational Assessment
<b>ICT</b>	Information Communication Technology
<b>IIA</b>	Institute of Internal Auditors
<b>MILO</b>	Monitoring Impact of Covid-19 on Learning Outcomes
<b>IRT</b>	Item Response Theory
<b>JSEE</b>	Junior Secondary External Examination
<b>JSSLE</b>	Junior Secondary School Leaving Examination
<b>LAZ</b>	Law Association of Zambia
<b>MoE</b>	Ministry of Education
<b>MoFNP</b>	Ministry of Finance and National Planning
<b>OCRS</b>	Online Candidate Registration System
<b>PEO</b>	Provincial Education Officer
<b>PESO</b>	Principal Education Standards Officer
<b>PISA</b>	Programme for International Student Assessment
<b>PTD</b>	Primary Teacher's Diploma
<b>SEN</b>	Special Education Needs
<b>SC</b>	School Certificate
<b>SFTP</b>	Secure File Transfer Protocol
<b>STD</b>	Secondary Teacher's Diploma
<b>TESS</b>	Teacher Education and Specialised Services
<b>TCZ</b>	Teaching Council of Zambia
<b>TVET</b>	Technical Vocational Entrepreneurship Training
<b>VC</b>	Vice Chancellor
<b>ZNUT</b>	Zambia National Union of Teachers



## 1.0

## Chairperson's Statement

I am honoured to present the 2022 Annual Report for the Examinations Council of Zambia. During the year under review, ECZ made several strides towards attaining its core mandate and the goals outlined in the Strategic Plan for 2021 to 2025. I am, therefore, grateful to the Council, Management, and staff for the accomplishments scored in 2022. I also express my appreciation to the Minister of Education, Honourable Douglas M. Syakalima-MP, and the Ministry of Education Permanent Secretaries for their invaluable guidance and support.

I am happy to report that ECZ successfully conducted the 2022 examinations at all levels and released the results. This was done within schedule, which was remarkable, especially after the impact of COVID-19 which hit the Country hardest in 2021. Other key achievements were the printing and distribution of the revised Guidelines for the Management and Administration of Examinations, integrated online payment systems for fees and deploying an Electronic Examination Item Bank for enhanced operational efficiency and security in the test development process.

The Council provided strategic oversight over the ECZ's operations. We continued to follow up on the progress of the ECZ Bill which aims to repeal and replace the ECZ Act of 1983, strengthen the governance structure and introduce stiffer penalties against examination malpractice.

The Council supported Management in ensuring that institutional capacity and operational efficiency were enhanced. In particular, the Council approved a re-aligned organisational structure that streamlined reporting within the organisation. Administrative policies, namely the Transport Policy and Loans Policy, were approved to boost staff morale. A Risk Management Policy and

Framework was adopted to address potential risks in carrying out the mandate of conducting examinations. The Council was also focused on ensuring ECZ's ICT infrastructure and online solutions were enhanced.

The ECZ also continued to conduct research and educational assessment surveys to inform educational policy. It also worked with various international and regional education and assessment bodies to keep abreast of the latest developments in educational assessment and ensure that ECZ qualifications are recognised worldwide.

Lastly, I urge my team to continue serving the nation with the same spirit of hard work, innovation and steadfastness.

Prof. Frank P. Tailoka  
COUNCIL CHAIRPERSON



2.0

## Executive Director's Statement

The 2022 Annual Report for the Examinations Council of Zambia (ECZ) presents our performance in the year as outlined in the ECZ Strategic Plan for 2021 to 2025. From the outset, having gone through two years into our Strategic Plan for the period 2021 to 2022, the achievements scored so far would not be possible without the support of all our stakeholders, the Council under the leadership of Professor Frank Tailoka and the continued support from the Ministry of Education. We are grateful to you all.

In 2022, we successfully conducted all examinations under our jurisdiction and released the results to the Ministry of Education for public announcement. We reviewed the organisational structure, a paramount process towards ensuring organisational efficiency. The Council approved the new structure to ensure that all areas of institutional growth were covered and supported in terms of human resources and expertise and streamlined the reporting to make it efficient for organisational success. This review coincided with the review and harmonisation of the salaries and allowances by the Emoluments Commission. In similar efforts, the ECZ continued to provide input into the review of the ECZ Act Number 15 of 1983 to bring to current the operations of the institution.

We conducted assessment research to inform policy on learning achievement levels, namely the Monitoring the Impact of COVID-19 on Learning Outcomes (MILO) and National Assessment Survey (NAS). We also participated in other research activities such as the Midline Early Grade Reading Assessment (EGRA) survey and the Early Grade Reading Assessment (EGRA), whose findings were disseminated accordingly. In this regard, ECZ remained a strategic partner in Zambia's education sector. The institution was also able to collaborate with bodies such as UNESCO, Assessment Associations such as the Southern Africa Association for Educational Assessment (SAAEA), the Africa Association for Education Assessment (AEAA) and the International Association for Educational Assessment (IAEA) and Examination Councils in the region and continent on matters of education and assessment. Against this backdrop, the institution undertook a number of interactive meetings and engagements with various media platforms and promoted dialogue, collaboration and awareness of all matters of public interest. The image and viability of the institution have greatly been enhanced and sustained through these efforts.

In ensuring that we remained aligned with global education standards, ECZ disseminated the revised 2020 Guidelines

for the Administration and Management of Examinations in Zambia (GAMEZ) and undertook the standardisation process for combining School-based Assessment (SBA) marks and final examination marks at the Grade 7 level. Further, the integration of the Payment Gateway to allow candidates to pay examination fees online was successfully deployed. The Electronic Examination Item Bank (EEIB) was also deployed, which marked a major milestone towards enhancing security during the test development process by minimising human involvement. We also continued conducting the Performance Review Meetings with the Ministry of Education at national level, which was cascaded down to the school level by the Ministry. This has served as a performance feedback mechanism geared towards improving learning achievement levels. The performance review reports were made available on the ECZ website for other stakeholders to access to aid in decision-making across different levels of the education system.

With the understanding of risks in the assessment business, the ECZ developed the Risk Management Framework and Risk Management Policy and began to populate the Risk Register. In the same vein, ECZ improved in the area of ICT infrastructure through expansion works, procured and installed a new 3KVA Uninterruptible Power Supply Unit (UPS) at the Disaster Recovery Site and a 10KVA UPS for Annex Building. Members of staff were supported in upskilling their performance through various short-term and long-term training. This way, we ensured that work was always executed with the level of professionalism, accountability, competence and efficiency.

In conclusion, the achievements scored in 2022 made the Council move another step towards excellence in the administration and management of national educational assessments and examinations. On behalf of Management and Staff, I pledge our fervent commitment to executing the ECZ's mandate of providing quality educational assessments that meet local and international standards. I also express my profound gratitude to the Council, Honourable Douglas M. Syakalima-MP, Minister of Education, and the Ministry of Education Permanent Secretaries for their invaluable guidance and support, which enable ECZ to succeed.

Dr. Michael M. Chilala  
**EXECUTIVE DIRECTOR**

## 3.0

# Examinations Council of Zambia

## Mandate

### WHO WE ARE

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 and diplomas to successful candidates at school and tertiary levels.

### WHAT WE DO

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



### VISION

An Educational Assessment Body of Excellence



### MISSION

Efficiently and innovatively conduct educational assessments and award certificates of comparable international standards





## CORPORATE VALUES

During the strategic plan period 2021 to 2025, the Council, Management and Staff of ECZ shall run the affairs of the Institution abiding by the following five (05) corporate values:

### **Professionalism**

We are qualified, skilled, competent, ethical, courteous and committed.

### **Integrity**

Our actions, decisions and behaviour reflect the highest ethical and professional standards.

### **Accountability**

We are answerable to government, stakeholders and our clients.

### **Innovativeness**

We adapt through creativity, originality and learning

### **Team work**

We cooperate amongst staff, stakeholders and clients

## 4.0

# Executive Summary

The Examinations Council of Zambia (ECZ) implemented its 2021-2025 Strategic Plan through various activities in 2022, focusing on five thematic areas: Research and Development, Assessment Development and Administration, Institutional Capacity, Operational Efficiency, and Corporate Image.

## The ECZ performance under the strategic thematic areas was as follows:

- 1. Research and Development:** ECZ began drafting a consultancy policy, research agenda, and a monitoring framework, which were earmarked for completion in 2023. It conducted studies on learning outcomes, the impact of COVID-19, and assessment methodologies and engaged in benchmarking activities. The Council also hosted the 38<sup>th</sup> Annual Conference for the Association of Educational Assessment in Africa.
- 2. Assessment Development and Administration:** The achievements under the theme included monitoring examinations, installing and configuring the electronic item banking system, and upgrading online registration systems. The revised Guidelines for the Management and Administration of Examinations were printed and distributed to the centres. Benchmarking was done to sister regional examination bodies on A-level examinations. The 2022 examinations at all the levels were successfully conducted, and results were released.
- 3. Institutional Capacity:** ECZ enhanced its governance, physical, and ICT infrastructure. A new organizational structure was approved effective 1<sup>st</sup> January 2023, and ICT facilities were expanded. Human capital development and financial sustainability were prioritised, and staff training and audits were completed. The Council approved key administrative policies.
- 4. Operational Efficiency:** Key systems, including a payment gateway for examination fees, were upscaled and integrated. The ECZ website was upgraded, and commenced the project on digitising records examination records and improve service delivery.
- 5. Corporate Image:** ECZ focused on strengthening public relations, issuing press statements, and clarifying misinformation.

## The key highlights from the 2022 examination results were as follows:

**Grade 7 Composite Examination:** Recorded improved performance and reduced absenteeism compared to 2021. 493,932 candidates were registered, with a higher percentage of girls (51.79%). The progression rate was 100% to Grade 8, and the 2022 cohort was the last to have the automatic progression as the policy was abolished effective 2023.

**Grade 9 External Examination** Registered 143,430 candidates, with girls making up 54.24% of the candidates. The pass rate was 85.22% in terms of those with full certificates and statements of results.

**Junior Secondary School Leaving Examination (Grade 9 Internal):** 307,301 candidates registered for the examination. About 154,304 (54.16%) obtained certificates, The national absenteeism rate decreased slightly from 2021.

**School Certificate Examination:** 127,289 candidates registered for the examination, with a significant increase in female candidates. 86,732 candidates obtained certificates, and the pass rate was 69.3 percent.

**General Certificate of Education Examination:** 157,307 candidates registered for the examination. The national absenteeism rate increased slightly, but the overall pass rate showed improvement.

**Teacher Education Diploma Examinations:** The results at this level reflected fluctuations in pass rates across different years and programs. The 2022 output of students graduating was 383.

Table 1 outlines the summary statistics for the examinations.

**Table 1.2022 Examinations Summary Statistics on the Candidature and Performance**

	Number	2022 %	2021 %
<b>Grade 7 Composite Examination</b>			
Entered	493,932		
Sat	449,538	91.05%	89.41%
Div. 1 to 3 pass rate	281,653	62.28%	62.40%
Div 4 pass rate	167,683	37.32%	37.60%
Progression Rate	449,538	100%	100%
Absenteeism Rate	44,393	8.99%	10.59%
<b>Grade 9 Internal (JSSL) Examination</b>			
Entered	307,301		
Sat	284,880	92.70%	92.02%
Certificate Pass	154,304	54.16%	54.49%
Progression Rate	154,165	54.14%	54.49%
Statements	104,010	36.51%	38.54%
Absenteeism Rate	22,421	7.30%	7.98%
<b>Grade 9 External Examination</b>			
Entered	143,430		
Sat	132,508	92.39%	94.66%
Certificate Pass	13,098	9.88%	9.27%
Statements	99,831	75.34%	77.03%
Absenteeism Rate	10,922	7.61%	5.43%
<b>Grade 12 School Certificate Examination</b>			
Entered	127,289		
Sat	125,145	98.32%	98.26%
Certificate Pass	86,732	69.31%	67.15%
Statements	35,554	28.41%	31.11%
Absenteeism Rate	2,144	1.68%	1.74%
<b>GCE Examination</b>			
Entered	157,307		
Sat	143,351	91.13%	93.03%
Certificate Pass	7,471	5.21%	3.62%
Statements	119,232	83.17%	82.73%
Absenteeism Rate	13956	8.87%	6.97%
<b>Teacher Education Examinations Results All levels (ECE, PTB, JSTD)</b>			
Entered	2246		
Sat	1987	88.5%	95.46%
Pass Rate	1569	79%	85.25%
Absenteeism Rate	259	11.5%	4.5%
<b>Teacher Education Diploma Awards</b>			
Graduates at ECE	80	90.91%	89.47%
Graduates at PTB	105	72.92%	79.26%
Graduates at STD	198	81.48%	78.30%

## 5.0

# Who Governs Us

## 5.1. Council Members

The Council is the supreme policy-making body of the ECZ. During the period under review, it continued to provide policy oversight and strategic direction.

The following was the composition of the Council:

**Table 2 Composition of the ECZ Council**

	Name	Constituency	Position
1	Professor Frank P. Tailoka	Copperbelt University	Chairperson
2	Ms. Wabei N. Mangambwa	ZCCM-IH	Vice Chairperson
3	Mr. Alex M.K. Simumba	Director-TVET	Councillor
4	Ms. Precious Goma	LAZ	Councillor
5	Mrs. Patrica Siwila	Private Schools	Councillor
6	Mr. Albert Chituka	Church-run schools	Councillor
7	Mr. Beard Mwanza	Union (ZNUT)	Councillor
8	Mr. Peter Chishimba	College of Education	Councillor
9	Dr. Oswell Chakulimba	University of Zambia	Councillor

## 5.2. 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 on Council business during the year under review:

**Table 2: Council and Committee meetings held in the year 2022**

S/N	Name of Council/Committee	Meetings Held	
		Scheduled	Extraordinary*
1	Council	4	10
2	Finance and Administration	4	5
3	Security	4	1
4	Secondary School Examinations	4	5
5	Primary School Examinations	4	2
6	Teacher Education	4	1
7	Audit	4	3
8	Appeals	1	0

### 5.2.1. Finance and Administration Committee

The Committee provided oversight in the financial planning, financial management and financial reporting matters as well as the Council's human resources and administration matters. The Committee made recommendations and delivered reports to the Council. The Committee had to ensure financial stability and enhance the long-term economic sustainability of the Council. The Committee Members were:

	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	A representative of Zambia Institute of Chartered Accountants (ZICA)
6	Mrs. Alice J. Tembo	Member	Deloitte (Accounting Expert)
7	Mrs. Arness T. Siame	Member	HR Consultant
8	Mr. Sitibekiso Wamuyuwa	Member	Trade Unionist (Secretary General Secondary School Teachers Union of Zambia (SESTUZ))

#### 5.2.2. Security Committee

The Committee provided oversight and advised the Council on examination security measures with regard to examinations administration and ensured that the security policies and strategies were effectively managed. During the year, there were movements in the appointments of the Provincial Education Officers due to transfers and retirements. Therefore, the Composition of the Committee by the close of the year was as follows:

	Name	Position	Constituency
1	Mr. Oswell Chakulimba	Chairperson	Councillor
2	Mr. James Chomba	Member	PESO-Exams MoE
3	Mr. Nawa Mulambwa	Member	PEO Northern
4	Mrs. Grace Nosiku Mwiya	Member	PEO Southern
5	Mrs. Grace Sikolongo	Member	PEO Western
6	Mr. Fredrick Munkinyi	Member	PEO Luapula
7	Mr. Brainely Malambo	Member	PEO Eastern
8	Mr. Felix Ngoma	Member	PEO Muchinga
9	Dr. Stephen Chishiko	Member	PEO Copperbelt
10	Mrs. Jennipher C. Banda	Member	PEO North Western
11	Mrs. Mambe M. Hamududu	Member	PEO Central
12	Dr. Allan Lingambe	Member	PEO Lusaka
13	Mr. Kennedy Mumbi	Member	Zambia Police
14	Mr. Evans Chungu	Member	Teacher's Union
15	Mrs. Leah Kaseji	Member	Teacher's Union



### 5.2.3. Secondary School Examinations Committee

The Committee provided oversight for preparing and administering examinations, and evaluating examination performance at the Secondary School level. The Committee advised the Council on the award of examination centre status, regulations, examination timetables, disposal of examination malpractices, approval of results and award of certificates, as well as all policy matters affecting the Secondary School examinations. The Committee Members were:

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

### 5.2.4. Primary School Examinations Committee

The Committee provided oversight for preparing and administering examinations and evaluating performance at the Primary School level. The Committee advised the Council on the award of examination centre status, regulations, examination timetables, disposal of examination malpractices, approval of results and award of certificates as well as all policy matters affecting the primary school examinations. The Committee Members were:

	<b>Name</b>	<b>Position</b>	<b>Constituency</b>
1	Dr. Oswell Chakulimba	Chairperson	Councillor
2	Mrs. Patricia Siwila	V/Chairperson	Councillor
3	Mrs. Anne P. Bwalya	Member	DEBS-Mpika MoE
4	Mr. Emade Sakala	Member	School Administrator
5	Mrs. Exilda Gondwe	Member	Curriculum Development Centre
6	Mr. Charles Mvula	Member	School Administrator and Civil Society

### 5.2.5. Teacher Education Committee

The Committee provided oversight for preparing and administering examinations and evaluated examination performance in Teacher Education Institutions affiliated with ECZ. The Committee advised the Council on the award of examination centre status, regulations, examination timetables, disposal of examination malpractices, approval of results and award of diplomas as well as all policy matters affecting the Teacher Education examinations. The Committee Members were:

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

#### 5.2.6. Audit Committee

The Audit Committee provided independent and objective oversight and review of the information presented by Internal Audit and Management on the financial reporting process and internal control, corporate accountability and business and strategic risks. The Committee Members were:

	Name	Position	Constituency
1	Ms. Wabei N. Mangambwa	Chairperson	Councillor
2	Mrs. Esther 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

#### 5.2.7. Appeals Committee

The Appeals Committee's purpose was to enhance the integrity of the outcome of malpractice cases and any challenged relationships with external parties related to examination administration. The Committee considered the appeal cases for examination malpractices during the year under review. The Committee Members were:

	Name	Position	Constituency
1	Ms. Precious Goma	Chairperson	Councillor
2	Dr. Oswell Chakulimba	Member	Councillor
3	Mr. Peter Chishimba	Member	Councillor
4	Mr. Albert Chituka	Member	Councillor

## 6.0

# Who Leads Us

## 6.1. 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:

1. Dr. Michael M. Chilala - Executive Director
2. Mrs. Teza N. Musakanya - Council Secretary
3. Mr. Ian Chirambo - Director Examinations Administration
4. Ms. Ireen M. Chitesha - Director Finance
5. Mr. Shadreck Nkoya - Director Research, Planning and Information
6. Dr. Kunda Kuku - Director Certification
7. Mr. Albert S. Siamunako - Director Test Development
8. Mrs. Christine Simfukwe - Director ICT

## 6.2. Departments

During the year under review, the ECZ organisational structure was reviewed to address the strategic plan's aspiration adequately. To this effect, departments increased by one department; the Test Development. The ECZ departments and units in 2022 were as follows :

- a) Research Planning and Information Department;
- b) Test Development Department;
- c) Examinations Administration Department;
- d) Certification Department;
- e) Finance and Accounts Department;
- f) Human Resource and Administration Department;
- g) Procurement and Supplies Unit;
- h) Internal Audit Unit; and,
- i) Public Relations Unit.

### 6.2.1. The Executive Director's Office

The Executive Director is the Chief Executive Officer of the ECZ and supervises all its business. The office is responsible for the organisation's day-to-day operations. Apart from the Heads of Department, the heads of the Procurement and Public Relations Units report directly to the Executive Director's office, while the Head of Internal Audit administratively reports to the same office.

### 6.2.2. The Council Secretary's Office

The Council Secretary's Office focuses on governance, strategic reporting, policy development, legal, and compliance. The Office of the Council Secretary also facilitates any policy development affecting other thematic areas. The Board Secretary is a functionary of the ECZ Council and is accountable to the Council but reports to the Executive Director on a day-to-day basis. The Legal Office, a Personal Secretary and an Administrative Officer report to the Council Secretary.

### 6.2.3. Research Planning and Information Department

The Department is headed by the Director of Research, Planning and Information who is assisted by two (2) Principal Officers, one in charge of Research and the other of Planning and Information. The department is responsible for conducting relevant research commissioned by any department or Committee of the Council and establishing grading procedures for the examination results. In 2021, the department was restructured from Research and Test Development to Research, Planning and Information. Test development functions were separated into another full department while the planning functions were incorporated. The Research unit is responsible for statistical and grading information as well as educational assessment research. The Planning unit is responsible for strategic plan development, monitoring and reporting, and documentation. In addition, through the department, ECZ is the implementing agency of the National Assessment programme of the Ministry of Education. Over and above this, the department is the custodian of all examination statistics for use during awards, standard fixing, selection and research.

#### **6.2.4. Test Development Department**

The Department is headed by the Director of Test Development who is assisted by two principal officers in charge of school examinations and tertiary examinations respectively. The department is responsible for developing all examinations and assessments of the ECZ, which comprise examinations at school and teacher education levels, as well as tests for research surveys. In 2021, the department was newly created to enhance test development activities. The department's activities involve curriculum interpretation, content mapping, development of assessment schemes, development of test items, proofreading, development of marking schemes, coordination of marking and production of assessment feedback reports, also called examiners' reports.

#### **6.2.5. Examinations Administration Department**

The Examinations Administration Department (EAD) is responsible for carrying out all examination administration activities for the Examinations Council of Zambia. It is headed by the Director, who is assisted by two (2) Principal Officers, one in charge of Processing and the other for Logistics. The activities cover the registration of examination centres and candidates for examinations as well as the printing and distribution of examinations to the provinces. The department is responsible for conducting and supervising the marking of examination answer scripts as well as processing and production of results.

#### **6.2.6. Certification Department**

The Certification Department is responsible for certification and post-examination services delivered in service centres and printing certificates. The Director of Certification heads the Department, and two (2) Regional Service Centre Managers report to this position. The Department manages all business in Service Centres across the country and ensures a smooth flow of ECZ services to stakeholders and the general public. It is also responsible for the production and distribution of certificates.

#### **6.2.7. Finance and Accounts Department**

The Finance and Accounts Department is a service department of the 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 outlines how and where the Institution can mobilise its financial resources (income streams) and how they should be accounted for. The Department is headed by the Director of Finance, who reports directly to the Executive Director. The head of the department was previously titled Chief Accountant but was re-designated in 2021 to Assistant Director -Finance. Then in December 2022 to Director-Finance. The Department executes two broad functions in the Council: Financial Management and Financial Reporting.

#### **6.2.8. Human Resources and Administration (HRA) Department**

The Human Resources and Administration Department provides HR and Administrative support system in ECZ to ensure the efficient and effective conduct of assessments. The Director HRA heads the department. The Director HRA is assisted by the Manager Administration and Manager Human Resource. The Department is comprised of the following sections:

- a. Human Resource;
- b. Maintenance;
- c. Transport;
- d. Printing; and
- e. Security.

#### **6.2.9. ICT Department**

The Information and Communications Technologies (ICT) Department at Examinations of Zambia (ECZ) is responsible for maintaining and managing ICT Infrastructure, Software and Data. The Department also provides ICT solutions that contribute to 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 Director ICT and three (3) Managers who report to this position. The ICT Department is also responsible for ICT infrastructure and related support to all departments of the Council.

The ICT Department is divided into three central units, namely:

- a. Software Development;
- b. ICT Security; and
- c. ICT Infrastructure.

**6.2.10. Procurement and Supplies Unit**

The Procurement and Supplies Unit is one of the key units in achieving the overall ECZ objectives. It is headed by the Procurement Manager, who reports directly to the Executive Director. The Unit is responsible for providing goods and services used in the ECZ's operations in accordance with the Public Procurement Act No. 8 of 2020 National Procurement. The Unit coordinates and implements an Annual Procurement Plan (APP) to ensure timely provision of goods and services and value for money from all procurements, which is essential for attaining the Council's mandate.

**6.2.11. Internal Audit Unit**

The Council defines the Internal Audit Unit's responsibilities as part of its oversight role. Internal Audit Unit provides independent and objective assurance and consulting services guided by a philosophy of adding value to improve the Examinations Council of Zambia (ECZ) operations. It assists ECZ in accomplishing its objectives by bringing a systematic and disciplined approach to evaluate and improve the effectiveness of ECZ's risk management, control and governance processes. The Unit is headed by the Manager Internal Audit who reports functionally to the Audit Committee and administratively to the Executive Director. The unit has three (3) other members of staff whose positions are indicated below:

- a. Senior Internal Auditor
- b. Internal Auditor-Finance
- c. Internal Auditor-Information Systems

**6.2.12. Public Relations Unit.**

The Public Relations Unit (PRU) at Examinations Council of Zambia (ECZ) is responsible for all internal and external communication activities between the Council and its stakeholders. The unit is headed by the Public Relations Manager, who reports directly to the Executive Director. The other staff member of the unit is the Communications Officer. The Unit is in charge of implementing sensitisation programmes through various media. The unit's functional focus areas are to build and sustain mutually beneficial relationships with the Council's stakeholders, enhance the corporate image, drive effective internal and external communication, enhance the institution's visibility to the public, promote and market products and services and support the attainment of its strategic goals as well as innovations and developments.





## 7.0 ECZ Strategic Focus in 2022

The ECZ Strategic Plan for 2021 to 2025 was developed using an Integrated Institutional Assessment, Organisation Development and Balanced Scorecard (IIA/OD - BSC) strategic planning process. The plan outlines ten goals to be achieved during the planned period, and these reflect the Institutional operations around five thematic areas, namely:

1. Research and Development
2. Assessment Development and Administration
3. Institutional Capacity
4. Operational Efficiency
5. Corporate Image

The Year 2022 was the second year of implementation. The 2022 Annual Report highlights the activities implemented based on the five thematic areas of the ECZ Strategic Plan for 2021 to 2025.

### 7.1. Thematic Area 1: Research and Development

Under this thematic area is Strategic Goal 1, “to enhance Research and Consultancy to serve ECZ”. The following was implemented:

- 7.1.1. The planned strategic activities were to develop the Consultancy Policy and Research Agenda for the period under review. Management had commenced drafting the two documents in 2021 and work was still underway. In addition, Management commenced the development of the Monitoring and Evaluation Framework for the ECZ Strategic Plan as a build-up to the monitoring of the strategic plan.
- 7.1.2. ECZ also continued to conduct assessment research to inform policy on the learning achievement levels. The assessment surveys undertaken were as follows:
  - i. Developed performance feedback reports for all levels of examinations and disseminated them during the Performance Review Meeting held from 2nd to 3rd March 2022. The study findings on Monitoring the Impact of Covid-19 on Learning Outcomes (MILO) were also disseminated. The MILO findings were that COVID-19 had no significant effects on learner performance;
  - ii. Disseminated the findings of the 2021 National Assessment Survey for Grades 2, 5 and 9;
  - iii. Developed statistical reports for the 2022 GCE, Grade 7 and Grade 9 (internal and external), Grade 12 and Teacher Education examination results;
  - iv. Conducted in the Midline Early Grade Reading Assessment (EGRA) survey and disseminated at the national level the findings of the Early Grade Reading Assessment (EGRA);
  - v. Working with the UNESCO Institute of Statistics, conducted the Policy Linking Workshop, which was aimed at linking the Tests used for the National Assessment of Learning Achievement Surveys to the Global Proficiency Framework (GPF) to report on SDG Number 4.1.1. Based on the workshop, Zambia was able to report on the reading and numeracy competencies of learners using the Global Scale.



UNICEF hold talks with ECZ on National Assessment Survey (NAS)

7.1.3. ECZ undertook research and development activities related to informing the policy and processes as follows:

- i. The study on Factors Affecting Enrolment and Performance of Candidates in Agricultural Science was concluded. This was followed by another study on the Policy and Practice of School-Based Assessment (SBA) in Zambia. The study was aimed at evaluating the effectiveness of the SBA being implemented in our schools;
- ii. A pilot pre-test for the Grade 7 Examination using a new software called Remark Office OMR was conducted. The software enabled scanning images from the ordinary bond paper of a particular grammage and capturing the images to process the data. For a long time, ECZ had been using a system that required procuring Optical Mark Read (OMR) cards for use as answer sheets for multiple-choice examination papers.

7.1.4. ECZ also continued undertaking benchmarking activities to be up-to-date with the international best practices and standards in Assessment as follows:

- i. ECZ officers participated in the webinar on the Processing and Grading of Results hosted by UMALUSI, the South African Quality Assurance body, and the Department of Basic Education.
- ii. ECZ participated in the Kenya National Examinations Council (KNEC) School Certificate Standards Setting meeting. During the meeting, processes and procedures used by other represented examination bodies in setting standards were benchmarked;
- iii. ECZ participated in the Southern Africa Association for Educational Assessment (SAAEA) Research Forum from 19th to 22<sup>nd</sup> July 2022 and Executive Committee meetings hosted by the Botswana Examinations Council (BEC) from 17th to 18<sup>th</sup> September 2022. ECZ Staff were able to exchange information that was useful to the development agenda of the Council.

7.1.5. ECZ successfully hosted the 38th Association for Education Assessment in Africa (AEAA) Conference at Avani Resort in Livingstone from 21<sup>st</sup> to 26<sup>th</sup> August 2022. The Conference was supported by ECZ business partners, the Council, and the Government through the Ministry of Education and the people of Zambia. During the Conference, there was an exchange of information that was valuable for the growth and development of the Institution.



| Official opening of the 38th Annual Conference for the Association of Educational Assessment in Africa - Avani Victoria Falls Resort Livingstone, Zambia

## 7.2. Thematic Area 2: Assessment Development and Administration

The focus under this thematic area is Strategic Goal 2 and Goal 3, which are, respectively:

- a. “to align assessments to the demand of local and international education systems”;
- b. “to enhance Security in the development and management of assessments”.
- c. For the period under review, the planned strategic activities under Goal 2 were to:
  - monitor the conduct of the examinations,
  - implement the electronic item banking system;



- attract and retain tertiary institutions,
  - review 'O' level examinations and introduce 'A' level examination
  - review certification standards for primary leaving examinations to introduce a failing grade and
  - broaden the implementation of school-based assessment.
- d. Activities under Goal 3 were:
- upgrading the online candidate registration systems and
  - enhancing the security protocols in the development and administration of examinations

7.2.1. In line with the planned strategic activity of monitoring the conduct of the examinations, the following was achieved:

- i. The Annual meeting to review the conduct of the 2021 examinations was held and lessons were drawn to improve the conduct of the 2022 examinations and onwards;
- ii. A preparatory meeting for the 2022 examinations was held on 5<sup>th</sup> May 2022 with stakeholders because the Ministry of Education had transferred and, in some cases, replaced the Provincial Education Officers (PEOs). The meeting was meant to bring the PEOs on board, considering their past experiences, achievements, and expectations regarding examinations.
- iii. ECZ successfully administered the 2022 Grade 9 External and General Certificate of Education (GCE) examinations. The examination scripts were marked and processed during August and September 2022. The Minister released the results of both examinations on 26<sup>th</sup> September, 2022.
- iv. ECZ successfully administered the 2022 Grades 7, 9, 12, and Teacher Education examinations. The examination scripts were marked and processed. The results for Grade 7 and 9 examinations were released on 30<sup>th</sup> December 2022.



*Minister of Education, Honourable Douglas M. Syakalima-MP - Announcing the 2022 GCE Results.*

7.2.2. In terms of the implementation of the Electronic Item Banking System, the following was achieved:

- i. The Electronic Item Banking (EIB) Software was deployed after the firewall was set up and configured. The system would still undergo further customisation;
- ii. Completed consolidating the User and Syllabi components of the Electronic Item Banking (EIB);
- iii. Users were trained in the test development process using the Examination Item Bank System first with ECZ Staff and then with Grade 7 and Teacher Education Item Writers (draft setters).

7.2.3. The Council fully implemented the revised Assessment Scheme and Teacher Education guidelines in 2021, and 2022 was the second year of implementation. Kitwe College of Education returned after being affiliated with the University of Zambia (UNZA), while Chipata and Solwezi Colleges of Education returned earlier in 2021.

- 7.2.4. The Council approved the revised Teacher Education Regulations arising from the Teacher Education Diploma Examinations reforms which were implemented in 2021.
- 7.2.5. Benchmarking visits were undertaken to the sister examining boards in the region as preliminary activities towards revising the O-level examinations and introducing the A-level examinations.
- ECZ and Ministry of Education Officers visited the National Examinations Council of Tanzania (NECTA), Uganda National Examinations Board (UNEB), and Zimbabwe Schools Examinations Council to discuss the development of Curricula and Examinations for the Advanced or 'A' level.
- In addition, the visit to NECTA covered benchmarking on the development and implementation of the e-Marking Software and System.
- The information collected through the benchmarking visits was conveyed to the Ministry of Education for consideration in reviewing the curriculum framework and syllabi.
- 7.2.6. Regarding reviewing the certification standards for primary leaving examinations to introduce a failing grade, ECZ commenced reviewing the subject papers examined at the Grade 7 level to unbundle Creative and Technology Studies. Similarly, Grade 9 subjects such as Social Studies were reviewed. The activity was still work in progress.
- 7.2.7. To broaden the implementation of school-based assessment, ECZ developed the standardisation process for combining School-based Assessment (SBA) marks and final examination marks at the Grade 7 level. SBA marks were processed electronically for the first time, and the final examination marks were combined to obtain the final score.
- 7.2.8. In terms of the upgrading of the Online Candidate Registration System (OCRS), the following was achieved:
- The Online Candidate Registration (OCR) System for the GCE and Grade 9 External examinations was upgraded in preparation for deployment in October 2022 for the registration of 2023 candidates;
  - The GCE and Grade 9 External Candidate Registration Systems were integrated with Payment Gateway to allow for online payment of examination fees by candidates.
- 7.2.9. To enhance security protocols in the test development and administration of the examinations, the following was achieved:
- The Council distributed the revised Guidelines for Administration and Management of Examinations in Zambia to all the provinces for onward distribution to the examination centres. The distribution to schools was completed by the end of June 2022;
  - The centres were expected to adhere to the guidelines on the security and conduct of the examinations;
  - ECZ successfully deployed the Electronic Examination Item Bank. With the system's deployment, ECZ was moving closer to enhancing security during the test development process because human involvement in the process would be minimised;
  - Management held a consultative meeting on 1<sup>st</sup> March 2022 with Provincial Education Officers (PEOs) and Senior Education Standards Officers (SESOS) dealing with examinations, together with head teachers of schools where examination malpractice cases involving whole centres were reported during 2021 examinations. The rest of the structures of the education system followed the deliberations of the meeting online. In the meeting, there was admittance by the head teachers, DEBS and PEOs and measures to curb the vice was agreed on.



| Mr Joe Kamoko, Permanent Secretary Educational Services (MOE) addressing stakeholders during a meeting organised by ECZ.



### 7.3. Thematic Area 3: Institutional Capacity

This thematic area focuses on Strategic Goal 4, “to Develop and Enhance Physical and ICT Infrastructure,” Goal 5, “Strengthen Corporate Governance,” Goal 6, “Attain Financial Sustainability,” and Goal 7, “Enhance Human Capital.”

7.3.1. In line with the planned strategic activities for enhancing corporate governance, the following was achieved:

- i. ECZ continued following up with the Ministries of Education and Justice over the ECZ Draft Bill;
- ii. ECZ Management had rationalised and re-aligned the organisational structure after evaluating its performance from 2021 to 2022 against the Strategic Plan. The re-alignment resulted in the Management’s recommendation and approval by the Council of the new structure and renamed salary grades. The new structure had a staff establishment of 203, which was against the previous one, which had 197. The new structure was effective in 2023. The review was subjected to the Job evaluation conducted by Beatmas Human Resource Consultants Limited;
- iii. As of 1<sup>st</sup> December 2022, the restructured Top Management came into effect where the position of Deputy Director was removed, and titles of the officeholders were changed from Director to Executive Director, Assistant Director to Director and all Directors were to report to the Executive Director. In addition, the position of Director Human Resource and Administration as head of the HRA Department was created. This led to the delinking the office of the Council Secretary from head of the Administration Department;
- iv. The Council approved the Risk Management Framework and Risk Management Policy on 18<sup>th</sup> July 2022, and Management commenced working on the Risk Registers;
- v. On 7<sup>th</sup> November 2022, the Council approved the Revised Teacher Education Regulations and the name change from Junior Secondary School Diploma to Secondary Teacher’s Diploma;
- vi. The Council also approved the following organisational policies:
  - a. Transport Policy on 7<sup>th</sup> April 2022
  - b. Communication Policy on 18<sup>th</sup> July 2022
  - c. Loans Policy on 18<sup>th</sup> July 2022.
- vii. The Council granted Management authority to extend the use of the current (2020 – 2022) Terms and Conditions of Service into 2023 until the Emoluments Commission (EC) report was approved.

7.3.2. Regarding physical infrastructure expansion, the Council commenced preliminary works to construct an ultramodern setting and marking the centre (multi-purpose building). However, the activity could not progress due to budget constraints.

7.3.3. In terms of ICT infrastructure expansion, the following was achieved:

- i. The new 3KVA Uninterruptible Power Supply Unit (UPS) at the Disaster Recovery Site was installed;
- ii. Thirty (30) laptops, five (5) desktops, five (5) Flatbed scanners, four (4) Printers, one (1) Server and 10KVA UPS for Annex Building were procured;
- iii. The Electronic Item Bank ICT Infrastructure was installed.

7.3.4. To enhance Human Capital, the following activities were undertaken:

- i. The Council continued implementing the staff Development and Training Policy. The program allowed ECZ staff to undertake training in various programmes at the certificate, diploma, degree, master’s, and PhD levels. Through the training and development policy, the Council ensured that the training was done in areas relevant to the Council’s skills deficiency. The training also included various CPDs offered by the professional associations where staff are afflicted.
- ii. Management had reviewed the Terms and Conditions of Service for staff as they were due for revision. However, the exercise could not be finalised and implemented, considering the establishment of the Emoluments Commission and the recommendations for Rationalization and Harmonization of Conditions of Services for Parastatal Organizations, which had yet to be approved by the Commission.
- iii. Working with the Emoluments Commission, Management participated in a workshop to harmonise and rationalise the salary structure and Terms and Conditions of Service. ECZ, a regulatory body clustered with ten other institutions, participated in the workshop. The ECZ awaits the Emoluments Commission’s approval of rationalised salaries and harmonised conditions of service before implementation.
- iv. Under Management Appointments, the Council appointed Mr Ian Chirmabo as Assistant Director of Examinations Administration for a five-year contract, effective 14<sup>th</sup> June 2022. He replaced Mrs Violet Muchelemba Banda, whose employment contract as Assistant Director of Examinations Administration expired on 12<sup>th</sup> March 2022. The contract for Mr William M. Kapambwe as Deputy Director also expired on 30<sup>th</sup> November 2022.
- v. Council approved retaining the seven officers without requisite qualifications until they exited the Council through retirement.

7.3.5. The ECZ had 166 employees as at 31<sup>st</sup> December 2022 against the approved establishment of 197. The staff variance stood at 26. The composition by gender was 69.88% male and 30.12% female employees. The age profile for members of staff showed that 45 were above 50 years with 5 of these on contract, 35 were between 46 and 49 years of which 4 of these were on contract, 31 were between 41 and 45 years, 30 were between 36 and 40 years of which one of these was

on contract, 22 were between 31 and 35 years and three were below 30 years.

7.3.6. To attain financial sustainability, the Council achieved the following:

- i. Continued to implement the Financial Regulations and Procedures
- ii. Approved the annual updated Internal Audit Committee Charter and Audit Committee Charter.
- iii. Drew the Budget for the year running from 1<sup>st</sup> January to 31<sup>st</sup> December 2022 and approved it. The total expenditure estimate was K258.4 million compared to K223.7 million over the same period in 2021.
- iv. The table below outlines the budget performance for 2021 and 2022 based on the yellow book provisions.

**Table 3: ECZ Budget Performance 2021 and 2022**

Programme	2021			2022		
	Total Approved	Total Received	Receipt %	Total Approved	Total Received	Receipt %
Examinations Council of Zambia	12,287,463	13,287,463	100%	15,280,582	14,007,201	92%
Administration and Marking of Examinations - ECZ	52,576,912	118,579,409	226%	60,463,449	87,622,711	145%
Examination Fees for Grade 12 for Free Education				22,500,000	22,500,000	100%
Total	65,864,375	131,866,872	200%	98,244,031	124,129,912	126%

7.3.7. The Financial Statements for the Year Ended 31<sup>st</sup> December 2022 were audited and approved on 31<sup>st</sup> August 2023. The Audited Financial Statements indicated that the Examinations Council of Zambia had received a total income of K284,202,938 against an expenditure of K264,540,902, which gave rise to a surplus of K19,662,036. The net assets for the year ended 31<sup>st</sup> December 2022 were K128,979,094.



*ECZ Management attending a workshop on the development of risk registers organised by MoFNP.*

## 7.4. Thematic Area 4: Operational Efficiency

This thematic area focuses on Strategic Goal 8, “to enhance automation of internal processes and operations,” and Goal 9, “to enhance quality assurance.”

- 7.4.1. During the year under review, the GCE and Grade 9 External Candidate Registration Systems were integrated with Payment Gateway to allow candidates to pay examination fees online. This improved the collection and accountability of fees and processes of registration.
- 7.4.2. The integrated SBA marks entry for Grade 9 External and GCE with the Online Candidate Registration System (OCRS) was completed, and this enabled bulk processing of marks captured, uploading of SBA mark sheets and extraction of SBA marks with the OCRS system.
- 7.4.3. The ECZ Website was upgraded, the storage quota was increased from 2GB to 5GB, and system security setups were enhanced.
- 7.4.4. ECZ staff were trained in safety. The ICT department spearheaded the activity in collaboration with Premium Fire Services. The training targeted helping ECZ staff know and understand how to effectively prevent fires from occurring in the first place.
- 7.4.5. The project to digitise the manual records for ease of accessibility continued. Once all the manual records had been captured, it was expected that offering value-added services such as online verification and combination of results would be easy.
- 7.4.6. The development of the Examiner Management System was completed. The system would be deployed in 2023, while a trial version using dot format was used during the year under review;
- 7.4.7. The Council continued implementing activities and programmes and serviced the public per the ECZ service charter. Some of the activities undertaken to enhance the service delivery included:
  - i. Deployed the certificate printing module at the Service Centres;
  - ii. The system requirements for the query tracking system (i.e. self-service system) were compiled, and development of the software commenced;
  - iii. The self-verification feature on the Online Results Verification System was activated, and full deployment would be upon integration of the system with the payment gateway;
  - iv. The results records from 1989 to 1960 were digitalised. By the end of the quarter under review, all the School Certificate and GCE records had been digitalised. Management had targeted to capture results for 1995 and 1996 in 2022. The digitalised records were available for online verification of results.
- 7.4.8. ECZ trained human resource staff on the use of the Online Results Verification System from ZESCO, Civil Service Commission, Ministry of Health, Kalene Nursing School, Mukinge Nursing School, Chavuma Nursing School, Solwezi Nursing School, Livingstone Nursing School, Macha College of Nursing and Midwifery, and Gateway Social Education.
- 7.4.9. ECZ also supported the Zambia Statistics Agency (ZAMSTATS) to verify examination results for recruiting staff for the 2022 Census of Housing and Population.
- 7.4.10. ECZ participated in the teacher recruitment exercise through verification of results. From 4<sup>th</sup> to 22<sup>nd</sup> April 2022, 333 Certificates were replaced for various reasons. Additionally, 17,426 were verified physically in the Service Centres, of which nine (9) were not genuine. Further, 114,608 certificates were verified by the District Human Resource Management Committees (DHRMCs) using the Online Results Verification System (ORVS), out of which 135 were not genuine.



Government Forum on ZNBC panel discussion comprising MoE, TCZ, ECZ, TSC, Unions on the 2022 Teacher Recruitment

## 7.5. Thematic Area 5: Corporate Image

This thematic area focuses on Strategic Goal 10, “to strengthen Communication and Public Relations”.

- 7.5.1. During the period under review, Press Statements were issued to inform and educate the members of the public as follows:
- A Media Statement on 29th July 2022 to correct the misleading statements on a purported Grade 9 candidate scoring the highest marks indicating that ECZ had confirmed the information when in fact not;
  - A media release on 16th November 2022 to clarify the modification on the verification of results process and internally publicised various information to create staff awareness on examination administration matters.
- 7.5.2. Media briefings were held to provide information to the public on the examinations as follows:
- The 4<sup>th</sup> quarter of 2021 media briefing on 19<sup>th</sup> February 2022;
  - Two television appearances on ZNBC TV1 and TV2, under which matters of assessment management and operations were discussed;
  - The joint media briefing held on 5<sup>th</sup> April 2022 at the offices of the Teaching Service Commission which ECZ facilitated and participated in. During the briefing, ECZ guided on the verification of results for the 2022 teacher recruitment exercise for 30,000 teachers;
  - The airing of anti-malpractice messages on selected radio stations countrywide. The programmes run for ten days twice daily;
  - “The Update” television programme on ZNBC TV1, through which discussions were held on the management of assessment activities and operations of the ECZ. On 6<sup>th</sup> September 2022 and 27<sup>th</sup> September 2022, discussions were held on the rising cases of examination malpractices involving teachers.
- 7.5.3. A Joint Documentary with the Teaching Council of Zambia dubbed “Zambia’s Teaching and Assessment Times” was produced. The documentary aired on ZNBC TV and radio as well as on Prime TV in September 2022.
- 7.5.4. ECZ placed an advert concerning Online Verification of Results (OVR) in the “State of the Higher Education in Zambia Report” produced by the Higher Education Authority.
- 7.5.5. ECZ participated in the Zambia International Trade Fair (ZITF) held in Ndola in July 2022 and the Zambia Agricultural and Commercial Show (ZACS) held in Lusaka in August 2022. During the Agricultural and Commercial show, ECZ was awarded Best Educational Institution.



| Ms. Noriana Muneke Permanent Secretary, Administration (MOE) visiting the ECZ Stand at the Trade Fair in Ndola

- 7.5.6. The Council also facilitated the placement of the corporate message on the passing of the fourth Republican President, Mr Rupiah Bwezani Banda, which ran on ZNBC TV on 17<sup>th</sup> and 18<sup>th</sup> March 2022.
- 7.5.7. The ECZ Staff Welfare Committee of Management coordinated the donation of sanitary towels to the UTH School in Lusaka, a programme initiated as part of the commemoration of International Women’s Day.





*ECZ making a Donation at UTH Special School to commemorate the International Womens Day.*

- 7.5.8. The Public Relations Unit of the ECZ managed the communication platforms such as the Website, the five social media platforms, emails and the telephone network. Among the social media, Facebook ranked the highest in visitations.
- 7.5.9. ECZ sponsored the award of the best-graduating student in the Master of Education in Measurement, Assessment and Education at Mulungushi University as part of broadening the ECZ's corporate image.
- 7.5.10. ECZ participated in the 2022 National Library Week, which took place in Kabwe of Central Province.





*ECZ stand during the National Library Week in Kabwe*

7.5.11. The Public Relations Unit of the ECZ produced brochures and posters distributed to various stakeholders as part of the strategy for continuous awareness and education.

## 8.0

# Management and Conduct of Examinations

## 8.1. Award of Examination Centre Status

8.1.1. The Council awarded Centre status as follows:

- i. 135 at Grade 7 level (Grade 7 Composite Examination);
- ii. 182 at Grade 9 level (126 Internal and 57 External) (Junior Secondary School Leaving Examinations);
- iii. 70 at Grade 12 level (School Certificate Examination);
- iv. 64 at General Certificate of Education level Examination.

8.1.2. The Council also approved applications for Examination Centre Status for Secondary Teacher's Diploma for Solwezi College of Education.

## 8.2. Candidate Registration

Candidates for the 2022 examinations were registered between 1<sup>st</sup> October 2021 and 31<sup>st</sup> March 2022

## 8.3. Examination Session Dates

The Council approved the 2022 Examinations Timetables, and the examinations were conducted as follows:

Table 4: 2022 Examination Sessional Dates

S/N	Name of Examination	Start Date	End Date
1	Grade 7 Composite Examination	31 <sup>st</sup> October, 2022	3 <sup>rd</sup> November, 2022.
2	The Junior Secondary School External Examination (Grade 9 Ext.)	28 <sup>th</sup> July, 2022	8 <sup>th</sup> August, 2022
3	General Certificate of Education (GCE) Examination	28 <sup>th</sup> July, 2022	11 <sup>th</sup> August, 2022
4	The Junior Secondary School Leaving Examination (Grade 9 Internal)	24 <sup>th</sup> November, 2022	2 <sup>nd</sup> December, 2022
5	School Certificate Examination (Grade 12)	7 <sup>th</sup> November, 2022	22 <sup>nd</sup> November, 2022
6	Teacher Education Diploma Examinations	14 <sup>th</sup> November, 2022	2 <sup>nd</sup> December, 2022.

## 8.4. Supervision, Invigilation and Monitoring

Overall, the monitoring and supervision at the centres were generally sufficient. Most centres followed the established guidelines for supervision, invigilation, and the handling of examination papers. However, there were some issues with centres not meeting the specifications for secure storage rooms, as outlined in the Guidelines for the Administration and Management of Examinations in Zambia (GAMEZA). In many instances, this non-compliance was due to head teachers, supervisors, and invigilators not thoroughly reviewing the guidelines. Addressing these issues may involve ensuring that all involved parties are properly informed and trained on the guidelines to enhance compliance and security.

## 8.5. Highlights on the 2022 Examinations

### 8.5.1. 2022 Grade 7 Composite Examination Results

#### a. Candidature and Performance

A total of 493,932 candidates entered the 2022 Grade 7 Composite Examinations, of whom 238,107, representing 48.21%, were boys and 255,825, representing 51.79%, were girls.

449,538 candidates sat the examination, representing 91% of those who entered. Of the 449,538 that sat the examination, 216,349, representing 48.13%, were boys, while 233,198, representing 51.87%, were girls.

Of the 216,349 boys who entered for the examination, 21,757, representing 9.14%, were absent, and of the 233,198 girls who entered for the examination, 22,636, representing 8.85%, were absent. The national absenteeism rate was 8.99%, reflecting a decrease of 1.6% from the 10.59% absenteeism rate in 2021.

In terms of performance, of the 449,538 candidates who sat the examination, 64,008, representing 14.24%, obtained Division One, 121,490, representing 27.03%, obtained Division Two, 96,356, representing 21.43%, obtained Division Three, and 167,684, representing 37.30%, obtained Division Four.

Candidate numbers increased in 2022 compared to 2021, while absenteeism reduced. The increase in candidature was attributed to free education. Performance was better than the previous year, and girls performed better than boys overall.

The reduction in absenteeism was unusual since past studies in education had shown that absenteeism rates tend to increase with free education. Therefore, the observation warranted a research study to investigate the plausible reasons.

**b. Progression Rates to Grade 8**

The progression Rate was 100%. Therefore, 449,538 candidates who sat the Grade 7 Composite examination progressed to Grade 8. All the learners who took the examinations were eligible to be selected for Grade 8. Arising from concerns about the negative effects on the quality of education, the Honourable Minister of Education Douglas M. Syakalima MP announced the abolishment of the automatic progression policy from primary school to secondary school on 30<sup>th</sup> December 2022 during the release of the results.

**8.5.2. Grade 9 External Examination Results**

**a. Candidature and Performance**

A total of 143,430 candidates entered the 2022 Grade 9 External Examination, of whom 65,628, representing 45.76%, were Boys and 77,802, representing 54.24%, were Girls.

A total of 132,508 candidates sat the Examination, representing 92.39% of those who entered for the Examination. Of the 132,508 who sat the examination, 60,387, representing 45.57%, were Boys, while 72,121, representing 54.43%, were Girls.

Of the 65,628 Boys who entered the Examination, 5,241, representing 7.99 %, were absent and of the 77,802 Girls who entered the Examination, 5,681, representing 7.30 %, were absent. The national absenteeism rate was 7.61%, reflecting an increase of 2.27 percentage points from 5.34% in 2021.

In terms of performance, of the 132,508 who sat the 2022 Examination, 112,929, representing 85.22%, passed considering that some candidates only entered for one, two, or more subjects. Of the number of candidates who passed, 13,098, representing 9.88%, obtained JSSL Certificates, while 99,831, representing 75.34%, candidates obtained Statements.

The 2022 certificate pass percentage increased by 0.61 percentage points from 2021's 9.27%. A total of 19,579 candidates, representing 14.78%, failed the examination which implied that these candidates did not pass in any subject they sat.

**8.5.3. 2022 Junior Secondary School Leaving Examination Results**

**a. Candidature and Performance**

There was a total of 307,301 candidates entered for the 2022 JSSL (Grade 9 internal) Examination of whom 147,366, representing 47.95% were boys and 159,935, representing 52.05%, were girls,

A total of 284,880 candidates sat the Examination representing 92.7% of those who entered for the Examination. Of the 284,880 that sat the examinations, 136,587 representing 47.95%, were boys while 148,293 representing 52.05% were girls;

Of the 147,366 boys that entered the examination, 10,779 representing 7.31%, were absent and of the 159,932 girls that entered for the examination, 11,642 representing 7.28% were absent. The national absenteeism rate was 7.30% reflecting a decrease by 0.68 percentage point from 7.98% in 2021.

In terms of performance, of the 284,880 candidates that sat the examination, 154,304 representing 54.16%, obtained certificates, 104,010, representing 36.51%, obtained statements and 26,566, representing 9.33%, failed the examinations.

The 2022 JSSL certificate percentage pass represented a marginal decrease of 0.27% points from 54.43% in 2021.

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

In terms of mean scores in core subjects, Business Studies (42.62%), Computer Studies (41.58%), and Integrated Science (41.33%) recorded average scores above the pass mark of 40%, while English Language (32.65%), Social Studies (31.17%), and Mathematics (24.54%) were below the pass mark.

It was further observed that Agricultural Science and Mathematics continued to underperform with failure rates of 41.56% and 57.03%, respectively.

In terms of School-Based Assessment (SBA), the candidates' performance in 2022, when compared to 2021, improved in all nine SBA papers except Home Economics Paper 2. The trends in performance from 2020 to 2021 showed an upward improvement in all SBA papers.

The absenteeism rate had declined amidst free education as was observed at the Grade 7 level. However, the absenteeism rate for Muchinga Province was 17.12%, a matter that required investigation. Candidate absenteeism translated into wastage of national resources.

**b. Progression rates to Grade 10**

Candidates who obtained full certificates were eligible to proceed to Grade 10. Therefore 154,304 candidates with full certificates were selected to Grade 10. Nationally, a total of 154,155 progressed to Grade 10 representing a 54.14 percent progression. While 139 candidates with full certificates were based in South Africa at St Jeff School.

**8.5.4. 2022 School Certificate Examination Results****a. Candidature and Performance**

There was a total of 127,289 candidates that entered the 2022 School Certificate Examination, of whom 64,394 (50.59%) were boys and 62,895 (49.41%) were girls.

A total of 125,145 candidates sat the examination, representing 98.32 % of those who entered for the examination. Of the 125,145 who sat the examination, 63,283 (50.57%) were boys, while 61,862 (49.43 %) were girls.

In term of performance, of the 125,145 candidates who sat the examination, 86,732 (69.31%) obtained a School Certificate, representing an increase of 2.16 percentage points from 67.15% in 2021. A total of 35,554 (28.41%) obtained Statements, and 2,859 (2.28%) failed the examination.

Of the 64,394 boys who entered the examination, 1,111 (1.73 %) were absent, and of the 62,895 girls who entered the examination, 1,033 (1.64 %) were absent. The national absenteeism rate was 1.68%, reflecting a decrease by 0.06 percentage points from 1.74% absenteeism rate in 2021.

**8.5.5. 2022 General Certificate of Education Examination Results****a. Candidature and Performance**

A total of 157,307 candidates entered the 2022 General Certificate of Education (GCE) Examination, of whom 53,181, representing 33.81%, were male and 104,126, representing 66.19%, were female. The GCE candidature increased from 133,470 in 2021 to 157,307 in 2022, which was an increase of 17.86%.

143,351 candidates sat the General Certificate of Education (GCE) Examination, representing 91.13% of those who entered it. Of the 143,351 who sat the Examination, 47,169, representing 32.90%, were male, while 96,182, representing 67.09%, were female.

Out of the 47,169 males who entered for the examination, 6,012, representing 11.30%, were absent, and of the 96,182 females who entered for the examination, 7,944, representing 7.63%, were absent. The National absenteeism rate stood at 8.87%. This represents a 1.9 percentage point increase in absenteeism from 6.97 % in 2021.

In terms of performance, of the overall candidature that sat the examination, 7,471, representing 5.21%, candidates obtained General Certificate of Education or School Certificate equivalence, 119,232, representing 83.17%, obtained Statements, while 16,648, representing 11.61%, failed the Examination.

Furthermore, out of the 143,351 who sat the examinations, 12,000 candidates sat for six subjects or more. Of these, 7,471, representing 66.2 per cent, obtained GCE Certificates or School Certificate equivalences.

**8.5.6. 2022 Teacher Education Diploma Examination Results****8.5.6.1. Early Childhood Education (ECE) Teacher's Diploma****a. The candidature and performance for the first year examinations were as follows:**

- i. Candidates that entered the Early Childhood Education (ECE) Teacher's Diploma were 116 of whom 18 (15.52 %) were male and 98 (84.48 %) were female;
- ii. Candidates that sat the examination were 109 of whom 17 (15.60%) were male and 92 (84.40%) were female.
- iii. absent Candidates were 7 (6.03 %), of whom 1 (5.56%) were male and 6 (6.12%) were female.
- iv. Of the candidates who sat the 2022 ECE year one diploma examination, 87 (79.8%) obtained a clear pass, 18 (16.5%) proceeded, and no referred candidate was present. One candidate was recorded in repeat, and three were excluded. Compared to 2021, the 2022 proportion of clear pass decreased by 9.24 percentage points from 89.04% in 2021.
- v. The mean scores in all ECE year one courses in 2022 were above the pass mark of 40 percent except for Information and Communication Technology, just like they were last year, 2021.

**b. The candidature and performance for the second-year examinations were as follows:**

- i. Candidates that entered the ECE Teacher's Diploma Examination were 70 of whom 13 (18.57%) were male and 57 (81.43%) were female.
- ii. Candidates that sat were 69, of whom 13 (18.84%) were male and 56 (81.16%) were female
- iii. Absent Candidates were– 1 (1.43%) of whom 0 (0.00%) was male and 1 (1.75%) female was absent.
- iv. Of the 69 candidates that sat the 2022-year II ECE diploma examination, 68 (98.60%) obtained clear pass and one (1) proceeded. No candidates were recorded in the Fail, Referred, Repeat and Exclude categories.

- v. In terms of the proportions of clear passes obtained by the Colleges, all the colleges recorded 100 percent apart from Kasama College of Education which recorded 75 percent.
  - vi. The mean scores in all the ECE year II courses in 2022 were above the pass mark of 40 percent just as in 2021.
- c. The candidature and performance for the third-year examinations were as follows:**
- i. Candidates that entered the ECE Teacher's Diploma were 92 of whom 24 (26.09%) were male and 68 (73.91%) were female.
  - ii. Of the 88 candidates that sat the examination, 21 (23.86%) were male, and 67 (76.14%) were female.
  - iii. Four candidates were absent (4.35%) of whom three (12.50%) were male and one (1.47%) were female.
  - iv. Of the candidates that sat the examination, 79 (90.80%) cleared, 3(3.45%) proceeded, 1 (1.15%) repeated, and 4 (4.60%) excluded. No candidate was Referred.
  - v. The mean scores in all the 2022 ECE year III courses were above the pass mark of 40 percent. However, Entrepreneurship III and Expressive Arts Education III decreased performance by 13.46 and 5.87 percentage points, respectively.

#### 8.5.6.2. Primary Teacher's Diploma (PTD)

- a. The candidature and performance for the first year examinations were as follows:**
- i. Candidates that entered the Primary Teacher's Diploma (PTD) were 276, of whom 73 (26.45%) were male and 203 (73.55 %) were female.
  - ii. 254 candidates sat the examinations, of whom 69 (27.17%) were male and 185 (72.83%) were female.
  - iii. Absent candidates were 22 (7.97%) of whom 4 (5.48%) were male and 18 (8.87%) were female.
  - iv. Of the 254 candidates that sat the 2022 PTD year one examination, 145 (57.1%) obtained a clear pass, and 79 (31.10%) proceeded. Twelve candidates, representing 4.7%, were referred, three (1.2%) were repeated, and 15 (5.9%) candidates were excluded.
  - v. Eight of the nine courses in the 2022 PTD year one examination recorded mean scores above 40 percent, except for Educational Psychology & Sociology, which recorded 39.01 percent.
- b. The candidature and performance for the second-year examinations were as follows:**
- i. Candidates that entered the Primary Teacher's Diploma examination were 220 of whom 71 (32.27%) were male and 149 (67.73%) were female.
  - ii. Candidates that sat were 179, of whom 51 (28.49%) were male and 128 (71.51%) were female.
  - iii. Absent candidates were 41 (18.64%), of whom 21 (14.09%) were male and 21 (28.17%) were female.
  - iv. Of the 179 candidates that sat the 2022 PTD level two examinations, 137 (76.54%) obtained clear pass, 33 (18.44%) proceeded, 2 (1.12%) were referred, 2 (1.12%) repeated and 5 (2.79%) were excluded. Northern College of Education and Rokana College of Education recorded 100% clear pass.
  - v. Generally, performance in the 2022 Second Year Primary Teacher's Diploma improved like in 2021. In 2022, all courses scored above 40 percent mean score.
- c. The candidature and performance for the third-year examinations were as follows:**
- i. Candidates that entered the Primary Teacher's Diploma examination were 169, 48 (28.40%) were male, and 121 (71.60%) were female.
  - ii. 144 candidates sat the examinations, of whom 43 (29.86%) were male and 101 (70.14%) were female.
  - iii. Candidates that were absent were 25 (14.79%) of whom 5 (10.42%) were male and 20 (16.53%) were female.
  - iv. Of the candidates who sat the 2022 PTD Year Three examination, 105 (72.92%) obtained clear pass, 35 (24.31%) proceeded, 3 (2.08%) repeated, and 1 (0.69%) excluded. No candidate was referred. Mansa College, Nkana, Sambizga and Rokana Colleges of Education, recorded 100 percent clear pass.
  - v. Compared to 2021, all the 2022 PTD III courses indicated improvements in mean scores except Entrepreneurship, Mathematics Education III and Integrated Science III.

#### 8.5.6.3. Secondary Teacher's Diploma (STD)

- a. The candidature and performance for the first year examinations were as follows:**
- i. Candidates that entered the Secondary Teacher's Diploma (STD) examination were 597 of whom 342 (57.29%) were male and 255 (42.71%) were female.
  - ii. 516 candidates sat, of whom 296 (57.36%) were male and 220 (42.64%) were female.
  - iii. Candidates that were absent were 81 (13.57%) of whom 46 (13.45%) were male and 35 (13.73%) were female.



- iv. Out of the 516 candidates that sat the 2022 STD year one examination, 417 (80.81%) obtained clear pass, 67 (12.98%) proceeded, 8 (1.55%) referred and 6 (1.16%) repeated. Eighteen candidates (1.16%) were excluded. The proportion of candidates who obtained a clear pass in the 2022 STD year one examination decreased by 10.69 percentage points from the 91.50 per cent recorded in the 2021 JSTD year one examination.
  - v. Out of the 14 Colleges that presented candidates for the 2022 STD year one examination, 7 Colleges had 100 percent of the candidates obtaining clear passes. More colleges recorded 100 percent clear pass in the 2021 STD year one examination than in the 2022 STD year one examination.
- b. The candidature and performance for the second-year examinations were as follows:**
- i. Candidates that entered the Secondary Teacher's Diploma examination were 433 of whom 229 (52.89%) were male, and 204 (47.11%) were female.
  - ii. 385 candidates sat, of whom 197 (51.17%) were male and 188 (48.83%) were female.
  - iii. Candidates that were absent were 48 (11.09%), of whom 32 (13.97%) were male, and 16 (7.84%) were female.
  - iv. Of the candidates who sat the 2022 STD Second Year examination, 332 (86.23%) obtained a clear pass, 38 (9.87%) proceeded, 3 (0.78%) referred, 7 (1.82%) repeated, and 5 (1.30%) were excluded. Compared to 2021, the proportion of students who obtained a clear pass reduced by 7.82 percentage points, while that of those who proceeded and repeated increased by 5.01 and 2.00 percentage points, respectively.
  - v. Out of the 13 Colleges that presented candidates for the 2022 STD year two examination, 7 Colleges had 100 percent of candidates obtaining clear passes.
- c. The candidature and performance for the third-year examinations were as follows:**
- i. Candidates that entered the Secondary Teacher's Diploma examination were 273 of whom 162 (59.34%) were male and 111 (40.66%) were female.
  - ii. 243 candidates sat the examination, of whom 137 (56.38%) were male and 106 (43.62%) were female.
  - iii. Thirty candidates were absent (10.99%) of whom 25 (15.43%) male and 5 (4.50%) were female.
  - iv. Of the candidates that sat the 2022 STD Third Year examination, 198 (81.48%) obtained a clear pass, and 45 (18.52%) proceeded. No candidate was referred, repeated, or excluded.
  - v. No College recorded 100 percent clear pass rate at this level.

#### 8.5.6.4. Teacher Education Diploma Examinations Results Analysis

- a. Further observations on the performance of all the three examinations were as follows:**
- i. The candidature trend for most programmes, including the ECE, which was solely run by ECZ, continued going downward.
  - ii. In 2021, most candidates performed well in Social Sciences, Business Studies, and Practical Subjects courses at the STD level.
  - iii. Generally, absenteeism from the examination was significantly lower in 2022, with higher STDs observed.
  - iv. The government employed over 30,000 teachers in 2022 and committed to continue employing teachers yearly, so it was hoped that college candidature would improve.
- b. The number of candidates who graduated in 2022 were as follows:**
- i. ECE Teacher's Diploma - 80 of whom 19 were male and 61 were female.
  - ii. Primary Teacher's Diploma - 105 of whom 35 were male and 70 were female.
  - iii. Secondary Teacher's Diploma - 198 of whom 113 were male and 85 were female.

## 8.6. Examination Malpractices

### 8.6.1. Grade 7 Composite Examination

There were two cases of examination malpractice, which is rare at the Grade 7 level. The cases involved two candidates from Sekelela Community School (091193) of Chilanga District in Lusaka Province. Each of the two candidates had submitted two OMR Answer Sheets for English Paper 1. The Primary School Examinations Committee of the Council resolved to nullify the results in the affected subject for the two candidates.

### 8.6.2. Grade 9 Junior Secondary School Leaving Examinations

#### a. Grade 9 External Examination

Of the reported suspected individual and whole centre cases of Examination malpractice for the 2022 Grade 9 External Examination, the Secondary School Examinations Committee of the Council resolved as follows:

- i. 32 individual cases had results nullified;
- ii. One (01) case had results released; and



- iii. One (01) whole centre case had results nullified and centre status suspended for two years.

The cases involved assistance and smuggling of unauthorised materials during the examination.

**b. Grade 9 Internal Examination**

Of the reported suspected individual and whole centre cases of Examination malpractice for the 2022 Grade 9 Internal Examination, the Secondary School Examinations Committee of the Council resolved as follows:

- i. One (1) Individual case had results released;
- ii. 28 Individual cases had results nullified;
- iii. One (1) Individual case was referred for Forensic Examination;
- iv. 15 Whole Centre cases had results nullified, and
- v. Mukwasa Education Centre (090381) had their centre status withdrawn and suspended for two years.

The cases involved assistance and smuggling of unauthorised materials during the examination.

**8.6.3. School Certificate (Grade 12)**

Of the reported suspected individual and whole centre cases of examination malpractice for the 2022 School Certificate Examination, the Secondary School Examinations Committee of the Council resolved as follows:

- i. 39 Individual cases had results nullified;
- ii. 15 whole centre cases had results nullified;
- iii. Two (2) individual cases were referred for further investigations;
- iv. One (1) whole centre case was referred for further investigations, and
- v. One (1) whole centre case, the Examination Centre status (Munkumpu GCE Centre), was withdrawn and suspended for two years.

The cases involved assistance and smuggling of unauthorised materials during the examination.

**8.6.4. General Certificate of Education (GCE)**

Of the reported suspected individual and whole centre cases of Examination malpractice for the 2022 GCE Examination, the Secondary School Examinations Committee of the Council resolved as follows:

- i. 349 individual cases had results nullified;
- ii. Forty-two (42) individual cases had results released;
- iii. 55 whole centre cases had results nullified;
- iv. Out of 55 whole centre cases whose results were nullified, 11 had their Centre status suspended for two years.

**8.6.5. Teacher Education Level**

Two (2) suspected cases of examination malpractice were reported during the 2022 Examination. The two cases involved smuggling unauthorised materials into the examination room. The Teacher Education Committee of the Council resolved to nullify all the candidates' results.

Table 5: 2022 Grade 7 Composite Examinations. Summary Statistics and Certificate Awards

Province	Entered			Boys				Girls				Total				Absenteeism										
				Certificate Classification				Certificate Classification																		
	Boys	Girls	Total	Div. 1	Div. 2	Div. 3	Div. 4	Total	Div. 1	Div. 2	Div. 3	Div. 4	Total	Div. 1	Div. 2	Div. 3	Div. 4	Total	Boys	Girls	Total	2022	2021	2020	2019	
Northern	17598	16495	34093	1619	4600	4005	5806	16030	1351	4126	3691	5939	15107	2970	8726	7696	11745	31137	1568	1388	2956					
	Percentage	51.62	48.38	10.10	28.70	24.98	36.22		8.94	27.31	24.43	39.31		9.54	28.02	24.72	37.72		8.91	8.41	8.67	10.77	13.66	12.55		
Luapula	15643	14742	30385	1256	3943	3581	5414	14194	1027	3310	3339	5752	13428	2283	7253	6920	11166	27622	1448	1314	2762					
	Percentage	51.48	48.52	8.85	27.78	25.23	38.14		7.65	24.65	24.87	42.84		8.27	26.26	25.05	40.42		9.26	8.91	9.09	11.46	14.27	13.29		
Southern	30073	32274	62347	3407	5845	5433	13401	28086	4223	7177	6278	11711	30339	7630	13022	11711	26062	58425	1987	1935	3922					
	Percentage	48.23	51.77	12.13	20.81	19.34	47.71		13.92	23.66	20.69	41.73		13.06	22.29	20.04	44.61		6.61	6.00	6.29	8.04	11.14	10.75		
Eastern	21589	24046	45635	2122	5354	4672	7418	19566	1898	5386	5404	8951	21639	4020	10740	10076	16369	41205	2023	2407	4430					
	Percentage	47.31	52.69	10.85	27.36	23.88	37.91		8.77	24.89	24.97	41.37		9.76	26.06	24.45	39.73		9.37	10.01	9.71	13.51	16.83	14.9		
Copperbelt	33080	37512	70592	6474	9093	6167	9007	30741	7465	11276	7040	9044	34825	13939	20369	13207	18051	65566	2339	2687	5026					
	Percentage	46.86	53.14	21.06	29.58	20.06	29.30		21.44	32.38	20.22	25.97		21.26	31.07	20.14	27.53		7.07	7.16	7.12	8.98	11.17	12.55		
Northwestern	18821	19874	38695	1521	4941	3950	5848	16260	1539	5311	4109	6207	17166	3060	10252	8059	12055	33426	2561	2708	5269					
	Percentage	48.64	51.36	9.35	30.39	24.29	35.97		8.97	30.94	23.94	36.16		9.15	30.67	24.11	36.06		13.61	13.63	13.62	14.58	19.08	17.54		
Central	29725	31715	61440	2414	5473	5129	13150	26166	2831	6294	5776	13332	28233	5245	11767	10905	26482	54399	3559	3482	7041					
	Percentage	48.38	51.62	9.23	20.92	19.60	50.26		10.03	22.29	20.46	47.22		9.64	21.63	20.05	48.68		11.97	10.98	11.46	13.04	17.59	15.97		
Western	17647	19383	37030	1136	4151	3572	6596	15455	1356	5028	4008	6885	17277	2492	9179	7580	13481	32732	2192	2106	4298					
	Percentage	47.66	52.34	7.35	26.86	23.11	42.68		7.85	29.10	23.20	39.85		7.61	28.04	23.16	41.19		12.42	10.87	11.61	12.59	16.67	16.99		
Lusaka	40809	47401	88210	8806	10654	6882	11632	37974	9974	13074	8473	12402	43923	18780	23728	15355	24034	81897	2835	3478	6313					
	Percentage	46.26	53.74	23.19	28.06	18.12	30.63		22.71	29.77	19.29	28.24		22.93	28.97	18.75	29.35		6.95	7.34	7.16	7.39	9.04	10.6		
Muchinga	13026	12274	25300	1718	3392	2569	4103	11782	1672	3059	2278	4135	11144	3390	6451	4847	8238	22926	1244	1130	2374					
	Percentage	51.49	48.51	14.58	28.79	21.80	34.82		15.00	27.45	20.44	37.11		14.79	28.14	21.14	35.93		9.55	9.21	9.38	11.81	16.56	16.25		
Zambia	238011	255716	493727	30473	57446	45960	82375	216254	33336	64041	50396	85308	233081	63809	121487	96356	167683	449335	21756	22635	44391					
	Percentage	48.21	51.79	14.09	26.56	21.25	38.09		14.30	27.48	21.62	36.60		14.20	27.04	21.44	37.32		9.14	8.85	8.99	10.60	13.77	13.28		
St. Jeff	96	109	205	93	1	0	1	95	106	2	0	0	108	199	3	0	1	203	1	1	2					
	Percentage	46.83	53.17	97.89	1.05	0.00	1.05		98.15	1.85	0.00	0.00		98.03	1.48	0.00	0.49		1.04	0.92	0.98	3.79	5.21	5.88		
Overall	238107	255825	493932	30566	57447	45960	82376	216349	33442	64043	50396	85308	233189	64008	121490	96356	167684	449538	21757	22636	44393					
	Percentage	48.21	51.79	14.13	26.55	21.24	38.08		14.34	27.46	21.61	36.58		14.24	27.03	21.43	37.30		9.14	8.85	8.99	10.59	13.76	13.28		

**Key**

Div. 1 - Division One Classification of Grade 7 Primary School Certificate (Distinction)

Div. 2 - Division Two Classification of Grade 7 Primary School Certificate (Merit)

Div. 3 - Division Three Classification of Grade 7 Primary School Certificate (Credit)

Div. 4 - Division Four Classification of Grade 7 Primary School Certificate (Pass)

Table 6: 2022 Grade 9 (Internal) Junior Secondary School Leaving Examination: Summary Statistics and Certificate Awards

Region	Number Entered			Number Sat			Certificate			Statement			Fall			Absenteeism		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Northern	10,800	9,956	20,756	9,965	9,260	19,225	4,943	4,197	9,140	4,023	3,915	7,938	999	1,148	2,147	835	696	1,531
percent	52.03%	47.97%	6.75%	51.83%	48.17%	6.75%	49.60%	45.32%	47.54%	40.37%	42.28%	41.28%	10.03%	12.40%	11.17%	7.73%	6.95%	7.38%
Lusapula	10,001	9,232	19,233	9,397	8,647	18,044	4,419	3,684	8,113	3,958	3,926	7,884	1,020	1,027	2,047	604	585	1,189
percent	52.00%	48.00%	6.26%	52.08%	47.92%	6.33%	47.03%	42.72%	44.96%	42.12%	45.40%	43.69%	10.85%	11.88%	11.34%	6.04%	6.34%	6.18%
Southern	16,883	18,692	35,575	16,069	17,653	33,722	8,267	9,521	17,788	6,268	6,791	13,059	1,534	1,341	2,875	814	1,039	1,853
percent	47.46%	52.54%	11.58%	47.65%	52.35%	11.84%	51.45%	53.93%	52.75%	39.01%	38.47%	38.73%	9.55%	7.60%	8.53%	4.82%	5.56%	5.21%
Eastern	11,566	11,704	23,270	10,253	10,088	20,341	6,632	5,838	12,470	3,082	3,715	6,797	539	535	1,074	1,313	1,616	2,929
percent	49.70%	50.30%	7.57%	50.41%	49.59%	7.14%	64.68%	57.87%	61.30%	30.06%	36.83%	33.42%	5.26%	5.30%	5.28%	11.35%	13.81%	12.59%
Copperbelt	24,099	28,237	52,336	22,910	26,984	49,894	13,678	16,813	30,491	7,252	8,362	15,614	1,980	1,789	3,769	1,189	1,273	2,462
percent	46.05%	53.95%	17.03%	45.94%	54.06%	17.51%	59.70%	62.35%	61.14%	31.65%	31.01%	31.31%	8.64%	6.63%	7.56%	4.93%	4.51%	4.70%
Northwestern	11,718	12,105	23,823	10,944	11,305	22,249	4,726	4,868	9,594	4,786	5,051	9,837	1,432	1,386	2,818	774	800	1,574
percent	49.19%	50.81%	7.75%	49.19%	50.81%	7.81%	43.18%	43.06%	43.12%	43.73%	44.68%	44.21%	13.08%	12.26%	12.67%	6.61%	6.61%	6.61%
Central	17,160	18,651	35,811	15,575	16,748	32,323	7,910	8,613	16,423	5,549	6,170	11,719	2,216	1,965	4,181	1,585	1,903	3,488
percent	47.92%	52.08%	11.65%	48.19%	51.81%	11.35%	50.14%	51.43%	50.81%	35.63%	36.84%	36.26%	14.23%	11.73%	12.94%	9.24%	10.20%	9.74%
Western	9,722	10,562	20,286	9,035	9,906	18,943	3,648	4,218	7,866	4,201	4,606	8,807	1,186	1,084	2,270	687	656	1,343
percent	47.92%	52.07%	6.60%	47.70%	52.29%	6.65%	40.38%	42.58%	41.52%	46.50%	46.50%	46.49%	13.13%	10.94%	11.98%	7.07%	6.21%	6.62%
Lusaka	28,539	34,189	62,729	26,819	32,147	58,967	16,226	19,775	36,001	8,269	10,080	18,349	2,324	2,293	4,617	1,720	2,042	3,762
percent	45.50%	54.50%	20.41%	45.48%	54.52%	20.70%	60.50%	61.51%	61.05%	30.83%	31.36%	31.12%	8.67%	7.13%	7.83%	6.03%	5.97%	6.00%
Muchinga	6,801	6,535	13,336	5,548	5,505	11,053	3,293	2,986	6,279	1,900	2,106	4,006	355	413	768	1,253	1,030	2,283
percent	51.00%	49.00%	4.34%	50.19%	49.81%	3.88%	59.35%	54.24%	56.81%	34.25%	38.26%	36.24%	6.40%	7.50%	6.95%	18.42%	15.76%	17.12%
National	147,289	159,863	307,155	136,515	148,223	284,741	73,642	80,523	154,165	49,288	54,722	104,010	13,585	12,981	26,566	10,774	11,640	22,414
percent	47.95%	52.05%	99.95%	47.94%	52.06%	99.95%	53.94%	54.33%	54.14%	49.61%	36.92%	36.53%	9.95%	8.76%	9.33%	7.31%	7.28%	7.30%
St. Jeff	77	69	146	72	67	139	72	67	139	-	-	-	-	-	-	5	2	7
percent	52.74%	47.26%	0.05%	51.80%	48.20%	0.05%	100.00%	100.00%	0.72%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	6.49%	2.90%	4.79%
Overall Total	147,366	159,932	307,301	136,587	148,290	284,880	73,714	80,590	154,304	49,288	54,722	104,010	13,585	12,981	26,566	10,779	11,642	22,421
percent	47.95%	52.04%		47.95%	52.05%		53.97%	54.35%	54.16%	36.09%	36.90%	36.51%	9.95%	8.75%	9.33%	7.31%	7.28%	7.30%

**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: 2022 Grade 9 (External) Junior Secondary School Leaving Examination: Summary Statistics and Certificate 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	3352	3415	6767	3070	3168	6238	397	384	781	2299	2265	4564	374	519	893	282	247	529
Percentage	5.11	4.39	4.72	91.59	92.77	92.18	12.93	12.12	12.52	74.89	71.50	73.16	12.18	16.38	14.32	8.41	7.23	7.82
Northern	4420	4622	9042	4120	4289	8409	324	357	681	3249	3306	6555	547	626	1173	300	333	633
Percentage	6.73	5.94	6.30	93.21	92.80	93.00	7.86	8.32	8.10	78.86	77.08	77.95	13.28	14.60	13.95	6.79	7.20	7.00
Luapula	3796	4013	7809	3540	3755	7295	186	221	407	2605	2621	5226	749	913	1662	256	258	514
Percentage	5.78	5.16	5.44	93.26	93.57	93.42	5.25	5.89	5.58	73.59	69.80	71.64	21.16	24.31	22.78	6.74	6.43	6.58
Southern	7697	9226	16923	7134	8622	15756	445	455	900	5438	6629	12067	1251	1538	2789	563	604	1167
Percentage	11.73	11.86	11.80	92.69	93.45	93.10	6.24	5.28	5.71	76.23	76.88	76.59	17.54	17.84	17.70	7.31	6.55	6.90
Eastern	4378	5325	9703	4005	4949	8954	157	133	290	3261	3882	7143	587	934	1521	373	376	749
Percentage	6.67	6.84	6.76	91.48	92.94	92.28	3.92	2.69	3.24	81.42	78.44	79.77	14.66	18.87	16.99	8.52	7.06	7.72
Copperbelt	12218	15457	27675	11279	14354	25633	1326	1582	2908	8508	10839	19347	1445	1933	3378	939	1103	2042
Percentage	18.62	19.87	19.30	92.31	92.86	92.62	11.76	11.02	11.34	75.43	75.51	75.48	12.81	13.47	13.18	7.69	7.14	7.38
Northwestern	5381	5831	11212	4905	5416	10321	787	913	1700	3617	3900	7517	501	603	1104	476	415	891
Percentage	8.20	7.49	7.82	91.15	92.88	92.05	16.04	16.86	16.47	73.74	72.01	72.83	10.21	11.13	10.70	8.85	7.12	7.95
Central	8312	9531	17843	7610	8731	16341	909	877	1786	5665	6608	12273	1036	1246	2282	702	800	1502
Percentage	12.67	12.25	12.44	91.55	91.61	91.58	11.94	10.04	10.93	74.44	75.68	75.11	13.61	14.27	13.96	8.45	8.39	8.42
Western	3601	3983	7584	3276	3626	6902	597	723	1320	2346	2594	4940	333	309	642	325	357	682
Percentage	5.49	5.12	5.29	90.97	91.04	91.01	18.22	19.94	19.12	71.61	71.54	71.57	10.16	8.52	9.30	9.03	8.96	8.99
Lusaka	12473	16399	28872	11448	15211	26659	1004	1321	2325	8722	11477	20199	1722	2413	4135	1025	1188	2213
Percentage	19.01	21.08	20.13	91.78	92.76	92.34	8.77	8.68	8.72	76.19	75.45	75.77	15.04	15.86	15.51	8.22	7.24	7.66
National	65628	77802	143430	60387	72121	132508	6132	6966	13098	45710	54121	99831	8545	11034	19579	5241	5681	10922
Percentage	100.00	100.00	100.00	92.01	92.70	92.39	10.15	9.66	9.88	75.70	75.04	75.34	14.15	15.30	14.78	7.99	7.30	7.61

**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 8: 2022 School Certificate: Summary Results Statistics and Certificate Awards

Province	Entered			Sat			School Certificate			Statement			Fail			Absent			Trend in SC (%)			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	2022	2021	2020	
Muchinga	2818	2222	5040	2748	2163	4911	1807	1448	3255	832	632	1464	109	83	192	70	59	129				
Percent	4.38	3.53	3.96	97.52	97.34	97.44	65.76	66.94	66.28	30.28	29.22	29.81	3.97	3.84	3.91	2.48	2.66	2.56	66.28	62.20	54.51	
Northern	4472	3261	7733	4366	3187	7553	2805	1995	4800	1427	1095	2522	134	97	231	106	74	180				
Percent	6.94	5.18	6.08	97.63	97.73	97.67	64.25	62.60	63.55	32.68	34.36	33.39	3.07	3.04	3.06	2.37	2.27	2.33	63.55	62.69	59.68	
Luapula	3671	2684	6355	3595	2646	6241	2397	1657	4054	1106	916	2022	92	73	165	76	38	114				
Percent	5.70	4.27	4.99	97.93	98.58	98.21	66.68	62.62	64.96	30.76	34.62	32.40	2.56	2.76	2.64	2.07	1.42	1.79	64.96	63.32	58.79	
Southern	7154	7205	14359	7081	7120	14201	5374	5323	10697	1633	1735	3368	74	62	136	73	85	158				
Percent	11.11	11.46	11.28	98.98	98.82	98.90	75.89	74.76	75.33	23.06	24.37	23.72	1.05	0.87	0.96	1.02	1.18	1.10	75.33	70.44	70.55	
Eastern	5409	4207	9616	5313	4149	9462	4162	3281	7443	1116	840	1956	35	28	63	96	58	154				
Percent	8.40	6.69	7.55	98.23	98.62	98.40	78.34	79.08	78.66	21.01	20.25	20.67	0.66	0.67	0.67	1.77	1.38	1.60	78.66	69.33	67.22	
Copperbelt	11788	13091	24879	11611	12906	24517	8713	9952	18665	2718	2797	5515	180	157	337	177	185	362				
Percent	18.31	20.81	19.55	98.50	98.59	98.54	75.04	77.11	76.13	23.41	21.67	22.49	1.55	1.22	1.37	1.50	1.41	1.46	76.13	67.94	64.46	
Northwestern	5179	4995	10174	5087	4906	9993	2305	2220	4525	2478	2359	4837	304	327	631	92	89	181				
Percent	8.04	7.94	7.99	98.22	98.22	98.22	45.31	45.25	45.28	48.71	48.08	48.40	5.98	6.67	6.31	1.78	1.78	1.78	45.28	67.80	59.53	
Central	6661	6622	13283	6530	6470	13000	4736	4703	9439	1645	1644	3289	149	123	272	131	152	283				
Percent	10.34	10.53	10.44	98.03	97.70	97.87	72.53	72.69	72.61	25.19	25.41	25.30	2.28	1.90	2.09	1.97	2.30	2.13	72.61	70.11	66.52	
Western	3459	3824	7283	3398	3744	7142	1728	1689	3417	1425	1799	3224	245	256	501	61	80	141				
Percent	5.37	6.08	5.72	98.24	97.91	98.06	50.85	45.11	47.84	41.94	48.05	45.14	7.21	6.84	7.01	1.76	2.09	1.94	47.84	73.73	68.96	
Lusaka	13751	14746	28497	13522	14533	28055	9812	10555	20367	3526	3831	7357	184	147	331	229	213	442				
Percent	21.35	23.45	22.39	98.33	98.56	98.45	72.56	72.63	72.60	26.08	26.36	26.22	1.36	1.01	1.18	1.67	1.44	1.55	72.60	64.10	62.77	
National	64362	62857	127219	63251	61824	125075	43839	42823	86662	17906	17648	35554	1506	1353	2859	1111	1033	2144				
Percent	99.95	99.94	99.95	98.27	98.36	98.31	69.31	69.27	69.29	28.31	28.55	28.43	2.38	2.19	2.29	1.73	1.64	1.69	69.29	67.15	63.93	
St. Jeff College	32	38	70	32	38	70	32	38	70	0	0	0	0	0	0	0	0	0				
Percent	0.05	0.06	0.05	100.00	100.00	100.00	100.00	100.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00				
Overall Total	64394	62895	127289	63283	61862	125145	43871	42861	86732	17906	17648	35554	1506	1353	2859	1111	1033	2144				
Percent	100.00	100.00	100.00	98.27	98.36	98.32	69.33	69.28	69.31	28.30	28.53	28.41	2.38	2.19	2.28	1.73	1.64	1.68	69.31	67.15	63.93	

**Key****School Certificate:** Candidate passes in at least 5 subjects (including English Language), with Credit in at least one of them or passes in 5 subjects (including English language), with credits in at least 2 of them**Statement:** Candidate passes in at least one subject**Fail:** Candidate does not pass in any subject

Table 9: 2022 General Certificate of Education Examination: Summary Results Statistics and Certificate Awards

Province	Entered			Sat			GCE Certificate			GCE Statement			Fail			Absent		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Muchinga	2127	3650	5777	1866	3388	5254	91	160	251	1633	2972	4605	142	256	398	261	262	523
<b>Percent</b>	<b>4.00</b>	<b>3.51</b>	<b>3.67</b>	<b>87.73</b>	<b>92.82</b>	<b>90.95</b>	<b>4.88</b>	<b>4.72</b>	<b>4.78</b>	<b>87.51</b>	<b>87.72</b>	<b>87.65</b>	<b>7.61</b>	<b>7.56</b>	<b>7.58</b>	<b>12.27</b>	<b>7.18</b>	<b>9.05</b>
Northern	2549	3740	6289	2189	3408	5597	54	68	122	1831	2811	4642	304	529	833	360	332	692
<b>Percent</b>	<b>4.79</b>	<b>3.59</b>	<b>4.00</b>	<b>85.88</b>	<b>91.12</b>	<b>89.00</b>	<b>2.47</b>	<b>2.00</b>	<b>2.18</b>	<b>83.65</b>	<b>82.48</b>	<b>82.94</b>	<b>13.89</b>	<b>15.52</b>	<b>14.88</b>	<b>14.12</b>	<b>8.88</b>	<b>11.00</b>
Luapula	2845	5127	7972	2555	4795	7350	112	250	362	2216	4079	6295	227	466	693	290	332	622
<b>Percent</b>	<b>5.35</b>	<b>4.92</b>	<b>5.07</b>	<b>89.81</b>	<b>93.52</b>	<b>92.20</b>	<b>4.38</b>	<b>5.21</b>	<b>4.93</b>	<b>86.73</b>	<b>85.07</b>	<b>85.65</b>	<b>8.88</b>	<b>9.72</b>	<b>9.43</b>	<b>10.19</b>	<b>6.48</b>	<b>7.80</b>
Southern	4717	8587	13304	4154	7968	12122	106	160	266	3474	6419	9893	574	1389	1963	563	619	1182
<b>Percent</b>	<b>8.87</b>	<b>8.25</b>	<b>8.46</b>	<b>88.06</b>	<b>92.79</b>	<b>91.12</b>	<b>2.55</b>	<b>2.01</b>	<b>2.19</b>	<b>83.63</b>	<b>80.56</b>	<b>81.61</b>	<b>13.82</b>	<b>17.43</b>	<b>16.19</b>	<b>11.94</b>	<b>7.21</b>	<b>8.88</b>
Eastern	2718	4750	7468	2323	4304	6627	48	72	120	1967	3541	5508	308	691	999	395	446	841
<b>Percent</b>	<b>5.11</b>	<b>4.56</b>	<b>4.75</b>	<b>85.47</b>	<b>90.61</b>	<b>88.74</b>	<b>2.07</b>	<b>1.67</b>	<b>1.81</b>	<b>84.67</b>	<b>82.27</b>	<b>83.11</b>	<b>13.26</b>	<b>16.05</b>	<b>15.07</b>	<b>14.53</b>	<b>9.39</b>	<b>11.26</b>
Copperbelt	9429	19846	29275	8475	18564	27039	414	738	1152	7279	15912	23191	782	1914	2696	954	1282	2236
<b>Percent</b>	<b>17.73</b>	<b>19.06</b>	<b>18.61</b>	<b>89.88</b>	<b>93.54</b>	<b>92.36</b>	<b>4.88</b>	<b>3.98</b>	<b>4.26</b>	<b>85.89</b>	<b>85.71</b>	<b>85.77</b>	<b>9.23</b>	<b>10.31</b>	<b>9.97</b>	<b>10.12</b>	<b>6.46</b>	<b>7.64</b>
Northwestern	5370	10013	15383	4871	9399	14270	397	778	1175	4189	8079	12268	285	542	827	499	614	1113
<b>Percent</b>	<b>10.10</b>	<b>9.62</b>	<b>9.78</b>	<b>90.71</b>	<b>93.87</b>	<b>92.76</b>	<b>8.15</b>	<b>8.28</b>	<b>8.23</b>	<b>86.00</b>	<b>85.96</b>	<b>85.97</b>	<b>5.85</b>	<b>5.77</b>	<b>5.80</b>	<b>9.29</b>	<b>6.13</b>	<b>7.24</b>
Central	5948	13594	19542	5214	12367	17581	358	929	1287	4379	10208	14587	477	1230	1707	734	1227	1961
<b>Percent</b>	<b>11.18</b>	<b>13.06</b>	<b>12.42</b>	<b>87.66</b>	<b>90.97</b>	<b>89.97</b>	<b>6.87</b>	<b>7.51</b>	<b>7.32</b>	<b>83.99</b>	<b>82.54</b>	<b>82.97</b>	<b>9.15</b>	<b>9.95</b>	<b>9.71</b>	<b>12.34</b>	<b>9.03</b>	<b>10.03</b>
Western	3744	6502	10246	3371	6042	9413	159	229	388	2746	4844	7590	466	969	1435	373	460	833
<b>Percent</b>	<b>7.04</b>	<b>6.24</b>	<b>6.51</b>	<b>90.04</b>	<b>92.93</b>	<b>91.87</b>	<b>4.72</b>	<b>3.79</b>	<b>4.12</b>	<b>81.46</b>	<b>80.17</b>	<b>80.63</b>	<b>13.82</b>	<b>16.04</b>	<b>15.24</b>	<b>9.96</b>	<b>7.07</b>	<b>8.13</b>
Lusaka	13734	28317	42051	12151	25947	38098	792	1556	2348	9752	20901	30653	1607	3490	5097	1583	2370	3953
<b>Percent</b>	<b>25.83</b>	<b>27.19</b>	<b>26.73</b>	<b>88.47</b>	<b>91.63</b>	<b>90.60</b>	<b>6.52</b>	<b>6.00</b>	<b>6.16</b>	<b>80.26</b>	<b>80.55</b>	<b>80.46</b>	<b>13.23</b>	<b>13.45</b>	<b>13.38</b>	<b>11.53</b>	<b>8.37</b>	<b>9.40</b>
National	53181	104126	157307	47169	96182	143351	2531	4940	7471	39466	79766	119232	5172	11476	16648	6012	7944	13956
<b>Percent</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>88.70</b>	<b>92.37</b>	<b>91.13</b>	<b>5.37</b>	<b>5.14</b>	<b>5.21</b>	<b>83.67</b>	<b>82.93</b>	<b>83.17</b>	<b>10.96</b>	<b>11.93</b>	<b>11.61</b>	<b>11.30</b>	<b>7.63</b>	<b>8.87</b>

Key

GCE Certificate: No of Candidates obtaining School Certificate equivalent

GCE Statement: No of Candidates obtaining General Certificate of Education (GCE) Statement

Fail: No. of Candidates who failed the Examination



Table 10: 2022 Teacher Education Diploma Examinations : Summary Results Statistics and Certificate Awards

## 2022 EARLY CHILDHOOD EDUCATION (ECE) TEACHER'S DIPLOMA

YEAR	ENTERED		SAT		ABSENT		CLEAR PASS		PROCEED		REFERRED		REPEAT		EXCLUDED	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
ECE Year I	98	18	116	92	109	6	73	14	87	15	0	0	1	0	3	0
Percent	100	100	100	93.88	93.97	6.12	5.56	6.03	79.35	16.30	0	0	1.09	0.00	3.26	0.00
ECE Year II	57	13	70	56	69	1	55	13	68	1	0	0	0	0	0	0
Percent	100	100	100	98.25	98.57	1.75	0.00	1.43	98.21	1.79	0	0	0	0	0	0
ECE Year III	68	24	92	67	88	1	3	4	80	3	0	0	0	0	3	1
Percent	100	100	100	98.53	95.65	1.47	12.5	4.35	91.04	4.48	0	0	0	0	4.48	4.55

## 2022 PRIMARY TEACHER'S DIPLOMA (PTD)

YEAR	ENTERED		SAT		ABSENT		CLEAR PASS		PROCEED		REFERRED		REPEAT		EXCLUDED	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
PTD Year I	203	73	276	185	254	18	107	38	145	59	8	4	2	1	3	6
Percent	100	100	100	91.13	92.03	8.87	5.48	5.07	57.09	31.89	2.89	1.45	1.08	1.45	4.86	8.70
PTD Year II	149	71	220	128	179	21	100	37	137	21	0	0	2	1	2	4
Percent	100	100	100	85.91	81.36	14.09	28.17	18.64	76.54	16.41	0.00	0.00	1.12	0.78	3.13	1.961
PTD Year III	121	48	169	101	144	20	70	35	105	28	0	0	2	1	3	1
Percent	100	100	100	83.47	85.21	16.53	10.42	14.79	69.31	27.72	0	0	1.98	2.33	0.99	0.69

## 2022 SECONDARY TEACHER'S DIPLOMA (STD)

YEAR	ENTERED		SAT		ABSENT		CLEAR PASS		PROCEED		REFERRED		REPEAT		EXCLUDED	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
STD Year I	255	342	597	220	516	35	176	241	417	34	2	6	8	3	6	13
Percent	100	100	100	86.27	86.43	13.73	13.45	13.57	80.00	15.45	0.91	2.03	1.55	1.36	2.27	4.39
STD Year II	204	229	433	188	385	16	168	164	332	15	2	2	3	2	5	3
Percent	100	100	100	92.16	88.91	7.84	13.97	11.09	89.36	8.00	0.5	1.0	0.8	1.1	1.06	1.52
STD Year III	111	162	273	106	243	5	85	113	198	21	45	0	0	0	0	0
Percent	100	100	100	95.50	89.01	4.50	15.43	10.99	80.19	19.81	0	0	0	0	0.00	0.00

Totals for All	1266	980	2246	1143	1987	123	895	1569	197	123	13	12	25	11	22	24
Percent				90.28	88.47	9.72	78.30	78.86	17.24	14.57	1.14	1.42	1.26	0.96	1.11	2.84

## Key

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

## 9.0

# Financial Statements



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**EXAMINATIONS COUNCIL OF ZAMBIA**

**FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31<sup>st</sup> DECEMBER 2022**

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THE EXAMINATIONS COUNCIL OF ZAMBIA  
HAILE SELASSIE AVENUE  
P.O BOX 50432  
LUSAKA-ZAMBIA

Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

**EXAMINATIONS COUNCIL OF ZAMBIA**  
**FINANCIAL STATEMENTS**

For the year ended 31<sup>st</sup> December 2022

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Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

### 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:

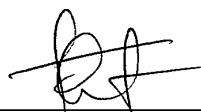
- a) The Statement of Financial Performance is drawn so as to give a true and fair view of the surplus of income over expenditure of the Council for the year ended 31<sup>st</sup> December 2022,
- b) The Statement of Financial Position gives a true and fair view of the state of affairs of the Council as at 31<sup>st</sup> December 2022; 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 31<sup>st</sup> August 2023

By:



Prof. Frank P. Tailoka  
**Chairperson**  
**Examinations Council of Zambia**



Dr. Michael M. Chilala  
**Executive Director**  
**Examinations Council of Zambia**

Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

**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](mailto:auditorg@ago.gov.zm)**  
**Website: [www.ago.gov.zm](http://www.ago.gov.zm)**  
**Telephone: 260252611/252771**

To the Council - Examinations Council of Zambia

**Report on the Audit of the Financial Statements**

**Opinion**

I have audited the financial statements of the Examinations Council of Zambia (ECZ) which comprise the statement of financial position, statement of financial performance income, statement of changes in equity and statement of cash flows for the year ended 31<sup>st</sup> December 2022, and notes to the financial statements, including a summary of significant accounting policies as set out on pages 6 to 24.

In my opinion, the financial statements of the Examinations Council of Zambia are prepared, in all material respects, in accordance with International Public Sector Accounting Standards (IPSAS) Accrual Basis of Accounting.

**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.



Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

### **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 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.

Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

- 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 31<sup>st</sup> December 2022, have been properly prepared in accordance with the provisions of the Examinations Council of Zambia Act No.15 of 1983.



Dr. Ron M. Mwambwa – FCMA, FZICA, CGMA, CFE

**ACTING AUDITOR GENERAL**

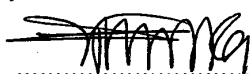
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Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

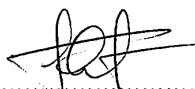
**STATEMENT OF FINANCIAL PERFORMANCE**

<b>Income</b>	<b>Note</b>	<b>2022 K</b>	<b>2021 K</b>
Grants From GRZ	3	124,129,912	131,866,871
Examination Fees	4	91,325,005	96,558,161
Council Services	5	54,321,637	33,450,356
Other Income	6	13,142,243	7,083,073
Donor Support	7	1,284,141	8,203,737
<b>Total Income</b>		<b>284,202,938</b>	<b>277,162,198</b>
<b>Operating Expenses</b>			
Professional Services & Preparation of Examinations	8	144,663,586	119,473,138
Management of Examinations	9	41,326,447	39,777,105
Personal Emoluments	10	67,701,599	56,572,688
National Assessment	11	1,542,408	4,138,477
Zambia Education Enhancement Project	12	-	34,866
Association of Educational Assessment in Africa (AEAA)	13	8,891,085	-
MILO Study (Policy Linking)	14	373,927	2,749,269
World Bank MILO Study for Special Education Needs	15	41,850	-
<b>Total Operating Expenses</b>		<b>264,540,902</b>	<b>222,745,543</b>
<b>Operating Surplus</b>		<b>19,662,036</b>	<b>54,416,655</b>

These financial statements were approved by the Examinations Council of Zambia on 31<sup>st</sup> August 2023 and signed on its behalf by



Prof. Frank P. Tailoka  
Chairperson  
EXAMINATIONS COUNCIL OF ZAMBIA



Dr. Michael M. Chilala  
Executive Director  
EXAMINATIONS COUNCIL OF ZAMBIA

*(The notes on pages 10 to 24 form part of the financial statements)*

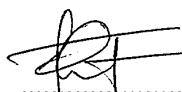
Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

**STATEMENT OF FINANCIAL POSITION**

	<b>Note</b>	<b>2022 K</b>	<b>2021 K</b>
<b>ASSETS EMPLOYED</b>			
<b>Non - current Assets</b>			
Property, Plant & Equipment	<b>16</b>	51,854,794	49,833,593
<b>Current Assets</b>			
Accounts Receivables	<b>17</b>	38,328,268	47,729,584
Inventories	<b>18</b>	2,358,933	2,035,778
Cash and Bank	<b>19</b>	36,437,099	12,199,869
		<u>77,124,300</u>	<u>61,965,231</u>
<b>Total Assets</b>		<b><u>128,979,094</u></b>	<b><u>111,798,824</u></b>
<b>Accumulated Funds &amp; Liabilities</b>			
Total Accumulated Funds	<b>20</b>	26,828,903	7,166,867
<b>Current Liabilities</b>			
Accounts Payable	<b>21</b>	33,618,035	46,479,662
Accrued Expenses	<b>22</b>	60,171,124	54,647,168
Employee Benefits Provisions	<b>23</b>	3,322,107	2,733,318
Deferred Income	<b>24</b>	2,679,654	771,809
Provision for Impairment	<b>25</b>	2,359,271	-
<b>Total Current Liabilities</b>		<b><u>102,150,191</u></b>	<b><u>104,631,957</u></b>
<b>Total Accumulated Funds &amp; Liabilities</b>		<b><u>128,979,094</u></b>	<b><u>111,798,824</u></b>

These financial statements were approved by the Examinations Council of Zambia on 31<sup>st</sup> August 2023 and signed on its behalf by;

  
 .....  
 Prof. Frank P. Tailoka  
 Chairperson  
 EXAMINATIONS COUNCIL OF ZAMBIA

  
 .....  
 Dr. Michael M. Chilala  
 Executive Director  
 EXAMINATIONS COUNCIL OF ZAMBIA

*(The notes on pages 10 to 24 form part of the financial statements)*

Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

**STATEMENT OF CHANGES IN EQUITY**

**Revenue Reserves**

	<b>Note</b>	<b>K</b>
<b>Year ended 31 December 2021</b>		
At the start of the year		(47,249,788)
Surplus for the year ended 31 December 2021		54,416,655
<b>Balance as at 31 December 2021</b>		<b>7,166,867</b>
<b>Year ended 31 December 2022</b>		
At the start of the year		7,166,867
Surplus for the year ended 31 December 2022		19,662,036
<b>Balance as at 31 December, 2022</b>	<b>20</b>	<b>26,828,903</b>



Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

**STATEMENT OF CASH FLOWS**

	<b>Note</b>	<b>2022 K</b>	<b>2021 K</b>
<b>Net cash inflow from operating activities:</b>			
Surplus		19,662,036	54,416,655
Depreciation for the year	<b>16</b>	4,571,543	4,002,709
Loss on Disposal of assets		188,302	-
<b>Net Income from operations</b>		<b>24,421,881</b>	<b>58,419,364</b>
Decrease / (Increase) in Debtors		9,401,316	(29,959,916)
Increase in Inventory		(323,155)	(401,091)
Decrease in Creditors		(2,481,766)	(18,976,007)
<b>Cash Generated from operations</b>		<b>31,018,276</b>	<b>9,082,350</b>
<b>Cash flow from investing activities:</b>			
Acquisition of noncurrent assets	<b>16</b>	(7,016,533)	(5,607,593)
Proceeds from sale of assets		235,487	-
<b>Net cash in investing activities</b>		<b>(6,781,046)</b>	<b>(5,607,593)</b>
Increase in Cash		24,237,230	3,474,757
Cash and Cash equivalents at the beginning of the year		12,199,869	8,725,112
<b>Cash and Cash equivalents at the end of the year</b>	<b>19</b>	<b>36,437,099</b>	<b>12,199,869</b>

*(The notes on pages 10 to 24 form part of the financial statements)*

Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

## 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%

##### d) Impairment provision

The impairment provision according to IPSAS 41 has been applied on Private centre renewal fees as this category of receivables, have the potential for non-recoverability. The provision has been calculated at 9.25% (policy rate) using the simplified approach.

Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

## 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 2022 Budget.

Month	Operations	Examinations	Free Education (Grade 12)	Total 2022	Total 2021
	K	K	K	K	K
January	1,273,382	-	-	1,273,382	45,999,999
February	1,273,382	-	3,750,000	5,023,382	1,107,288
March	1,273,382	-	1,875,000	3,148,382	1,107,288
April	1,273,382	29,363,744	5,625,000	36,262,126	-
May	1,273,382	-	-	1,273,382	2,214,578
June	1,273,382	-	-	1,273,382	10,107,289
July	-	-	-	-	18,321,866
August	2,546,763	11,250,000	-	13,796,763	8,931,798
September	-	19,849,705	11,250,000	31,099,705	1,107,288
October	2,546,764	-	-	2,546,764	2,214,577
November	-	-	-	-	16,184,201
December	1,273,382	27,159,262	-	28,432,644	24,570,699
	<b>14,007,201</b>	<b>87,622,711</b>	<b>22,500,000</b>	<b>124,129,912</b>	<b>131,866,871</b>

Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

<b>4. Examination Fees</b>	<b>2022 K</b>	<b>2021 K</b>
Grade 12	2,278,787	25,156,026
General Certificate Examination (GCE)	64,662,775	53,233,613
Teacher Education	842,812	1,372,086
Grade 9 Internal	2,607,735	1,445,577
Grade 9 External	18,579,105	15,213,059
Grade 7	2,353,791	137,800
	<b>91,325,005</b>	<b>96,558,161</b>

<b>5. Council Services</b>	<b>2022 K</b>	<b>2021 K</b>
Replacement of Statement of Results / Combination	20,374,585	18,288,017
Replacement of Certificates	3,536,649	2,311,448
Certification of Certificates	28,315,140	11,352,147
Under protest fees	47,173	66,532
Verification of foreign qualifications	2,047,390	1,431,012
Handling of Degrees fees	700	1,200
	<b>54,321,637</b>	<b>33,450,356</b>

<b>6. Other Income</b>	<b>2022 K</b>	<b>2021 K</b>
Interest on Bank balances	1,336,754	720,858
Centre Fees from Private Schools	4,495,885	4,001,467
Revenue from SMS Service	3,521,027	2,091,292
Donations (AEAA)	1,796,202	-
AEAA Related Income	1,151,262	-
Sundry Income	689,177	117,738
Interest on Staff Loans	151,936	151,718
	<b>13,142,243</b>	<b>7,083,073</b>

Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

## 7. Donor Support

	<b>2022</b>	<b>2021</b>
	<b>K</b>	<b>K</b>
UNICEF (National Assessment Survey)	734,436	4,897,868
UNESCO (Milo Study)	507,583	3,252,089
WORLD BANK (Milo SEN)	42,122	53,780
	<b>1,284,141</b>	<b>8,203,737</b>

## 8. Professional Services & Preparation of Examinations Expenses

	<b>2022</b>	<b>2021</b>
	<b>K</b>	<b>K</b>
Grade 7 Exam	14,305,460	15,909,266
Grade 9 Internal Exam	31,787,351	38,546,490
Grade 9 External Exam	6,733,287	10,888,675
Grade 12 Exam	54,011,907	34,969,038
GCE Exam	29,859,173	15,658,942
Teacher Education	3,809,351	1,300,080
Research & Test Development	3,595,753	1,859,776
EAD Administration	503,861	340,871
Typesetting	57,443	-
<b>Total</b>	<b>144,663,586</b>	<b>119,473,138</b>

Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

## 9. Management of Examinations Expenses

	<b>2022</b>	<b>2021</b>
	<b>K</b>	<b>K</b>
Advertising & Publications	292,639	237,779
Bank charges	1,314,849	723,103
Book & Periodicals	8,810	119,792
Building Maintenance	223,615	134,602
Cleaning Material/Services	419,106	545,779
Corporate Affairs	628,548	671,787
Council and Committee	3,394,291	3,618,710
Courier and Postage	5,855	17,028
Depreciation	4,571,543	4,002,709
Electricity and Water	346,398	338,265
External Audit	500,020	409,352
Finance and Accounts	870,030	1,580,123
Foreign Exchange Loss* (1)	2,198,892	292,933
Provision for Impairment	274,439	2,084,833
Funeral	50,846	53,330
Group Life Assurance	1,306,517	1,525,585
Group Personal Accident	152,814	87,948
Insurance - (ECZ Assets)	318,987	357,505
Internal Audit	1,243,499	1,219,095
IT Spares & Consumables	1,122,491	1,326,390
Legal Fees & Consultancy Fees	578,575	142,659
Certification	2,254,870	2,272,980
Chipata Service Centre	232,681	327,496
Kabwe Service Centre	175,573	647,836
Kasama Service Centre	215,786	237,284
Kitwe Service Centre	822,122	462,660
Livingstone Service Centre	135,126	305,250
Lusaka Service Centre	844,002	670,852
Mansa Service Centre	239,170	529,023
Mongu Service Centre	297,173	351,640
Mpika Service Centre	244,131	280,802



Examinations Council of Zambia  
Financial Statements for the year ended 31<sup>st</sup> December 2022

Solwezi Service Centre	190,444	227,374
Planning	-	274,789
Medical	3,189,213	2,394,749
Motor Vehicle Fuel & Lubricant	243,486	951,485
Motor Vehicle Maintenance	1,124,973	1,180,735
Office Equipment Maint & Tools	135,904	652,483
Office stationery	959,076	637,223
Official Entertainment	165,103	406,469
Other Administration Costs	739,638	609,785
Procurement	1,797,643	857,142
Professional Membership/ Subscriptions	125,897	111,301
Protective Clothing	361,821	308,417
Recruitment	282,198	313,574
Security Charges	-	81,355
Software Maintenance	616,522	788,266
Staff Training and Development	138,322	82,484
Staff Welfare	837,066	361,847
Telephone, Fax & Internet	2,177,568	2,187,886
Terminal Benefits / Gratuity	1,076,342	922,399
Workshops & Conferences	1,693,531	852,212
Loss on disposal of Assets	188,302	-
	<b>41,326,447</b>	<b>39,777,105</b>

1\*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  
Financial Statements for the year ended 31<sup>st</sup> December 2022

### 10. Personal Emoluments

	2022	2021
	K	K
Salaries	67,150,221	56,057,493
Wages	551,378	515,195
	<b>67,701,599</b>	<b>56,572,688</b>

### 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.

	2022	2021
	K	K
Printing & Stationery	10,206	677,303
Fuel & Lubricants	16,228	784,554
Conference & facilities	83,783	100,360
Travel & Subsistence	1,432,191	2,576,260
	<b>1,542,408</b>	<b>4,138,477</b>

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## 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.

	2022 K	2021 K
Subsistence Allowances	-	-
Conference & Refreshments	-	-
Printing & Stationery	-	-
Fuel & lubricants		34,866
		<b>34,866</b>

## 13. AEAA Conference Hosting

The Association for Educational Assessment in Africa (AEAA) is a non-profit making organization established to promote co-operation amongst examining and assessment bodies in Africa. ECZ is a Primary member of the Association of Educational Assessment in Africa (AEAA). ECZ hosted the 38th Association for Educational Assessment in Africa Conference in 2022.

	2022 K	2021 K
Subsistence Allowances	1,165,880	-
Lunch Allowance	34,183	-
Fuel & Lubricant	391,843	-
Hire Transport	472,925	-
Stationery & Printing	1,010,639	-
Conference & Refreshments	3,742,735	-
Airfares/Airtickets	177,470	-
Participation fees	337,601	-
Consultancy Services	562,382	-
Excursions & Entertainment	776,744	-
Hire of Booths for Exhibition	218,683	-
	<b>8,891,085</b>	-

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#### 14. Monitoring Impacts on Learning Outcomes (MILO) - Policy Linking

MILO study is a project whose agreement was signed between the Government of the Republic of Zambia and the UNESCO Institute of Statistics (UIS) for a period of one year.

Through UNESCO Institute for Statistics (UIS), in partnership with UNICEF and World Bank, secured Global Partnership for Education (GPE) funding for an education response to mitigate the impact of COVID-19 on learner progress.

The overall goal of the UNESCO, UNICEF and WB consortium was to ensure the continued learning for children, particularly those most marginalized, through the development, dissemination, and delivery of new and existing approaches to respond to the pandemic.

	<b>2022</b>	<b>2021</b>
	<b>K</b>	<b>K</b>
Subsistence allowance	304,920	-
Stationery & Printing	2,400	224,447
Fuel & Lubricants	37,344	556,417
Conference & refreshments	3,410	122,175
Travel & Subsistence	25,853	1,846,230
	<b>373,927</b>	<b>2,749,269</b>

#### 15. WORLD BANK MILO Study (SEN)

	<b>2022</b>	<b>2021</b>
	<b>K</b>	<b>K</b>
Subsistence allowance	34,400	-
Fuel & Lubricants	6,300	-
Conference & refreshments	1,150	-
	<b>41,850</b>	<b>-</b>

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16. Non-Current Assets									
	Motor Vehicles	Office Equipment	Furniture & Fittings	Computers	Plant & Machinery	Library Books	Leasehold & Buildings	Work in Progress (Item banking)	Total
<b>COST</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>
<b>Balance as at 01.01.2022</b>	18,263,668	3,546,698	5,591,303	16,220,293	595,453	30,523	39,735,093	2,030,704	<b>86,013,735</b>
Additions for the year	3,450,000	129,511	143,138	2,731,381	-	-	562,503	-	<b>7,016,533</b>
Disposals	(1,662,157)			(23,694)					<b>(1,685,851)</b>
<b>Balance as at 31.12.2022</b>	<b>20,051,511</b>	<b>3,676,209</b>	<b>5,734,441</b>	<b>18,927,980</b>	<b>595,453</b>	<b>30,523</b>	<b>40,297,596</b>	<b>2,030,704</b>	<b>91,344,417</b>
<b>DEPRECIATION</b>									
<b>Balance as at 01.01.2022</b>	14,055,927	1,652,677	3,646,010	8,507,733	386,188	25,780	7,905,827	-	<b>36,180,142</b>
Charge for the Year	1,073,342	339,215	383,137	1,937,525	47,613	1,079	789,632	-	<b>4,571,543</b>
Depreciation on disposal	(1,243,009)	-	-	(19,053)	-	-	-	-	<b>(1,262,062)</b>
<b>Balance as at 31.12.2022</b>	<b>13,886,260</b>	<b>1,991,892</b>	<b>4,029,147</b>	<b>10,426,205</b>	<b>433,801</b>	<b>26,859</b>	<b>8,695,459</b>	<b>-</b>	<b>39,489,623</b>
<b>Net Book Value</b>									
<b>Balance as at 31.12.2022</b>	<b>6,165,251</b>	<b>1,684,317</b>	<b>1,705,294</b>	<b>8,501,775</b>	<b>161,652</b>	<b>3,664</b>	<b>31,602,137</b>	<b>2,030,704</b>	<b>51,854,794</b>
<b>Balance as at 31.12.2021</b>	<b>4,207,741</b>	<b>1,894,021</b>	<b>1,945,293</b>	<b>7,712,560</b>	<b>209,265</b>	<b>4,743</b>	<b>31,829,266</b>	<b>2,030,704</b>	<b>49,833,593</b>

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## 17. Accounts Receivable

	2022	2021
	K	K
Salary/ Tuition Advance	694,466	600,270
Staff/other Imprest	572,102	6,574,004
Other Staff recoveries	74,591	88,324
Staff Loans	5,058,026	4,831,239
Prepayments	385,250	34,781
Rent Security Deposit	21,500	21,500
Trade Debtors	5,221,915	1,588,391
Marking Centre Imprest * (1)	409,630	19,192,822
Provincial Education Office (PEO)* (1)	14,294,320	14,798,253
Examination Fee Debtors *(2)	1,618,550	-
Other Debtors* (3)	9,977,918	-
	<b>38,328,268</b>	<b>47,729,584</b>

1. The Provincial Education Officers (PEO's) were funded by ECZ to facilitate the monitoring of exams and marking of examination scripts for Grades 9 and 12 in the provinces.
2. Expected examination fees from Candidates across all grades who migrated to paid register.
3. 50% advance payments to Marking Centres for the School Certificate marking activity.

## 18. Inventories

	2022	2021
	K	K
Value of stock as at 31 December,	2,358,933	2,035,778



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**19. Cash and Bank Balances**

	<b>2022</b>	<b>2021</b>
	<b>K</b>	<b>K</b>
ATLASMARA - 0060820365008	247,533	207,973
ATLASMARA -0060810357008	204,694	239,590
ABSA - Loans 4929858	968	58,247
ABSA - Fees 1060052	25,066	342,823
CAVMONT- 800000454685	37,782	24,242
INVESTTRUST - 010710050651016	204,582	180,201
INVESTTRUST -110110050651025	7,091	76,166
INDO-ZAMBIA-0012020000042	124,446	97,291
NATSAVE - 2100123994901	126,977	98,899
ZANACO - 0020884300161	391,987	927,130
ZANACO - 0306426300121	17,104,578	4,662,219
ZANACO - 0306426300222	4,007,796	2,444,398
ZANACO - 0306790300196	2,334,135	276,023
ZANACO - 0306958300156	8,877,493	1,114,002
ZANACO - 1905593300152	299,639	234,711
ZANACO - 1934313300127	463,136	455,319
ZANACO - 030306426300323	165,377	142,920
ZANACO - 0243871000525	171,636	133,313
ZANACO - 0306426300929	-	500
ZANACO - 0306426301131	229,142	142,681
Petty Cash-Head Office Operations	6,700	7,000
Petty Cash-Kitwe Service Centre	37	37
Mobile Money-MTN Money	-	59,842
Mobile Money-AIRTEL Money	-	274,342
ZANACO - AEAA 0358	1,325,680	-
ZANACO - Imprest Account (VISA)	80,624	-
<b>TOTAL</b>	<b>36,437,099</b>	<b>12,199,869</b>

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**20. Total Accumulated Funds**

	<b>2022</b>	<b>2021</b>
	<b>K</b>	<b>K</b>
<b>At the start of the year</b>	7,166,867	(47,249,788)
Surplus for the year ended 31 December	19,662,036	54,416,655
<b>Balance as at end of the year</b>	<b>26,828,903</b>	<b>7,166,867</b>

**21. Accounts Payables**

	<b>2022</b>	<b>2021</b>
	<b>K</b>	<b>K</b>
Trade Payables	30,333,384	33,112,632
Sundry Creditors	1,290,357	3,168,728
Payroll Payables	1,911,899	1,569,898
Tax on marking fees	82,395	6,628,404
ECZ Pension Trust Scheme	-	2,000,000
	<b>33,618,035</b>	<b>46,479,662</b>

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## 22. Accrued Expenses

With ECZ having adopted IPSAS, the expenditure incurred in 2022 but not yet paid for has been accrued as below:

	<b>2022</b>	<b>2021</b>
	<b>K</b>	<b>K</b>
Grade 7 Expenses	987,715	835,010
Grade 9 Internal Expenses	21,131,736	18,470,450
Grade 9 External Expenses	157,221	4,351,501
Grade 12 Expenses	33,809,283	20,875,758
G C E Expenses	1,173,476	7,974,834
Teacher Education Expenses	400,448	71,842
Council Operations Expenses	481,394	447,633
Unpaid Markers	1,656,753	1,368,080
Tax on sitting allowances	185,685	124,170
Item banking & Others	-	127,890
Other Exam Expenses	187,413	-
	<b>60,171,124</b>	<b>54,647,168</b>

## 23. Employee Benefits Provisions

	<b>2022</b>	<b>2021</b>
	<b>K</b>	<b>K</b>
Leave Days Provisions	1,780,584	1,564,391
Gratuity Provisions	1,541,523	1,168,927
	<b>3,322,107</b>	<b>2,733,318</b>

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## 24. 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 2023 received in 2022 has been deferred as below:

	2022	2021
	K	K
Grade 12	99,880	59,899
GCE	1,853,481	481,468
Grade 9 Internal	86,430	4,501
Grade 9 External	66,443	79,821
Grade 7	81,780	-
Centre Renewal Fees	225,840	146,120
Grade 9 Combinations	265,800	-
	<b>2,679,654</b>	<b>71,809</b>

	2022	2021
	K	K
<b>25. Provision for impairment*</b>	<b>2,359,271</b>	<b>-</b>

\*IPSAS 41 is applicable to the Institutional financial assets including accounts receivables. For ECZ, the IPSAS 41 has been applied on Private centre renewal fees as this category of receivables, have the potential for non-recoverability. The provision has been calculated at 9.25% (policy rate) using the simplified approach. 9.25% has been used as it represents the opportunity cost of investment for the Institution.













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