



ECZ

IN PERSPECTIVE

News about the Examinations Council of Zambia

Issue No. 22

January to December 2024



TRIBUTES - REMEMBERING OUR FIRST CEO (1950 TO 2024)

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The Examinations Council of Zambia (ECZ) was established by an Act of Parliament Number 15 of 1983, which was repealed and replaced with the ECZ Act Number 3 of 2023 with a mandate to set and conduct examinations and award certificates to successful candidates.

VISION

An Educational Assessment Body of Excellence

MISSION STATEMENT

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

VALUES

Professionalism
Integrity
Accountability
Innovativeness
Teamwork

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Dear readers,

We continue to provide you with news on events, activities and new innovations that ECZ is implementing in order to serve you better. We express our gratitude to you for supporting the ECZ in carrying out its mandate. More so, as a valued stakeholder, we want to ensure you are kept in the know in terms of our strides towards developing our country's education and assessment systems.

In this edition, we are honoring and celebrating the legacy of our first CEO, the late Mr. Newton Mutanekelwa. His visionary leadership laid the foundation for our organization's growth and success. We remember his dedication, expertise and passion for education and assessments, which continue to inspire us today.

As we honor our past, we also address the pressing issues that shape our present time as an institution. We are intensifying our efforts to combat examination malpractices and ensuring the integrity and credibility of our assessment processes is maintained. This commitment is seen in our transparent way of suspending examination centres and nullifying results for candidates involved in irregular practices during examinations. We believe this is bringing fairness to the administration of examinations in Zambia. This transparency is paramount to us in maintaining public trust and upholding the values of our institution.

Our stakeholder engagements have also been fruitful, particularly with the Organisation for Economic Co-operation and Development (OECD). We are proud to announce Zambia's participation in the 2025 Programme for International Student Assessment (PISA) survey. This collaboration will provide valuable insights into our education system, informing policy decisions and driving improvements.

This edition also highlights our continued investment in our staff to build capacity. This remains critical and is crucial to delivering on our mandate and strategic goals. We have been supporting skills development initiatives, empowering our team members to excel in their roles. This commitment to professional growth and excellence will propel us toward achieving our vision which is an "Educational Assessment Body of Excellence".

We have also continued to innovate. In 2024, we are excited that we made a remarkable achievement in digitizing our certification system as well as our services through the self-service portal. We launched the e-Certificate system as a significant milestone, addressing issues of accessibility, records preservation, and storage while the self-service portal will address the immediate needs of you our clients. This digital transformation will enhance our services, ensuring convenience and efficiency for all our stakeholders and service delivery as well as creating opportunities for our citizens in a fast-paced digital era. Innovative solutions will remain at the forefront of our efforts to deliver quality services everywhere and anytime.

Finally, we are honored to announce our nomination to host the 50th edition of the International Association for Educational Assessment (IAEA) Conference which is scheduled to take place in the tourist town of Livingstone in September 2025. This prestigious opportunity to host the conference will not only showcase our capabilities but also foster global collaboration and knowledge sharing in the field of educational assessment. Together, we will continue to strive for excellence, innovation, and integrity in all that we do.

Enjoy reading this edition and get in touch with us through the available communication platforms indicated in this publication should you have any comments or suggestions.

Nicolas Nkhuwa
Public Relations Manager
Examinations Council of Zambia

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Dr Michael M. Chilala

We Focused on Service Excellence

It is with great pleasure that we, once again, share our experiences with regard to implementation of the ECZ Strategic Plan for the period 2021 – 2025, and now extended to 2026, to align with the 8th Zambia National Development Plan.

In the first instance, allow me to state with a sorrowful heart, that the Examinations Council of Zambia lost its founder father, Mr. Newton Mutanekelwa on 7th May, 2024. Mr. Mutanekelwa was the first Chief Executive Officer of the ECZ, having served in the position for twenty years, from 1987 to 2007. We remain indebted to him for the entire existence of the Council. Further, we extend our heart most gratitude to the President of the Republic of Zambia, Mr. Hakainde Hichilema, for Honouring Mr. Mutanekelwa for his significant contribution towards development of education, and specifically for his role in the establishment of the Examinations Council of Zambia. We also pay gratitude to the Executive Committee of the Association for Educational Assessment in Africa (AEAA), for Honouring Mr. Mutanekelwa for his role in the establishment and development of the AEAA. We pay tributes to the only surviving former Chief Executive Officer of the Examinations Council of Zambia, Mr. Chekani Sakala, who led an entourage of senior citizens and other former employees, to pay their last respects to Mr. Mutanekelwa, giving him a very dignified and befitting funeral. We, as management and staff of the ECZ, pledge to continue with his legacy, in the service of the education system, the government and the people of Zambia.

During the period under review, we moved to strengthen and mainstream the implementation of the Examiner Management System (EMS) and the Online Marks Entry System (OMES). The systems streamlined the processes of communicating with our examiners, inviting them for marking, and processing of claims for the marking. Additionally, the systems enabled the Council to transfer the marks from the marking centres real time, and in a secure environment, assuring the public of expeditious processing and timely release of results. Further, we launched the Self-Service Portal for post-examination services currently offered at the service centres, and the E-Certificate for the Primary School Leaving Examination. The systems enabled the Council to reduce the costs met by our clients, of travelling to our service centres and to schools to obtain services and collect certificates, respectively, adding to the enhanced efficiency with which the Council serves the country.

As Secretariat of the AEAA, and with the support of UNESCO and ADEA, we championed and coordinated the process of developing a Common Assessment Framework for Africa (CAFA), hoping to bridge the data challenge which has for a long time affected the players in the education sector on the continent. It is hoped that once the framework is in place, the AEAA will be in a place to collect data, which shall form the bases for data driven decision making by policy makers and organisations such as the Africa Union. Further, we participated in the pilot and finalisation of International Standards for Assessment Bodies, which were approved by the International Association for Educational Assessment (IAEA), where we continued to play our role as Member of the Board of Trustees (BOT). In the same year, Zambia was confirmed as host of the IAEA Jubilee Conference, which will be hosted by the Examinations Council of Zambia from 22nd to 26th September, 2025.

We also commenced the process of implementing the ECZ Act No.3 of 2023 by reviewing the Guidelines for Administration and Management of Examinations to include the new mandate the new act has added to the institution. Working with the Ministries of Education and Justice, we begun the process of amending the Act, to bring clarity on the ECZ mandate to conduct examinations in Colleges of Education. In order to position our institution better and align it to the new mandate under the ECZ 2023 Act, we commenced a job-evaluation and restructuring process, which is expected to complete by end of second quarter, with the new structure expected to take effect in the third quarter of 2025.

With the support of all stakeholders, including the Ministry of Education and Security Agencies, we successfully conducted our 2024 examinations leakage free, and with reduced cases of examination malpractices.

With these few highlights, it cannot be doubted that in 2024, we focused on service excellence. Let me invite you to the January to December 2024 Newsletter, which is a compilation of our adventure in the year. Please continue supporting our innovative team by reading our publications and suggesting ways by which the ECZ can continue to serve our country better. Enjoy the reading.

Remembering the First ECZ Chief Executive Officer

MR NEWTON MUTANEKELWA (1950 – 2024)



Mr. Newton Mutanekelwa, 73 of Woodlands in Lusaka, passed away on Tuesday, 7th May, 2024 at Maina Soko Hospital. He is survived by a wife, Mirriam, seven (7) children five (5) grandchildren.

Mr. Mutanekelwa who spearheaded the creation of the Examinations Council of Zambia (ECZ), as a semi-autonomous institution, served as its first Chief Executive Officer.

Mr. Mutanekelwa was born on 17th November, 1950 in Livingstone, Northern Rhodesia. He studied at the University of Zambia and obtained a Bachelor of Arts Degree with Education in 1974. He went further to obtain a Master of Education specializing in Assessment and Evaluation from the University of Manchester. In 1977, Mr. Mutanekelwa was one of the first two Zambians to undergo training in Professional Examination Administration at Cambridge, United Kingdom, to localize the School Certificate in Zambia. The training was for three months.

In 1982, Mr. Mutanekelwa undertook a course in Standards and Award procedures at Cambridge. From 1974 to 1977, Mr. Mutanekelwa taught at St. Raphael's

Secondary School and from 1978 to 1984 he was seconded to the Examinations Section at the Ministry of Education Headquarters in Lusaka. He was given the position of Deputy Chief Examinations Officer and he served in that position from 1984 to 1985. He served as the Acting Chief Examinations Officer in 1986. Thereafter, he moved to the ECZ, as Director. Mr. Mutanekelwa served in this position for twenty years – from 1987 to 2007, when he retired.

Mr. Mutanekelwa was instrumental in creating the structure of the ECZ and recruiting professional staff. At that time, Cambridge was training examiners and every August, he would identify the top performers and recruited them. These are the people who became Heads of Department at ECZ. To date, the ECZ has upheld the practice of recruiting qualified staff to run its operations. The first ECZ CEO also designed the development of the Examinations Council Act of 1983. He further led the transitioning of public-school examinations from Cambridge in the United Kingdom, to Zambia; the National Qualifications Framework and National Qualifications Authority. At international, continental and regional levels, Mr. Mutanekelwa ensured that the ECZ was affiliated to professional bodies.

He was a co-founder of the Association for Educational Assessment in Africa (AEAA), and facilitated for the ECZ to be a primary member. He championed efforts to affiliate ECZ to professional bodies such as Southern African Association for Educational Assessment (SAAEA), Association of Educational Assessment in Africa (AEAA) and the International Association for Educational Assessment (IAEA). In August 2022, AEAA awarded Mr. Mutanekelwa in recognition of his distinguished service and invaluable contribution towards the Association.

On Independence Day last year, Mr. Mutanekelwa who rendered 32 years unbroken service to the Government was honored by President Hakainde Hichilema for his contribution to the education and examinations sector in the country.

The Board, Management and Staff of the Examinations Council of Zambia celebrates his life well lived and the contribution he made in Zambia's education and assessment system. He will be greatly missed by all the people he impacted during his service to the nation.

Tributes

Mr. Newton Mutanekelwa



Dr Michael Chilala

Representing the Board, Management and Staff of the Examinations Council of Zambia, I should indicate that we have benefitted greatly from the service, the interaction, the guidance, the counsel that Mr. Mutanekelwa had continued to provide. When we joined the ECZ, we were all young with all kinds of dreams, ideas, and it takes a very well-rounded person to guide young people to the extent that later on they be able to take over from them and manage the institution. They say leadership is not measured by what happens when you are there but by what happens after you have left.

If the institution is able to maintain the cornerstones, the tenets, the good governance, procedures, processes and systems and even grow them, then the leader did a good job. And it is that which I think today, we try to emulate so that we can be testimony to that fact. Mr. Mutanekelwa, Mr. Shanzala, Mrs. Mulenga, Mr. Sakala who is the father of ECZ now, guided and moulded us. They have given us the spirit that guides our operations today to the extent that we have continued, Mr. Sakala with your traditions. We have maintained our name, our membership with international organizations to the extent that the Association for Education Assessment was even able to recognize and honor Mr. Mutanekelwa.

Today, Mr. Sakala because of your guidance, Mr. Mutanekelwa and everybody else; yesterday, we launched the International Standards for Examining Boards which have to be adhered to and because of the work you did, we were able to be the only ones representing the Continent on the Committee that was developing the international standards. We launched yesterday and today we are putting the man that led to this development, to rest. Today, when the old man, Mr. Sakala and everybody else were leading us, they gave us the idea to question everything, they left us with an office only in Longacres... we can indicate that today we exist in all the ten provinces, because of the seed that you planted.

We have tried to live knowing very well that if we felt threatened, we had somewhere to run to. I think the old Man knows that now we have grown, now Mr. Sakala can take that mantle, now he can go

and rest. And so, sad as we are today that he is no longer talking to us, happy we are that we have managed to keep up together up to this time and he gave us a spirit that guided us into helping to grow the institution, enhancing the integrity of the services we provide and trying to diversify in the services we provide in the service of the country, to ensure that the going concern of the organization, the interest of government and the public are well protected and maintained.

We cannot owe it to any other person but the leadership we have and the guidance we got from Mr. Mutanekelwa to date. It is true that even through Covid19, a lot of countries suspended examinations as you may be aware, very few even of the African countries continued to conduct examinations and maintained the tempo even past Covid19. With the guidance we were given, we are among the few who achieved that. While some countries were having two, three sessions of the examinations last year and probably this year to catch up with the backlog, we do not have that backlog and that is a sign we got the appropriate leadership, we got the appropriate guidance and the appropriate wisdom that was required for us to be guided by Government appropriately and for us to be able to plead and convince the Government to move with us even under very difficult circumstances. This man who lies here was a good man. Despite the high achievements, despite the high accolades, despite him being a man of high profile, he interacted with everybody, including the lowest in the organization. He attended to people not only officially, but attended to the needs of the individuals so that they could be able to work and work appropriately.

He looked at a human being as a person and not as a tool. You voluntarily worked hard because he was appealing and interesting. He would shout at you and yet you would smile because you would feel he just wants work done. He breathed the same oxygen we breathe today, today he is longer breathing, tomorrow we may follow him. But I just want to say, he achieved what he aspired to achieve, we keep learning, but we promise both the family, the Government, our surviving father and our founding parents, the top leadership of ECZ that are in retirement now that as Management that you taught

to work and in honor of everybody especially our deceased parent, we are going to continue with the commitment of hard work, smart work and improving the operations of the organization. Because we feel, that is how best we can remember him. We feel we will only honor him if we can continue with what he desired.

If I had my way, I would have said can we name that building, the Examinations Council of Zambia Building, because it has no name – We could name it Mutanekelwa House. I think that way, we would honor him even more. As we mourn, please let us remember that we are mourning a humble man, who did not want to be recognized too much even when he did the best. And it is his humility and simplicity that brought our good memories today, that clouds our good memories today even as he lies down. And we should remember that even as he lies down, we should also remember that humility is what God wants. God hates pride. His spirit lives on in all of us.

Mrs. Teza Musakanya

Mr. Mutanekelwa, as CEO of ECZ, he was a firm leader and wanted things to be done on time. And knowing that this was examinations business, he really impressed it upon us all to ensure everything was always done on time. With examinations business you cannot postpone. I wish to state that, that firm foundation he laid, we all followed in his footsteps diligently. I appreciate his leadership and also the mass contributions he made towards the development of examinations in Zambia, and also just to appreciate that after he left ECZ, he still kept in touch and gave us guidance on a number of things and we appreciated that. We appreciated his humility as well as his focus and integrity. We will dearly miss him.

Prof. Geoffrey Lungwangwa

I first met our late brother in 1972 at the University of Zambia, by then he was in his second year. We were together at UNZA and am sure you know what goes on as brothers, as youths, how you come to know each other and then when he graduated, he went to teach at St. Raphaels Secondary School in Livingstone. That was in 1976. And I joined him at the same school in 1977. And we shared the same house. It was a house with 2 bedrooms. The western side self-contained, the eastern self-contained, and then common dining, common kitchen. I was occupying the eastern side and he was in the western side. I came to know him very closely as a professional colleague, as a teacher and of course as a family man in our house. Am sure many of you know, eventually when I got into politics I was Minister of Education and he was Director. And I promised that I would not disturb what was going on in the Examinations Council of Zambia because that is a highly professional institution. But let me point out one thing, our brother, in addition to the exemplary work and professional standing that he has exhibited in his life, he was a pioneer.

He pioneered a lot of things. But let me add on, when he went to attend a conference on qualifications in the SADC, I think that time I was the Minister of Education, he came to give a report on the importance of qualifications, agreeing on qualifications in the region. I said PS can we follow this and establish an authority on qualifications. So the Zambia Qualifications Authority you see today, is as a result of our brother. That is why I am saying he was a pioneer. He was outstanding in the education sector. I think those who knew him closely can say he really laid a lot of foundations which led to development of the education sector as we know it today. Very humble indeed, always smiling but firm in his principles. It is very hard to put a friend to rest, somebody you have known for so long – it is heartbreaking. To his family, we put you in God's hands for nothing is impossible with Him.

Dr William M. Kapambwe

The first thing I knew about you was your smartness reflected in the exquisite suits you wore!

I was awed with the openness with which you interacted with us as you allowed us to freely enter your private rooms during conferences in order to interact on professional issues.

I recall how you insisted on quality in whatever we did, one day your Office Attendants, due to economic pressure, decided to cut a tablet of bathing soap into two pieces so as to have many small pieces in the public bathrooms, you rejected the act and labelled the action as lacking in quality.

You were an epitome of equality and fairness which you extensively exhibited in your even and fair transactions with all the members of staff at all the levels.

I remember the overwhelming calmness with which you dealt with examination malpractice turbulences around 2007. In one meeting, in the wake of an examination leakages, you called all of us in the Boardroom and in a few words and very short time, you challenged us to imagine a situation where the Government would decide to close the Examination Council of Zambia on which we depended. This reminded me of one of your great attributes of being a man of few words, who listened more and spoke less.

Without too much talking but more listening, you were a responsive leader; I approached you requesting for a car loan and you delivered! I approached you asking for a House Loan and you delivered.

Appreciating that you would never stay at the ECZ for good, you invested in capacity building of many junior officers.

I recall that one morning in March, 2002 you summoned me to your office only to inform me that you wanted me to accompany you to the 2nd Conference of the Association of Commonwealth Examination and Accreditation Boards (ACEAB) in Valetta, Malta in the Mediterranean Sea. I remember tasting your humility on our journey together as you took me with you to a Business Class Lounge at Dubai International Airport and introduced me as your colleague.

In support of capacity building, you released me in 2006 to go and pursue a Masters of Arts in Education at the University College Dublin in Ireland. I also recall how you nominated me for an International Association of Education Assessment (IAEA) conference in Hong Kong on School-Based Assessment but unforeseen circumstances worked against me.

Thank you for your continuous tolerance which allowed us to grow. My last interaction with you in 2022 was when I interviewed you for an autobiographical article for the ECZ Newsletter.

Through the interview I learnt how well prepared you were academically and professionally for the position of 1st Director of the Examination Council of Zambia. A Masters in Measurement and Evaluation and 10 years professional transitional attachment with Cambridge Assessment.

May your soul rest in eternal peace. Your efforts were not in vain, as the 7th President of the Republic of Zambia, Mr. Hakainde Hichilema awarded you with the Order of Distinguished Service 1st Division-Grand Commander of the Order of Distinguished Service -1st Division on 24th October, 2023.

2024 JSE and GCE Results Released in Record Time

By Angela Mwandu



Minister of Education Hon. Douglas Syakalima, MP announces the 2024 JSE and GCE Results

For the first time in its history, the Examinations Council of Zambia (ECZ), released the 2024 Junior Secondary (Grade 9) External and General Certificate of Education (GCE) results, exactly four weeks after the end of the examination.

This milestone achievement was as a result of serious efforts made to improve the terms and conditions under which the examiners and markers work, and to ensure that they are remunerated reasonably and timely for the actual work of marking.

Junior Secondary External Results

A total of 119,928 candidates registered for the 2024 Junior Secondary External examination and these included 51,790 (43.18%) boys and 68,138 (56.82%) girls. Of the registered candidates, a total of 113,193, representing 94.38 percent, sat the examination. Of the 113,193 who sat the examination, 48,839, representing 43.15 percent, were boys, while 64,354, representing 56.85 percent, were girls. Of these, 28,310 representing 25.01 percent, sat for six or more subjects.

Further, out of the 113,193 candidates that sat the examination, 88,548 representing 78.23 percent, passed in at least one subject,

while 24,645 representing 21.77 percent, failed the examination. With regard to the 28,310 that sat for six or more subjects, 7,999 (28.94%) obtained certificates, 15,440 (54.54%) obtained statements, that is, passed at least one but less than six subjects, while 4,871 (17.21%) failed in all six or more subjects they sat.

Overall, a total of 6,735 candidates, representing 5.62 percent were absent from the examination. These included 2,951 boys and 3,784 girls. The 2024 absenteeism rate reduced by 0.79 percent from 6.41 percent in 2023;

General Certificate of Education Results

A total of 149,920 candidates entered for the 2024 General Certificate of Education examination, showing an increase by 1.55 percent from 147,629 who registered for the same examination in 2023. Of the entered candidates, 32.29 percent (48,415) were male, while 67.71 percent (101,505) were female;

Of those who entered for the 2024 GCE examination, a total of 138,084, representing 92.11 percent, sat the examination, out of whom, 43,395 (31.43%) were male, while 94,689 (68.57%) were female. Further, a total

of 14,764 sat for 5 or more subjects. Out of the 138,084 that sat the examination, 120,660 representing 87.38 percent passed in at least one subject, while 17,424 (12.62%) failed all the subjects they sat for.

This is taking into consideration that candidates at this level can sit for a minimum of one subject. Compared to 2023, the pass rate indicated an increase of 6.48 percentage points. Further, 24.72 percent (3,649) of the 14,764 candidates who sat for five subjects or more, obtained the General Certificate of Education, while 5.12 percent (756) of them failed all the subjects they sat for. A total of 11,836 candidates, representing 7.89 percent were absent from the examination. These included 5,020 (42.41%) males and 6,816 (57.58%) females. The 2024 GCE absenteeism rate represented a decrease of 0.50 percentage points from 8.39 percent recorded in 2023 to 7.89 percent in 2024

Analysis of performance by subject revealed that the highest mean score was recorded in French at 81.40 percent while the lowest was recorded in Christian Religious Education 2044 at 15.70 percent.



THEME:

Assessment Agility: Navigating Rapid Educational Transformations

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50TH
IAEA
ANNUAL
CONFERENCE

21 - 26 September, 2025
Avani Victoria Falls Resort
Livingstone, Zambia

ECZ Participates at the 96th Agriculture and Commercial Show

By Angela Mwandu

The Examinations Council of Zambia (ECZ), was among the institutions that participated at the 96th Zambia Agriculture and Commercial Show which was held under the theme: *Creating a Competitive Future*. The ECZ's interpretation of the theme was dubbed: *Quality and Comparable Assessments as a Bridge Towards Opportunities for All*.

The exhibition was partly centred around how innovations at the ECZ support Business operations. With the decentralization of services to all the 10 provinces of in the country, the exhibition highlighted how ECZ had endeavored to increase access to services by taking them closer to the people. The opening of the Service Centres created jobs for the local people and continued to support

small service business establishments where ECZ clients accessed printing, photocopying and other services. Further, increased digital financial transactions contribute to securing people's money.

The exhibition also highlighted the various electronic systems the ECZ uses across processes in Examination Administration and Management. Walk in clients at the Show were availed information about the following:

- Online Candidate Registration System;
- The Item Banking System;
- School Based Assessments;
- SMS and e-Statements of Results;
- The Online Marks Capture;

- Examiner Management System;
- Online verification of results and
- The Primary School Leaving Examination e-Certificate

These innovations enable the ECZ to not only fulfill its' mission to *Efficiently and innovatively conduct educational assessments and ward certificates of comparable international standards*, but also contribute to efforts that create a competitive future for the country.



Show Committee Staff pose for a photo with ECZ Board Secretary, Mrs Teza N. Musakanya (second from right) at the 96th Agriculture and Commercial Show.

Zambia Embraces Competency- Based Education (CBE)

By Smart Sakala

To enhance capacity and foster a unified understanding among the members of staff of the Ministry of Education (MoE) across its various directorates, the Examinations Council of Zambia (ECZ) organised a comprehensive training workshop on the Competency-Based Curriculum (CBC) and Competency Based Assessment (CBA). This crucial event took place from December 7th to 11th, 2024, at the picturesque Urban Bliss Hotel located in Kabwe. The workshop featured the expertise of a distinguished assessment specialist, Dr. Arnold J. Brouwer, from the Research Centre for Examination and Certification (RCEC), based in the Netherlands, ensuring that participants received high-quality instruction.

The workshop was structured into two distinct phases to maximise engagement and learning outcomes. The first phase brought together Directors and Senior Staff from the ECZ, the Directorates of Curriculum Development, Standards and Evaluation, the National Science Centre, Teacher Education and Specialised Services, as well as Primary and Secondary Education. Participants in this phase were introduced to the foundational principles of competency-based education. The second phase targeted ECZ staff and examination setters from schools, colleges, and universities, focusing on practical applications of the concepts covered.

The transition to a Competency-Based Education (CBE) system in Zambia exemplifies the principles outlined in the broader context of CBE. As defined by Jones, Voorhees, and Paulson (2002), CBE involves the establishment of specific competencies and the alignment of the curriculum to meet these competencies, alongside a robust assessment strategy. Zambia's initiative resonates with this framework by focusing on the development of tangible life skills, transcending traditional educational methods that often prioritise rote memorisation. By emphasising critical thinking, innovative problem-solving, and collaborative skills (MoE, 2023), Zambia not only aligns with the essential definitions of CBE but also passionately seeks to cultivate learners who are well-equipped for real-world challenges. This landmark transformation in

This shift signifies a movement away from traditional content-based education toward a more learner-centred pedagogical approach, aligning educational goals with the evolving needs of modern society.

Zambia's educational framework is a clear demonstration of the potential and necessity of CBE in fostering a more effective and relevant learning environment.

Furthermore, the implementation of Competency-Based Education (CBE) in Zambia highlights the nation's commitment and desire to enhance educational outcomes by revising the curriculum and focusing on practical applications of knowledge. This transition signifies a substantial shift from traditional teaching methods to more innovative, learner-centric approaches. By engaging teachers in targeted training programs, CBE aims at fostering active learner participation. This will encourage educators to create teaching and learning environments where Learners can explore and inquire freely. Such a development not only enhances the way knowledge is imparted but also deepens Learners' engagement with the learning material, ultimately benefiting their overall learning experiences. This holistic approach highlights the crucial link between effective teaching strategies and student success.

Nevertheless, the shift to a competency-based framework is not devoid of challenges. Many Scholars in Southern Africa have indicated that significant obstacles include the inadequacy of infrastructure in many schools, which often fails to support the interactive and resource-heavy strategies that CBE demands. Furthermore, it has also been pointed out that there is an urgent need for sustained professional development opportunities for many educators who may not yet be well-versed in the principles and practices of CBE. Educators must therefore receive the necessary support and resources to effectively implement this transformative system. Zambia is not an exception to these challenges.

Despite these hurdles, the potential benefits of adopting a competency-based education

system for the Zambian populace are substantial. One notable advantage is the focus that CBE has on equipping learners with practical skills such as negotiation, communication, collaboration, and critical thinking—competencies that are essential for addressing real-life social and economic challenges. This shift signifies a movement away from traditional content-based education toward a more learner-centred pedagogical approach, aligning educational goals with the evolving needs of modern society (Mulenga and Kabombwe, 2019).

Additionally, CBE will play a significant role in enhancing student motivation to learn. The teaching strategies utilised by teachers encourage diverse avenues for interaction and feedback, ensuring that lessons resonate with learners' interests and aspirations. The curriculum itself prioritises student learning, positioning the teacher as a facilitator of knowledge, a resource person, and a guide, rather than a traditional, all-knowing instructor (Mulenga & Kabombwe, 2019). Through such learner-tailored approaches, learners' motivation transforms into active, fruitful, lifelong learning. Further, by concentrating on competencies, Learners can cultivate an extensive skill set that not only prepares them to navigate the complexities of modern society but also nurtures lifelong learning habits, encouraging them to continue refining their skills beyond the classroom.

Zambia's transition toward a CBE system represents a forward-thinking stride toward cultivating a more effective and inclusive educational framework. While challenges are present, the potential benefits of enabling learners with vital skills that empower them to succeed in an ever-changing economic landscape are undeniable. With the steadfast commitment of all stakeholders involved, CBE has the potential to revolutionise the educational system in Zambia.

Zambia Set to Participate in the Upcoming OECD PISA 2025 Survey

By Akakulubelwa K. Nalishuwa



ECZ Executive Director Dr Michael Chilala, at the Launch of the 2025 OECD PISA International Survey in Lusaka

Zambia launched its participation in the 2025 Organisation for Economic Cooperation and Development (OECD) PISA international survey on 28th August 2024. The Examinations Council of Zambia (ECZ), on behalf of the Ministry of Education and with support from the Zambia Educational Enhancement Project (ZEEP), is leading the survey. PISA surveys assess 15-year-olds' ability to apply their reading, mathematics, and science knowledge to real-life challenges.

In a speech delivered by the Permanent Secretary for Educational Services Mr Joel Kamoko, the Minister of Education, Hon. Douglas M. Syakalima, MP, highlighted Zambia's participation in the survey and reaffirmed the Ministry's commitment to transparency and accountability. He emphasised that the survey findings will offer valuable insights into Zambia's educational practices, identify areas for improvement, and empower the country to implement informed decisions and targeted reforms. The Minister further underscored the Ministry's dedication to transforming the education system and aligning Zambia's education system with global standards.

In his remarks, Dr. Michael M. Chilala, the Executive Director of the ECZ, reaffirmed ECZ's commitment to supporting the Ministry of Education with essential data for informed policy decisions. He highlighted that PISA surveys, which assess the application of knowledge in real-life contexts, will provide valuable insights to

improve educational outcomes and aid the implementation of Zambia's competency-based curriculum. Dr. Chilala also announced that ECZ, alongside its participation in the PISA Survey through the Association for Educational Assessment in Africa (AEAA), is collaborating with partners to establish a continental assessment programme to enable comparisons of learner competencies at the continental level, an assessment that is currently nonexistent.

The launch event brought together officials from various organisations, including the OECD PISA team, led by Andreas Schleicher, Director of Education and Skills, accompanied by Soumaya Maghnouj, Analyst, and Lidia Gromadzka, Ministry of Education, the Examinations Council of Zambia, the Zambia Education Enhancement Project, ZAQA, TEVETA, Universities, Development partners (UNICEF & USAID), Civil society organisations, Teacher unions, and media representatives. Zambia's participation in the PISA 2025 Survey presents various advantages to the country, including:

- 1. Benchmarking Educational Performance:** The survey will enable Zambia to compare its performance in Science, Mathematics, and Reading against international standards, providing insights into areas of strength and areas needing improvement.
- 2. System-Level Analysis:** The PISA 2025 survey will assess the knowledge and skills of 15-year-olds, enabling Zambia to benchmark its performance against previous cycles. This comprehensive

analysis will identify strengths and areas for improvement in Science, Mathematics, and Reading, providing critical data to guide evidence-based decision-making and inform educational interventions.

- 3. Support for Curriculum Reforms:** PISA's focus on applying knowledge to real-world problems aligns with Zambia's upcoming competency-based curriculum. The survey's findings will provide valuable insights to support its successful implementation and assess learners' readiness.
- 4. Complementing Initiatives:** The survey will independently assess the impact of initiatives like the National Science Centre and Zambia Educational Enhancement Project (ZEEP) on improving Science, Mathematics and Reading education outcomes.
- 5. STEM Proficiency:** Aligned with Zambia's STEM focus in the Eighth National Development Programme (8NDP), PISA 2025 emphasises the application of Science and Mathematics in real-life contexts. The survey will provide critical insights into learners' STEM competencies, supporting the nation's STEM agenda.
- 6. Global Benchmarking and SDG Alignment:** Participation in PISA will contribute to data that measures Zambia's progress toward international education standards, including Sustainable Development Goal 4 (Quality Education), helping to track and achieve global educational targets.
- 7. Built Technical Capacity:** Zambia's participation in the survey will enhance the country's technical capacity and image to undertake successful large-scale international surveys with adherence to international standards.



Spotlight on Educational Assessment Organisations: Examinations Council of Zambia (ECZ)

By Nicolas Nkhuwa, Public Relations Manager - ECZ



Examinations Council of Zambia Headquarters in Lusaka - Zambia

Mandate and Establishment

The Examinations Council of Zambia (ECZ) was established through an Act of Parliament No. 15 of 1983 (as amended in 1994), Chapter 137 of the Laws of Zambia which was repealed and replaced with the ECZ Act Number 3 of 2023. The new Act will enhance the corporate governance of the institution.

ECZ conducts examinations at the end of Primary (Primary School Leaving Examination-PSLE), end of Junior Secondary (Junior Secondary School Leaving Examination-JSSLE), end of senior secondary (School Certificate Ordinary or 'O' Level Examination-SC). Further, the ECZ conducts separate Junior Secondary External and General Certificate of Education examinations for independent candidates that are out of school. Additionally, the Council conducts examinations for Early Childhood Education (ECE), Primary and Secondary Teachers' Diploma programmes.

Over the past ten years or so, the Council has reformed its practices, fundamentally

challenging traditional assessment practices and adopting new approaches that are arising from research, exposure, new ideas and new thinking.

Guided by new policy and strategy, the ECZ has implemented various ICT driven innovations to meet the evolving demands of clients and partners at country, regional, continental and global levels.

Reforms in Examination Administration

In 2014 and 2017 respectively, the ECZ introduced a separate session of examinations for independent candidates who wished to rewrite the Ordinary Level or the Junior Secondary Level Examinations. This created opportunity for candidates who had either not performed well in previous examinations or had never been in school, to re-join the education system, once they passed the stated examinations. The Candidature for the independent examinations has grown from 81,530 in 2014 for Grade 9 external to 136,907 in 2023. For

the ordinary level examination, it has grown from 41,920 in 2017 to 147,629 in 2023. The initiative has helped bring back to school, youths, especially girls who had failed to complete school due to early pregnancies and other marginalised children. Overall, candidature for ECZ examinations has grown at Primary School from 383,676 in 2015 to 502,670 and at School Certificate levels from 128,527 in 2015 to 166,501 in 2023 while at the Junior Secondary level, the candidature has been oscillating between 313,791 and 340,478 candidates over the period.

Innovations to Enhance Efficiency in Operations

The Council has moved to integrate the ICTs as an integral part of its business, starting from test item development, marking, processing and release of results.

With regard to test item development, the ECZ has introduced electronic item management and banking system to enhance on security and reduce on human involvement in the finalisation of the tests.

The system is also being considered as a significant step towards e-testing, in addition to the decision to reform the structure of the question papers to provide for writing space within the paper. Further, the Council introduced School Based Assessment (SBA) scores as an integral part of the final grading of the learner's performance.

Concerning candidate registration, the Council has introduced the Online Candidate Registration System (O CRS), which it has integrated a payment gateway and accounting system to allow for the better management of candidate data and revenue arising from examination fees. This is against the candidate registration system which required candidates to pay cash to examination centres manually and a fully manual capture and transfer of candidate details to the ECZ, which was in effect up to about four years ago. The finance management system has also been integrated with the post examination service portal, the Query Tracking System (QTS), which allows clients to present queries or apply for services and monitor remotely, how the Council attends to the presented queries or service requests. As part of post examination services, the Council has introduced Online Results Verification (ORV), e-Statement of Results and has now finalised the development of the e-Certification System.

With regard to development and marking, the ECZ has developed training programmes for item writers and examiners (markers) to ensure quality. Further, the Council has developed the Examiner Management System (EMS), which is used to maintain the credentials of the examiners, locate them and interact with them to confirm their availability or not, for marking. This has been linked to the Online Marks Entry System (OMES), which has made it easy for the examiners to transfer marks from marking centres to ECZ for processing. The marks entry system is also used to manage claims made by the examiners for the work done, to ensure timely and accurate payments to examiners.

After marking and processing of results, the ECZ has introduced a short messaging service (SMS) for immediate notification of the candidates on their results, before they access the e-Statements of Results and later on, the yet to be launched e-Certificates. Currently, the certificates are provided to the candidates through their examination centres within twelve months from the release of results. However, the Council has taken measures to reduce the time take to release certificates to below six months after release of results, while the e-Certificate will

be available within a month from the official release of the results.

Performance Review

As a way of providing feedback on the performance of candidates during the national examinations, the ECZ introduced the highly analytical Performance Reports, which are presented to performance review meetings before being availed to the stakeholders and the general public. The reports analyse the performance of candidates at national, provincial, district, zonal and school levels. The analysis is by gender, location (rural and urban), subject, paper and test item. The report gives feedback to the Ministry on how learners gained or lost marks during the examination, thereby giving information on what the teaching and learning process should focus on if the learning objectives are to be achieved.

The performance review system has been adopted by the various levels of the education system and has been taken as part of the main activities conducted at all the levels of the structure of the Ministry of Education. The system has contributed to the general and specific understanding of learner performance and what needs to be done to improve the performance.

Decentralisation

Before 2014, the ECZ only existed in the capital city of Zambia, Lusaka. Under the decentralisation policy of government, the ECZ established physical presence in all the 10 provinces of Zambia by 2021. Further, the ECZ services have been decentralised to the household and office levels through the Query Tracking System (QTS), a self-service portal for clients of the Council, who may not wish to physically visit the organisation for any services they wish to access.

Research and Policy Development

The ECZ is the main research Agent of the Government of the Republic of Zambia, on matters of education, concerning Large Scale Assessments (LSAs). The Council is the implementing organ for the National Assessment Surveys (NAS), having implemented nine (9) surveys so far. Further, the Council has implemented Baseline Assessments using the NAS instruments for cooperating partners (CPs) who are implementing interventions in the education sector, such as UNICEF, World Bank and USAID, to mention a few. Further, the Council has carried out surveys in collaboration with UNESCO Institute of Statistics (UIS) namely the Monitoring of Impact of Covid on Learning Outcomes (MILO), Assessment of Minimum Proficiency

Levels (AMPLE) and with the support of Russian Education Aid for Development (READ), the Council participated in the Programme for International Student Assessment (PISA) for Development. To streamline its research activities, the ECZ has developed a Consultancy Policy, which has positioned the organisation to provide consulting services to other educational and stakeholder organisations, especially in the areas of education and assessment.

Strategic Collaborations in Educational Assessment

The ECZ is an active member of professional associations at regional (Southern Africa Association for Educational Assessment – SAAEA), continental (the Association for Educational Assessment in Africa -AEAA) and global (the International Association for Educational Assessment – IAEA). The ECZ has held the Secretariat for the AEAA since 2018 and was appointed as the Official Repository of Information (ORI) for the SAAEA in 2023. The Council has hosted the SAAEA conference twice, the AEAA three times and will now be the second African country to host the IAEA Jubilee Conference in 2025, after South Africa. The ECZ participated in the development of the IAEA Standards for Assessment Boards and was part of the pilot for the standards.

Information and Publicity

Through a newsletter that is published biannually, presence on social media platforms, website, corporate email, television and radio programmes as well as sensitisation using information and education communication materials, ECZ continues to ensure that information about its operations is shared to all stakeholders and the general public.

Looking into the Future

The ECZ has been a critical partner to the Ministry of Education, in the process of developing and implementing education curriculum reform. In the current, the ECZ will begin to re-align its assessment system and qualifications, in line with the curriculum reforms, which among others, seek to introduce the Advanced Level qualification for direct university entry, four years of ordinary level secondary education and introduce the primary school leaving qualification after six years of primary schooling, instead of the current seven years. The Council looks forward to learning from other systems, how best to shift the systems for the better service of the country and the globe at large.

Zambia's Results from the Assessments for Minimum Proficiency Levels (AMPLs) International Study in Brief

By Shakazo Mzyece

Zambia through the Examinations Council of Zambia (ECZ), together with four other countries namely Kenya, India, Lesotho and the Gambia undertook an Assessment for Minimum Proficiency Levels (AMPLs) study. By participating in this international study, Zambia was able to obtain statistics for reporting progress made towards the achievement of SDG number 4, which is on quality education, as well as the percentage of children and young learners in each educational level who are achieving at least the Minimum Proficiency Level (MPL). Additionally, AMPL constructs in reading and mathematics both at a foundational level and end of primary education were well aligned with curricula and the aspirations of the four countries. The study aimed to measure and analyze the reading and mathematics proficiency of students at the end of lower primary (SDG indicator 4.1.1a) and the end of primary school education (SDG indicator 4.1.1b). Monitoring the extent to which education systems are meeting the United Nations' Sustainable Development Goal in Education (SDG 4) remains essential to support the achievement of the associated targets.

In Zambia, AMPL-a was administered to Grade 4 students (considered to be the end of lower primary), while both AMPL-a and AMPL-b were administered to Grade 7 students (which is the end of primary). A representative sample of 250 primary schools which included GRZ, Grant-aided, Private and Community schools was drawn across the country. The study was undertaken with financial and technical support from the UNESCO Institute of Statistics (UIS) and the Australian Council for Educational Research (ACER), respectively. Key findings of the study are highlighted in brief below:

1. Student proficiency in mathematics

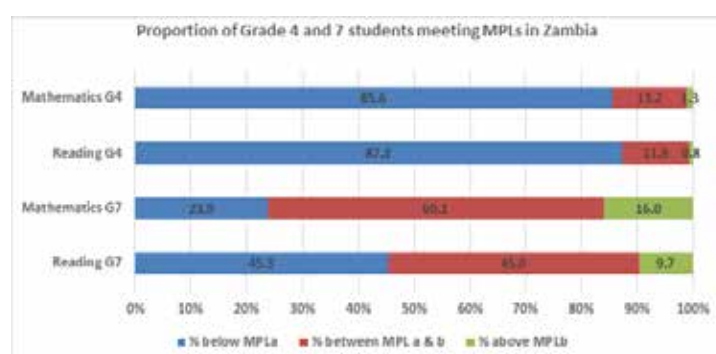
- At the end of lower primary school, 14.4% of students in Zambia (Grade 4) achieved the associated MPLa in mathematics. A small proportion of students at the end of lower primary also achieved the mathematics MPLb associated with the end of primary school – noting that this population is not reported against the indicator for the end of primary school education.
- At the end of primary school, 16% of students in Zambia (Grade 7), achieved the associated MPLb for mathematics. A majority of students at the end of primary school also achieved the MPLa associated with the end of lower primary school in mathematics.
- Generally, the study found that girls and boys demonstrated similar levels of proficiency in mathematics at the end of primary school education.

2. Student proficiency in reading

- 12.7% of Grade 4 students in Zambia achieved the associated reading MPLa for the end of lower primary school. A small

proportion of students at the end of lower primary school also achieved the reading MPLb for the end of primary school – noting that this population is not reported against the indicator for the end of primary school education.

- At the end of primary school, 9.7% of Grade 7 students in Zambia, achieved the associated MPLb for reading. However, a majority of students at the end of primary school also achieved the MPLa associated with the end of lower primary school education in reading.
- Like it was found for Mathematics, there was no statistically significant difference between girls and boys for MPLa at the end of lower primary school. However, at the end of primary school, more girls than boys achieved the associated MPLb.



- More students were meeting or exceeding minimum proficiency levels in mathematics than in reading at the end of lower primary and the end of primary schooling. Generally, the study found that in all populations studied, more students demonstrated they were at or above minimum proficiency levels in mathematics than in reading.
- Girls and boys demonstrated similar levels of proficiency in mathematics, but girls generally outperformed boys in reading. At the end of primary school, more girls than boys achieved the associated MPLb in Zambia (11% girls and 8.3% boys). This finding is consistent with the national examination results where girls tend to outperform boys in Languages, but there tends to be no significant difference between girls and boys in the rest of the subjects during the Primary school examination.
- The study observed that there was a broad spread of proficiency amongst students within grades. The AMPL-ab test design allowed for the measurement of students' attainment of both MPLs – a and b, irrespective of the student's grade. For instance, at the end of lower primary, a small proportion of students

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PHOTO



ECZ Board Secretary Mrs Teza Musakanya presents a gift to Umalusi Manager Standardisation and Resulting, Mr. Ashley Naicker, after the 2023 Standards Fixing and Awards Meeting.



Management cut a cake to celebrate the End of the Examination Cycle



ECZ employees from different departments during the e-GP System Training.



A candidate registering for examinations through the Online Candidate Registration System (OCRS)



ICT and Finance Staff from ECZ and Infratel at the Payment Gateway System Exit Meeting



ECZ Staff pose for a photo at the 58th Zambia International Trade Fair.



ECZ Executive Director, Dr Michael M. Chilala on ZNBC TV1 discussing examinations administration matters.



ECZ Public Relations Manager Nicolas Nkhuwa interacts with the media at the 96th Agricultural and Commercial Show



ECZ staff at the donation of cleaning materials to Lusaka Boys Secondary for Cholera prevention.



ECZ Executive Director Dr Michael Chilala and members of staff during an inspection of the old ECZ Garage.



PHOTO



ECZ and Stakeholders after the successful launch of eCertificate & Self Service Portal



ECZ and Stakeholders after the successful launch of the eCertificate System & Self Service Portal



ECZ Executive Director Dr Michael Chilala during a benchmarking visit by officials from Malawi National Examinations Council



ECZ Director RPI 3rd from left with his department members welcome a delegate from OECD for the 2025 PISA Launch



ECZ Management submits a paper to Parliament on the Revision of the ZAQA Act



ECZ Women employees during the 2024 International Womens Day Commemoration



Grade 5 Learners in Class in Luapula Province



Minister of Education Hon Douglas Syakalima announcing results to the public



Reps from Malawi National Examinations Board Benchmarking at ECZ in Lusaka Zambia



Zambia Law development Commission Hot fm

Eight Examination Centres Suspended due to Examination Malpractices

By Editorial Team

The 2024 Junior Secondary School External (JSE) and General Certificate of Education (GCE) examinations were both conducted without any leakages. The Examinations Council of Zambia (ECZ) worked closely with security wings and other stakeholders to ensure the successful conduct of the two examinations, was leakage free. Conducting leakage free examinations is one way the ECZ ensures it retains the integrity of its examinations.

However, despite the examinations having been conducted without any leakages, examinations malpractices were experienced and reported as follows:

During the 2024 Junior Secondary External Examination, three (3) cases of examination malpractice were reported, involving five (5) candidates;

a total of three hundred seventy (370) cases of suspected malpractice were reported, comprising 351 individual and nineteen (19) whole centre cases. The whole centre cases involved five thousand five hundred twenty-three (5,523) candidates, bringing the total number of suspected candidates

to five thousand eight hundred seventy-four (5,874).

Action Taken

The ECZ considered the cases of suspected examination malpractices reported during the 2024 JSE examination and nullified results for the five affected candidates;

The ECZ also considered the cases of suspected examination malpractices during the 2024 GCE examination and resolved as follows:

- nullified results in the affected subjects for two hundred five (205) candidates involved in the individual cases;
- nullified results in all the subjects for one hundred sixteen (116) candidates involved in the individual cases;
- withheld results for further investigations for individual cases involving thirty (30) candidates;
- nullified results in one affected subject for twelve (12) examination centres, involving nine hundred twelve (1,012) candidates. Further, nullified results in all subjects for seven (7) examination centres, involving four thousand five

hundred eleven (4,511) candidates;

- overall, nullified results for five thousand, eight hundred eleven (5,811) candidates out of the five thousand, eight hundred seventy-nine (5,879) candidates suspected to have been involved in examination malpractices.

Arising from the reported examination malpractices, the ECZ indefinitely suspended GCE examination centre status for eight (08) examination centres as it does not tolerate any form of examination malpractices.

Among the suspended centres was Isoko GCE Centre (Code: 1765), Mpulungu District, Mapunga GCE Centre (Code: 6190) Mushindamo District, Kasapa Day Secondary GCE (Code: 6265) Mushindamo District, Sefula GCE (Code 8083) Mongu District, Chitimukulu Secondary GCE (Code: 9047), Lusaka District, Gesam Secondary GCE (Code: 9065), Bethlehem Secondary GCE (Code: 9991) Chilanga District and Mukupa Kaoma Day Secondary GCE (Code: 1769) Lunte District.

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meeting MPLa – the level associated with this stage of schooling, also achieved MPLb – the level associated with the end of primary school. Only 1% of Zambia's Grade 4 students achieved MPLb in mathematics. However, no conclusive evidence could be made on this finding due to the limitation in the number of observations to provide reliable estimates for reading in English.

At the end of primary school, there was a considerable proportion of students not meeting MPLa – the minimum proficiency level associated with lower primary school. According to the overall findings, this proportion was higher in reading than in mathematics for instance, 45% of students performed below MPLa in reading, and 24% in mathematics in Zambia at the end of Primary school (Grade 7).

- Students at the end of primary school achieve higher levels of proficiency in mathematics and reading than students at the end of lower primary school. The AMPL-ab study shows that students in the later stages of schooling have higher proficiency in mathematics and reading, on average than students in the early stages of schooling.

Zambia was the only country that assessed at both the end of lower primary and end of primary school grades in this study.

Furthermore, by comparing the results for AMPL ab for Grade 7 students in Zambia to the 2021 MILO study results for the same students when they were in Grade 5, it can be seen that students' proficiency is higher in the later year of school. These findings reinforce the internal consistency of the AMPL measurement

In conclusion, the comparison of Zambia's results for MPLb between 2023 and 2021 shows that the AMPL-b 2023 results are consistent with the AMPL-b 2021 results from the UIS MILO study. The lowest proportion of students met MPLb in Grade 4, then more did so in Grade 5 and the most in Grade 7. This means that, on average, students' abilities are progressing through their schooling with about a 13.9 percentage point gap in mathematics and a 7.4 percentage point gap in reading between those who met the MPLb in Grade 7 of 2023 and Grade 5 of 2021. This observation is consistent with the expectation that with 2 additional years of schooling, more students would achieve the MPLs at grade 7 than at Grade 5. Finally, being strong advocates for the promotion of using research-based evidence in decision-making, policy and planning, we hope that Zambia will be able to extend the tracking of students' learning progress at the end of lower secondary school and produce global comparable learning outcomes data for reporting progress towards the SDG 4.1.1 an indicator for Education comprehensively.

Review of the Guidelines for Administration and Management of Examinations in Zambia

By Editorial Team

In April 2024, the Examinations Council of Zambia (ECZ) commenced the process to review the Guidelines for the Administration and Management of Examinations. The decision to review the guidelines was necessitated by the enactment of the ECZ Act number 3 of 2023 which replaced ECZ Act No. 15 of 1983 since it was repealed.

The ECZ Act number 3 of 2023 has provisions which are set to improve the operations of the ECZ in terms of governance; operational efficiency, as well as the conduct of national examinations.

In light of the provisions in the current Act, it was imperative to revise the guidelines for the Administration and Management of examinations in Zambia to ensure conformity with the law and to address sections of the previous guidelines which were unclear. Addressing these sections would prevent ambiguity at the point of implementation.

Section 43 of the new ECZ Act focuses on regulations and empowers the Council to provide for the conduct and rules of examinations.

According to Section 43 (1), The Minister may, on the recommendation of the Council, by statutory instrument, make Regulations for the better carrying out of the provisions of this Act.

(2) Despite subsection (1), Regulations made under subsection (1) may make provision for—

(h) the conduct and rules of examinations... This provision is meant to operationalize the provisions of the Act and make ECZ more



Director Examination Administration, Mr. Ian Chirambo during the Review of Administration and Management Guidelines Meeting.

effective in its work.

The review process involved internal and external holders and was consultative in nature considering that the nature of conducting school examinations affects every household in Zambia.

Examination guidelines have an important role to play in quality management of examinations as they contribute to the production of credible examination results.

With credible examinations results, principles of fairness, validity and reliability are taken into consideration in the course of the assessment, considering that the

guidelines apply to candidates in both rural and urban areas since they write the same examinations.

With the ever-changing environment in educational assessments and the demand for quality education both locally and internationally, examination guidelines are extremely important in supporting a system for reaching local and global standards in education and assessments.

Since the development of the Guidelines for the Administration and Management of Examinations in 1998, subsequent revisions have been done in 2002, 2004, 2008, 2011, 2015, 2018, 2020 and now in **2024**.



Participants at the Review of Administration and Management of Examination Guidelines in Chongwe.

ECZ Staff Attend ICTAZ 15th Annual General Meeting

...As ECZ participates in ICTAZ 15th Conference

By Raymond Mulele

Information and Communication Technology professionals flocked to the tourist capital, Livingstone in April this year for the 15th Information and Communications Technology Association of Zambia, (ICTAZ) Annual General Meeting, at Avani Victoria Falls Resort.

The ICT experts came together to attend their AGM under the theme: "Innovate, Connect, Transform: Establishing the tech industry as a Key economic Pillar".

Members of staff from the ECZ's ICT Department and Examinations Administration Department attended the AGM with the intent to network with other ICT professionals from across Zambia and neighbouring Countries.

Other than representing their organizations, the ICT Professionals also attended Business to Business (B2B) meetings, Business to Consumers (B2C) roundtable sessions, Continuous Professional Development training and a mini-expo which was showcased for the duration of the AGM and Conference.

The conference is held annually to deliberate on the growth and direction of the information technology profession.

As the ECZ staff networked with their peers at the AGM and Conference, they reflected on how best they could help the institution enhance human capital, enhance automation of internal processes and operations and enhance quality assurance. These three are among the institution's Strategic Goals in the 2021-2025 Strategic Plan and are meant to improve systems and operational efficiency. The staff members interaction with other ICT professionals provided a platform to learn and understand how others were managing the Dynamic 'Global Village'.

Additionally, those present noted the need for:

1. Continuous Learning: Encourage employees to acquire new skills, stay updated on industry trends, and participate in training programs. Learning capability is a key dynamic capability that mediates the impact of intellectual capital on firm performance.
2. Technology Adoption: Embrace technology to optimize ICT processes, automate tasks, and improve decision-making. Technology enhances efficiency and empowers ICT professionals to make data-driven choices.
3. Talent Development: Invest in employee development, mentorship, and career growth. Strengthen social capital by fostering collaboration and knowledge sharing among team members.
4. Agile Workforce: Adapt to changes swiftly and Open to new technology, flexible and dedicated to a culture of trust via learning, innovations and by being Performance-driven. In return, allowing the organization to adjust resources and strategies as needed.
5. Ethical Leadership: Promote ethical behaviour and responsible use of technology. Organizational capital plays a role in shaping the culture and values of the workforce.

The presence of staff from the Information Communication and Technology and Examinations Administrations Departments shows the importance of such events in fostering collaboration and knowledge sharing among ICT professionals. The roundtable business sessions, CPD training, and mini-expo provided excellent opportunities for learning and networking.

In conclusion, human capital is the foundation for navigating Technological shifts and achieving sustainable growth in the ICT sector. Thus, the Conference was organized in such a way that there was a session for Master Classes in Artificial Intelligence and Cyber Security among others.



ICT and EAD Staff at the ICTAZ Conference in Livingstone

Capacity Building Workshop for Chief Examiners

By Ian Chirambo and Nicolas Nkhuwa



Every year after the General Certificate of Education (GCE) and School Certificate (SC) examinations marking sessions, the Examinations Council of Zambia conducts review meetings. The main objective of reviews is to introspect and reflect on the good practices as well as shortcomings encountered during the marking exercise by different marking subject panels. The overall goal however, is to promote a spirit of continuous improvements in the process so that the marking processes remain robust, fair, valid and standardized. This of course, is consistency with our mission as articulated in the 2021 - 2026 ECZ Strategic Plan, that is, to efficiently conduct educational assessment and award certificates of comparable international standards.

However, in 2024, besides conducting the review of the 2023 marking sessions, a capacity building workshop for School Certificate Chief Examiners was held on 28th May, 2024, at Lusaka Legacy Hotel in Chongwe District of Lusaka Province. ECZ felt it was necessary to conduct a highly packed capacity building workshop for the current

School Certificate Chief Examiners in all the subject papers.

The workshop was carefully crafted to provide Chief Examiners with the essential knowledge and applicable skills to 'do' assessment well. This workshop was particularly crucial as it shared and imparted knowledge to the Chief Examiners on the following important aspects;

- i. conducting coordination meetings of marking schemes before marking of scripts commence;
- ii. writing reports on standards and the significance of Examiners' judgement in the process and,
- iii. writing reports on examination malpractice cases detected at the marking centres.

The workshop was successful and had numerous benefits which included; ensuring that the assessment process is of high quality, fair and consistent. It also played a vital role in enhancing professional development of examiners and networking opportunities as Chief examiners were able to share

experiences, and learn from one another. The workshop also reminded the Chief Examiners and reinforced the importance of ethical standards in the assessment which helps to maintain the integrity and fairness of assessments.

Of course, in the long run, there were also Institutional benefits as ECZ continues to gain a reputation for conducting high-quality and credible assessment with these well-trained Chief Examiners. Ultimately, more trust and credibility is expected and assured by the Stakeholders, including learners, parents, and educational institutions as they develop greater trust in the examination and assessment process.

In conclusion, capacity building workshops such as this for School Certificate Chief Examiners are instrumental in ensuring that the examination process remains robust and Chief Examiners remain current. These periodic capacity workshops shall continue even in the coming years in order to promote continuous improvement in the assessment process.



Upholding Excellence in Zambian Education Through Certification Services

By Esau Mangani

The Examinations Council of Zambia (ECZ) plays a vital role in the nation's education system, ensuring the integrity and credibility of academic qualifications. At the heart of this endeavor lies the Certification services, related to meticulous processing and issuing of certificates to students who have passed their examinations.

The Certification process involves receiving, verifying, and processing examination results from the various assessment centers across Zambia. This includes meticulously cross-checking candidate information, examination scores, and other relevant data to ensure the accuracy and authenticity of each certificate issued.

The process also includes all post examinations services offered by ECZ. To enhance efficiency, the Council has been divided into Northern and Southern Regions, each headed by a Manager.

The Northern region is comprised of Copperbelt, Muchinga, Luapula, Northern, and North-western Service Centres while the Southern region consists of Lusaka, Eastern,

Western, Southern, and Central Service Centres.

"Maintaining the highest standards of quality and integrity is our unwavering commitment,"

"We understand that these certificates hold immense value for our students, serving as gateways to further education and employment opportunities. It is our responsibility to uphold the trust placed in us by the nation," Dr Chilala, the Executive Director.

The Certification Department also handles the replacement of lost or damaged certificates. "We understand that life events can sometimes lead to the misplacement or damage of these important documents," Dr. Kuku the Director -Certification says.

He further explains that the Council is dedicated to promptly addressing such situations and providing replacement certificates to ensure our students' academic records remain intact.

The ECZ's efforts extend beyond the borders of Zambia, as it also plays a crucial role in the verification of Zambian qualifications for international institutions and employers.

"We work closely with our counterparts abroad to authenticate the legitimacy of our certificates, ensuring that Zambian education is recognized and respected worldwide," Dr. Kuku says.

As the Examinations Council of Zambia continues to remain steadfast in its commitment to serving the needs of Zambian students and upholding the nation's educational standards through meticulous work and unwavering dedication, ECZ is paving the way for a future where Zambian qualifications are synonymous with excellence.

M and E, key in enhancing individual, Departmental Performance

By Angel Mutale Kaliminwa

Close M & E will ensure that where there is lack of adherence to the goals, reminders and corrective measures are taken timely.

Monitoring and Evaluation (M&E) of the Strategic plan is an important component to ensure effective implementation and its intended impact. With the Planning Unit in place, the M&E mechanism has been strengthened in order to track progress being made and evaluate the performance of the strategic plan against the strategic goals. Close M&E will ensure that where there is lack of adherence to the goals, reminders and corrective measures are taken timely. It is envisaged that the ECZ Performance Management System will be improved and simplified to monitor and evaluate the implementation of the Strategic Plan. The M&E will be done at both individual and departmental levels.

Monitoring is the systematic observation of the implementation of a set of interventions, their effects, and frame conditions based on the organisation's plan where documentation of relevant information or data, is done periodically. Monitoring is an on-going, structured comparison of the planned and actual status of the plan and on-going assessment of deviations from planned targets based on which decisions on how to steer the organisation and on how to improve implementation can be made. In cases of any severe plan deviation and before plans are periodically updated, organisational plans need to be critically assessed as to whether they still adequately respond to the implementation experience of the plan, the frame conditions and the felt needs of the target group (Zambia Evaluation Association Monitoring and Evaluation: User's Guide 2002).

According to International Fund for Agricultural Development (IFAD) 2002, An evaluation is a systematic and as objective as possible examination of a planned, ongoing or completed project. It aims to answer specific management questions and to judge the overall value of an endeavour and supply

lessons learned to improve future actions, planning and decision-making. Evaluations commonly seek to determine the efficiency, effectiveness, impacts, sustainability and the relevance of the organisation's goals. An evaluation should provide information that is credible and useful, offering concrete lessons learned to help the board of Directors and stakeholders make decisions.

Need for M & E

With the improved Performance Appraisal System, it will be easy to monitor and evaluate the performance of Staff at individual level. At departmental level, the M&E of the Implementation Plans will be done quarterly, while institutional M&E will be done annually, preferably with stakeholders.

The quarterly and annual progress reports on the implementation of the Plan is coordinated by the Planning Unit which ensures that departments and units prepare

their reports. Consolidated reports are submitted to Management. Management ultimately, submits the reports to the Board of Directors of ECZ for consideration.

A home-grown Monitoring and Evaluation M&E Framework was developed. Strategic outcomes and outputs were identified against strategic goals and priorities. Key performance indicators and means of verification were identified. The framework has proved handy in conducting M&E for the institution. Without M&E, the strategic Plans remains an academic document which will just gather dust. The Planning Unit will continue to improve on the quality of the instruments and documents developed for the monitoring and evaluation of the strategic plan implementation.



Mid Term Review of the 2021 – 2025 ECZ Strategic Plan

By Angel Mutale Kaliminwa



The Examinations Council of Zambia (ECZ) 2021-2025 Strategic Plan was formulated as a tool to guide in the systematic implementation of key strategies in order to achieve the intended objectives. Despite the routine monitoring and evaluation activities conducted every month and quarter to gauge the implementation of the plan, a mid-term review of the Plan is necessary as it provides a holistic analysis of the Strategic Plan. The 2021-2025 strategic plan is anchored on 5 thematic areas and 10 strategic goals whilst upholding the five (5) corporate values which are Professionalism, Integrity, Accountability, Innovativeness and Teamwork. Below are the thematic areas:

In order to achieve its mission and ultimately, its vision, ECZ was set to focus on

five thematic areas in the 2021-2025 strategic plan. These are;

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

The strategic goals are;

1. Enhance research and consultancy to service the ECZ and stakeholders
2. Align assessments to the demands of local and international education systems
3. Enhance security in the development and management of assessments
4. Develop and enhance physical and ICT infrastructure
5. Strengthen corporate governance

6. Attain financial sustainability
7. Enhance Human Capital
8. Enhance automation of internal processes and operations
9. Enhance quality assurance
10. Strengthen communication and public relations

Implementation

Strategic plan implementation is the sum total of the activities and choices required for the execution of a strategic plan. It is the process by which strategies are put into action through budgets, programmes, and procedures. Implementation is making the strategic plan provide answers to the questions; who, what, how and when, thereby successfully achieving the strategic goals. The processes of implementation take place primarily through functional strategies and/or structure changes. Key

parts of implementation include; first and foremost, having the strategic plan itself (it should be made available), having action plan (initiatives or things that should happen to achieve the strategic goals), leadership to formulate and articulate the strategy and communicate it throughout the organisation.

Implementation involves multiple decisions, actions, and corrections to change the structures and conditions necessary to implement and sustain new practices and programmes successfully. Thus, when the premises on which the initial plan was based have changed, it necessitates changes to the direction of the plan.

The 2021–2025 ECZ Strategic Plan guides the institution in the implementation of various interventions in the quest to meet the vision of becoming an educational assessment body of excellence. Following the change in the education policy and environment, which was brought about by the new administration in 2021, the Examinations Council of Zambia being a public body needed to align its strategy with the policy shifts. Further, the ECZ needed to review the Strategic plan's tenure and align it with the Eighth National Development Plan (8NDP) as is enshrined in Section 26 (1) of the National Planning and Budgeting Act of 2020.

In view of the above, ECZ Management embarked on the process to review the Strategic Plan (2021 – 2025) and the product of the exercise was the Strategic Plan Review Report Document. The ensuing document is now referred to as ECZ Strategic Plan (2021 – 2026).

Strategic Plan Review is an element of strategic management initiative whose benefits include:

- Providing a sustainable competitive advantage. Proactive strategy formulation and review result in staying steps ahead of other players, even in the most competitive environments.
- Creating more harmony within an organization. Strategic management provides a framework for strategic decision-making that involves all levels of employees. This can result in a greater sense of institution-wide harmony, as employees are less dependent on the chief executive officer (CEO) for direction.
- Adapting to changes in the external environment. Strategic management initiative involves preparing for changes in the business environment. It also prepares an organisation for potential disruptions by anticipating external

opportunities and threats by having action plans in place.

Objectives of strategic plan midterm review

While the overall objective of the midterm review is to assess the strategic management process, specific objectives were to;

1. Comprehensively inform the stakeholders, the Board, and Management of the progress made towards implementing the set strategies;
2. Assess the continued relevance of the interventions contained in the Strategic Plan;
3. Provide an opportunity to make amendments to interventions that are not effective; and
4. Provide an opportunity for the possible extension of the Strategic Plan tenure in line with the changes that have taken place in the environment in which ECZ operates.
5. Further, the review serves as a basis for realignment and extension of the Strategic Plan to the eighth National Development Plan 2022–2026.

The review process was conducted by:

1. Evaluating the existing strategy. Input was gathered from key stakeholders to assess the existing strategies.
2. Performing analysis. Strategic management frameworks, such as SWOT and PESTEL analyses and any others were used, to determine areas that needed improvement for ECZ to reach its short-term and long-term goals.
3. Assessing ECZ action plan. This involved examining ECZ action plans including the allocation of resources, employee training, and key metrics for evaluating success.
4. Assessing ECZ's execution of the plan. Monitoring the actions of all stakeholders was done to ensure the action plan was properly executed.
5. Evaluating the strategy's overall effectiveness. Strategic planning process was revisited where further improvements were required.
6. Benchmarking the Strategy against National Plans and Strategies. This was done to ensure that the Strategy was in tandem with the aspirations of the government.

Review findings

The review revealed that some targets may not be achieved by the year 2025 due to changes arising from a new curriculum and a new ECZ Act. Furthermore, in order to

ensure compliance with national planning laws and alignment with the Eighth National Development Plan (8NDP), it was recommended that the end period of the strategic plan be 2026 and not 2025. This therefore, provided the basis for extension of the Strategic Plan by a further one (1) year to enable full implementation of the planned interventions and compliance. From the review that was done, nineteen (19) Strategic Interventions were identified for implementation up to 2026.

The review afforded ECZ a chance to assess how well the organisation had guarded against potential challenges such as;

- *Slower implementation than originally planned.*
- *Unanticipated major problems.*
- *Ineffective coordination of activities.*
- *Competing activities and crises that might have distracted attention.*
- *Insufficient capabilities of the involved employees.*
- *Inadequate training and instruction of lower-level employees.*
- *Uncontrollable external environmental factors.*
- *Inadequate leadership and direction by departmental managers.*
- *Poor definition of key implementation tasks and activities.*
- *Inadequate monitoring of activities by the information system.*
- *Strategic drift*

Conclusion

ECZ Management conducted the midterm review of the Strategic Plan (2021–2025) to ensure the document remained relevant to the aspirations of the institution. Review is a routine action and was enshrined in the strategic plan itself and is done to take care of the changes in the premises on which strategic analyses are done. Some key premises for the review include changes in the economic and political environment. They also include policy changes. The document is now referred to as the (2021–2026) ECZ strategic plan.

A mid-term evaluation is undertaken to assess the progress being made towards achieving set goals. Then the final or terminal evaluation will be conducted in 2026 to determine the full extent of Plan implementation and the overall impact. This evaluation will also feed into the preparation of the 2026 – 2030 Strategic Plan.

E-Certificate and Self-Service Portal Introduced

By Christine Simfukwe and Dr Kunda Kuku

In its quest to contribute positively to a more efficient, accessible and modern education system, the Examinations Council of Zambia (ECZ) came up with an initiative - the e-Certificate System for Primary School Leaving (Grade 7) learners.

The steady increase in the number of candidates entering for the Primary School Leaving Examination, over the past five years contributed significantly to the process that introduced the e-Certificate System at Primary School Leaving level.

In 2019, the ECZ registered 460,175 Primary School Leaving (Grade 7) candidates, this number rose to 467,834 in 2020 and 2021 saw a decrease when the number reduced to 456,317 candidates. However, in 2022, the number increased to 493,797, in 2023 the number went to 502,670 while in 2024 the number was even higher at 543,069 candidates

The introduction of free education by the Government is a major contributing factor to the increase in candidature as efforts to make education accessible to all Zambians are scaled up.

With this growth in candidate registration at Primary School Leaving Level, the cost of printing certificates also rose significantly. On the part of the ECZ, the traditional process of printing, distributing, and collecting physical certificates did not only become costlier but also less efficient.

The birthing of the e-Certificate System is meant to address these challenges head-on by:

Reduce Printing and Distribution Costs: By transitioning to digital certificates, the ECZ can significantly cut down on the expenses associated with printing and distributing physical documents.

Minimize Uncollected Certificates: The issue of certificates remaining uncollected at examination centers will become a thing of the past. Currently there are a number of uncollected Grade 7 certificates in various schools across the country.

Reduce the Issuance Time of Certificate after the results have been released: Candidates will no longer have to wait for extended periods to receive their certificates. Digital certificates can be accessed almost immediately after results are released.



Enhance Accessibility:

In the comfort of their own homes, at any time, and from anywhere, the learners will be able to access their certificates with ease thus, reducing the cost and time on the part of the candidate as they will no longer need to travel to their examination center to collect their certificates.

This initiative is perfectly aligned with Zambia's Vision 2030 and the e-Government agenda. By leveraging technology, the ECZ is contributing positively towards making the education system more efficient and also ensuring that it meets the demands of the 21st century.

While the ECZ has started with Primary School Leaving (Grade 7) e-certificates, plans are already underway to extend this system to include certificates for Junior Secondary School Leaving (Grade 9), School Certificate (Grade 12), and Teacher Education in the near future.

The introduction of the e-Certificate signifies the ECZ's unwavering commitment to improving the education sector and ensuring that learners have the best possible resources at their disposal.

SELF SERVICE PORTAL

In order to bring the ECZ services close to the people, the ECZ embarked on a decentralisation process, which saw the establishment of Provincial Service Centres in eight provinces namely, Muchinga, Northern, Luapula, North-Western, Central, Eastern, Western and Southern; and the Regional Service Centres in Kitwe (Northern Region) and Lusaka (Southern Region).

Although the ECZ has significantly moved towards providing services at regional and provincial levels, the Council has observed and acknowledged the fact that members of the public still have to travel long distances and queue for some time at the provincial and regional offices, to receive services.

In order to further reduce the distance, time and cost of accessing services, and to reduce congestion at the provincial and regional offices, the ECZ has developed a Self-Service Portal. The portal enables all clients, both individuals and organisations, to upload the documents accompanying their applications and make payments for the various services online. Once the application, together with the attachments are uploaded, they are deposited on the system to the front desk where they are currently taken physically. The system informs the client of the successful submission of the application and commencement of the processing of the application.

Further, the system allows the applicant to monitor the processing of the application and sends an email to inform the client, once the process is completed and the product is ready for collection. For verification of results, interpretation of foreign qualifications and resolution of missing results, clients will receive the products via e-mail and print on their own from the comfort of their offices or homes. For services related to certificates, in the meantime, the clients will only visit the Service Centre when the product is ready for collection.

We urge members of the public to embrace these two new systems that the Council has developed and deployed.

ECZ Payment Gateway

(fees collection system)

By Ireen M. Chitesha

The Examinations Council of Zambia (ECZ) was established by an Act of Parliament No. 15 of 1983 (as amended in 1994), Chapter 137 of the Laws of Zambia, repealed and replaced by the Examinations Council of Zambia Act No. 3 of 2023. The Act allows ECZ to charge and collect examinations fees and other charges payable to the Council. In 2017, the Examinations Council of Zambia collected examination fees through its over 5,000 examination centres at Grades 9 external, 12, GCE and Teacher Education levels.

Under the old system of collecting examination fees, the process was that an examination candidate would go to the examination centre and indicate the subjects which they would like to sit for and then make a payment towards those courses/ subjects. The officer in charge of collecting fees at the examination centre was then required to deposit all the money into the Council's designated bank accounts held with various banks.

Based on the experiences of using such a system of collecting funds, the ECZ embarked on developing a system that would cut off third parties so that the fees were deposited directly into the ECZ accounts by the candidates.

Challenges

The above process presented the following challenges: -

- i. With the ECZ having introduced examination numbers which expire after a given period, there was no real time verification of the candidate details and the courses or subjects they are supposed to sit for.
- ii. There was no automated validation of the amount required to be paid by the candidate
- iii. The officer in charge of collecting examination fees would make mistakes associated with manual processing of entries.
- iv. The collected fees were not always deposited on time by the examination centres due to various challenges.
- v. It was not possible to identify the candidates who would have made the payment at any given time
- vi. There is no real time visibility in the number of candidates who are sitting for which exams. This left the council to make approximates on the numbers of candidates.
- vii. Depositing of fees was restricted to selected banks as ECZ could not have



ECZ Director ICT Ms Christine Simfukwe, with Infratel Representative Mr. Zeko Mbumwae during the Fees Collection System Exit Meeting

- bank accounts with all the existing banks
- viii. Allocation of deposited funds to examination centres and reconciliation of the bank accounts was cumbersome and time consuming.
- ix. Fees were banked after the stipulated period and under/over banked leading to audit queries.
- x. The cost of managing the collection of fees was high due to printing of receipt books, receipt book registers, reconciliation and auditing of funds.
- xi. Examination centres were at risk of losing funds through theft or misapplication of funds.
- xii. Examination centres would register candidates who did not pay for examination fees

Solution

In 2021, ECZ introduced a new fee collection system. The system integrated the online candidate registration system with the online payment gateway. The payment gateway system was a significant step forward for ECZ, making examination fee payment processes more efficient, transparent, and accessible to the candidates. This system was initially piloted at Grade 9 external and GCE levels in the same year and in 2022 the system was fully integrated to all examination levels (Grade 7, 9 internal, 9 external, Grade 12, GCE and TED).

Benefits of The Payment Gateway

- i. Examination number validation at registration because system is designed

to effectively validate candidate examination numbers through an integration with the online candidate registration system.

- ii. Validation of examination fees and registered subjects before payment as the system utilizes the embedded fee structure to calculate and verify the exact amount due for each candidate. Thereby eliminating the issue of over and underpayments of examination fees.
- iii. Updating of records on OCRS to indicate that the candidate has successfully paid for the examination fees according to the number of subjects entered.
- iv. Accurate and timely financial reporting: Updating of the ledgers on the accounting system once the receipt is generated. As fees are deposited they are reflected in batches on the system before posting to the relevant revenue line.
- v. Report on system activity to show all the payments receipted, segregated by financial service provider with the ability to drill down to the candidates that have made the payments.
- vi. Multiple Payment Methods: The payment process is convenient for candidates as the system supports various payment methods such as are VISA, Zamtel Kwacha, Airtel Money, MTN Money, Zanaco Bill Muster, Access Bank and School pay (using USSD)

ECZ Scoops 2nd Prize

Northern Agriculture and Tourism Show



ECZ Scoops 2nd and 3rd Prizes

North-West Provincial Show



NEW FACES AT ECZ



Masiye Collin
Senior Planning Officer
2nd January 2024



Semeki Titus
Senior Examinations
Officer-Visual
Impairment
2nd January 2024



Kasali Grace Womba
Administrative Officer
5th February 2024



**Chilikazi David
Nyambe**
Examinations Officer-
Logistics TED/GCE
1st April 2024



Bwalya Baldwin
Stores Officer
6th May 2024



Kaunda Chanda
Senior Maintenance
Officer
3rd June, 2024



**Constance Chibubi
Changwe**
Examinations Officer
Lusaka Service Centre
3rd June, 2024



Brian Kapombesha
Security Guard
1st October, 2024



Buumba Moobela
Examinations Officer
Lusaka Service Centre
3rd June 2024



Chileya Seleta
Human Resource
Manager
1st November 2024



Clement Kaula
Applications Developer
1st September 2024



Ernest Mukubesa
Senior Examinations
Officer Hearing
Impairment
1st August 2024



Gilbert Hamoombe
Security Guard
1st October, 2024



Joseph Kapasa
Senior Procurement
Officer Operations
4th November 2024



Makasa Kanyanta
Human Resource
Officer Resourcing &
Development
1st October, 2024



Monica Muzondewa
Security Guard
1st October, 2024



Mubita Munyanya
Examinations Officer
Certification (Mongu
Service Centre)
1st November, 2024



Mutinta Hanzala
Senior Examinations
Specialist Education
Studies
2nd September 2024.



Naomi Mwansa
Senior Procurement
Officer Examinations
2nd September 2024



Wilber Mweemba
Hachita Senior
Applications Developer
1st August 2024

PROMOTIONS



Barnabas Mulenga -
Appointed as Assistant
Accountant Service Centres
on 1st October 2024



Daphine Kaunda
Appointed as Revenue
Accountant effective
1st August 2024



Gift Songiso
Appointed as Senior Exams
Officer Certification Mongu
Service Centre
2nd September 2024

New Employees Take Oath of Secrecy

"ECZ is commitment to upholding the highest standards of confidentiality and integrity. All employees are dedicated to maintaining and upholding the highest ethical standards and responsibilities in the course of their duties. The oath of Secrecy is administered to all new employees as a testament to our ongoing commitment for professionalism at all times."

Mwamba Lesa:

Human Resource and Development Officer-Employee Relations

ECZ in tune with Keep Zambia Clean Campaign



Your Questions

ANSWERED

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

Why can't the ECZ be in every District so that your services are available to us in the rural areas?

Response: Thank you for your desire to access services in your District. We are happy to announce that we have actually launched an online platform that you can use to access all ECZ services in the comfort of your home or office. In this case, within the District. The system is called the self-Service portal. You therefore, do not need to travel to our service centres to access service physically as all services are now online.

ECZ should allow candidates especially the GCE Candidates to edit their entries and subjects on the portal because others, use people to register for them hence need to change subjects.

Response: Kindly be advised that registration is supposed to be done by the candidate in person by visiting an accredited examinations centre. In this case, one has the chance to actually verify their entries before or during the payment process which is done online. Therefore, changing or opening the system for such to be done would create a lot of challenges and comprise the integrity of the registration data. We recommend that you ensure that all your details are captured correctly before preceding to making payments.

How can I correct the errors which were made during the registration period?

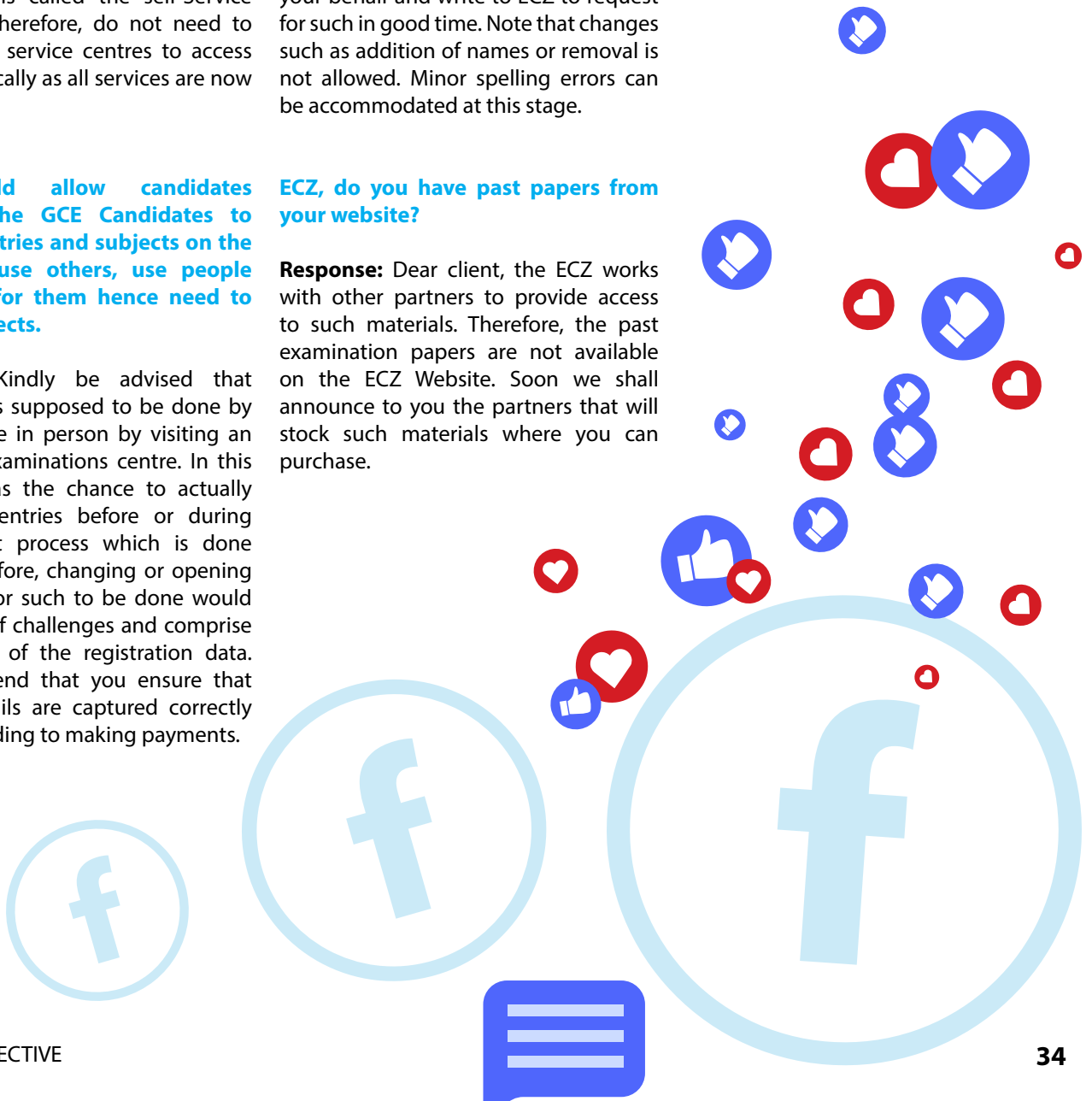
Response: Correction of errors is supposed to be done from the examination centre during the registration process and period. Should you however notice some errors after the registration period, the school or examination centre is expected to act on your behalf and write to ECZ to request for such in good time. Note that changes such as addition of names or removal is not allowed. Minor spelling errors can be accommodated at this stage.

ECZ, do you have past papers from your website?

Response: Dear client, the ECZ works with other partners to provide access to such materials. Therefore, the past examination papers are not available on the ECZ Website. Soon we shall announce to you the partners that will stock such materials where you can purchase.

How much is combination of results?

Response: The combination of results is K300 for Grade 9. However, we do know that some individuals may be actually be refering to the General certificate of Education - GCE level where we do accumulation of results instead. This service at GCE level is K1,000. Kindly visit our website under ECZ ONLINE to access services online.

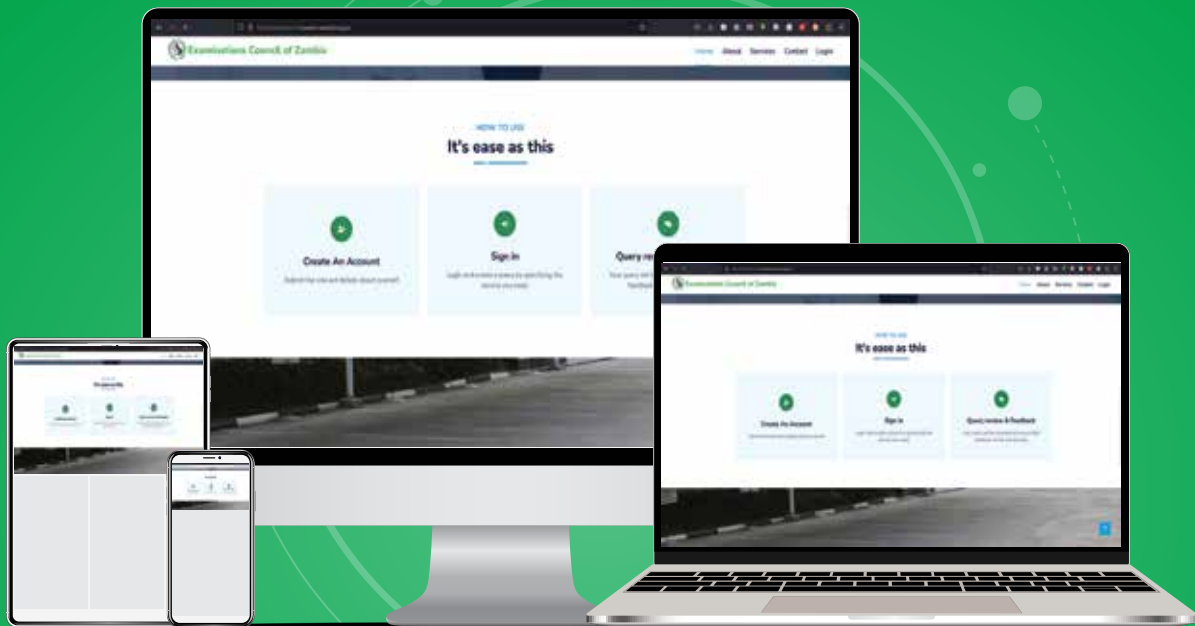


PUZZLE

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

Find the underlined words in the puzzle. You will learn more about the Examinations Council of Zambia.

1. Mr Newton Mutanekelwa was the first ECZ Director. He helped to set up the ECZ secretariat in 1987 weaning off the country's examinations from the Cambridge system.
2. Professor Frank P. Tailoka is the current ECZ Board Chairperson.
3. Dr Michael M. Chilala is the current ECZ Executive Director.
4. Examinations is the core business of the ECZ. This mandate is drawn from an Act of Parliament No. 15, CAP 137 of the Laws of Zambia which was repealed and replaced with the ECZ Act No. 3 of 2023.
5. Results are an end product of the assessment. You can access them through SMS and on the e-Statements portal. ECZ does not print hard copy statements.
6. The ECZ Headquarters is located in Longacres. ECZ also has offices across the 10 Provinces of Zambia where all council services are offered.
7. A register is an important document for the effective conduct of examinations at every examination Centre. It shows a list of names of candidates who are dully registered and must be signed by every candidate sitting an examination.



Access Services Online through the Self-Service Portal

Visit <https://serviceportal.exams-council.org.zm>

Register for Free!!!



Examinations Council of Zambia **Headquarters**

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Service Centres

Northern Region: Kitwe, Mpika, Mansa, Kasama, Solwezi
Southern Region: Lusaka, Mongu, Kabwe, Chipata, Livingstone

