



EXAMINATIONS COUNCIL OF ZAMBIA



ANNUAL REPORT 2024





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Abbreviations/Acronyms

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

OUR VISION AND MISSION



VISION

An Educational Assessment Body of Excellence



MISSION

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



OUR CORPORATE VALUES

During the Strategic Plan period 2021 to 2026, the Board, Management and Staff of ECZ shall run the affairs of the Institution abiding by the following five (05) corporate values:

1

Professionalism

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

2

Integrity

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

3

Accountability

We are answerable to the Government, stakeholders and our clients.

4

Innovativeness

We adapt through creativity, originality and learning

5

Teamwork

We cooperate amongst staff, stakeholders and clients



Chairperson's Statement

On behalf of the Board, I am pleased to present the Annual Report for the year 2024 which outlines the significant achievements and progress made by the Examinations Council of Zambia (ECZ) in fulfilling its mandate.

Throughout the year, the ECZ focused on strengthening operational efficiency, enhancing the quality of examinations, advancing research and development, expanding institutional capacity and deepening stakeholder engagement as stipulated in the 2021 to 2026 Strategic Plan. The 2024 Annual Report is elaborates in detail on the various activities executed by the Council.

In particular, during the year under review, ECZ prioritised efforts towards strengthening the legal framework of the ECZ after the enactment of the Examinations Council of Zambia Act No.3 of 2023 in September 2023. The initial steps were to ensure that the Guidelines for the Administration and Management of Examinations were revised so that they aligned with the new ECZ Act. Secondly, in collaboration with the Ministry of Education, ECZ initiated amendments to the ECZ Act No. 3 of 2023 to include provisions for the administration of teacher education examinations so that the Council was legally mandated to confer diplomas. I am happy to report that by the end of the year, the Bill was subjected to stakeholder consultations and there was an overwhelming consensus in support of the Bill.

Furthermore, the mid-term review of the ECZ Strategic Plan provided findings that necessitated the need to extend the Plan by one year to 2026. The plan was extended to respond to policy shifts brought about by the revised national curriculum and the need to align with the Eighth National Development Plan.

In terms of innovation, the Board provided oversight in ensuring that Management implemented the ICT innovations that improve operational efficiency such as the Examiner Management System (EMS) and the launch and deployment of the e-Certificate System and Self-Service Portal. These internally developed digital platforms have significantly improved accessibility and efficiency in our service delivery as a public institution.

In terms of policy direction and institutional reforms, the ECZ Board approved the name change of the Grade 7 Composite Examination to the Primary School Leaving Examination so that it aligned with the Ministry of Education's policy on non-automatic progression from primary to secondary school and the introduction of six-year primary education replacing the seven-year one under the 2023 Curriculum Framework.

Following the Government's approval of the 2023 Competence-Based Curriculum which was scheduled for implementation in 2025, the Board endorsed a transitional roadmap to guide the shift from the 2013 Outcome-Based Curriculum to the 2023 Competence-Based Curriculum. According to this roadmap, the final examinations under the 2013 curriculum will be conducted in 2028 at both the Primary and School Certificate levels. Competence-Based Examinations at these levels will commence in the same year. Additionally, the last Junior Secondary Examinations will be administered in 2025, while the first Advanced Level Examinations are planned for 2027.

In conclusion, I extend sincere appreciation to my fellow Board members for their oversight and policy direction, to Management and Staff for their dedication, and to all our partners and stakeholders for their ongoing support. Lastly, as ECZ, we are grateful to the Ministry of Education for its unwavering support and policy guidance which continues to enable ECZ to deliver on its mandate.

As we move forward as an Institution, we remain committed to delivering credible, inclusive and transformative assessment services for the benefit of Zambia's education sector.

Professor Frank P. Tailoka
BOARD CHAIRPERSON



Executive Director's Statement

I am pleased to present this annual report for the year 2024, highlighting the Examinations Council of Zambia's (ECZ) achievements and progress made in delivering on our mandate. Our efforts have been focused on ensuring efficiency in operations, enhancing the quality of examinations, research and development, our institutional capacity and promoting stakeholder engagements.

In the year under review, our key achievements have been the development of key frameworks and policies. We developed and got approval for the Monitoring and Evaluation Framework, Quality Assurance Framework, the Transport Policy, Research Agenda and Consultancy Policy, Access Arrangement and Positive Discrimination Policy and the Succession Policy. These frameworks and policies aim to improve our operational efficiency, ensure quality assurance and promote inclusivity.

We also commenced the process of amending the ECZ Act No. 3 of 2023 to include, among others, the Teacher Education examinations. We commenced the revision of the Guidelines on the Administration and Management of Examinations in Zambia in order to align them to the provisions of the new ECZ Act and for them to be gazetted appropriately.

Markers and Examiners have continued to be our treasured experts in ensuring that we mark and prepare examination results. We therefore ensured that they were paid their script marking fees timely. This in turn has boosted the number of those who turn up for the marking exercise as we manage them through the Examiner Management System (EMS).

We hosted standards-setting meetings to ensure that grades awarded for Teacher Education and School Certificate examinations were appropriate and consistent. In line with this, we conducted a performance review meeting for all examinations that were conducted in 2023 where we engaged relevant stakeholders and provided feedback on the conduct of the examinations.

We participated in regional and global events such as the 3rd National Project Managers meeting in Melbourne, Australia and the 58th PISA Governing Board meeting in Dubrovnik, Croatia. We carried out research under the support of cooperating partners like USAID and successfully conducted a pilot study of the PISA survey instruments across the country in 50 sampled schools.

In the area of test development and examination administration, we monitored and successfully conducted examinations leakage-free. This is in our continued effort and commitment to ensure that integrity is maintained in the assessments and qualifications the ECZ confers to those who successfully sit and pass the ECZ examinations. We commenced implementation of the Examinations Item Banking System.

As an institution that is keen on development and aligning to changes that take place in the education sector, demanding quality and reliability, we held capacity building trainings where 179 setters in thirty-seven out of the fifty-one different papers at the School Certificate examination level were trained.

We have continued to participate in graduation ceremonies and graduated students in colleges of education that run ECZ examinations across the country.

From the ICT front, we are happy with the strides we have made on bringing to reality the e-Certificate System and Self-Service Portal. These two systems, developed internally by our ICT department, were successfully launched by the Minister in charge of Education, Hon. Douglas Syakalima, MP. The e-Certificate System provided electronic certificates to the 2023 cohort of Grade 7 candidates while the Self-Service Portal caters to a broader audience in providing access to all services offered by the ECZ.

Our Stakeholder engagements have also been very positive. We printed and distributed 10,000 copies of brochures and featured on various radio and television programmes to disseminate information on examination administration in Zambia. Such interactions remain important for change and for us to attain the development needed in assessment and overall educational goals for this country. We took part in the Zambia International Trade Fair and the Agricultural and Commercial show exhibitions and interacted and engaged with the public on various online communication platforms, including social media.

Lastly, we are happy to highlight our confirmed selection as the host of the 50th Conference of the International Association for Educational Assessment (IAEA) to be held in the tourist town of Livingstone from 21st to 26th September, 2025.

In conclusion, I would like to express our profound gratitude to the Board of the Examinations Council of Zambia as well as the Ministry of Education for their oversight, support and policy guidance. I also appreciate the commitment and hard work of the Management team that I am privileged to lead and staff in delivering on the mandate of the ECZ. We thank all our stakeholders for their support in ensuring that Zambia's assessment continues to attain high levels of recognition. On behalf of Management, we look forward to continuing our efforts to improve the quality of examinations and services in Zambia.

Dr. Michael M. Chilala
EXECUTIVE DIRECTOR

Examinations Council of Zambia Mandate

Our Mandate

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 whose mandate is to prepare and administer examinations and award certificates to candidates who pass the examinations.

What We Do

The functions of the ECZ as stipulated under Section 4 (1) of the ECZ Act No 3 of 2023 are to:

- a. prepare and administer examinations at a basic school, high school and school for continuing education;
- b. monitor and supervise examinations at a basic school, high school and school for continuing education;
- c. promote the integrity of the system of examinations at a basic school, high school and school for continuing education;
- d. formulate examinations syllabi and assessment schemes;
- e. formulate and enforce examination guidelines;
- f. accredit examination centres;
- g. appoint examination officers;
- h. register candidates for examinations;
- i. award certificates to candidates who pass examinations;
- j. cause the training of examination officers;
- k. formulate a code of ethics and conduct for examination officers;
- l. collaborate with Government departments and institutions in the administration of examinations in the Republic;
- m. invite a person or body in, or outside, the Republic to assist the Council in the administration of examinations;
- n. collaborate with the Zambia Qualifications Authority for the verification of examination qualifications conferred by the Council;
- o. promote the international recognition of qualifications conferred by the Council;
- p. provide advice to a State institution on the development and use of any system of examining when requested to do so; and
- q. carry out research in examinations.

Statement of Performance

The Examinations Council of Zambia (ECZ) 2024 activities were drawn from the 2021-2026 Strategic Plan. The activities focus on five thematic areas, namely Research and Development, Assessment Development and Administration, Institutional Capacity, Operational Efficiency and Corporate Image.

The following highlights key achievements made by the Examinations Council of Zambia during the period under review:

- 4.1. Thematic Area 1: Research and Development** – ECZ strengthened institution capacity in R&D through the implementation of Monitoring and Evaluation, and Quality Assurance frameworks, developing the Research Agenda and Consultancy Policy. In terms of educational assessment research, ECZ conducted the Zambia Education Enhancement Project (ZEEP) baseline survey for language arts and endline survey for mathematics and science. ECZ also participated and presented research papers at regional, continental and global Educational Assessment Conferences and promoted the upcoming 50th Conference of the International Association for Educational Assessment to be hosted by ECZ in 2025 in Livingstone, Zambia. Furthermore, the Council organised the launch of the Programme for International Student Assessment (PISA), 2025, making Zambia one of five African countries to participate. PISA focuses on measuring students' application of knowledge in real-life situations. In terms of knowledge generation and sharing, the Council disseminated the 2023 examinations performance data during the annual performance review meeting with education stakeholders. The meetings successfully gathered actionable feedback from educational stakeholders.
- 4.2. Thematic Area 2: Assessment Development and Administration** – ECZ successfully conducted examinations and released results on time. Began development on a Computer-Based Testing system, and populated the Electronic Item Bank with test content for use in 2025 examinations at Primary, Junior Secondary and Teacher Education (Early Childhood Education) levels. About 179 setters across 37 School Certificate subjects were trained, and chief examiners participated in capacity-building workshops on marking accuracy and detection of examination malpractices. ECZ worked closely with the Ministry of Education to prepare for the transition from the 2013 Outcome-Based Curriculum(OBC) to the 2023 Competency-Based Curriculum(CBC), set for implementation in 2025. Among the activities carried out was the training of ECZ and MOE staff on Competence-based Education and Assessment.

In order to ensure that our assessment processes are in line with international standards, ECZ hosted three foreign representatives from the National Examinations Council of Tanzania (NECTA), Examinations Council of Eswatini and Umalusi of South Africa for Standards Setting during the processing of the 2023 School Certificate examinations.
- 4.3. Thematic Area 3: Institutional Capacity:** EECZ made significant strides in strengthening its institutional capacity. Key among the achievements was the drafting of the ECZ Amendment Bill, expanding the Council's legal mandate to include teacher education examinations and diploma awarding. The Council conducted its mid-term review of its Strategic Plan, extending it to 2026 so that it aligned with the national education curriculum and the Eighth National Development Plan. Additionally, risk management capacity was built through the appointment and training of departmental focal persons. Furthermore, ECZ supported staff training and CPDs, began the review of the organisational structure, initiated design works for the construction of a multi-purpose building, and updated key operational policies and examination guidelines.
- 4.4. Thematic Area 4: Operational Efficiency:** ECZ enhanced digital operations by commencing the development of a new examination processing system, launching a Self-Service Portal and Grade 7 e-Certification. The Council also implemented internal audit and payment integration tools and upgraded the core ICT platforms through a comprehensive code review.
- 4.5. Thematic Area 5: Corporate Image** – ECZ enhanced public visibility and engagement through participation in national exhibitions, media appearances and kept active communication with the public via social/digital platforms.

2024 Examinations Performance Highlights

The 2024 Examinations performance results highlights were as follows:

5.1. Primary School Leaving Examination (PLSE)

A total of 543,049 candidates entered for the Primary School Leaving Examination and out of whom, 491,785 (90.56%) candidates sat the examination. Of those who sat the examination, 71.19 percent (350,116) passed and progressed to grade eight, while 28.81 percent (141,669) failed the examination. Of the 350,116 candidates that passed the examination, 165,876 (47.38%) were boys while 184,240 (52.62%) were girls.

Figure 1: 2024 PSL Examination Candidature

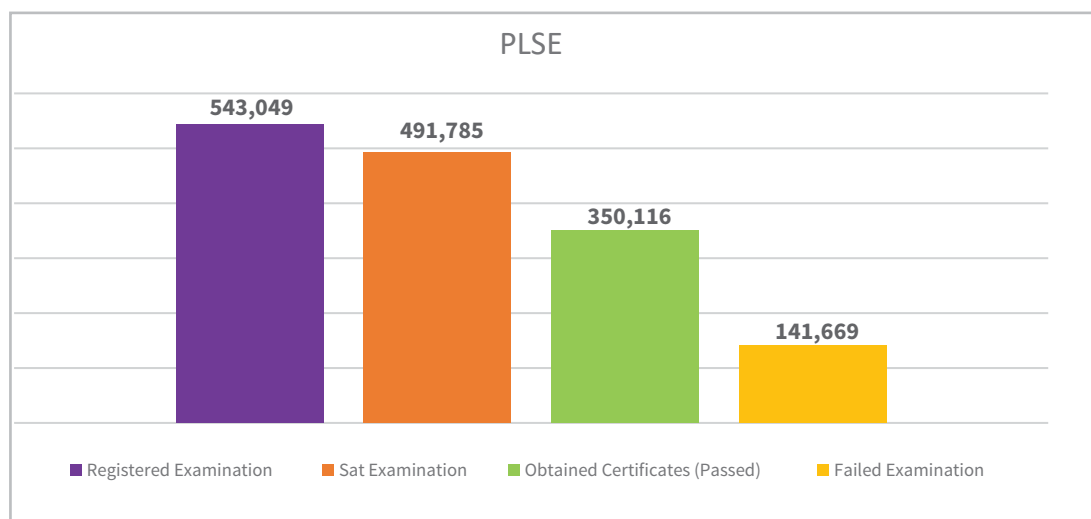
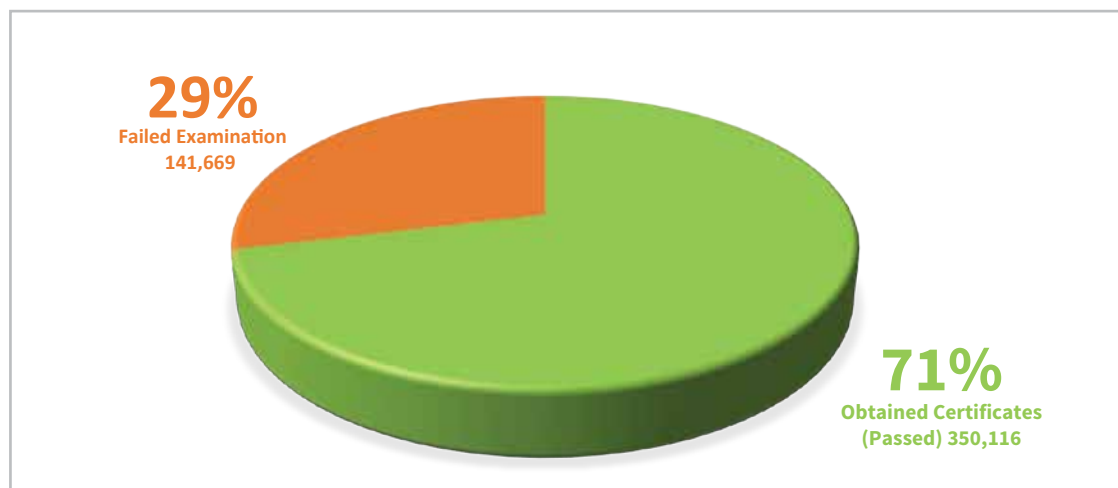


Figure 2: 2024 PSL Examination Performance



5.2. Junior Secondary School Leaving Examination (JSSLE)

For the Junior Secondary School Leaving Examination, a total of 325,108 candidates entered for the examination out of whom 302,870 (93.16%) sat the examination. Of the candidates that sat the examination, 169,280 (55.89%) percent obtained Certificates, 110,203 (36.39%) obtained Statements and 23,387 (7.72%) failed the examination. By sex, 56.87 percent of the boys and 55.02 percent of the girls that sat the examination obtained Certificates.

Figure 3: 2024 JSSL Examination Candidature

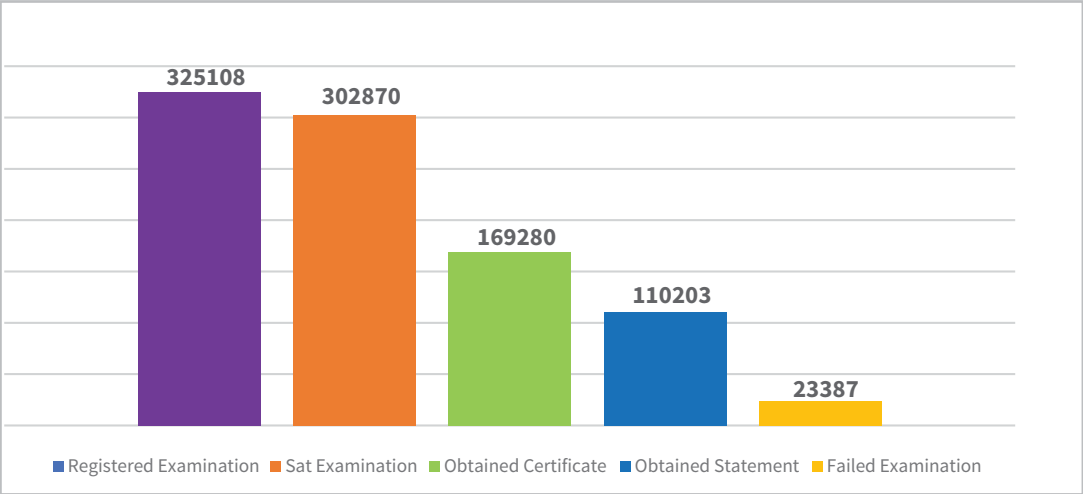
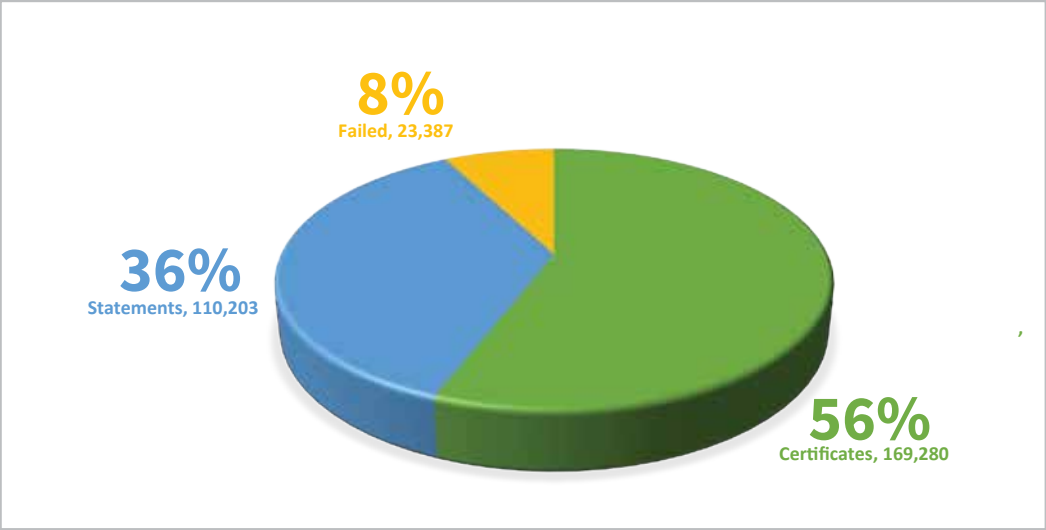


Figure 4: 2024 JSSL Examination Performance



5.3. Junior Secondary External Examination (JSEE)

A total of 119,928 candidates entered for the Junior Secondary External Examination, out of whom 113,193 (94.38%) sat the examination. A total of 7,999 (7.07%) candidates obtained Certificates, 80,549 (71.16%) candidates obtained Statements, and 24,645 (21.77%) failed the examination. In terms of Certificates obtained by sex, 7.27 percent of the boys and 6.91 percent of the girls who sat for more than six subjects obtained Certificates. As it was an external examination, of the 113,193 candidates who sat the 2024 JSEE, 88,548 (78.2%) passed in at least one subject.

Figure 5: 2024 JSE Examination Candidature

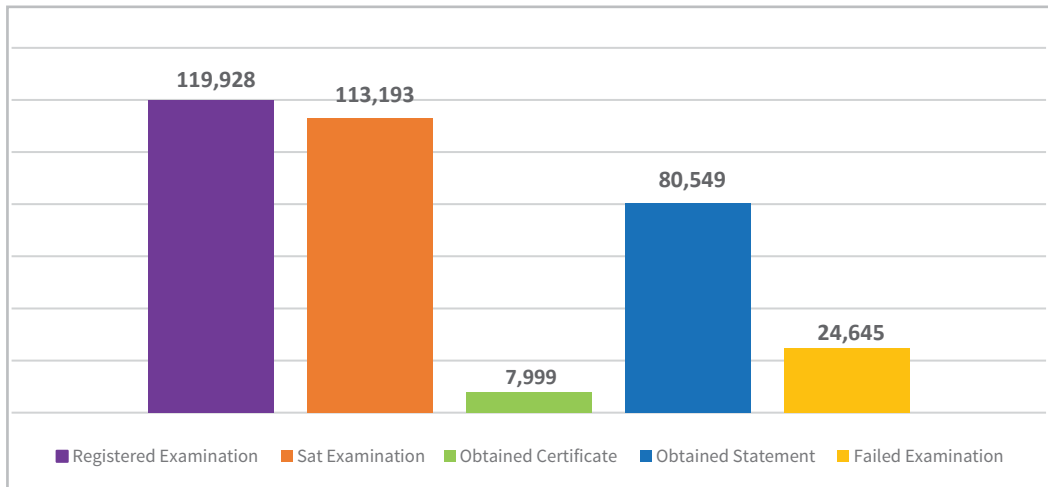
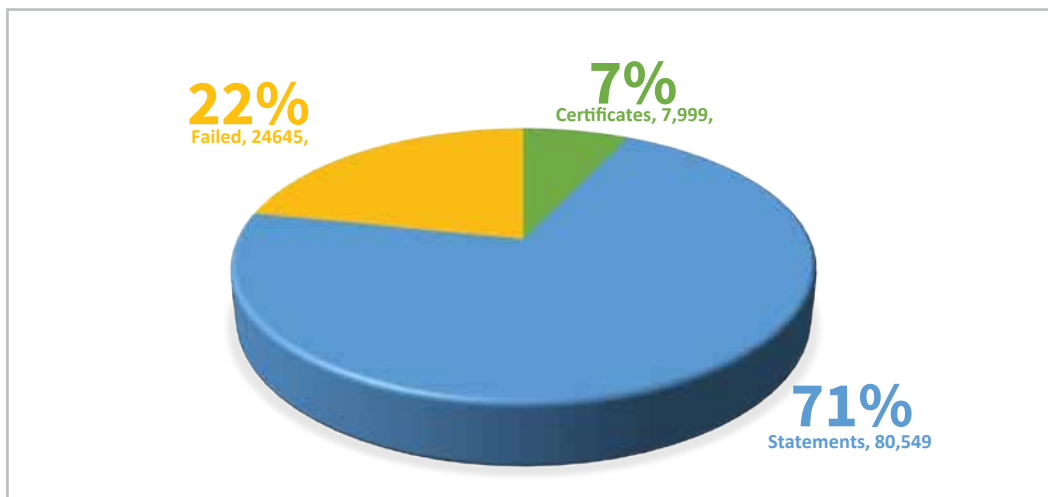


Figure 6: 2024 JSE Examination Candidature



5.4. School Certificate (SC) Examination

For the School Certificate Examination, a total of 172,977 candidates entered for the examination of whom 169,559 (98.02%) sat the examination. A total of 115,624 (68.19%) obtained School Certificate, representing an increase of 0.15 percentage points from the 68.04 percent recorded in 2023. A total of 50,407 (29.73%) obtained Statements and 3,528 (2.08%) failed the examination. By sex, 68.56 percent of the boys and 67.84 percent of the girls who sat the examination obtained School Certificates.

Figure 7: 2024 School Certificate (SC) Examination Candidature

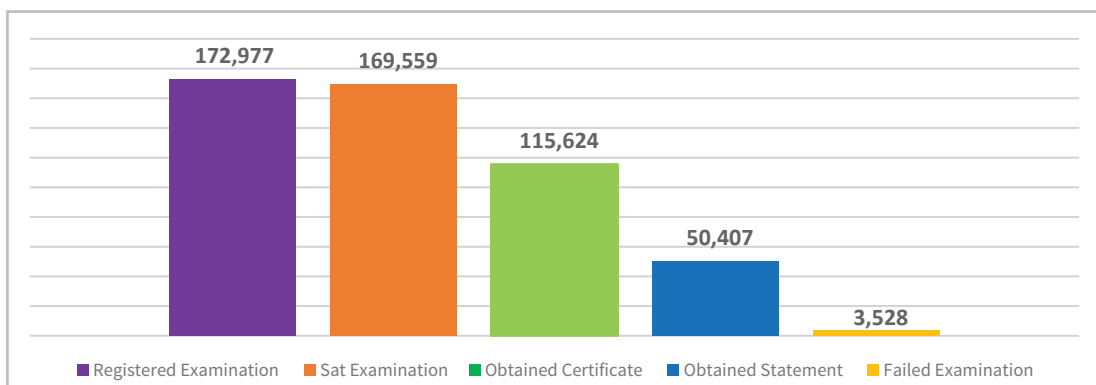
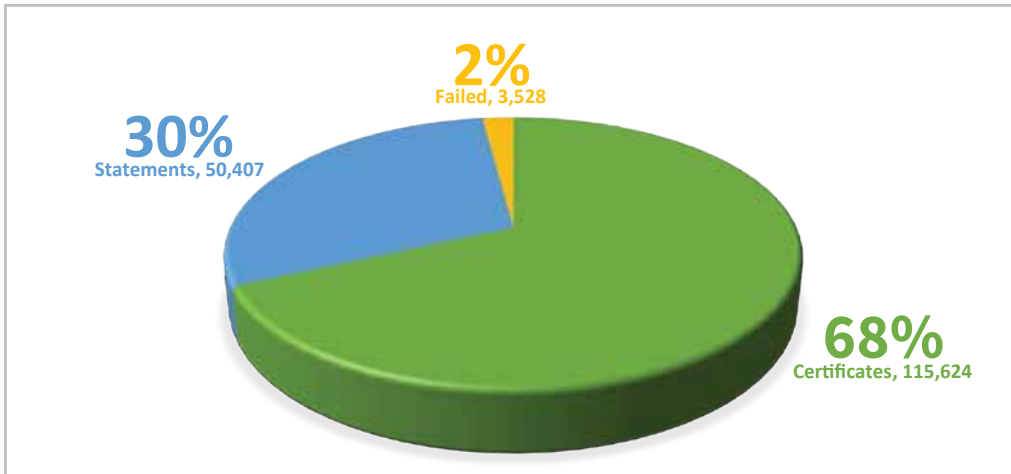


Figure 8: 2024 School Certificate (SC) Examination Performance



5.5. General Certificate of Education (GCE) Examination

A total of 149,920 candidates entered for the 2024 General Certificate of Education Examination. Of these, 138,084 (92.11%) candidates sat the examination of whom 3,649 (2.64%) candidates obtained the GCE Certificate, 117,011 (84.74%) candidates obtained GCE Statements and 17,424 (12.62%) failed the examination. By sex, 3.42 percent of the males and 2.29 percent of the females that sat the examination obtained General Certificates of Education. As it was an external examination, of the 138,084 candidates who sat the 2024 GCE, 120,660 (87.4%) passed in at least one subject.

Figure 9: : 2024 GCE Examination Candidature

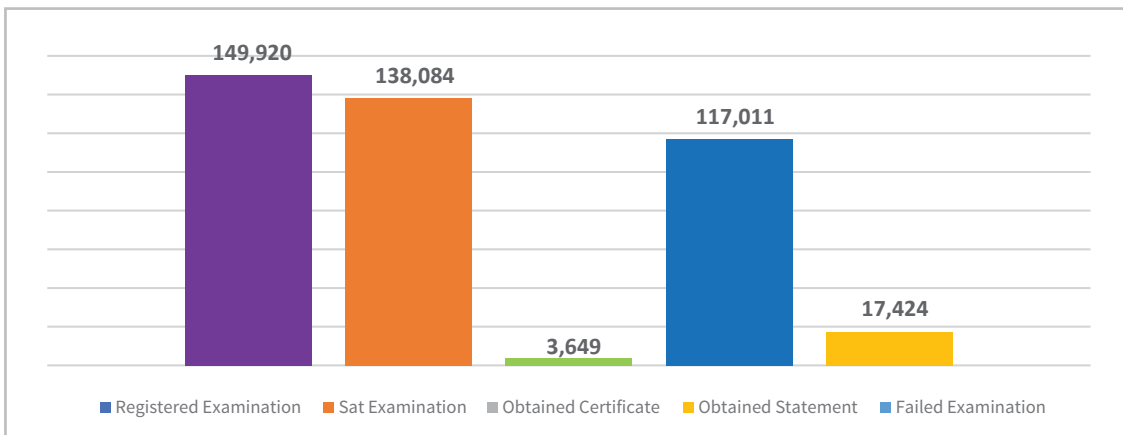
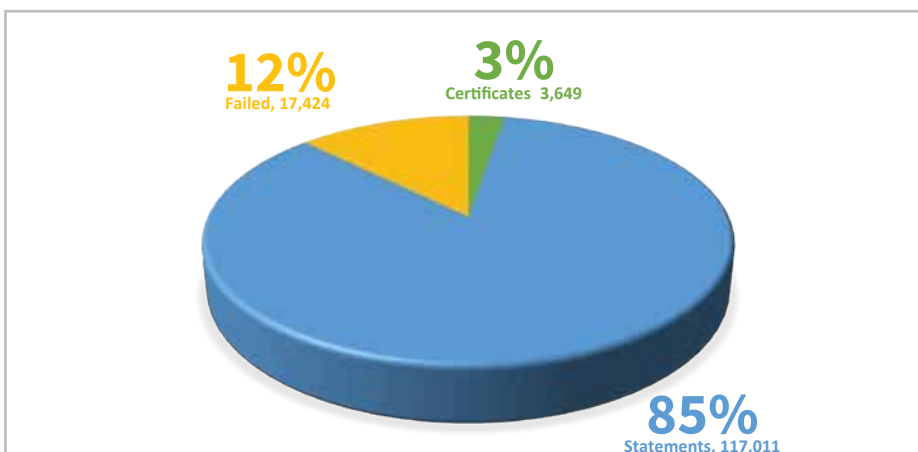


Figure 10: 2024 GCE Examination Performance



5.6. Teacher Education Diploma Examinations

The number of candidates that sat for the 2024 Teacher Education Diploma Examinations was 2,275, against the 2,393 students who entered for the examinations. This was a drop in candidature who sat the examinations compared to the 3,195 who sat the examinations in 2023. The proportion of students that graduated from the Primary Teacher Diploma programme increased by 7.18 percentage points from 75.10 percent in 2023 to 82.28 percent in 2024. However, a decrease was recorded in the Early childhood and Secondary Teachers Diploma programmes from 92.19 percent to 92.16 percent and 82.08 percent to 79.95 percent in 2023 and 2024 respectively.

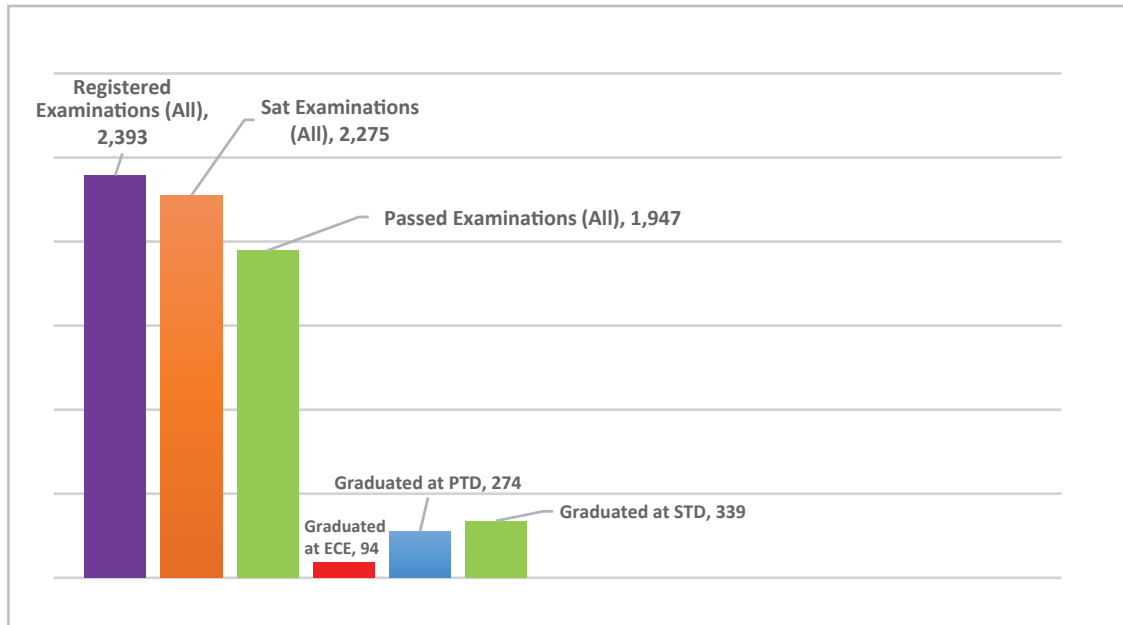
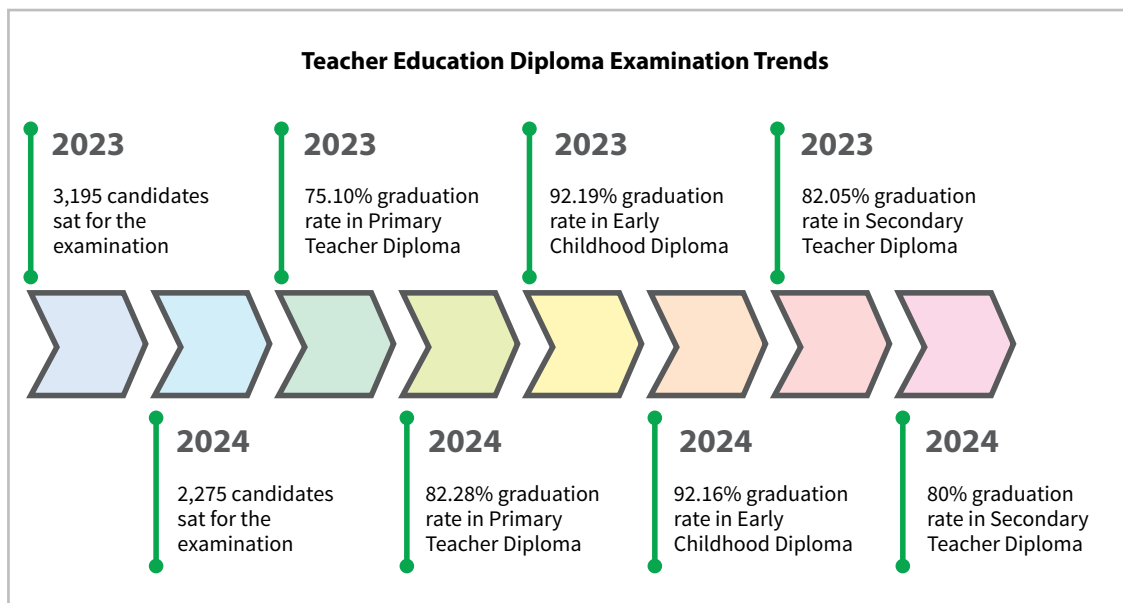


Figure 12: 2023-2024 Teacher Education Diploma Examination Trends



Who Governs Us?

6.1. Composition of the ECZ Board

The Minister of Education Honourable Douglas M. Syakalima MP, constituted and appointed Members of the ECZ Board in accordance with Section 5(1) ECZ Act No 3 of 2023 on 7th November 2023 and the inauguration was held on 6th December 2023.



Professor Frank P. Tailoka
VC- Public University
Board Chairperson



Mrs. Esther Haamaundu
Representative-ZICA
Board Vice Chairperson



Mrs. Prisca C. Simukonda
Representative-MOE
Board Member



Mr. Albert Chituka
Representative-Faith-based
Organisation in Education
Board Member



Mr. Patrick S. Phiri
Representative-Attorney General
Board Member



Mr. Brian Manyando
Representative of a Trade Union
for Teachers
Board Member



Ms. Precious Goma
A person with relevant knowledge
and experience
Board Member



Mrs. Josephine S. Lungu
A person with relevant knowledge
and experience
Board Member

The ECZ Board is responsible for providing oversight over the affairs of the ECZ and performing functions as stipulated under Section 6 (2) of the ECZ Act No. 3 of 2023. Additionally, the Board has terms of reference in line with the thematic areas outlined in the ECZ Strategic Plan 2021 – 2026.

The ECZ Board effectively discharges its functions through the following Committee:

- Examinations and Assessment Committee
- National Examinations Security Committee
- Finance and Administration Committee
- Audit and Risk Committee
- Appeals Committee

6.2. Meetings held in the Year

The ECZ Board, and Committees held the following number of meetings to deliberate on Council business during the year under review:

Table 1: Board and Committee Meetings held in the year 2024

S/N	Name of Board and Committee	Meetings Held	
		Scheduled	Extraordinary
1	Board	4	9
2	Finance and Administration	4	4
3	Examinations and Assessment	3	9
4	National Examinations Security Committee	4	0
5	Audit and Risk Committee	2	2
6	Appeals	2	0

6.2.1. ECZ Board

The Board of the Examinations Council of Zambia (ECZ) convened both its scheduled quarterly meetings and additional extraordinary meetings to deliberate on key matters pertaining to the administration and governance of the Council. The Board approved national examination results across all levels, ensuring accuracy, compliance with set standards, and alignment with national education policies; It also approved institutional policies, and financial reports, aimed at enhancing operational efficiency and institutional capacity. The Board adopted the Executive Director's quarterly reports, which provided strategic updates on organisational performance, implementation of board resolutions, and progress on key deliverables. The attendance of the Board members to the meetings is outlined below:

Sn	Name	Position	Number of Meetings	Absent
1	Professor Frank P. Tailoka	Board Chairperson	12	nil
2	Mrs Esther Haamaundu	Board Vice Chairperson	12	nil
3	Mr Albert Chituka	Board Member	12	nil
4	Ms Precious Goma	Board Member	12	1
5	Mrs Prisca C. Simukonda	Board Member	12	nil
6	Mrs Josephine S. Lungu	Board Member	12	nil
7	Mr Patrick S. Phiri	Board Member	12	nil
8	Mr Brian Manyando	Board Member	12	nil

6.2.2. Finance and Administration Committee

The Committee provided oversight in the financial planning, financial management and financial reporting matters as well as human resources and administration matters of the Council. The Committee made recommendations for the approval of Human Resources and Administration policies, variations of the Budget and the Management Accounts for the four quarters of the year to the Board for approval. The Committee had to ensure financial stability and enhance the long-term financial sustainability of the Council. The Committee Members and attendance to the Committee Meeting is outlined below:

Sn	Name	Position	Representation	Number of Meetings	Absent
1	Mrs Precious Goma	Chairperson	Board Member	8	nil
2	Mr Said P. Phiri	Vice Chairperson	Board Member	8	nil
3	Mr Alex M.K. Simumba	Member	Former Committee Chairperson	8	nil
4	Mrs Alice Tembo	Member	Private Audit Practitioner and Former Committee Member (Delotte)	8	2
5	Mr Nasilele B. Nasilele	Member	Zambia Institute of Human Resource Management (NIPA)	8	nil
6	Eng. Steven Makunku	Member	Ministry of Infrastructure	8	nil

6.2.3. Examinations and Assessment Committee

The Committee provided oversight for the preparation and administration of examinations and evaluated examination performance at the Primary and Secondary School levels as well Teacher Education level. The Committee advised the Council on the award of examination centre status, regulations, examination timetables, disposal of examination malpractices, approval of national examination results and award of certificates, as well as all policy matters affecting the school and teacher education examinations. The Committee Members and attendance to the Committee Meeting is outlined below:

Sn	Name	Position	Representation	Number of Meetings	Absent
1	Mr. Albert Chituka	Chairperson	Board Member	12	nil
2	Mrs. Josephine S. Lungu	Vice Chairperson	Board member	12	2
3	Mr. Wallace Kanchele	Member	Dean of Head Teachers (MOE)	12	nil
4	Mr. Mvula Christopher	Member	Rep. Private Schools/Faith Schools	12	1
5	Mr. Ngosa Kotati	Member	Director-Teacher Education and Specialised Services (MOE)	12	2
6	Dr. Charles Ndakala	Member	Director -Curriculum Development Centre(MOE)	12	3
7	Dr. Benson Banda	Member	Director -National Science Centre-(MOE)	12	nil
8	Dr. Mwaka Siluonde	Member	Rep - Universities (Mulugushi)	12	nil
9	Mr. Patrick Mumba	Member	Rep of TEVET Institutions(Evelyn Hone)	12	nil

6.2.4. National Examinations Security Committee

The Committee provided oversight and advised the ECZ Board on examination security measures with regard to examination administration and ensured that the security policies and strategies were effectively managed. The Committee Members and attendance to the Committee Meeting is outlined below:

Sn	Name	Position	Representation	Number of Meetings	Absent
1	Mrs. Prisca Simukonda	Chairperson	Board Member	4	nil
2	Mr Brian Manyando	Vice Chairperson	Board Member	4	nil
3	Mr Ngosa Kotati	Member	Director-Teacher Education and Specialised Services(MOE)	4	1
4	Ms Beenzu Mwanashimbala	Member	PESO- Directorate of Standards(MOE)	4	nil
5	Mr Jonathan Kansenga	Member	Teacher Union (BETUZ)	4	nil
6	Mr Sonny K. Chiyuka	Member	Teacher Union (ZNUT)	4	nil
7	Mr Kenneth Chingámbu	Member	Teaching Council of Zambia	4	1
8	Mr Nyambe Gabriel Mubita	Member	Drug Enforcement Commission	4	nil
9	Mr Charles L. Sikazwe	Member	Office of the President	4	nil
10	Mr Alexandra Mulenga	Member	PEO-Muchinga	4	nil
11	Mr Nawa Mulambwa	Member	PEO-Northern	4	nil
12	Mrs. Grace K. Sinkolongo	Member	PEO-Luapula	4	nil
13	Mr Brainley Malambo	Member	PEO-Eastern	4	nil
14	Dr Oliver Kambuli	Member	PEO- Southern	4	nil
15	Dr. Stephen Chishiko	Member	PEO-Copperbelt	4	nil
16	Mr. Fredrick Munkinyi	Member	PEO-North Western	4	nil
17	Mrs. Mambe M. Hamududu	Member	PEO-Central	4	nil
18	Ms Peggy Chilema	Member	PEO- Western	4	nil
19	Mr Felix Z. Ngoma	Member	PEO-Lusaka	4	nil

6.2.5. Audit and Risk Committee

The Audit and Risk Committee exercised its mandate on behalf of the ECZ Board, by providing independent and objective oversight of the Council's financial and operational integrity. In fulfilling its responsibilities, the Committee critically assessed the information presented by management in relation to the financial reporting process, the adequacy and effectiveness of the Council's internal control systems. In addition, the Committee encouraged Management to implement the Risk Management system. The Audit and Risk Committee played a vital role in reinforcing a culture of accountability, transparency, and continuous improvement across the organization.

The Committee Members and attendance to the Committee Meeting is outlined below:

Sn	Name	Position	Representation	Number of Meetings	Absent
1	Mrs Esther Haamaundu	Chairperson	Board Member	4	nil
2	Mrs Joyce P. Sundano	Member	Former Member and Rep- a former public servant with servant with knowledge and experience in audit and accounting	4	nil
3	Mrs Brenda C. Chanda	Member	Institute of Risk (MFNP)	4	1
4	Mr Lubinda Namiluko	Member	institute of internal auditors (ZRA)	4	nil
5	Mr. Kevin Mweemba	Member	Law Association of Zambia(ZESCO)	4	2

6.2.6. Appeals Committee

The Appeals Committee of the Board function is to uphold and reinforce the principles of fairness, transparency, and accountability within the examination administration process. Its primary purpose was to safeguard the integrity of decisions made in relation to examination malpractice cases and to ensure that any contested interactions with external stakeholders—such as examination centres, invigilators, or candidates—were reviewed with impartiality and due diligence. Therefore, the Committee met whenever there were cases to consider during the year under review. The Committee Members and attendance at the Committee Meeting are outlined below:

Sn	Name	Position	Representation	Number of Meetings	Absent
1	Ms Precious Goma	Chairperson	Board Member	2	nil
2	Mrs Prisca C. Simukonda	Vice Chairperson	Board Member	2	nil
3	Mr Albert Chituka	Board Member	Board Member	2	nil
4	Mr Brian Manyando	Board Member	Board Member	2	nil

Who Leads Us

7.1. Council Management

The following are the Top Management Members who provided leadership through policy interpretation and implementation of the day-to-day activities of the ECZ during the period under review:

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

7.2. Departments and Units

During the year under review, the departments and units were as follows :

- Research Planning and Information Department;
- Test Development Department;
- Examinations Administration Department;
- Certification Department;
- Finance and Accounts Department;
- Human Resource and Administration Department;
- Procurement and Supplies Unit;
- Internal Audit Unit; and,
- Public Relations Unit.

7.2.1. The Executive Director's Office

The Executive Director is the Chief Executive Officer of the ECZ and superintends over all the business of the ECZ. The office is responsible for the day-to-day business of the organisation. Apart from the Heads of Department, the head of the Procurement Unit and Public Relations Unit report directly to the office of the Executive Director, while the Head of Internal Audit administratively reports to the same office.

7.2.2. The Board Secretary's Office

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

7.2.3. Departments and Units

7.2.3.1. Finance and Accounts Department

The Finance and Accounts Department superintends over all financial resources of the Institution. The Department's operations are guided by the Public Finance Management Act and the Examinations Council of Zambia Act which section outlines how and where the Institution can mobilize its financial resources (income streams) and how such resources are supposed to be accounted for.

7.2.3.2. Human Resources and Administration (HRA) Department

The Human Resource and Administration Department provides HR and administrative support system in ECZ to ensure efficient and effective conduct of assessments. The Department cover the functions of Human Resource; Maintenance; Transport; Printing; and Security.

7.2.3.3. Certification Department

The Certification Department is responsible for certification and post-examination services. The Department takes care of all the ECZ business in Service Centres across the country and ensures a smooth flow of ECZ services to stakeholders and the general public. The Department also is responsible for the production and distribution of certificates.

7.2.3.4. Examinations Administration Department

The Department is responsible for activities related to the administration of examinations. The activities cover the registration of examination centres and candidates for examinations, printing and distribution of examinations, Monitoring of examinations, conducting and supervising the marking of examination answer scripts as well as processing, and production of results. The Department also compiles reports on malpractice cases which are presented to the relevant committee of the Council of Disposal.

7.2.3.5. Test Development Department

The Department is responsible for developing all examinations and assessments conducted by ECZ, which comprise examinations at school and teacher education levels as well as tests for assessment surveys. The Department's activities involve curriculum interpretation, content mapping, development of assessment schemes, development of test items, proofreading, development of marking schemes, coordination of marking and production of assessment feedback reports.

7.2.3.6. Research, Planning and Information Department

The Department is responsible for carrying out relevant research commissioned by any department or Committee of the Council and for establishing grading procedures for the examination results and a custodian of all examination statistics for use during awards, standard fixing, selection and research. The Department is in charge of the strategic plan development, monitoring and reporting as well as documentation. In addition, through the Department, ECZ is the implementing agency of the National Assessment programme of the Ministry of Education and other large-scale assessment surveys.

7.2.3.7. ICT Department

The Information and Communications Technologies (ICT) Department at Examinations of Zambia (ECZ) is responsible for the maintenance and management of ICT Infrastructure, security, software and Data. The Department provides ICT solutions which contribute towards the timely and efficient manner in which the Council achieves its objectives.

7.2.3.8. Procurement and Supplies Unit

The Procurement and Supplies Unit is responsible for the acquisition of goods and services used in the operations of the ECZ in line with the Public Procurement Act No. 8 of 2020 National Procurement. The Unit coordinates and implements an Annual Procurement Plan (APP) to ensure timely provision of goods and services and getting value for money from all procurements for the attainment of the Council's mandate.

7.2.3.9. Internal Audit Unit

The Internal Audit Unit's responsibilities are defined by the Council as part of its oversight role. Internal Audit Unit provides independent and objective assurance and consulting services that are guided by a philosophy of adding value to improve the operations of the Examinations Council of Zambia (ECZ). It assists ECZ in accomplishing its objectives by bringing a systematic and disciplined approach to evaluate and improve the effectiveness of ECZ's risk management, control and governance processes.

7.2.3.10 Public Relations Unit.

The Public Relations Unit (PRU) at Examinations Council of Zambia (ECZ) is responsible for all internal and external communication between the Council and its stakeholders. The unit's functional focus areas are to build and sustain mutually beneficial relationships with the Council's stakeholders and enhance the corporate image.

ECZ Strategic Focus in 2024

The Examinations Council of Zambia, in the period under review, made tremendous strides in implementing the set activities in the 2021-2026 Strategic Plan. However, due to several factors which included among others, including policy and regulatory changes, implementation was delayed. The Council therefore decided to extend the Strategic Plan by one more year, up to 2026, in an effort to implement all the set activities. The Strategic Plan is anchored on five Thematic Areas:

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

This section highlights the progress made in implementing the planned activities and strategies under the outlined thematic areas.

8.1. Thematic Area 1: Research and Development

Under this thematic area is strategic goal 1 “to enhance research and consultancy to serve ECZ”

- 8.1.1. International and Regional Collaboration:** To enhance the conduct of assessments, ECZ participated in the Southern Africa Association for Education Assessment (SAAEA) Research Forum in Botswana. The objectives of the forum were to Pilot the quality assurance instruments before their adoption for quality assurance purposes across the region; identify problems or weaknesses in the quality assurance checklist instruments, such as unclear questions or technical difficulties; and get suggestions from the institutions visited on how to improve the accuracy and consistency of the checklist instrument
- 8.1.2. ECZ participated and presented research papers at** the 2024 Southern Africa Association for Educational Assessment (SAAEA) Research Forum in Tanzania and the Southern Africa Association for Educational Assessment (SAAEA) Conference in Eswatini.
- 8.1.3. As AEA Secretariat,** ECZ supported Umalusi (the South Africa Quality Council) in hosting and participating in the 40th Conference of the AEA from 19th to 23rd August, 2024, in Cape Town South Africa. Further, suitable partners were identified to capacitate ECZ staff in competence-based education and assessment, as part of the preparation for the transition of the examination and assessment systems towards the competence-based curriculum effective 2025;
- 8.1.4. Participated in the 49th** Conference of the International Association for Educational Assessment (IAEA), which took place in Philadelphia, USA, from 22nd to 26th September, 2024. ECZ showcased the promotional materials (PowerPoint presentation, brochure and video) for the 50th Conference of the IAEA to be hosted in Livingstone, from 21st September to 24th September, 2025.
- 8.1.5. Development of Frameworks:** ECZ developed the Monitoring and Evaluation Framework and the Quality Assurance Framework. Similarly, to guide the conduct of research by ECZ, the Research Agenda was developed.
- 8.1.6. Performance Feedback:** ECZ conducted a performance review for all the examinations conducted in 2023. This was done to engage relevant stakeholders and provide performance feedback on the 2023 examinations
- 8.1.7. In order to strengthen national assessment systems for primary education in Zambia,** ECZ signed a Government to Government (G2G) memorandum of understanding with the United States Agency for International Development (USAID). The Programme is expected to run for three (03) years.
- 8.1.8. International Student Assessments:** The Programme for International Student Assessment (PISA) 2025 aims to measure the learners' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges. Over 100 countries and economies would be taking part in PISA 2025, with only four (4) African countries. The following PISA activities were implemented in 2024:

- a. The 2025 PISA was successfully launched on Wednesday, 28th August 2024 at Taj Pamodzi Hotel, in Lusaka. The launch was graced by the Permanent Secretary (Education Services), Ministry of Education and a Director from the Organisation for Economic Cooperation and Development (OECD).
- b. In order to create a clear road map and share experiences regarding the implementation of the Programme for International Student Assessment (PISA), two members of staff attended the PISA National Project Managers Meeting in Australia;
- c. Two members of staff attended the PISA Governing Board Meeting in Croatia. The meeting aimed at determining the policy priorities and ensuring that they were respected during the implementation of the PISA survey;
- d. Conducted a pilot of the PISA survey instruments across the country with 50 targeted schools. The survey aimed at testing the data collection instruments in readiness for the main survey to be conducted in 2025.



Ministry of Education Permanent Secretary, Education Services Mr Joel Kamoko addressing the gathering during the launch of the OECD PISA 2025 Survey Participation by Zambia held in Lusaka.

- 8.1.9. Pretesting of test Items:** In order to evaluate the quality of end-of-primary-school instruments, ECZ conducted Pretesting in 20 schools with over 3,500 learners reached. The pretest was for subjects dismantled from Creative and Technology Studies paper at Grade 7, namely Technology Studies, Home Economics, and Expressive Arts;
- 8.1.10. Computer-Based Testing system:** In the period under review, ECZ initiated the process of developing a prototype of the Computer-Based Testing system. This system will enable candidates to write exams online.
- 8.1.11. Evaluation Studies:** To improve teaching and learning achievements for teachers and learners, the Ministry of Education through ECZ implemented the Zambia Education Enhancement Project (ZEEP) with 1200 targeted schools. Among the key project development objectives is to improve the quality of teaching and learning in the targeted schools. Further, ECZ conducted quality monitoring of the ZEEP survey in selected sampled schools and it was noted that the data collectors conducted the exercise in line with the survey guidelines.
- 8.1.12. Library Modernisation:** In a bid to improve discoverability, enhance user experience and improve efficiency, ECZ transitioned from the Anglo-America Cataloguing Rules (ACCR2) to the Resource Description and Analysis (RDA) for all ECZ digital and physical resources. This entailed re-cataloguing and re-classifying the items in the ECZ library.
- 8.1.13. Benchmarking on standardisation and ICT processes:**
- a. ECZ conducted benchmarking visits to the Uganda National Examinations Board and Kenya National Examinations Council (KNEC), over the development of an in-house examinations processing system in November.
 - b. ECZ officers attended the standardisation meeting at Umalusi in South Africa. The objectives of the meeting were to benchmark the standardisation procedures at Umalusi; provide feedback to Umalusi on their standardisation process; and to identify areas of improvement in the ECZ standardisation system.

8.2. Thematic Area 2: Assessment Development and Administration

The focus under this thematic area is strategic goals 2 and goal 3 which are:

- a. "To align assessments to the demand of local international education systems"
- b. "To enhance security in the development and management of assessments"

8.2.1. 2024 Standardisation and Grading meetings: In order to ensure ECZ is at par with other examination bodies in the region, three foreign dignitaries from UMALUSI-South Africa, the Examinations Council of Eswatini and the National Examinations Council of Tanzania actively participated in the standard setting and fixing meeting held on 11th and 12th January 2024.

8.2.2. Inclusive Assessment: In order to improve education assessment administration for candidates with Special Education Needs (SEN), ECZ held a successful consultative meeting with SEN Specialist Officers from the Ministry of Education on the enhancement and formulation of the 'Access Arrangement and Positive Discrimination Policy' for learners with Special Educational needs and disabilities which was held on Wednesday, 7th February 2024;

8.2.3. Test Development and Electronic Question Bank: Regarding the development and management of test items, the following activities were undertaken:

- a. Commissioning of item writers for school examinations was done in January in preparation for panel moderation for the 2025 examination question papers
- b. Development of test items and populating the Electronic Item Bank for Early Childhood Education Diploma examinations took place from 19th February 2024 to 23rd February 2024. A total of forty (40) lecturers developed items for more than three papers for their courses which were populated into the Item Bank.
- c. Development of test items and populating the Electronic Item Bank for the 2025 Junior Secondary External Examination and Junior Secondary School Leaving Examination question papers was conducted in the period under review. A total of one Hundred Twenty-Eight item writers developed items for more than three papers

8.2.4. Capacity Building of Examiners and Setters: To improve the knowledge and expertise in the development and marking of examinations, the following was done:

- a. ECZ trained School Certificate and General Certificate of Education Examinations Setters in thirty-seven (37).
- b. Further, ECZ held an examination review meeting with Chief Examiners on the 2023 marking exercise. This was aimed at reviewing the marking exercise for the previous year and building capacity amongst the markers.

8.2.5. Alignment of Examination Guidelines to new Act: To enhance the proper conduct of examinations, ECZ began the process of revising the Guidelines on the Administration and Management of Examinations. The revisions were also carried out in order to accommodate new provisions and duties relating to the operations of the ECZ pursuant to the Examinations Council of Zambia Act No. 3 of 2023.



ECZ staff during the review of the Guidelines for the Administration and Management of Examinations in Chongwe.

8.2.6. Conduct of the 2024 Examinations: Conducted examinations and timely released results at all levels;

- a. The 2024 Junior Secondary External Examination (JSEE) were successfully held from Thursday, 25th July, 2024 to Friday, 2nd August, 2024, while the General Certificate of Education (GCE) Examination was written from Thursday, 25th July, 2024 to Friday, 9th August, 2024.
- b. The mid-year examination materials were delayed due to port congestion; therefore, ECZ, working with the Ministry of Defence, airlifted examination materials to the districts so that the examination materials were timely delivered.
- c. Suspended the General Certificate of Education (GCE) Examination Centre Status indefinitely for eight (8) schools for examination malpractice.
- d. The GCE and JSE Examination results were announced to the public by the Minister of Education, Honourable Douglas Munsaka Syakalima MP 9th September 2024.
- e. Similarly, Primary School Leaving Examination, Junior Secondary School Leaving and School Certificate Examinations were written from 28th to 31st October 2024, 20th to 28th November and 1st to 19th November 2024, respectively.
- f. Examinations at all levels were successfully monitored throughout the country. This was done to ensure conformity to examination standards.
- g. The Minister of Education, Honourable Douglas Munsaka Syakalima MP announced the examination results for PSL and JSSL on 23rd December 2024, and the SC and Teacher Education Diploma results on 17th January 2025.

8.2.7. Registration of 2025 Candidates: The Online Candidate Registration System (OCRS) opened on 8th November, 2024 and closed on 28th February, 2025. To avoid late registration, the DEBS and PEO's offices monitored the registration process to ensure that all Centres register their candidates on time.

8.2.8. To re-align the primary school examinations: The Council changed the name of the 'Grade 7 Composite Examination' to 'the Primary School Leaving Examination', effective 2024, on 19th April 2024 effective 2024:

8.2.9. Developed the Roadmap for the Transition of Examinations from the 2013 Outcome-based Curriculum to the 2023 Competence-Based Curriculum. The roadmap indicates the last examinations on the 2013 curriculum would be in 2028 at the Primary and School Certificate levels, and consequently, the Competence-Based Examinations would be in 2028 at the stated levels as well. The last Junior Examinations would be in 2025. The first Advanced level examinations would be in 2027.

8.2.10. Training in Competence-Based Assessment: To equip ECZ staff with the demands of the 2023 Zambia Education Curriculum Framework, ECZ engaged a consultant to train staff in Competence-Based Curriculum and Competence-Based Assessment. A total of eighty-three(83) participants were trained.

8.3. Thematic Area 3: Institutional Capacity

The focus under this thematic area is strategic goal 4 "To develop and enhance physical and ICT infrastructure", Goal 5 "Strengthen corporate governance", Goal 6 "Attain financial sustainability" and Goal 7 "enhance human capital"

8.3.1. Legislative Amendments: ECZ, working with the Ministry of Education, commenced the process of amending the ECZ Act No.3 of 2023 to include, among others, the conduct of examinations for teacher Education. Further, to gain consensus on the proposed amendments to the ECZ Act No. 3 of 2024, ECZ held provincial stakeholder engagement meetings in all 10 provinces. The proposals were centred around the conduct and administration of teacher education examinations and the awarding of diplomas by ECZ.

8.3.2. Strategic Plan Mid-Term Review: To gauge the implementation of the ECZ Strategic Plan, a mid-term review of the Plan was conducted. Management identified targets that were to be concluded by 2025 and the ones to be extended up to 2026. The review addressed the policy changes in view of the new curriculum and the legal requirement to align the strategic plan to the Eighth National Development Plan.

8.3.3. Risk Management: In order to mitigate the identified risks, ECZ identified and appointed a Risk Champion and Risk Focal Point Persons. A meeting was since held to discuss the terms of reference for the appointed persons.

8.3.4. Printing Capabilities: ECZ successfully printed, in-house, both the examination answer booklets and question papers for Special Education Needs (SEN) candidates.

8.3.5. Workforce Strengthening: To ensure ECZ operates at full capacity, the Human Resource Department has made tremendous efforts to fill all the vacancies. As of 31st December 2024, the establishment was 93% filled.

8.3.6. Revision of HR Policies: To ensure that Human resource policies remain relevant to the needs of the employees, ECZ conducted a review of the Recruitment Policy, Training and Development Policy and the Disciplinary and Grievance Procedures Code. The Documents were to be presented for Board approval via the Finance and Administration Committee in the first quarter of 2025, while the revision of the Loans Policy and Code of Ethics and Conduct was to be completed in 2025.

8.3.7. Staff Capacity Building for long-term training: continued to coordinate staff training and development by processing fees and monitoring the performance of sponsored employees. Nine (09) members of staff were on ECZ-sponsored training; seven (07) were pursuing Master's Degree programs while two (02) were pursuing Bachelor's Degree programs.

8.3.8. ICT Skills Development: To equip information and Communication Technology (ICT) staff with modern software development skills, ECZ ICT staff were trained in SQL Server management and C# programming. The acquired skills will assist in the development of computer programmes that will meet the current needs of the stakeholders.

8.3.9. Asset Management Training: To enhance asset utilization, performance and lifespan of assets, four ECZ officers attended the Asset Management training offered by In-Service Training Trust. The training focused on asset identification and classification, stock replenishment methods, and analysis of assets

8.3.10. Financial Reporting Training: To facilitate credible and high-quality financial reporting, two members of the Finance Department attended the International Public Sector Accounting Standards (IPSAS) training with a special focus on learning the application of IPSAS 22 and 24. The lessons learnt from the training have been proposed to management for implementation.

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

- Continued to implement the 2023 Financial Regulations and Procedures aligned with the Public Finance Act of 2018 and the ECZ Act No. 3 of 2023;
- Approved the annual update of the Internal Audit Charter and Audit Committee Charter;
- The ECZ Board approved the audited Financial Statements for the Year Ended 31st December 2024 during its extraordinary meeting on 23rd May 2025
- The Audited Financial Statements indicated that the Examinations Council of Zambia had received a total income of K355,514,577 against an expenditure of 391,349,715, giving rise to a deficit of K35,835,138. The net assets for the year ended 31st December 2024 were K144,622,084.
- The Budget for the year running from 1st January to 31st December, 2024, was drawn and approved by the ECZ Board. The total expenditure estimate was K391.3 million compared to K317.6 million over the same period in 2023.

8.3.12. The budget performance for 2023 and 2024 based on the yellow book provisions was as outlined in the table below;

Table 2: ECZ Budget Performance 2023 and 2024

Programme	2023			2024		
	Total Approved	Total Received	Receipt %	Total Approved	Total Received	Receipt %
Examinations Council of Zambia	15,280,582	15,280,582	100%	15,280,582	15,280,582	100%
Administration and marking of Examinations	60,463,449	122,284,984	202%	60,463,449	60,463,450	100%
Examination fees for Grade 12 for free Education	22,500,000	22,500,000	100%	26,000,000	26,000,000	100%
Supplementary Funding	-	-	-	0	79,673,672	100%
Total	98,244,031	160,065,566	163%	101,744,031	181,417,704	178%

8.3.13. During the period under review, the Board approved new and revised policies as follows:

- a. ECZ Board Charter
- b. Consultancy Policy
- c. Transport Policy
- d. Succession Policy

8.4. Thematic Area 4: Operational Efficiency

The focus under this thematic area is strategic goal 8 “to enhance automation of internal processes and operations”, and goal 9 “to enhance quality assurance.”

- 8.4.1. Enhanced Examiner Management System:** Out of the 4,073 Examiners that were invited for marking, 3,705 attended the marking session, giving a 90.96% attendance. This achievement is largely as a result of using the Examiner Management System.
- 8.4.2. Enhanced System Security:** To maintain system security, the Information and Communication Technology (ICT) Department conducted vulnerability assessment tests on all network devices and endpoints using vulnerability assessment tools.
- 8.4.3. Launch of the Self-Service Portal and e certificate:** The Self-Service Portal and the e-Certification System were launched on 31st July 2024. The systems were launched by the Minister of Education, Honourable Douglas M. Syakalima, MP, accompanied by ECZ Board Chairperson, Prof. Frank Tailoka. The self-service portal enabled users to perform various tasks and access information, without requiring direct assistance.
- In September 2024, the self-service portal was operationalised and during the same month, a total of 97 queries were received and attended to, through the system;
- 8.4.4. Audit of Systems and Processes:** The Internal Audit Unit conducted audits of ECZ systems and processes. This was done to ensure the Council operates effectively.
- 8.4.5. Financial Efficiency:** The Payment Gateway was integrated with Pastel, streamlining secure and quick transactions. In addition, to promote efficiency in the service centres, the deployment of modified modules was done to allow regional Assistant Accountants to manage all service centres in their region.
- 8.4.6. Bank Integration:** ECZ completed the integration of Access Bank (Atlas Mara) with Sage Pastel Evolution, optimising financial processes. This achievement would streamline ECZ’s financial processes and enhance efficiency.
- 8.4.7. SMS results release system:** In order to continue the easy access of examination results, ECZ renewed the use of the ZICTA 8383 short code for the SMS results release system for the period 24th July 2024 to 23rd July 2025.
- 8.4.8. E-Certification:** The digital certificate for Primary School Leaving Examinations was finalised and deployed for the 2023 Grade 7 cohort. This would enable digital issuance, management, and verification of certificates, thus providing convenience and cost-effectiveness.
- 8.4.9. E- Examination Monitoring:** The first draft of an examination monitoring mobile application was developed to enhance oversight. The Mobile Application, once finalised, would replace the use of hard copy instruments used in the field.
- 8.4.10. Enhanced online confirmation of results:** Self-Service Portal upgrades enabled online confirmation of examination results for improved query handling.



Joint launch of the ECZ Self-Service Portal and E-Certificate System at Parliament Buildings in Lusaka by the Minister of Education Honourable Douglas M. Syakalima MP, accompanied by ECZ Board Chairperson Professor Frank P. Tailoka.



Participants during the launch of the Self-Service Portal and e-Certificate at Parliament Buildings in Lusaka.

8.5. Thematic Area 5: Corporate Image

The focus under this thematic area is strategic goal 10 “to strengthen communication and public relations”

8.5.1. Brochure Newsletter Production: ECZ developed promotional materials covering the following services and products;

- ECZ Services: Requirements and Fees;
- Corporate Profile;
- School Qualification Award Conditions and
- Stop Examination Malpractices –Candidates Beware.
- Newsletter was produced documenting various milestones and achievements by ECZ from July to December 2023.

8.5.2. Public Engagements: ECZ participated in the following events during the period under review:

- a. Zambia International Trade Fair (ZITF) in Ndola and the Agricultural and Commercial Show (ACSZ) in Lusaka;
- b. Further, ECZ also participated in the North-West Provincial Show on 16th July, 2024 and scooped 2nd and 3rd Prizes; and

8.5.3. Media Outreach and Engagements: To resolve public concerns and enlighten the public on ECZ operations, the following media engagements were conducted:

- a. Regarding examination registration and fees for different levels for 2024, the Public Relations Unit had one media Interview with ZNBC TV on the GCE Examinations and the change in fees. The news aired during the main news.
- b. ECZ featured on “Let the People Talk” a discussion programme on radio Phoenix on 6th February 2024 which featured the ECZ Executive Director, Dr. Michael Chilala. The programme discussed matters of education reforms and assessments.
- c. Regarding the matter relating to the suspension of eight GCE Centres and the nullification of examination results for over 5,000 candidates during the 2024 mid-year examinations, ECZ

featured on ZNBC TV2. Further, ECZ co-appeared on the Diamond TV Breakfast show with the Ministry of Education Communications Unit to discuss the effects of electricity load management on education and assessment.

- d. ECZ participated at the 2024 National Library Week symposium, which was held under the theme: Library Development, Influence and the Future.
- e. ECZ conducted radio sensitisation programmes in Central, Muchinga, Northern and Southern provinces. The objective of the programmes was to sensitise the public on the various developments in examination administration and management, such as the self-service portal, digital transformation journey, e-certification and anti-malpractice among others.

8.5.4. Digital Communication: ECZ continued with engagement with the public via Facebook, the ECZ website, and corporate email to address queries and concerns. This is done to tend to various queries and complaints regarding the operations of ECZ.

8.5.5. Social Responsibility: To continue with the spirit of social corporate responsibility, ECZ graced the graduation ceremonies at the following schools:

- a. Kitwe Teachers Training College;
- b. Chipata Teachers Training College; and
- c. George Benson Christian University College.

8.5.6. The Social responsibility activities also included ECZ donating several cleaning materials to Lusaka Boys GRZ School, to improve sanitation, create a clean and healthy environment and eventually prevent cholera.

8.5.7. Honouring Staff: To honour its hard-working employees, ECZ joined the rest of the country in commemorating Labour Day. Several deserving employees were awarded.



ECZ Participates at the 2024 National Library Week and Symposium at Intercontinental Hotel in Lusaka



ECZ Officers (L and R) present a donation of Cholera Prevention cleaning materials to Lusaka Boys GRZ School Head Teacher (Middle) as part of Corporate Social Responsibility-CSR

Management and Conduct of Examinations

9.1. Award of Examination Centre Status

9.1.1. The Council granted examination centre status to 595 out of the 650 schools that applied. This included 282, 236 and 77 Centres for end of primary, junior secondary and School Certificate examinations respectively. 55 Centres that were not granted examination centre status failed to meet the minimum criteria.

9.1.2. As of 31st December 2024 the Council has culminated the following number of examination centres at each level:

Table 3: 2024 Number of Examination Centre By Level

s/n	Level of Examinations	Number of Examination Centres
1	Primary School Leaving Examination (G7)	7,369
2	Junior Secondary School Leaving Examination (G9)	4,482
3	Junior Secondary External Examination (G9 ext)	2,208
4	School Certificate Examination (G12)	1,787
5	General Certificate of Education (GCE) Examination	798
6	Teacher Education Diploma Examination	31

9.2. Candidate Registration

The registration of candidates for the 2024 examinations commenced from 1st October 2023.

9.3. Examination Session Dates

The 2024 Examinations Timetables were approved by the Council and Examinations were conducted as follows:

Table 4: 2024 Examinations Sessional Dates

s/n	Examination Level	Sessional Dates
1	Primary School Leaving Examination (G7)	Start: Friday, 25 th October, 2024 End: Thursday, 31 st October, 2024
2	Junior Secondary School Leaving Examination (G9)	Start: Wednesday, 24 th July, 2024 End : Friday, 2 nd August, 2024
3	Junior Secondary External Examination (G9 ext)	Start: Tuesday, 19 th November, 2024 End: Thursday, 28 th November, 2024
4	School Certificate Examination (G12)	Start: Wednesday, 24 th July, 2024 End: Friday, 9 th August, 2024
5	General Certificate of Education (GCE) Examination	Start: Friday, 1 st November, 2024 End : Tuesday, 19 th November, 2024
6	Teacher Education Diploma Examination	Start: Friday, 8 th November, 2024 End :Thursday,28 th November, 2024

9.4. Supervision, Invigilation and Monitoring

The Council conducted examination monitoring across all provinces, focusing on a targeted sample of schools to assess compliance with established guidelines. Overall, the monitoring exercise revealed that supervision and invigilation were satisfactorily carried out in most examination centres. A majority of these centres adhered to the prescribed procedures, particularly in relation to the supervision, invigilation, and secure storage of examination materials.

In line with the national guidelines for the Administration and Management of Examinations in Zambia, most centres observed the requirement to open question papers and pack answer scripts in the presence of candidates. Instances of non-compliance were primarily attributed to a lack of familiarity with the guidelines on the part of head teachers, supervisors, and invigilators. Additionally, some centres did not fully meet the prescribed specifications for strong rooms as outlined in the guidelines.

9.5. Highlights on the Examinations

9.5.1. 2024 Primary School Leaving Examination Results

a. Candidature and Performance

The 2024 Primary School Leaving (PSL) Examination was written from Monday, 28th October to Thursday, 31st October, 2024. The scanning of the 2024 Primary School Leaving (PSL) Examination started on Thursday, 14th November 2024 and ended on Thursday, 28th November 2024. The processing of the Examination results started on Friday, 29th November and ended on Wednesday 4th December 2024.

A total of 543,069 entered the Examination comprising 259,066 representing 47.70 percent Boys and 284,003 representing 52.30 percent Girls. A total of 543,069 candidates entered the Examination, comprising 259,066 representing 47.70 percent Boys and 284,003 representing 52.30 percent Girls;

A total of 491,785 candidates sat the examination, representing 90.56 percent of those who entered the examination. Of the 491,785 candidates who sat the examination, 234,097 representing 47.60 percent were Boys while 257,688 representing 52.40 percent were Girls;

On the other hand, a total of 51,284 candidates were absent from the examination, of whom 24,969 representing 48.69 percent were boys and 26,315 representing 51.31 percent were girls. The National absenteeism rate was 9.44 percent. This represented a 0.16 percentage points decrease in absenteeism from 9.60 percent in 2023.

b. Performance

In terms of performance, a total of 350,116 candidates obtained Division 1 to Division 3 representing 71.19 percent while 141,669 candidates obtained Division 4 representing 28.81 percent. The national pass rate was 71.19 percent. This means that nationally, 28.81 percent of the candidates would not progress to Form 1.

The learner performance had steadily improved, indicating the positive impact of the Ministry of Education's interventions, despite overcrowded classrooms. Notable interventions included recruiting over 40,000 teachers since 2023 and providing desks and teaching materials.

c. Progression rates

The 2024 National progression rate to Form 1 was 71.19 percent.

9.5.2. 2024 Junior Secondary External (JSE) Examination

a. Candidature

The JSE examination was written from 25th July to 17th August, 2024, and the Marking of the examination scripts was from 12th to 22nd August, 2024, with a processing status of 100 percent.

A total of 119,928 candidates entered the 2024 JSE examination, of whom 51,790(43.18%) were boys and 68,138(56.82%) were girls. A total of 113,193 candidates sat the examination, representing 94.38 percent of those who entered for the examination of which 48,839(43.14%) were boys while 64,354 (56.85%) were girls.

Of the 51,790 Boys who entered the examination, 2,951(5.70%) were absent, and of the 68,138 Girls who had entered the examination, 3,784(5.55%) were absent, giving a national absenteeism rate of 5.62 percent. The absenteeism rate reduced by 0.79 percentage points from 6.41 percent in 2023.

b. Performance

In terms of performance, a total of 8,982 candidates obtained Certificates, and 94,294 candidates obtained A total of 7,999 candidates obtained Certificates, 80,594 candidates obtained the Statement of Results, and 24,645 failed the examination.

28,310 candidates sat for more than six subjects, of which 7,999 obtained certificates, representing 28.94 percent. In the proportion of those obtaining certificates and statements, boys slightly outperformed girls, which was consistent with the year 2023.

In terms of performance in various subjects, better performance was recorded in practical/vocational subjects, with mean scores ranging from 48 percent to 60 percent. The failure rate in Mathematics

(63.75%) and Integrated Science(60.71%) had remained high among external candidates. The failure rate in English increased from 37.67 percent in 2023 to 54.46 percent in 2024.

9.5.3. 2024 Junior Secondary School Leaving (JSSL) Examination Results

a. Candidature

The 2024 Junior Secondary School Leaving (JSSL) Examination was written from Wednesday 29th November, 2024 to Thursday 28th November, 2024.

The marking of the 2024 JSSL Examination scripts started on Monday 9th December, 2024 and ended on Saturday 14th December, 2024. The processing of the Examination results started on Sunday 15th November, 2024 and ended on Thursday 18th December 2024 with a processing status of 99.99 percent.

A total of 325,108 candidates entered the Examination of whom 154,345 representing 47.47 percent were Boys and 170,783 representing 52.53 percent were Girls. A total of 302,870 candidates sat the Examination representing 93.16 percent of those who entered for the Examination. Of the 302,870 who sat the Examination, 143,038 representing 47.23 percent were Boys while 159,832 representing 42.77 percent were Girls.

Of the 154,345 Boys who entered for the Examination, 11,307 representing 7.33 percent were absent and of the 170,763 Girls who had entered for the Examination 10,931 representing 6.40 percent were absent. A total of 22,238 candidates were absent from the Examination, giving a national absenteeism rate of 6.84 percent. The absenteeism rate reduced by 0.14 percentage points from 6.98 percent in 2023.

b. Performance

In terms of performance, of the 302,870 candidates who sat the examination, 169,280 (55.89%) obtained certificates, 110, 203 (36.39%) obtained statements and 23,387 (7.72%) failed the examination.

The 2024 certificate percentage pass rate has increased by 2.34 percentage points from 53.55 percent in 2023.

Performance in vocational and practical subjects was better, indicating learners excel more in practical subjects. The Ministry was urged to draw lessons from learner performance in practical subjects during the transition to a Competence-Based Curriculum.

c. Progression Rate

The 2024 National progression rate to Grade 10 was 55.89 percent.

9.5.4. 2024 School Certificate (SC) Examination Results

a. Candidature and Performance

The 2024 School Certificate Examination was written from Monday, 4th November to Tuesday, 19th November, 2024. The marking of the 2024 School Certificate Examination scripts started on Monday, 16th December, 2024 and ended on Saturday, 4th January, 2025;

A total of 172,977 candidates entered for the examination, comprising 84,353 (48.77%) boys and 88,624 (51.23%) girls. A total of 169,559 candidates sat the examination, representing 98.02 percent of those who entered the examination. Of the 169,559 who sat the examination, 82,631 (48.73%) were boys while 86,928 (51.27%) were girls.

On the other hand, a total of 3,418 candidates were absent from the examination, of whom 1,722 were boys and 1,696 were girls. The national absenteeism rate in 2024 was 1.98 percent. This reflected an increase of 0.12 percentage points from the 1.86 percent absenteeism rate in 2023.

Notably, there was a steady increase of 3.83% in candidature over the period 2021 to 2024. Then a sharp candidature growth between 2022 (127,289) and 2023(166,501), which represented an increase of 30,000. This growth was attributed to the free education policy which was implemented in 2022.

Out of the overall candidature recorded, St. Jeff College of South Africa presented 97 candidates, of whom 95 sat the examination.

b. Performance

In terms of performance and certificate awards, of the 169,559 candidates who sat the examination, 115,624 (68.19%) obtained the School Certificate, representing an increase of 0.16 percentage points from 68.03 percent in 2023. A total of 50,407 (29.73%) obtained Statements and 3,528 (2.08%) failed the examination.

Gender-wise, in terms of proportions, more boys (68.56%) obtained certificates than girls (67.84%). However, in terms of absolute figures, there were more girls.

Furthermore, it was observed that the gender gap in terms of candidature was now favouring girls at grades 7, 9 and 12. Whereas in terms of performance, the boys were on the overall better than the girls. However, in other subjects, girls recorded better performance than boys.

From the statistical performance highlights, the following were noted:

- i. The Provincial analysis of the SC pass rate showed that six provinces—Eastern (82.19%), Muchinga (71.11%), Luapula (62.05%), Lusaka (73.82%), Central (71.56%) and North-Western (48.01%)—recorded an increase compared to the previous year. Muchinga recorded the largest increase, with a rise of 7.46 percentage points.
- ii. In contrast, four provinces Southern (73.60%), Western (44.17%), Copperbelt (72.23%), and Northern (64.74%) recorded a decrease in the proportion of candidates obtaining a School Certificate, with the Northern Province recording the largest decline of 2.18 percentage points.
- iii. Similar to 2022 and 2023, Eastern Province recorded the highest proportion of candidates obtaining School Certificates in 2024 at 82.19 percent, while Western Province had the lowest proportion at 44.17 percent.
- iv. Six provinces recorded SC pass rate above the national pass rate of 68.17 percent.
- v. In terms of mean score performance according to subject, the highest mean score was recorded in Additional Mathematics at 68.35 percent, while the lowest mean score was in Science at 25.01 percent. In contrast to 2023, where the highest mean score was recorded in French at 81.4 percent and the lowest was in Religious Education 2044 at 15.70 percent.
- vi. When comparing mean scores across subject groupings, Practical Subjects recorded the highest mean at 61.77 percent, followed by Literature and Languages at 39.91 percent. This trend was consistent with 2023.
- vii. Natural Science Subjects had the lowest mean score, at 30.84 percent.

9.5.5. 2024 General Certificate of Education Examination Results

a. Candidature

The GCE Examination was written from 25th July to 9th August, 2024 and marking of scripts was conducted from 19th to 28th August, 2024. The processing of GCE Examination results was done from 29th August to 3rd September, 2024, with a processing status of 99.77 percent.

Management processed the examination results three(3) weeks earlier than in 2023, when the approval meeting was held on 18th and 21st September 2023. This was in line with the ECZ Strategic Theme of Improving the Operational Efficiency of the Council. The timely release of the JSE and GCE Results was attributed to the flat-marking rate, which was tied to the scripts marked and not the days spent at the marking centre.

A total of 149,920 candidates entered the GCE Examination, of which 48,415(32.29%) were male and 101,5059 (67.71%) female. A total of 138,084(92.11%) of the entered candidates sat the Examination, of which 43,395(31.43%) were male while 94,689(68.57%) were female. More girls than boys registered and sat the examinations.

On the other hand, 11,836 candidates were absent from the examination, of whom 5,020 (42.41%) were male and 6,816 (57.58%) were female. This represented a national absenteeism rate of 7.89 percent compared to 8.39 percent in 2023.

b. Performance

In terms of performance, 3,649 candidates obtained the GCE Certificate, 117,011 candidates obtained GCE Statements and 17,424 failed the examination.

Of the 14,764 candidates who sat for more than five subjects, 3,649 obtained GCE certificates, representing 24.72 percent.

In terms of performance in various subjects, performance in Social and Business Studies subjects was lowest. It was also reported that performance in natural science-related subjects remained low.

The quality of the pass rate, in terms of the proportion of candidates who obtained credit and above in a subject, was 35.21 percent, an increase from the 22.21 percent recorded in 2023.

9.5.6. 2024 Teacher Education Diploma Examination Results

a. Candidature

The 2024 Teacher Education Diploma Examinations were written from Monday, 11th November, 2024 to Thursday, 28th November, 2024.

The marking of the 2024 Teacher Education Diploma Examinations scripts started on Monday, 30th December, 2024 and ended on Sunday, 5th January, 2025.

The processing of the 2024 Teacher Education Diploma Examinations results started on Monday, 6th January, 2025 and ended on Monday, 15th January, 2025.

The Teacher Education Diploma Examinations comprise the Early Childhood Education Teacher's Diploma (ECE), Primary Teacher's Diploma (PTD) and Secondary Teacher's Diploma (STD). The Teacher's diploma was a three-year programme with examinations offered in Year I, II and III.

The total number of candidates that entered the Teacher Education Diploma Examinations at all the levels was 2,393, comprising 785 (32.80%) male and 1,608 (67.20%) female;

A total of 2,275 candidates sat the Examinations, representing 95.01 percent of those who registered for the Examinations. Of the 2,275 candidates who sat the Examination, 736 (32.35%) were male, and 1,539 (67.65%) were female.

On the other hand, a total of 118 (4.9%) were absent from the Examinations, of whom 49 were male and 69 were female. The overall absenteeism rate was 4.9%.

b. Performance

Of the 2,275 candidates that sat the Examinations, 1,947 (85.6%) obtained a clear pass, 279 (12.3%) would proceed with arrears, and 49 (2.2%) failed (that is referred, repeated or excluded).

9.5.6.1. Teacher Education Diploma Examinations Results Analysis

- a. Further analysis of the performance of the examinations in all the programmes and levels were:
 - i. The candidature at all ECE levels, PTD level 3, STD level 3 had increased, while the increase at STD level 3 was by one candidate.
 - ii. Absenteeism rates had declined compared to 2024.
 - iii. The performance of the candidates in Social Science and Practical courses was better, just like in previous years, while performance in Natural Sciences continued to be poor.
- d. The number of candidates who are graduating for 2024 is as follows:

A total of 859 candidates sat the Examinations in the third year (Level III), comprising 331(38.53%) male and 528 (61.47%) female, of whom 707 Candidates had qualified for the Award of Teacher's Diplomas in their areas of specialisation as follows:

- i. ECE Teacher's Diploma – a total of 94 candidates, of whom 14 were male and 80 were female;
- ii. Primary Teacher's Diploma – a total of 274 candidates, of whom 73 were male and 201 were female; and
- iii. Secondary Teacher's Diploma – a total of 339 candidates, of whom 189 were male and 150 were female.

Table 5: 2024 Primary School Leaving Examination Summary Statistics and Certificate Awards

Province	Entered				Sat								Absenteeism				Eligible for Selection to Form 1 (Div1- Div3)								
	Boys	Girls	Total	Percentage	Boys				Girls				Total	Boys	Girls	Total	Boys	Girls	Total						
					Div1	Div2	Div3	Div4	Total	Div1	Div2	Div3								Div4	Total				
Muchinga	11034	11267	22301	100.00	1051	3015	3552	2502	10120	976	2981	3588	2860	10405	2027	5996	7140	5362	20525	914	862	1776	7618	7545	15163
Percentage	49.48	50.52	100.00		10.39	29.79	35.10	24.72	100.00	9.38	28.65	34.48	27.49	100.00	9.88	29.21	34.79	26.12	100.00	8.28	7.65	7.96	75.28	72.51	73.88
Northern	18755	17891	36646	100.00	2017	5532	5231	3928	16708	1721	5050	5151	4211	16133	3738	10582	10382	8139	32841	2047	1758	3805	12780	11922	24702
Percentage	51.18	48.82	100.00		12.07	33.11	31.31	23.51	100.00	10.67	31.30	31.93	26.10	100.00	11.38	32.22	31.61	24.78	100.00	10.91	9.83	10.38	76.49	73.90	75.22
Luapula	16381	16459	32840	100.00	1719	4851	4556	3727	14853	1256	4301	4712	4639	14908	2975	9152	9268	8366	29761	1528	1551	3079	11126	10269	21395
Percentage	49.88	50.12	100.00		11.57	32.66	30.67	25.09	100.00	8.43	28.85	31.61	31.12	100.00	10.00	30.75	31.14	28.11	100.00	9.33	9.42	9.38	74.91	68.88	71.89
Southern	37700	39956	77656	100.00	4032	7859	9133	13684	34708	4645	9525	10039	12975	37184	8677	17384	19172	26659	71892	2992	2772	5764	21024	24209	45233
Percentage	48.55	51.45	100.00		11.62	22.64	26.31	39.43	100.00	12.49	25.62	27.00	34.89	100.00	12.07	24.18	26.67	37.08	100.00	7.94	6.94	7.42	60.57	65.11	62.92
Eastern	24627	28175	52802	100.00	2707	6654	6433	6793	22587	2401	7179	7504	8422	25506	5108	13833	13937	15215	48093	2040	2669	4709	15794	17084	32878
Percentage	46.64	53.36	100.00		11.98	29.46	28.48	30.07	100.00	9.41	28.15	29.42	33.02	100.00	10.62	28.76	28.98	31.64	100.00	8.28	9.47	8.92	69.93	66.98	68.36
Copperbelt	36060	41053	77113	100.00	6819	9748	9266	7223	33056	7888	12028	10451	7321	37688	14707	21776	19717	14544	70744	3004	3365	6369	25833	30367	56200
Percentage	46.76	53.24	100.00		20.63	29.49	28.03	21.85	100.00	20.93	31.91	27.73	19.43	100.00	20.79	30.78	27.87	20.56	100.00	8.33	8.20	8.26	78.15	80.57	79.44
North-Western	22208	24244	46452	100.00	1679	5595	5682	5735	18691	1809	6118	6148	6427	20502	3488	11713	11830	12162	39193	3517	3742	7259	12956	14075	27031
Percentage	47.81	52.19	100.00		8.98	29.93	30.40	30.68	100.00	8.82	29.84	29.99	31.35	100.00	8.90	29.89	30.18	31.03	100.00	15.84	15.43	15.63	69.32	68.65	68.97
Central	29979	33574	63553	100.00	2532	6126	8450	9588	26696	2984	7319	9403	10436	30142	5516	13445	17853	20024	56838	3283	3432	6715	17108	19706	36814
Percentage	47.17	52.83	100.00		9.48	22.95	31.65	35.92	100.00	9.90	24.28	31.20	34.62	100.00	9.70	23.65	31.41	35.23	100.00	10.95	10.22	10.57	64.08	65.38	64.77
Western	20459	22029	42488	100.00	1428	5488	5734	5122	17772	1644	6319	6190	5236	19389	3072	11807	11924	10358	37161	2687	2640	5327	12650	14153	26803
Percentage	48.15	51.85	100.00		8.04	30.88	32.26	28.82	100.00	8.48	32.59	31.93	27.01	100.00	8.27	31.77	32.09	27.87	100.00	13.13	11.98	12.54	71.18	72.99	72.13
Lusaka	41785	49277	91062	100.00	8294	10432	10184	9918	38828	9182	13354	12297	10920	45753	17476	23786	22481	20838	84581	2957	3524	6481	28910	34833	63743
Percentage	45.89	54.11	100.00		21.36	26.87	26.23	25.54	100.00	20.07	29.19	26.88	23.87	100.00	20.66	28.12	26.58	24.64	100.00	7.08	7.15	7.12	74.46	76.13	75.36
St. Jeff's	78	78	156	100.00	65	10	2	1	78	70	6	1	1	78	135	16	3	2	156	0	0	0	77	77	154
Percentage	50.00	50.00	100.00		83.33	12.82	2.56	1.28	100.00	89.74	7.69	1.28	1.28	100.00	86.54	10.26	1.92	1.28	100.00	0.00	0.00	0.00	98.72	98.72	98.72
Total	259066	284003	543069	100.00	32343	65310	68223	68221	234097	34576	74180	75484	73448	257688	66919	139490	143707	141669	491785	24969	26315	51284	165876	184240	350116
Percentage	47.70	52.30	100.00		13.82	27.90	29.14	29.14	100.00	13.42	28.79	29.29	28.50	100.00	13.61	28.36	29.22	28.81	100.00	9.64	9.27	9.44	70.86	71.50	71.19

Key
 Div. 1 – Division One Classification of Grade 7 Primary School Certificate (Distinction)
 Div. 2 – Division Two Classification of Grade 7 Primary School Certificate (Merit)
 Div. 3 – Division Three Classification of Grade 7 Primary School Certificate (Pass)
 Div. 4 – Division Four Classification of Grade 7 Primary School Certificate (Unsatisfactory)

Table 6: 2024 JUNIOR SECONDARY SCHOOL LEAVING EXAMINATION (JSSLE) Summary Statistics and Awards

Province	Number Entered			Number Sat			Certificate			Statement			Fail			Absentism		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Muchinga	5581	5777	11358	5124	5339	10463	3145	2961	6106	1755	2066	3821	224	312	536	457	438	895
Percent	3.62	3.38	3.49	91.81	92.42	92.12	61.38	55.46	58.36	34.25	38.70	36.52	4.37	5.84	5.12	8.19	7.58	7.88
Northern	10105	9826	19931	9194	9018	18212	5703	5034	10737	3047	3457	6504	444	527	971	911	808	1719
Percent	6.55	5.75	6.13	90.98	91.78	91.38	62.03	55.82	58.96	33.14	38.33	35.71	4.83	5.84	5.33	9.02	8.22	8.62
Luapula	10118	9588	19706	9346	8966	18312	5238	4224	9462	3624	4187	7811	484	555	1039	772	622	1394
Percent	6.56	5.61	6.06	92.37	93.51	92.93	56.05	47.11	51.67	38.78	46.70	42.66	5.18	6.19	5.67	7.63	6.49	7.07
Southern	19574	22175	41749	18179	20775	38954	9326	10641	19967	7152	8589	15741	1701	1545	3246	1395	1400	2795
Percent	12.68	12.99	12.84	92.87	93.69	93.31	51.30	51.22	51.26	39.34	41.34	40.41	9.36	7.44	8.33	7.13	6.31	6.69
Eastern	12129	12100	24229	11452	11290	22742	7618	6716	14334	3326	4086	7412	508	488	996	677	810	1487
Percent	7.86	7.09	7.45	94.42	93.31	93.86	66.52	59.49	63.03	29.04	36.19	32.59	4.44	4.32	4.38	5.58	6.69	6.14
Copperbelt	26454	30500	56954	24859	29043	53902	14778	17760	32538	8094	9864	17958	1987	1419	3406	1595	1457	3052
Percent	17.14	17.86	17.52	93.97	95.22	94.64	59.45	61.15	60.37	32.56	33.96	33.32	7.99	4.89	6.32	6.03	4.78	5.36
Northwestern	13003	13888	26891	11569	12694	24263	5781	6042	11823	4575	5286	9861	1213	1366	2579	1434	1194	2628
Percent	8.42	8.13	8.27	88.97	91.40	90.23	49.97	47.60	48.73	39.55	41.64	40.64	10.48	10.76	10.63	11.03	8.60	9.77
Central	16501	18424	34925	15026	16908	31934	8495	9252	17747	4889	6120	11009	1642	1536	3178	1475	1516	2991
Percent	10.69	10.79	10.74	91.06	91.77	91.44	56.54	54.72	55.57	32.54	36.20	34.47	10.93	9.08	9.95	8.94	8.23	8.56
Western	10712	12639	23351	9688	11654	21342	4600	5637	10237	4249	5292	9541	839	725	1564	1024	985	2009
Percent	6.94	7.40	7.18	90.44	92.21	91.40	47.48	48.37	47.97	43.86	45.41	44.71	8.66	6.22	7.33	9.56	7.79	8.60
Lusaka	30104	35777	65881	28537	34078	62615	16598	19606	36204	9008	11531	20539	2931	2941	5872	1567	1699	3266
Percent	19.50	20.95	20.26	94.79	95.25	95.04	58.16	57.53	57.82	31.57	33.84	32.80	10.27	8.63	9.38	5.21	4.75	4.96
St. Jeff's Collie	64	69	133	64	67	131	62	63	125	2	4	6	0	0	0	0	2	2
Percent	0.04	0.04	0.04	100.00	97.10	98.50	96.88	94.03	95.42	3.13	5.97	4.58	0.00	0.00	0.00	0.00	2.90	1.50
Grand Total	154345	170763	325108	143038	159832	302870	81344	87936	169280	49721	60482	110203	11973	11414	23387	11307	10931	22238
Percent	100.00	100.00	100.00	92.67	93.60	93.16	56.87	55.02	55.89	34.76	37.84	36.39	8.37	7.14	7.72	7.33	6.40	6.84

Key

Certificate: A candidate passes in atleast six subjects

Statement: A Candidate passes in less than six subjects

Fail: A Candidate does not pass in any subject

Table 7: 2024 JUNIOR SECONDARY SCHOOL EXTERNAL EXAMINATION (JSSEE) Summary Statistics and Certificate Awards

Province	Number Entered			Number Sat			Certificate			Statement			Fail			Absenteeism			Absenteeism in %					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	2023	2024	2025	2026	2027	
Muchinga	1933	2430	4363	1843	2269	4112	193	260	453	1387	1616	3003	263	393	656	90	161	251						
Percent	3.73	3.57	3.64	95.34	93.37	94.25	10.47	11.46	11.02	75.26	71.22	73.03	14.27	17.32	15.95	4.66	6.63	5.75	6.32	5.75	6.32	7.82	7.82	5.44
Northern	3730	4240	7970	3517	3960	7477	194	216	410	2713	2998	5711	610	746	1356	213	280	493						
Percent	7.20	6.22	6.65	94.29	93.40	93.81	5.52	5.45	5.48	77.14	75.71	76.38	17.34	18.84	18.14	5.71	6.60	6.19	6.19	6.19	6.19	7.00	7.00	4.79
Luapula	3081	4130	7211	2934	3862	6796	82	120	202	2214	2694	4908	638	1048	1686	147	268	415						
Percent	5.95	6.06	6.01	95.23	93.51	94.24	2.79	3.11	2.97	75.46	69.76	72.22	21.75	27.14	24.81	4.77	6.49	5.76	6.13	5.76	6.13	6.58	6.58	4.51
Southern	6816	8699	15515	6475	8317	14792	318	412	730	4683	5843	10526	1474	2062	3536	341	382	723						
Percent	13.16	12.77	12.94	95.00	95.61	95.34	4.91	4.95	4.94	72.32	70.25	71.16	22.76	24.79	23.90	5.00	4.39	4.66	5.06	4.66	5.06	6.90	6.90	4.71
Eastern	3038	4245	7283	2891	4008	6899	116	145	261	2183	2925	5108	592	938	1530	147	237	384						
Percent	5.87	6.23	6.07	95.16	94.42	94.73	4.01	3.62	3.78	75.51	72.98	74.04	20.48	23.40	22.18	4.84	5.58	5.27	8.58	5.27	8.58	7.72	7.72	5.31
Copperbelt	8629	11519	20148	8182	11002	19184	669	811	1480	5855	7803	13658	1658	2388	4046	447	517	964						
Percent	16.66	16.91	16.80	94.82	95.51	95.22	8.18	7.37	7.71	71.56	70.92	71.19	20.26	21.71	21.09	5.18	4.49	4.78	6.02	4.78	6.02	7.38	7.38	5.31
Northwestern	5444	6960	12404	5121	6603	11724	515	663	1178	3675	4608	8283	931	1332	2263	323	357	680						
Percent	10.51	10.21	10.34	94.07	94.87	94.52	10.06	10.04	10.05	71.76	69.79	70.65	18.18	20.17	19.30	5.93	5.13	5.48	5.32	5.48	5.32	7.95	7.95	5.64
Central	5743	7417	13160	5432	6998	12430	385	436	821	3903	5023	8926	1144	1539	2683	311	419	730						
Percent	11.09	10.89	10.97	94.58	94.35	94.45	7.09	6.23	6.60	71.85	71.78	71.81	21.06	21.99	21.58	5.42	5.65	5.55	6.38	5.55	6.38	8.42	8.42	5.96
Western	4320	5537	9857	4111	5272	9383	554	739	1293	3065	3766	6831	492	767	1259	209	265	474						
Percent	8.34	8.13	8.22	95.16	95.21	95.19	13.48	14.02	13.78	74.56	71.43	72.80	11.97	14.55	13.42	4.84	4.79	4.81	6.99	4.81	6.99	8.99	8.99	6.24
Lusaka	9056	12961	22017	8333	12063	20396	523	648	1171	5619	7976	13595	2191	3439	5630	723	898	1621						
Percent	17.49	19.02	18.36	92.02	93.07	92.64	6.28	5.37	5.74	67.43	66.12	66.66	26.29	28.51	27.60	7.98	6.93	7.36	7.19	7.36	7.19	7.66	7.66	5.41
National	51790	68138	119928	48839	64354	113193	3549	4450	7999	35297	45252	80549	9993	14652	24645	2951	3784	6735						
Percent	100.00	100.00	100.00	94.30	94.45	94.38	7.27	6.91	7.07	72.27	70.32	71.16	20.46	22.77	21.77	5.70	5.55	5.62	6.41	5.62	6.41	7.61	7.61	5.34
Overall	51790	68138	119928	48839	64354	113193	3549	4450	7999	35297	45252	80549	9993	14652	24645	2951	3784	6735						
Percent	100.00	100.00	100.00	94.30	94.45	94.38	7.27	6.91	7.07	72.27	70.32	71.16	20.46	22.77	21.77	5.70	5.55	5.62	6.41	5.62	6.41	7.61	7.61	5.34

Key

Certificate: A candidate passes in at least six subjects

Statement: A Candidate passes in less than six subjects

Fail: A Candidate does not pass in any subject

Table 8: 2024 School Certificate (SC) Examination: Summary Results Statistics and Certificate Awards

Province	Entered		Sat		School Certificate			Statement			Fail			Absent		Trend in SC (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	2024	2023	2022
Muchinga	3078	2772	5850	3011	2710	5721	2174	1894	4068	787	784	1571	50	32	82	71.11	63.65	66.28
Percent	3.65	3.13	3.38	97.82	97.76	97.79	72.20	69.89	71.11	26.14	28.93	27.46	1.66	1.18	1.43			
Northern	6443	5004	11447	6302	4864	11166	4119	3110	7229	2048	1644	3692	135	110	245	64.74	67.83	63.55
Percent	7.64	5.65	6.62	97.81	97.20	97.55	65.36	63.94	64.74	32.50	33.80	33.06	2.14	2.26	2.19			
Luapula	5409	4310	9719	5283	4225	9508	3433	2467	5900	1730	1649	3379	120	109	229	62.05	58.24	64.96
Percent	6.41	4.86	5.62	97.67	98.03	97.83	64.98	58.39	62.05	32.75	39.03	35.54	2.27	2.58	2.41			
Southern	9410	10037	19447	9290	9880	19170	6880	7229	14109	2285	2550	4835	125	101	226	73.60	74.20	75.33
Percent	11.16	11.33	11.24	98.72	98.44	98.58	74.06	73.17	73.60	24.60	25.81	25.22	1.35	1.02	1.18			
Eastern	6815	5795	12610	6735	5710	12445	5566	4663	10229	1143	1025	2168	26	22	48	82.19	79.23	78.66
Percent	8.08	6.54	7.29	98.83	98.53	98.69	82.64	81.66	82.19	16.97	17.95	17.42	0.39	0.39	0.39			
Copperbelt	15751	18700	34451	15436	18349	33785	10988	13415	24403	4152	4674	8826	296	260	556	72.23	74.41	76.13
Percent	18.67	21.10	19.92	98.00	98.12	98.07	71.18	73.11	72.23	26.90	25.47	26.12	1.92	1.42	1.65			
Northwestern	7348	7608	14956	7104	7440	14544	3432	3550	6982	3277	3517	6794	395	373	768	48.01	47.03	45.28
Percent	8.71	8.58	8.65	96.68	97.79	97.25	48.31	47.72	48.01	46.13	47.27	46.71	5.56	5.01	5.28			
Central	8445	8997	17442	8257	8794	17051	5896	6306	12202	2183	2328	4511	178	160	338	71.56	71.18	72.61
Percent	10.01	10.15	10.08	97.77	97.74	97.76	71.41	71.71	71.56	26.44	26.47	26.46	2.16	1.82	1.98			
Western	5810	6601	12411	5678	6474	12152	2651	2717	5368	2675	3417	6092	352	340	692	44.17	45.68	47.84
Percent	6.89	7.45	7.17	97.73	98.08	97.91	46.69	41.97	44.17	47.11	52.78	50.13	6.20	5.25	5.69			
Lusaka	15798	18749	34547	15490	18432	33922	11465	13577	25042	3806	4730	8536	219	125	344	73.82	71.34	72.60
Percent	18.73	21.16	19.97	98.05	98.31	98.19	74.02	73.66	73.82	24.57	25.66	25.16	1.41	0.68	1.01			
National	84307	88573	172880	82586	86878	169464	56604	58928	115532	24086	26318	50404	1896	1632	3528	68.17	68.03	69.29
Percent	99.95	99.94	99.94	97.96	98.09	98.02	68.54	67.83	68.17	29.16	30.29	29.74	2.30	1.88	2.08			
St. Jeff College	46	51	97	45	50	95	45	47	92	0	3	3	0	0	0	96.84	96.43	100.00
Percent	0.05	0.06	0.06	97.83	98.04	97.94	100.00	94.00	96.84	0.00	6.00	3.16	0.00	0.00	0.00			
Overall Total	84353	88624	172977	82631	86928	169559	56649	58975	115624	24086	26321	50407	1896	1632	3528	68.19	68.04	69.31
Percent	100.00	100.00	100.00	97.96	98.09	98.02	68.56	67.84	68.19	29.15	30.28	29.73	2.29	1.88	2.08			

Key
School Certificate: Candidate passes in at least 6 subjects (including English Language), with Credit in at least one of them or passes in 5 subjects (including English language), with credits in at least 2 of them
Statement: Candidate passes in at least one subject but doesn't meet the school certificate requirement
Fail: Candidate does not pass in any subject

Table 9 2024 GENERAL CERTIFICATE OF EDUCATION (G.C.E) EXAMINATION

Province	Entered			Sat			GCE Certificate			Statement			Fail			Absent			Performance Certificate (%)				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	2022	2023	2024		
Muchinga	1844	3658	5502	1667	3435	5102	53	76	129	1448	2981	4429	166	378	544	177	223	400					
Percent	3.81	3.60	3.67	90.40	93.90	92.73	3.18	2.21	2.53	86.86	86.78	86.81	9.96	11.00	10.66	9.60	6.10	7.27			2.53	2.69	4.78
Northern	2890	4737	7627	2591	4438	7029	76	104	180	2293	3934	6227	222	400	622	299	299	598					
Percent	5.97	4.67	5.09	89.65	93.69	92.16	2.93	2.34	2.56	88.50	88.64	88.59	8.57	9.01	8.85	10.35	6.31	7.84			2.56	0.72	2.18
Luapula	2800	5206	8006	2532	4854	7386	82	142	224	2234	4153	6387	216	559	775	268	352	620					
Percent	5.78	5.13	5.34	90.43	93.24	92.26	3.24	2.93	3.03	88.23	85.56	86.47	8.53	11.52	10.49	9.57	6.76	7.74			3.03	2.42	4.93
Southern	5142	10414	15556	4627	9742	14369	123	172	295	3952	8297	12249	552	1273	1825	515	672	1187					
Percent	10.62	10.26	10.38	89.98	93.55	92.37	2.66	1.77	2.05	85.41	85.17	85.25	11.93	13.07	12.70	10.02	6.45	7.63			2.05	1.26	2.19
Eastern	2593	5376	7969	2294	4999	7293	35	61	96	2030	4331	6361	229	607	836	299	377	676					
Percent	5.36	5.30	5.32	88.47	92.99	91.52	1.53	1.22	1.32	88.49	86.64	87.22	9.98	12.14	11.46	11.53	7.01	8.48			1.32	1.39	2.19
Copperbelt	7736	18332	26068	6962	17145	24107	264	310	574	6056	14915	20971	642	1920	2562	774	1187	1961					
Percent	15.98	18.06	17.39	89.99	93.52	92.48	3.79	1.81	2.38	86.99	86.99	86.99	9.22	11.20	10.63	10.01	6.48	7.52			2.38	2.14	4.26
Northwestern	4841	9532	14373	4425	9007	13432	167	301	468	3781	7626	11407	477	1080	1557	416	525	941					
Percent	10.00	9.39	9.59	91.41	94.49	93.45	3.77	3.34	3.48	85.45	84.67	84.92	10.78	11.99	11.59	8.59	5.51	6.55			3.48	3.01	8.23
Central	4352	10606	14958	3880	9749	13629	159	213	372	3226	7982	11208	495	1554	2049	472	857	1329					
Percent	8.99	10.45	9.98	89.15	91.92	91.12	4.10	2.18	2.73	83.14	81.88	82.24	12.76	15.94	15.03	10.85	8.08	8.88			2.73	1.86	7.32
Western	3531	6146	9677	3198	5804	9002	33	51	84	2639	4607	7246	526	1146	1672	333	342	675					
Percent	7.29	6.05	6.45	90.57	94.44	93.02	1.03	0.88	0.93	82.52	79.38	80.49	16.45	19.75	18.57	9.43	5.56	6.98			0.93	0.75	4.12
Lusaka	12686	27498	40184	11219	25516	36735	493	734	1227	9274	21252	30526	1452	3530	4982	1467	1982	3449					
Percent	26.20	27.09	26.80	88.44	92.79	91.42	4.39	2.88	3.34	82.66	83.29	83.10	12.94	13.83	13.56	11.56	7.21	8.58			3.34	2.83	6.16
National	48415	101505	149920	43395	94689	138084	1485	2164	3649	36933	80078	117011	4977	12447	17424	5020	6816	11836					
Percent	100.00	100.00	100.00	89.63	93.29	92.11	3.42	2.29	2.64	85.11	84.57	84.74	11.47	13.15	12.62	10.37	6.71	7.89			2.64	2.08	5.21

Key

GCE Certificate: Candidate passes in at least 6 subjects (including English Language), with Credit in at least one of them or passes in 5 subjects (including English language), with credits in at least 2 of them

Statement: Candidate passes in at least one subject

Fail: Candidate does not pass in any subject

Table 10: 2024 Teacher Education Diploma Examinations: Summary Results Statistics and Certificate Awards

Level	Entered		Sat		Absent		Clear Pass		Proceed		Referred		Repeat Year		Excluded										
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total							
ECE I	34	279	313	33	267	300	1	12	13	266	236	30	30	0	4	4	0	1	1	0	5	5			
percent	100.0%	100.0%	100.0%	11.0%	89.0%	100.0%	2.94	4.30	3.62	88.7%	88.4%	90.9%	90.9%	9.1%	7.9%	8.0%	0.0%	1.5%	1.3%	0.0%	0.0%	1.9%	1.7%		
ECE II	37	148	185	34	144	178	3	4	7	132	161	29	29	4	11	15	0	0	0	0	1	1	2		
percent	100.0%	100.0%	100.0%	19.1%	80.9%	100.0%	8.1%	2.7%	3.8%	91.7%	90.4%	85.3%	85.3%	11.8%	7.6%	8.4%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	0.7%	1.1%	
ECE III	16	86	102	16	86	102	0	0	0	80	94	14	14	2	6	8	0	0	0	0	0	0	0	0	
percent	100.0%	100.0%	100.0%	15.7%	84.3%	100.0%	0.0%	0.0%	0.0%	93.0%	92.2%	87.5%	87.5%	12.5%	7.0%	7.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total for ECE	87	513	600	83	497	580	4	16	20	448	521	73	448	9	38	47	0	4	4	0	1	1	1	6	7
PTD I	51	168	219	42	148	190	9	20	29	129	167	38	38	4	19	23	0	0	0	0	0	0	0	0	0
percent	100.0%	100.0%	100.0%	22.1%	77.9%	100.0%	17.6%	11.9%	13.2%	87.2%	87.9%	90.5%	87.2%	9.5%	12.8%	12.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PTD II	56	251	307	48	236	284	8	15	23	214	252	38	38	8	17	25	0	0	0	0	0	0	0	2	5
percent	100.0%	100.0%	100.0%	16.9%	83.1%	100.0%	14.3%	6.0%	7.5%	90.7%	88.7%	79.2%	90.7%	16.7%	7.2%	8.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.2%	2.1%
PTD III	87	250	337	85	248	333	2	2	4	201	274	73	73	12	44	56	0	1	1	0	0	0	0	0	2
percent	100.0%	100.0%	100.0%	25.5%	74.5%	100.0%	2.3%	0.8%	1.2%	81.0%	82.3%	85.9%	81.0%	14.1%	17.7%	16.8%	0.0%	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%
Total for PTD	194	669	863	175	632	807	19	37	56	544	693	149	544	24	80	104	0	1	1	0	0	0	2	7	9
JSTD I	145	126	271	131	117	248	14	9	23	114	96	114	96	15	18	33	0	2	2	1	0	1	1	1	2
percent	100.0%	100.0%	100.0%	52.8%	47.2%	100.0%	9.7%	7.1%	8.5%	87%	82%	87%	82%	11%	15%	13%	0%	2%	1%	1%	0%	0%	1%	1%	1%
JSTD II	126	102	228	117	99	216	9	3	12	101	83	101	83	8	14	22	3	0	3	2	1	3	3	1	4
percent	100.0%	100.0%	100.0%	54.2%	45.8%	100.0%	7.1%	2.9%	5.3%	86.3%	85.2%	86.3%	83.8%	6.8%	14.1%	10.2%	2.6%	0.0%	1.4%	1.7%	1.0%	1.4%	2.6%	1.0%	1.9%
JSTD III	233	198	431	230	194	424	3	4	7	189	150	189	150	36	37	73	2	6	8	0	0	0	3	1	4
percent	100.0%	100.0%	100.0%	54.2%	45.8%	100.0%	1.3%	2.0%	1.6%	82.2%	77.3%	82.2%	77.3%	15.7%	19.1%	17.2%	0.9%	3.1%	1.9%	0.0%	0.0%	0.0%	1.3%	0.5%	0.9%
Total for STD	504	426	930	478	410	888	26	16	42	404	329	404	329	59	69	128	5	8	13	3	1	4	7	3	10
Grand Total all level 3	336	534	870	331	528	859	5	6	11	276	431	276	431	50	87	137	2	7	9	0	0	0	3	3	6
percent	100	100	100	98.51	98.88	98.74	1.51	1.14	1.28	83.38	81.63	83.38	81.63	15.11	16.48	15.95	0.60	1.33	1.05	0.00	0.00	0.00	0.91	0.57	0.70

Key

1. Clear Pass - Candidate passes all the courses for the level
2. Proceed & Repeat - Candidates fails one or two courses
3. Referred - Candidate fails in three courses
4. Repeat - candidate fails in four courses
5. Exclude - candidate fails in more than four courses



EXAMINATIONS COUNCIL OF ZAMBIA

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31ST DECEMBER 2024

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STATEMENT OF BOARD RESPONSIBILITIES FOR FINANCIAL STATEMENTS

The Examinations Council of Zambia Act No. 3 of 2023 requires the Council to prepare financial statements for each financial year that give a true and fair view of the state of affairs of the Council and of the surplus or deficit for the year. In preparing the financial statements, the Council is required to:

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


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

In accordance with the Examinations Council of Zambia Act No. 3 of 2023 we, the Board of the Examinations Council of Zambia, are of the opinion that:

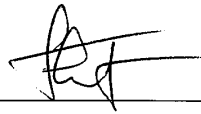
- (a) The Statement of Financial Performance is drawn so as to give a true and fair view of the deficit of income over expenditure of the Council for the year ended 31st December 2024,
- (b) The Statement of Financial Position gives a true and fair view of the state of affairs of the Council as at 31st December 2024; and
- (c) There are reasonable grounds to believe that the Council will be able to pay its debts as and when they fall due.

Signed on behalf of the Board on 23rd May 2025

By:



Prof. Frank P. Tailoka
Chairperson
Examinations Council of Zambia



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

**OFFICE OF THE AUDITOR GENERAL
INDEPENDENT AUDITOR'S REPORT**

STAND No.7951
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To the Board - Examinations Council of Zambia

Report on the Audit of the Financial Statements for the year ended 31st December 2024

Opinion

I have audited the Financial Statements of the Examinations Council of Zambia (ECZ) which comprise the Statement of Financial Position, Statement of Financial Performance, Statement of Changes in Net Assets and Statement of Cash Flows for the year ended 31st December 2024, and notes to the financial statements, including a summary of significant accounting policies as set out on pages 10 to 24.

In my opinion, the Financial Statements of the Examinations Council of Zambia are prepared, in all material respects, in accordance with International Public Sector Accounting Standards (IPSASs).

Basis for Opinion

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

Key Audit Matters

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

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is enough and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Council's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Report on Other Legal and Regulatory Requirements

In my opinion, the financial statements of the Examinations Council of Zambia for the year ended 31st December 2024, have been properly prepared in accordance with the provisions of the Examinations Council of Zambia Act No.3 of 2023.



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

ACTING AUDITOR GENERAL

DATE..... 30/05/ 2025

STATEMENT OF FINANCIAL PERFORMANCE

Details	Note	2024	2023
		K	K
Income			
Grants From GRZ	1	181 417 703	160 065 566
Examination Fees	2	114 802 176	86 859 236
Council Services	3	37 676 630	42 831 242
Other Income	4	10 941 926	11 761 099
Donor Support	5	10 529 536	3 214 392
Total Income		355 367 971	304 731 535
Operating Expenses			
Professional Services & Preparation of Examinations	6	225 410 374	176 762 286
Management of Examinations	7	56 421 852	54 377 190
Personal Emoluments	8	98 320 806	82 969 665
ZEEP National Assessment	9	8 487 457	
Association of Educational Assessment in Africa (AEAA)	10	428 425	
MILO Study (Policy Linking)	11	-	539 402,00
PISA National Project	12	2 083 964	
UNESCO (AMPL Study)	13	196 837	2 914 957
Total Operating Expenses		391 349 715	317 563 500
Operating Deficit		-35 981 744	-12 831 965

These financial statements were approved by the Examinations Council of Zambia on 23rd May 2025 and signed on its behalf by :



Prof. Frank P. Taiiloka
Chairperson
EXAMINATIONS COUNCIL OF ZAMBIA



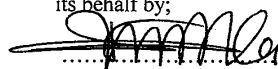
Dr. Michael M. Chilala
Executive Director
EXAMINATIONS COUNCIL OF ZAMBIA

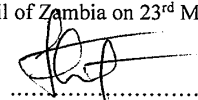
(The notes on page 13 to 24 form an integral part of these financial statements)

STATEMENT OF FINANCIAL POSITION

	Note	2024	2023
Non - current Assets		K	K
Property, Plant & Equipment	14	49,862,519	51,819,298
Current Assets			
Accounts Receivables	15	51,160,894	41,144,604
Inventories	16	2,308,206	1,825,267
Cash and Bank	17	41,290,464	24,751,367
Total Current Assets		94,759,564	67,721,238
Total Assets		144,622,083	119,540,536
Accumulated Funds & Liabilities			
Total Accumulated Funds	18	(21,984,806)	13,996,938
Current Liabilities			
Accounts Payable	19	57,038,369	40,100,339
Accrued Expenses	20	91,538,797	57,574,540
Employee Benefits Provisions	21	6,077,176	4,499,027
Other Creditors	22	6,552,371	-
Deferred Income	23	2,134,499	1,146,412
Provision for Impairment	24	2,924,918	2,223,280
Provision for Contingent Liability	25	340,759	-
Total Current Liabilities		166,606,889	105,543,598
Total Accumulated Funds & Liabilities		144,622,083	119,540,536

These financial statements were approved by the Examinations Council of Zambia on 23rd May 2025 and signed on its behalf by;


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


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

(The notes on page 13 to 24 form an integral part of these financial statements)

STATEMENT OF CHANGES IN NET ASSETS

		2024	2023
Revenue Reserves	Note	K	K
At the start of the year		13,996,938	26,828,903
Deficit for the year ended 31 December		<u>(35,981,744)</u>	<u>(12,831,965)</u>
Balance as at 31 December		<u>(21,984,806)</u>	<u>13,996,938</u>

(The notes on page 13 to 24 form an integral part of these financial statements)

STATEMENT OF CASH FLOWS

Details	Note	2024	2023
		K	K
Net cash inflow from operating activities:			
Deficit		(35,981,744)	(12,831,965)
Depreciation for the year	14	6,078,816	5,362,575
Loss on Disposal of assets		(191,799)	1,586,756
Net Income from operations		(30,094,727)	(5,882,634)
Increase in Debtors		(10,016,290)	(2,816,336)
Decrease/(Increase) in Inventory		(482,938)	533,666
Increase in Creditors		61,063,290	3,393,408
Cash Generated from operations		20,469,336	(4,771,896)
Cash flow from investing activities:			
Acquisition of noncurrent assets	14	(4,286,649)	(7,545,490)
Proceeds from sale of assets		356,410	631,654
Net cash in investing activities		(3,930,239)	(6,913,836)
(Decrease)/Increase in Cash		16,539,097	(11,685,732)
Cash and Cash equivalents at the beginning of the year		24,751,367	36,437,099
Cash and Cash equivalents at the end of the year	17	41,290,464	24,751,367

(The notes on pages 13 to 24 form part of the financial statements)

STATEMENT OF COMPARISON OF BUDGET AND ACTUAL AMOUNTS

Income	2024 Actual	2024 Budget	Variance	Variance
Details	K	K	K	%
Grants From GRZ	181,417,703	208,594,740	-27,177,037	15%
Examination Fees	114,802,176	138,034,239	-23,232,063	20%
Council Services	37,676,630	29,502,206	8,445,925	-22%
Other Income	10,941,926	8,067,826	2,874,100	-26%
Donor Support	10,529,536	-	10,404,641	-100%
Total Income	355,367,971	384,199,011	-28,684,434	
Operating Expenses				
Professional Services & Preparation of Examinations	225,410,375	217,450,429	-7,959,946	-4%
Management of Examinations	56,421,852	41,896,026	-14,525,826	-26%
Personal Emoluments	98,320,806	110,242,756	11,921,950	12%
Zambia Education Enhancement Project (ZEEP)	8,487,457	-	-8,487,457	-100%
Association of Educational Assessment in Africa- Technical Committee	428,424	-	-428,424	-100%
PISA National Project	2,083,964	-	-2,083,964	-100%
UNESCO (AMPL Study)	196,837	-	-196,837	-100%
Total Operating Expenses	391,349,715	369,589,211	-21,760,504	
Capital Expenditure	4,286,649	14,609,800	10,323,151	71%
Grand Total	395,636,364	384,199,011	-11,437,353	-3%

ACCOUNTING POLICIES

1. General Information

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 main functions of the Examinations Council of Zambia are to conduct examinations for Grades 7 (Primary School), Grade 9 (Junior Secondary School) and Grade 12 (School Certificate).

2. Significant Accounting Policies

(a) International Public Sector Accounting Standards (IPSAS)

As a Public Sector Entity, the Examinations Council of Zambia has adopted the IPSAS Financial Reporting Framework which recognizes revenues, expenses, gains and losses and the related increase or decrease in assets and liabilities in the period when the accounting event occurs.

(b) Basis of preparation of Financial Statements

The financial statements have been prepared on the basis of historical cost convention. In addition, the Financial statement have been prepared on going concern basis which assumes that the Council will continue to be in existence for the foreseeable future.

The assumptions are based on the Government's continued support towards the examinations and the ability of the Council to generate revenue through its operations.

(c) Functional and Presentation Currency

The financial statements are expressed in the Zambian Kwacha (ZMW), which is the Council's functional currency. All transactions in foreign currencies, including the bank account maintained in foreign currencies are translated into the functional currency, using the exchange rate prevailing at the transaction date. All exchange differences in gains and losses, arising from the translation are reported in the statement of financial performance.

(d) Revenue Recognition

Revenue is recognised in accordance with IPSAS 9, where it is probable that future economic benefits will flow to the entity and those benefits can be measured reliably. Further revenue is measured at the fair value of the consideration received or receivable.

(e) Government Grants

Government grants represent funds received from Government during the year. Funds received from the Government is recognised in the statement of financial performance when received. Annually, the Government allocates in the yellow book the funding to ECZ for Institutional support and Examinations Administration.

(f) (ii) Internally Generated Resources

Internally generated resources represent revenue that the Council generates through its operations in the normal course of business, which includes Examination fees, Council services, Centre renewal fees and other income. The Council being a service rendering organisation, revenue from its operations is recognised in the statement of financial performance. The amount of revenue can be reliably measured and that it is probable that the economic benefits or service potential associated with the transaction will flow to the entity.

(g) (iii) Donor Support

Represents revenue from Cooperating Partners who fund the Council to undertake project related activities. Funds received through the Donors is recognised in the statement of Financial performance when received.

(h) Property, Plant and Equipment (PPE)

All categories of PPE with the value of more than ZMW 3,000.00 are initially recorded at cost in the statement of Financial position and subsequently measured at historical cost or revalued amount less accumulated depreciation. Subsequent costs relating to repairs and maintenance of PPE are expensed in the financial year. Renovation cost relating to building are capitalised.

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

Details	Depreciation Rate
Leasehold Property and Buildings	2.50%
Office Equipment	20%
Furniture and Fittings	20%
Computers	25%
Equipment	25%
Motor Vehicles (Pool)	25%
Motor Vehicle (Personal to Holder)	20%
Plant and Equipment	25%
Library Books	25%

Assets disposed of during the year are derecognised in the Statement of Financial Position at the net book value (carrying amount). Any losses or gains on disposal are recognised in the statement of financial performance, with gains increasing the income and losses accounted for as expenses.

(i) Impairment provision

The impairment provision according to IPSAS 41 has been applied on Private centre renewal fees and examination fees (2022 pending Candidates) as these categories of receivables, have the potential for non-recoverability. The provision has been calculated at 14% (Bank of Zambia policy rate) using the simplified approach. 14% has been used as it represents the opportunity cost of investment for the Institution.

(j) Employee Benefits

Employee benefits represent all forms of consideration given by an entity in exchange for service rendered by employees or for the termination of employment. For ECZ, the employee benefits are leave and gratuity. Leave benefit is paid to employees proceeding on leave every after 12 months in accordance with schedule of allowance and the leave benefit is subjected to tax. Gratuity is paid to employees on fixed term contract at the rate of 35% of monthly basic pay for the duration of their contract.

(k) Deferred Income

Deferred income represents income that is received, but not earned. The deferred income is reported on the balance sheet as a liability. As the income is earned, the liability is decreased and recognized as income. With ECZ having adopted IPSAS, the income for 2025 received in 2024 arising from the registration of Candidates which starts in October of the previous year for the following year's examinations were deferred.

(l) Presentation of Budget information in Financial Statements

Presentation of budget information in the financial statements is in accordance with IPSAS 24, public sector entities that make their approved budget publicly available, either by law or other authorities to enhance transparency of financial reporting are required to comply with this standard. The standard requires disclosure of budget and actual amounts in the primary financial statements as an additional column and where the financial statements and budgets are prepared on comparable basis.

Further disclosure of an explanation of material differences between budget and actual amounts is required. ECZ being a public entity complies with the provision of this standard.

(m) Provision for Contingent Liabilities

Provision for Contingent liabilities are based on IPSAS 19 Provisions, Contingent Liabilities and Contingent Assets. According to the standard, Contingent liabilities are possible obligations that arises from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the entity, while Contingent Assets are possible asset that arises from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the entity. Further, the standard requires that a provision should be recognized when: (a) an entity has a present obligation (legal or constructive) as a result of a past event; (b) it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation; and (c) a reliable estimate can be made of the amount of the obligation.

NOTES TO THE FINANCIAL STATEMENT

1. Grants from GRZ

The funds listed below were received from the Government of the Republic of Zambia as approved in the 2024 Budget.

Details	Institutional Support	Administration and Marking of Examinations	Free Education (Grade 12)	Supplementary funding	Total	
					2024	2023
	K	K	K	K	K	K
January	1,273,382		6,500,000	-	7,773,382	0
February	1,273,382	15,115,862			16,389,244	1,273,382
March				-	-	11,350,624
April	1,273,382	20,154,483	19,500,000		40,927,865	11,937,003
May	1,273,382	5,038,621		-	6,312,003	11,196,140
June	1,273,382	5,038,621			6,312,003	8,187,003
July					-	46,659,589
August	2,546,763	10,077,242			12,624,005	2,546,763
September	1,273,382	5,038,621		-	6,312,003	
October	1,273,382				1,273,382	5,093,527
November	1,273,381			79,673,672	80,947,053	61,821,535
December	2,546,763				2,546,763	
Total	15,280,581	60,463,450	26,000,000	79,673,672	181,417,703	160,065,566

2. Examination Fees

This is revenue generated from various examination fees charged by the council.

Details	2024	2023
	K	K
Grade 12	4,032,455	2,698,529
General Certificate Examination (GCE)	77,200,008	60,426,219
Teacher Education	948,994	1,104,728
Grade 9 Internal	3,048,093	2,639,765
Grade 9 External	24,793,818	17,432,855
Grade 7	4,778,808	2,557,140
Total	114,802,176	86,859,236

3. Council Services

This is revenue generated from services provided by the Council in the discharge of its mandate. Council fees reduced in 2024 to K37,676,630 from K42,831,242 in 2023.

Details	2024 K	2023 K
Replacement of Statement of Results / Combination	18,423,306	19,576,671
Replacement of Certificates	2,914,341	3,245,003
Certification of Certificates	11,596,133	17,230,214
Under protest fees	23,360	11,334
Translation of foreign qualifications	4,714,790	2,766,420
Handling fees	4,700	1,600
Total	<u>37,676,630</u>	<u>42,831,242</u>

4. Other Income

This is income earned by the Council from activities engaged in that are not part of the core business of the Council.

Details	2024 K	2023 K
Interest on Bank balances	1,077,007	1,030,045
Centre Fees from Private Schools	6,149,668	6,338,665
Revenue from SMS Service	2,888,360	3,107,480
AEAA Technical Committee	428,425	-
Sundry Income	251,135	1,144,583
Interest on Staff Loans	147,331	140,326
Total	<u>10,941,926</u>	<u>11,761,099</u>

5. Donor Support

This is income received by the Council from cooperating partners to enable the council fulfil its mandate.

Details	2024 K	2023 K
World Bank (Zee p)	8,445,572	-
PISA National Project	2,083,964	-
Unesco (Ampl Study)	-	2,725,635
World Bank (Mil o Study)	-	488,757
Total	<u>10,529,536</u>	<u>3,214,392</u>

6. Professional Services & Preparation of Examinations Expenses

These are expenses incurred by the Council in the preparation of examinations. The expenses increased in 2024 to K225,410,374 from K176,762,286 in 2023.

Details	2024 K	2023 K
Grade 7 Exam	23,284,155	10,716,773
Grade 9 Internal Exam	63,531,315	46,657,135
Grade 9 External Exam	15,354,288	11,893,301
Grade 12 Exam	80,957,706	68,192,792
GCE Exam	30,149,741	31,228,027
Teacher Education	3,261,109	3,676,241
Research Planning and Information	4,607,509	3,664,555
EAD Administration	1,755,518	227,504
TD Administration	2,495,733	484,558
Typesetting	13,300	21,400
Total	<u>225,410,374</u>	<u>176,762,286</u>

7. Management of Examination Expenses

Expenses incurred in the management of Examinations by the council increased to K56,421,852 in 2024 from K54,377,190 in 2023.

Details	2024 K	2023 K
Advertising & Publications	72,549	85,627
Bank charges	1,376,160	1,246,707
Book & Periodicals	118,453	39,520
Board and Committees	3,930,047	3,345,243
Building Maintenance	372,669	216,972
Cleaning Material/Services	277,705	256,279
Courier and Postage	15,992	7,995
Depreciation	6,078,816	5,362,575
Electricity and Water	286,700	384,184
External Audit	464,691	433,944
Finance	893,999	1,508,717
Foreign Exchange Loss* (1)	8,156,113	3,668,903
Funeral	11,000	38,638
Group Life Assurance	771,585	1,227,361
Group Personal Accident	-	47,950
Insurance - (ECZ Assets)	503,577	345,797
Internal Audit	1,692,134	1,660,446
IT Spares & Consumables	1,183,372	1,141,123
Legal Fees & Consultancy Fees	662,392	592,084
Certification	3,010,839	4,583,076
Chipata Service Centre	233,586	198,813
Kabwe Service Centre	174,491	287,772
Kasama Service Centre	278,330	227,839
Kitwe Service Centre	386,408	853,704
Livingstone Service Centre	249,047	300,434
Lusaka Service Centre	1,131,028	976,850
Mansa Service Centre	294,378	235,740
Mongu Service Centre	470,334	278,608
Mpika Service Centre	270,155	248,125
Solwezi Service Centre	266,492	279,350
Medical	572,302	2,664,982
Motor Vehicle Fuel & Lubricant	51,516	194,183
Transport Hire	1,866,180	-
Motor Vehicle Maintenance	1,425,317	950,902
Office Equipment Maint & Tools	449,155	171,257
Office stationery	919,875	1,062,372
Official Entertainment	799,441	506,866
Other Administration Costs	668,371	561,057
Public Relations	1,417,276	622,841
Procurement	1,232,881	1,360,990
Professional Membership/ Subscriptions	-	293,382
Protective Clothing	90,320	137,140
Provision for Impairment	701,638	1,662,129
Recruitment	488,066	256,526
Security Charges	15,472	185,136
Software Maintenance	1,439,156	1,455,144
Item banking Software	-	5,043,192
Audit Software	579,323	737,389
Staff Training and Development	1,159,365	433,890
Staff Welfare	245,320	302,067
Telephone, Fax & Internet	3,542,657	2,241,787
Terminal Benefits / Gratuity	1,994,933	1,656,402
Workshops & Conferences	3,001,885	1,723,375
Loss on disposal of Assets	128,361	73,805
	56,421,852	54,377,190

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

8. Personnel Emoluments

Personnel Emoluments increased in 2024 to K98,320,806 from K82,969,665 in 2023.

Details	2024 K	2023 K
Salaries	96,934,410	82,134,534
Wages	1,386,396	835,131
	<u>98,320,806</u>	<u>82,969,665</u>

9. Zambia Education Enhancement Project (ZEEP)

The Zambia Education Enhancement Project started in 2016 and it is funded by the World Bank through the Ministry of Education. The objective of the project is to improve the quality of teaching and learning in Mathematics and Science in targeted Primary and Secondary Schools to increase equitable access to education.

Details	2024 K	2023 K
Subsistence Allowance	6,250,873	-
Lunch Allowance	77,980	-
Fuel & Lubricant	1,486,949	-
Conference & facilities	662,485	-
Stationery	9,170	-
Total	<u>8,487,457</u>	<u>-</u>

10. AEAA Technical Committee

The Association for Educational Assessment in Africa (AEAA) is a non-profit making organization established to promote co-operation amongst examining and assessment bodies in Africa. ECZ is a Primary member of the Association of Educational Assessment in Africa (AEAA). ECZ hosted the AEAA Technical Committee to address key strategic interventions of the AEAA.

The Committee was constituted to undertake the following special projects;

- (a) Developing the AEAA Mid-term Strategic Plan (2025-2029);
- (b) Drafting the AEAA Assessment Standards;
- (c) Collaborating with partners to draft a Common Assessment Framework for Africa;
- (d) Creating a costed implementation plan for the above activities

Details	2024	2023
	K	K
Subsistence Allowances	23,190	-
Fuel & Lubricant	6,006	-
Hire Transport	8,750	-
Stationery & Printing	20,000	-
Conference & Refreshments	168,583	-
Airfares/Travel Insurance	182,296	-
Excursions & Entertainment	19,600	-
Total	<u>428,425</u>	<u>-</u>

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

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

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

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

Details	2024	2023
	K	K
Stationery & Printing	-	479,671.00
Fuel & Lubricants	-	1,060.00
Conference & refreshments	-	8,671.00
Hire of transport	-	50,000.00
Total	<u>-</u>	<u>539,402.00</u>

12. PISA National Project

Programme for International Student Assessment (PISA) is an international assessment with the purpose of comparing education attainment across the world. PISA measures the ability of students of around 15-years in reading, mathematics and science knowledge and skills to meet real-life challenges. Zambia is one of the four countries in Africa taking part in this assessment.

Details	2024 K	2023 K
Subsistence allowance	919,420	-
Conference & refreshments	233,057	-
Fuel & Lubricants	530,267	-
Stationery & Printing	109,194	-
Air tickets	241,709	-
Sitting allowance	50,317	-
Total	2,083,964	-

13. UNESCO (AMPL Study)

Assessment of Minimum of Proficiency Level (AMPL) study is a UNESCO Institute for Statistics (UIS) initiative. The main objective of the AMP Lab project is to measure and analyse the performance of learners at the end of lower and upper primary using an assessment that aligns with the Global Proficiency Framework (GPF) Level 2. This will enable the collection of more informative data about where students are performing in terms of the minimum proficiency levels in reading and mathematics, produce baseline measures to set targets and compare learning gains/losses, facilitate reporting on SDG 4.1.1 and aid the tracking of learning progress over time.

Details	2024 K	2023 K
Subsistence Allowances	65,350	1,737,050
Lunch Allowance	200	76,260
Fuel & Lubricant	58,748	242,485
Internet Bundles	-	74,304
Conference & Refreshments	31,844	399,773
Stationery & Printing	-	385,085
Report Dissemination	40,695	-
Total	196,837	2,914,957

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14. Property, Plant & Equipment

Details	Motor Vehicles	Office Equipment	Furniture & Fixings	Computers	Plant & Machinery	Library Books	Leasehold & Buildings	Total
	K	K	K	K	K	K	K	K
COST								
Balance as at 01.01.2024	22,903,511	4,563,469	6,621,979	19,278,487	1,013,638	36,194	40,490,566	94,907,844
Additions for the year	1,660,000	754,476	899,480	734,137	50,112	910	187,534	4,286,649
Disposal for the year	(631,000)	(3,000)	(277,125)	(628,075)	-	-	-	(1,539,201)
Balance as at 31.12.2024	<u>23,932,511</u>	<u>5,314,945</u>	<u>7,244,334</u>	<u>19,384,549</u>	<u>1,063,750</u>	<u>37,104</u>	<u>40,678,100</u>	<u>97,655,293</u>
DEPRECIATION EXPENSE								
Balance as at 01.01.2024	14,442,501	2,359,437	4,503,548	11,720,652	553,233	28,047	9,481,127	43,088,546
Charge for the Year	2,266,109	522,868	558,631	1,855,313	105,025	2,059	768,810	6,078,815
Depreciation on Disposal	(604,054)	(2,526)	(235,143)	(532,865)	-	-	-	(1,374,587)
Balance as at 31.12.2024	<u>16,104,556</u>	<u>2,879,779</u>	<u>4,827,036</u>	<u>13,043,100</u>	<u>658,258</u>	<u>30,106</u>	<u>10,249,937</u>	<u>47,792,774</u>
Net Book Value								
Balance as at 31.12.2024	7,827,955	2,435,166	2,417,298	6,341,449	405,492	6,998	30,428,163	49,862,519
Balance as at 31.12.2023	8,461,011	2,204,032	2,118,430	7,557,835	460,405	8,147	31,009,438	51,819,298

15. Accounts Receivables

Details	2024 K	2023 K
Salary/ Tuition Advance	1,237,892	938,662
Staff/other Imprest	364,170	341,373
Other Staff recoveries	713,176	94,363
Staff Loans	5,263,469	5,171,140
Prepayments	1,159,573	160,701
Rent Security Deposit	21,500	21,500
Trade Debtors	5,305,235	4,715,950
Marking Centre Imprest * (1)	157,288	674,833
Provincial Education Office (PEO)* (1)	23,642,993	15,996,984
Examination Fee Debtors *(2)	203,020	340,945
Overpaid Examiners *(3)	8,922	42,939
Auction sale (Vehicles)	-	347,100
Other Debtors* (4)	13,083,657	12,298,115
Total	51,160,894	41,144,604

1. The Provincial Education Officers (PEO's) were funded by ECZ to facilitate the marking of examination scripts for Grade 9 Internal for 2024 in the provinces.
2. Expected examination fees from Candidates across all grades who migrated to paid register in 2022.
3. Examiners who were overpaid during 2023 GCE Marking session and the amounts were still being recovered through PMEC
4. 50% advance payments to Marking Centres for the School Certificate marking activity

16. Inventories

Details	2024 K	2023 K
Value of stock as at 31 December,	<u>2,308,206</u>	<u>1,825,267</u>
Total	<u>2,308,206</u>	<u>1,825,267</u>

17. Cash and Bank Balances

Details	2024 K	2023 K
ATLASMARA - 0060820365008	659,268	844,763
ATLASMARA -0060810357008	186,715	23,587
ABSA - Loans 4929858*	-	13,281
ABSA - Fees 1060052	5,220	131,541
ZANACO – 0020884300161	6,374,974	637,444
ZANACO – 0306426300121	20,510,001	819,658
ZANACO – 0306426300222	1,491,442	2,696,064
ZANACO – 0306790300196	5,326,245	978,358
ZANACO – 0306958300156	4,247,791	13,282,493
ZANACO – 1905593300152	35,823	236,442
ZANACO – 1934313300127	712,377	1,362,824
ZANACO - 030306426300323	312,363	368,814
ZANACO – 0243871000525	321,581	423,136
ZANACO – 0306426301131	307,426	495,134
ZANACO - AEAA 0358	527,377	2,181,243
ZANACO - Imprest Account (VISA)	149,864	163,022
Petty Cash-Head Office Operations	4,706	2,426
Petty Cash-Kitwe Service Centre	37	37
Mobile Money-MTN Money	71,029	67,350
Mobile Money-AIRTEL Money	46,225	23,750
TOTAL	<u>41,290,464</u>	<u>24,751,367</u>

Note* Bank Account closed during the year

18. Total Accumulated Funds

	2024 K	2023 K
At the start of the year	13,996,938	26,828,903
Deficit for the year ended 31 December	(35,981,744)	(12,831,965)
Balance as at end of the year	<u>(21,984,806)</u>	<u>13,996,938</u>

19. Accounts Payables

Details	2024	2023
	K	K
Trade Payables	47,499,231	30,013,489
Sundry Creditors	398,299	726,861
Payroll Payables	2,698,642	3,009,092
Tax on marking fees	6,442,197	6,350,897
Total	57,038,369	40,100,339

20. Accrued Expenses

The expenditure incurred in 2024 but not yet paid for has been accrued as below:

Details	2024	2023
	K	K
Grade 7 Expenses	38,400	1,281,948
Grade 9 Internal Expenses	42,939,957	16,207,705
Grade 9 External Expenses	107,294	37,364
Grade 12 Expenses	44,980,043	36,324,255
G C E Expenses	155,738	64,671
Teacher Education Expenses	289,179	468,045
Council Operations Expenses	162,263	1,152,420
Unpaid Markers	1,339,082	1,339,081
Tax on sitting allowances	365,945	127,020
Other Exam Expenses	1,160,896	572,031
Total	91,538,797	57,574,540

21. Employee Benefits Provisions

Details	2024	2023
	K	K
Leave Days Provisions	3,369,314	2,758,990
Gratuity Provisions	2,707,862	1,740,037
Total	6,077,176	4,499,027

22. Other Creditors

Funds received from Cooperating Partners for the implementation of project related activities and technical committee meetings for strategic interventions, which had not been implemented by 31st December 2024.

Details	2024	2023
	K	K
PISA (National project)	3,507,418	-
ZEEP (National Assessment)	2,554,428	-
AEAA (Technical Committee meetings)	490,525	-
Total	6,552,371	-

23. Deferred Income

The income for 2025 received in 2024 has been deferred as below:

Detail	2024	2023
	K	K
Grade 12	21,320	219,096
GCE	1,380,074	382,968
Grade 9 Internal	17,510	231,985
Grade 9 External	61,695	39,310
Grade 7	54,800	66,245
Centre Renewal Fees	327,600	206,808
Combinations & Accumulation fees	271,500	-
Total	<u>2,134,499</u>	<u>1,146,412</u>

24. Provision for impairment

Details	2024	2023
	K	K
Provision for Impairment	2,924,918	2,223,280
Total	<u>2,924,918</u>	<u>2,223,280</u>

IPSAS 41 is applicable to the Institutional financial assets including accounts receivables. For ECZ, the IPSAS 41 has been applied on Private centre renewal fees and examination fees (2022 pending Candidates) as this category of receivables, have the potential for non-recoverability. The provision has been calculated at 14% (policy rate) using the simplified approach. 14% has been used as it represents the opportunity cost of investment for the Institution.

25. Provision for Contingent Liability

The provision has been applied on the legal case between ECZ and the former Employee pending final verdict by the High Court.

Details	2024	2023
	K	K
Legal case	340,759	-
Total	<u>340,759</u>	<u>-</u>



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