



ANNUAL REPORT

2016

2016 ANNUAL REPORT
Examinations Council of Zambia
covering the Events of the Calendar Year 2016.

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Acronyms

In the context of this report, the following abbreviations mean:

- SADC - Southern African Development Community
- ICT - Information Communication Technology
- ECZ - Examinations Council of Zambia
- ZICTA - Zambia Information and Communications Technology Authority
- MoGE - Ministry of General Education
- TCZ - Teaching Council of Zambia
- PTD - Primary Teacher's Diploma
- JSTD - Junior Secondary Teacher's Diploma
- ECE - Early Childhood Education
- CA - Continious Assessment
- GCE - General Certificate of Education
- JSSLE - Junior Secondary School Leaving Examination
- SAAEA - Southern Africa Association for Education Assessment
- OCRS - Online Candidate Registration System
- CSE - Comprehensive Sexuality Education
- PISA-D - Programme for International Student Assessment for Development
- ICTP - Information and Communication Technology Policy
- QTS - Query Tracking System
- OECD - Organisation for Economic Cooperation and Development
- SEN - Special Education Needs
- IAEA - International Association for Education Assessment

1.0 | OVERVIEW

The Examinations Council of Zambia (ECZ) was established by an Act of Parliament No. 15 of 1983 with a mandate to conduct examinations at School, Teacher Education, and Technical Education, Vocational and Entrepreneurship Training levels.

The Council became operational in January, 1987 as a semi-autonomous (parastatal) entity that obtains policy direction from the Ministry in charge of Education.

1.1 Functions of the ECZ

The functions of the Council are to:

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

1.2 Vision Statement

An Examining Body of Excellence

1.3 Mission Statement

Efficiently Conduct Assessments and Award Certificates of Comparable International Standards

1.4 Corporate Values

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

Accountability

We are accountable to Government, Stakeholders and our clients

Competence

Quality Human Capital remains our most cherished asset

Confidentiality

We abide strictly by our oath of secrecy and corporate Code of Conduct

Efficiency

We conduct efficient Examinations and award certificates of Comparable International Standards

Integrity

Our actions, decisions and behavior reflects the highest ethical and professional standards

Innovation

Transformation through innovation catalyse our growth strategies

Team work

Team spirit among staff and partnership with stakeholders is paramount to our service delivery efficiency

Transparency

Openness, mutual trust and respect remain our corporate credo

2.0 | GOVERNANCE STRUCTURE

2.1 Council

The Council is the supreme policy making body of the ECZ. Over the stated period, the Council continued to provide policy oversight and strategic direction. Below are the members of the Council in the period under review:

Professor Samuel F. Banda	Chairperson
Ms Wabei N. Mangambwa	Vice Chairperson
Mr Henry C. Tukombe	Member
Mr. Mabvuto Sakala	Member
Prof Christopher C. Chama	Member
Mrs Cecilia N. Sakala	Member
Mr Alex M.K. Simumba	Member
Mr Eddie K. Mwitwa	Member
Mr James Chilufya	Member
Mrs Beauty C. Mwanansoka	Member
Sr Christine Mwape	Member
Mr Peter Chishimba	Member
Mr Wamuyuwa Sitibekiso	Member
Mrs Joyce M. Vlahakis	Member

2.2 Senior Management

The ECZ Senior Management provided leadership in policy interpretation and implementation of all day to day activities of the ECZ. The following were the members of the Senior Management team during the year under review;

Mr Michael M. Chilala	Director
Mrs Jacqueline C.M. Chikwama	Council Secretary
Ms Ireen M. Chitesha	Chief Accountant
Mrs Teza N. Musakanya	Assistant Director, Research and Test Development
Mr Robby W. Witika	Assistant Director, Information Technology
Mrs Violet M. Banda	Assistant Director, Examinations Administration

3.0 | COMMITTEES OF COUNCIL

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

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

Membership of the Committee includes professionals who are not members of the Council. The Committees operate under the delegated authority of the Council.





4.0 | CHAIRPERSON'S REPORT



Professor Samuel F. Banda
Council Chairperson

On behalf of the Council, I have the honor and privilege to submit the Annual Report for the Examinations Council of Zambia (ECZ) for the Financial Year Ended 31st December 2016.

In the year under review, the ECZ achieved the following in policy resolutions:

4.1 Strategic Plan and Financial Regulations

The Council developed the strategic plan for the period 2016 to 2020 and also revised the Financial Regulations. The Strategic Plan and Financial Regulations were launched by the Minister of General Education, Hon. John J.N. Phiri on 5th May 2016. The two documents are to guide the ECZ in ensuring that the institution remains relevant in serving the Zambian citizenry and to providing assessment services of comparable international standard while also ensuring that there is prudent utilization of public resources. This is in line with the country's vision 2030 on Education which articulates Zambia's long term-development goals.

4.2 Decentralization of Council Services

The Council approved the opening of the second Examinations Council of Zambia customer Service Center in Kitwe of the Copperbelt Province.

4.3 Use of One Examination Number

The Council resolved to have an examination number given to a candidate at Grade 7 level so as to track learner progression rate and to deal with other challenges that arose when examination numbers were issued twice to the same candidate. This was seen to resolve issue of shared numbers and misspelt names among other registration challenges.

4.4 Staff Appointments

In 2015, the Council resolved not to abolish the position of Deputy Director since it was provided for in the ECZ Act of 1983 and as such the Ministry of General Education (MoGE) gave clearance to the Council for appointment and the position was filled on 1st December 2016.

The Council also appointed the Assistant Director for the Information Technology Department.

4.5 Development of ICT Policy

The Council developed the Information and Communication Technology Policy (ICTP) in the period under review. The policy is to guide the implementation of various innovations and ICTs developed systems to be in line with the Zambia Information and Communication Technology Authority (ZICTA) requirements.

4.6 Job Evaluation

In the period under review, the Council engaged a consultant to conduct a Job Evaluation exercise in light of the growing workload and the demand to have appropriate skills set that would drive the demand from the Zambian people in assessment and to be in line with international standards in service delivery and meeting the ECZ Goals.

4.7 Conduct of Examinations in Three SADC Learning Institutions

The Council approved the applications from three learning institutions in the Southern Africa Development Community (SADC) to sit for examinations at Grade 7, 9 and Early Childhood Teacher Education Diploma respectively. The learning institutions are St. Jeff College Primary School from South Africa, Napol and We Care Creations College of Education from Botswana.

4.8 Separation of the Junior Secondary School Leaving Examination for Internal and External

Council resolved to separate the external and Internal Examination for the Grade 9. The first separate Grade 9 examination is to be administered in August 2017. The separation will increase efficiency in administration of examinations at this level.

4.9 Approval of Management Accounts

The Council approved the Management Accounts for the first, second and third quarter of 2016 as well as the Management Accounts for the fourth quarter of 2015.

4.10 Financial Performance for the Year ended 31st December 2016

The Examinations Council of Zambia received a total income of K121,141,528.00 against an expenditure of K151,643,230.00. The net assets for the year ending 31st December 2016 were K67,543,724.00. Refer to the Financial Statements attached for the Year ending 31st December 2016 for more details.

4.11 Highlights of the 2016 School Examinations

The 2016 examinations results for Grades 7, 9, 12, GCE and Teacher Education were approved by Council.

Grade 7 Composite Examination

1. The 2016 Grade 7 Composite Examination has six subject areas namely English, Mathematics, Social Studies, Integrated Science, Creative and Technology Studies and Zambian Languages. In addition, the examination has two aptitude tests known as Special Paper 1 (Verbal Reasoning) and Special Paper 2 (Non-verbal Reasoning). The 2016 Grade 7 cohort was the first to sit the examination under the Revised Curriculum of 2013, which was first implemented in 2014.
2. This Examination recorded an increase in candidates entering for this examination at 387,263 as compared to the year 2015 at 383, 676. In terms of sex, a total of 196,033 were boys representing 50.62 percent of the candidates while 191,230 were girls which represented 49.38 percent of the candidates. The number of girls who entered increased marginally by 1.67 percent while that of boys increased by 0.23 percentage points. The number of female candidates entering the examination continued to grow steadily since 2013. This could be attributed to the various interventions promoting female education put in place by the Ministry of General Education (MoGE) and its stakeholders. However, in absolute terms, the numbers of girls that entered for the examination was less than the number of boys.
3. A total of 646 special education learners were entered for examinations as follows: Candidates with visual impairment – 115; candidates with hearing impairment – 200; and candidates with learning difficulties 158. Of the total of 646 learners with special educational needs enrolled for Grade 7 Composite Examinations, 292 (45%) were boys and 354 (55%) were girls. A total of 40 candidates comprising 15 (37.5%) girls and 25 (62.5%) boys were absent from the examinations thereby, bringing the number of those who sat to 606 of which boys were 473 candidates made it to Grade 8 while 133 candidates failed giving a pass rate of 78%.
4. Candidate absenteeism from the examination decreased in both absolute figures and proportions from 39,160 (10.21%) in 2015 to 34,632 (8.94%) in 2016. All the provinces recorded a reduction in absenteeism with Eastern (-2.07%) and Northern (-1.76%) provinces recording the highest decrease. This positive development could be as a result of the continued sensitization by the government and other stakeholders to learners, parents and the communities on the importance of learners remaining in school and sitting the final examinations. The proportion of candidates obtaining division 1 dropped by 0.04 percent from 18.56 in 2015 to 18.52 in 2016 while performance at division 2 and 3 increased by 0.72 and 0.54 respectively. There were more candidates that obtained division 2 than those attaining division 3. Additionally, performance at division 4 declined by 1.22 percent. This showed that the quality of results improved between 2015 and 2016.

Junior Secondary School Leaving (Grade 9) Examination

1. The 2016 Grade 9 candidates were the second cohort to write this examination under the Revised Curriculum of 2013 which was implemented in 2014. The examination comprised 21 subjects that were examined at Grade 9 level in 2016. The subjects were English, Mathematics, Integrated Science, Computer Studies, Religious Education, Musical Arts Education, Design and Technology, Art and Design, Social Studies, Business Studies, Home Economics, Agricultural Science, Icibemba, Cinyanja, Chitonga, Silozi, French, Kiikaonde, Lunda, Luvale, and Physical Education.
2. A total of 365,272 candidates entered the 2016 Grade 9 Examination, of whom 183, 064 (50.12%) were boys and 182, 208 (49.88%) were girls. The number that sat the 2016 examination was 317, 972, representing an increase of 39,788 candidates (14.30 %) from the 278,184 who sat the 2015 examination. A total of 621 special education learners were entered for examinations of different disability characteristics. There were 105 candidates with visual impairment, 233 with hearing impairment and 206 candidates with learning difficulties. Of the 621 candidates, 77 candidates comprising 37 boys and 40 girls were absent from the examinations bringing the number of candidates who sat the examination to 544. A total of 380 learners were selected to Grade 10 comprising 255 boys and 380 girls while 164 learners failed the Grade 9 examinations. These results represented a pass rate of 69.0%.
3. In terms of performance, the proportion of candidates that obtained Certificates increased by 1.29 percentage points from 48.21 in 2015 to 49.50 in 2016, while those obtaining Statements reduced by 1.02. The proportion of candidates that failed the 2016 JSSLE examination reduced by 0.29 percentage points from 5.26 percent in 2015 to 4.97 percent in 2016. More candidates obtained Certificates (49.50%) than those who obtained Statements (45.53%). More boys (51.55%) obtained Certificates than girls (47.40%), while more girls obtained Statements (47.32%) than boys (43.78%). Additionally, more girls (5.28%) failed the examination than boys (4.66%). Overall, performance classification in the 2016 examination was comparable to that of 2015. Candidates performed well in subjects with practical components such as Art and Design (50.72%), Design and Technology (50.34%), Physical Education (49.47%), (Home Economics (47.48%), and Musical Arts Education (47.29%). The performance in subjects introduced under the Revised Curriculum in 2014 such as Computer Studies (29.33%), Business Studies (33.17%), Integrated Science (33.07%) and Social Studies (39.65%), was below the pass mark of 40 percent. This kind of performance implies the need for the Ministry of General Education to supply additional learning and teaching materials as well as employ teachers in these new subjects in order to foster deep learning amongst the candidates.

School Certificate (Grade 12 Internal) Examination

1. In 2015, 128,783 candidates (69,663 boys and 59,120 girls) entered the examinations. Candidature increased by 0.2 percent in 2016 from 128,527 candidates in 2015. In terms of gender, the candidature for boys decreased by 1.31 percent while that of girls increased by 2.03 per cent. Out of the 128,783 candidates who entered the 2016 examinations, 126,474 sat the examination. This included 68,482 boys and 57,992 girls. A total of 73 candidates with special learning needs entered for school certificate examinations and all of them wrote the examinations. The breakdown of the candidates was as follows; 35 learners with visual impairment, 26 learners with hearing impairment and 32 learners with learning difficulties.
2. A total of 2,309 (1,181 boys and 1,128 girls) candidates were absent from the examination. Candidate absenteeism at this examination level decreased from 2.21 percent in 2015 to 1.79 percent in 2016. The proportion of candidates obtaining School Certificates in the 2016 examination session increased from 57.05 percent in 2015 to 61.94 percent in 2016 (representing 78,337 candidates in 2016 as compared to 71,702 candidates in 2015), which was a 4.89 percentage point increase. The proportion of boys and girls who obtained School Certificates was 63.95 and 59.57 percent respectively.

General Certificate of Education Examination

1. The 2016 August General Certificate of Education (GCE) Examination was written from Friday 1st July to Tuesday, 9th August, 2016.
2. The number of registered candidates was 124,780 comprising 43,070 males (34.5%) and 81,710 females (65.5%). 116,883 (93.67%) sat the examination of whom 77,291 were female while 39,592 were male. This represented 94.59 and 91.92 percent of the registered female and male candidates respectively. This represented an increase of 18.60 percent from the 2015 GCE examination where 105,208 candidates entered the examination. The proportions of males and females have remained relatively unchanged since the inaugural GCE examination conducted in June 2014. This examination keeps attracting more females than males for reasons yet to be established and candidates keep on increasing every year.
3. The national rate of absenteeism stood at 6.33 percent and was lower than the 2015 and 2014 rates which were 9.67 percent and 11.03 percent respectively. There was a higher proportion of males (8.08%) than females (5.41%) absent, though more females (4,419) than males (3,478) were absent in absolute terms. Lusaka Province recorded the highest absenteeism rate at 8.49 percent and was followed by Eastern Province at 7.73 percent. The two provinces just swapped the positions they held in the 2015 examinations. Just like in 2015, the Copperbelt province had the lowest absenteeism rate (4.29%), and was followed by Luapula Province (4.89%), just like in 2015.
4. The proportion of candidates obtaining GCE Certificates was 92.91 percent, representing 2.53 percent increase from 90.38 percent in 2015. A higher proportion of male (93.58%) than female (92.57%) candidates obtained GCE certificates, an improvement from 91.86 percent and 89.60 percent respectively for both male and female candidates in 2015. The province with the highest proportions of candidates getting GCE certificates was the Copperbelt (95.47%) followed by Northwestern (94.55%) while the province with the least GCE certificates was Western (86.49%) followed by Muchinga (91.41%).

Teacher Education Examinations

The Council conducted examinations at Early Childhood Education Teacher's Diploma, Primary Teacher's Diploma and Junior Secondary Teacher's Diploma. The Early Childhood and Primary Teacher's Diploma had first and second year candidates while the Junior Secondary Teacher's Diploma had first year candidates. All the programmes recorded higher enrollments for females compared to males. Certificate pass rates for the Early Childhood and Primary Teacher's Diploma was above 80percent while the Junior Secondary Teacher's Diploma was below 50 percent.

In 2016, ECZ implemented the planned activities and score great milestones to improve both institutional growth and its mandate. I am therefore, grateful to the Ministry of General Education and various stakeholders for their support in ensuring that the Government of the Republic of Zambia achieved its educational assessment needs and activities for the development of the entire nation. I also extend my sincere gratitude to members of Council, ECZ Management and Staff for their unending commitment towards that noble work of serving the Zambian people.



Professor Samuel F. Banda

Council Chairperson



5.0 | DIRECTOR'S REPORT



Dr Michael M. Chilala
DIRECTOR

In line with the Strategic Plan of the Council for the period 2016 to 2020, activities were undertaken during the period under review as follows:

5.1 Thematic Area 1: Enhance Policy and Governance

5.1.1 Review of the ECZ Act CAP 137

ECZ held a consultative meeting with the Chief Parliamentary Draftsman on the matter to revise the ECZ Act CAP 137 of the Laws of Zambia and to the development of a Statutory Instrument to stiffen the penalties on examinations malpractices.

5.1.2 Policy Development

Management printed and disseminated the Recruitment Policy and Training and Development Policy to all employees. The policies took effect on 1st October 2016.

5.1.3 Guidelines and Regulations of Candidate Registration

ECZ developed and disseminated the Guidelines and Regulations on Candidate Registration for the 2017 Examinations.

5.1.4 Launch of Strategic Plan

On 5th May 2016, the ECZ launched the new strategic plan 2016 to 2020 to guide its growth. The plan will propel the ECZ to develop creative examinations administration interventions and champion stakeholder engagements in the education sector and beyond to make progressive decisions to enhance the administration of public examinations and service delivery in the quest to attain the vision 2030.

5.1.5 Development of Financial Regulations

The ECZ developed the Financial Regulation document which was approved and launched by Council. This was developed as a tool for good financial management.

5.2 Thematic Area 2: Enhance Operational Efficiency and Effectiveness

5.2.1 Conduct of National School Examinations under Revised Curriculum

The ECZ conducted the 2016 Grade 7, 9 and 12 Examinations under the revised curriculum while the GCE Examination was administered under the old curriculum. In this regard, ECZ developed and distributed Assessment schemes.

5.2.2 Conduct of Teacher Education Diploma Examinations

The ECZ successfully examined first year teacher education candidates for the Junior Secondary School Diploma programme. The examinations were also held for the first and second year Early Childhood Education and Primary Teacher's Diploma programmes. ECZ recorded overwhelming response from colleges of education who applied for Examination Centre Status for the programmes.

5.2.3 Conduct of Examinations in SADC Region

The ECZ received an application from one school in South Africa called St. Jeff College Primary School requesting it to be examining their Grade 7 and 9 pupils effective 2018. The ECZ also received applications from two colleges based in Botswana namely, Napol Vocational Training Centre and We Care Creations College of Education. The two colleges applied for their students to be sitting the Early Childhood Teachers Education Diploma Examinations conducted by the ECZ. The three learning institutions were inspected jointly by the Ministry of General Education and ECZ and Examination Centre Status has been given for the respective examinations.

5.2.4 Conduct of leakage free GCE Examination

The ECZ ran a leakage free examination at GCE level from 1st July to 9th August 2016. Working

with other stakeholders, stringent measures were put in place to curb the act of malpractice and stopping and papers from leaking both in transit and on the ground when they are stored in various strong rooms across the country.

5.2.5 Release of Grade 7 and 9 Examinations Results

ECZ released the 2016 grades 7 and 9 examination results at the same time. For the first time ever, the 2017 Grade 10 learners will open school on the first day of the school calendar with all other pupils. This will result into a gain in pupil and teacher contact time for the concerned pupils.

5.2.6 Training of Item Writers

ECZ trained examination Item writers in setting of items (questions) and examination papers for the hearing impaired candidates, with financial support from the Irish Aid.

5.2.7 Training of Setters

ECZ trained setters in the integration of Comprehensive Sexuality Education (CSE) into the revised curriculum for purposes of examinations.

5.2.8 Training of Makers

Due to the revised curriculum where new subjects were introduced, ECZ conducted training and retraining of old markers. A total of one hundred and seventy eight (178) examiners were trained in Computer Studies, Additional Mathematics, Civic Education, Literature in English, Physical Education and Principles of Accounts.

5.2.9 Training of OCRS Users

ECZ trained the users of the Grade 7 and Teacher Education Online Candidate Registration System (OCRS) and the Grade 9 Marks Entry Systems.

5.2.10 Records Management

The ECZ engaged a consultant to digitize its hard copy records so as to make them easily accessible whenever need arises.

5.2.11 Online Candidate Registration Systems

ECZ registered Grade 12 and GCE candidates for the 2016 examinations using the Online Candidate Registration System (OCRS). The system was also extended to Grade 7 and Teacher Education.

5.2.12 Job Evaluation

The ECZ engaged Beatmas Human Resource Consultants to conduct a job evaluation exercise and the Consultant has submitted the final report. Management developed a position paper to Council based on the job evaluation report.

5.2.13 Verification of Qualifications for Political Aspirants

ECZ verified qualifications from 14th March 2016 to 30th May 2016 for people that were vying to contest political positions in the August 2016 General Elections. A total of 8,438 documents were successfully verified. Out of the total, 6,858 were verified during the official verification period while 1,580 were submitted directly to ECZ by the Electoral Commission of Zambia and verified after the verification period.

5.2.14 Development of the Query Tracking System

The ECZ developed the Query Tracking System (QTS) and is scheduled for piloting in the coming year.

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

5.3.1 The 4th Annual Summit on Combating Education Irregularities and Examination Fraud

In order to deal with vices of examination irregularities and fraud, the ECZ participated in an international annual summit on Combating Education Irregularities and Examination Fraud that took place from 4th to 6th May 2016 at Premier Hotel OR Tambo International Airport Johannesburg, South Africa. This summit was designed for examinations councils, assessment bodies and other tertiary educational institutions both public and private to share initiatives for achieving high-quality assessments. The theme of the 4th Summit was "Implementing Effective Strategies for Improving Examination Outcomes with a Special Focus on Practical Solutions." Among the countries that were present at the summit included Botswana, Malawi, Namibia, Mozambique, Mauritius, United Kingdom, Nigeria, Ethiopia, South Africa, Zambia, Zimbabwe, Swaziland, Uganda and Tanzania.

5.3.2 The 6th Annual Mobiles for Education Alliance International Symposium

For the first time, the ECZ was privileged to participate at the 6th Annual mEducation Alliance International Symposium that was held from 18th to 20th October 2016 in Washington DC at the United States Institute of Peace. The mobiles for Education (mEducation) Alliance is committed to reducing barriers to access appropriate, scalable and low cost mobile technologies to help improve learning outcomes in formal and non-formal education across all levels especially in low resource countries.

5.3.3 Participation at Toyota Zambia Drivers' Competition

The ECZ scooped 1st and 3rd prize at the event that was organized by Toyota Zambia after it identified the need for a professional drivers training. As ECZ this participation in this event was key in ensuring skilled human resource in the area of transport services.

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

5.4.1 2015 National Examinations Performance Review Meeting

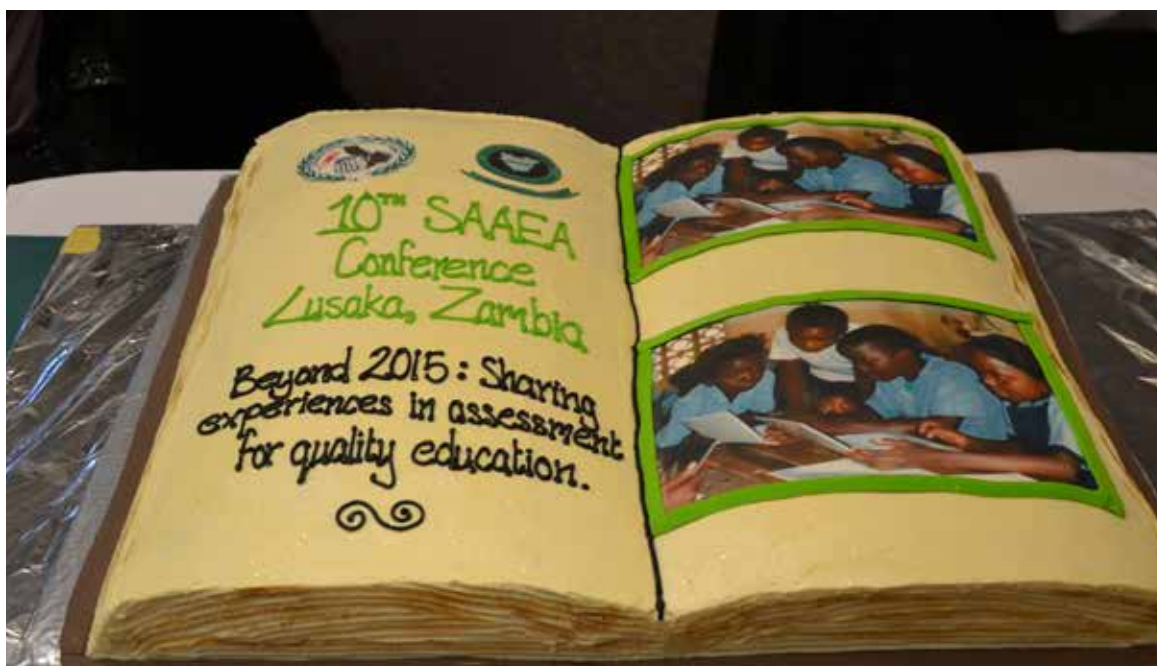
The ECZ successfully held the 2016 National Examinations Performance Review Meeting from 5th to 6th May 2016 at Mulungushi International Conference Centre in Lusaka and was graced by the Minister of General Education – Dr. John T.N. Phiri. This was the fourth National Review meeting held since 2013 where stakeholders meet to scrutinize the performance of learners and the conduct of examinations covering Grades 7, 9 and 12. The meeting was key in providing examinations related data to stakeholders in the quest to improve the quality of education and policy reviews. It was organized as a way of providing feedback in the education system in order to enhance learning achievements at all levels.

5.4.2 Adaptation of Question Papers for Special Education Need (SEN) Candidates

Pursuant to the demand for equality in our examination processes and systems, the ECZ pursued the adaptation of question papers for hearing impaired candidates through the use of adaptive English. In this line, the ECZ invited experts from the Kenya National Examinations Council (KNEC) who trained selected staff from ECZ and the Ministry of General Education in the use of adaptive English. Further through the skills acquired, the ECZ went to train test item writers of various subjects with the support from the Irish Aid under the Embassy of Ireland.

5.4.3 Hosting of SAAEA Conference

ECZ hosted the 2016 10th Southern Africa Association for Educational Assessment (SAAEA) Conference. The Conference took place at Pamodzi Hotel in Lusaka from 16th to 18th May 2016. This was an opportunity for Countries in the Southern Africa region including Zambia to gather and share empirical data and experiences relating to educational research and achievements. At this Conference, Zambia through the Examinations Council of Zambia assumed Chairpersonship of SAAEA.



5.4.4 Participation at 42nd IAEA Conference

Zambia represented by the ECZ as an examining body mandated to administer national examinations was among 40 countries from across the globe that participated at the 42nd International Association for Educational Assessment Annual Conference that took place at the Westin Hotel in Cape Town – South Africa from 21st to 27th August 2016. The conference was convened under the theme “Assessing the Achievements of Curriculum Standards – An On-going Dialogue” and was key in ensuring that Zambia remains on track in educational assessment techniques that improve the quality of education. During the event, Zambia was placed in the international limelight as the ECZ was among the four (4) key note speakers and presented a much appreciated address entitled “The Art of Reporting Learner Performance.” Six other presentations were delivered by ECZ Officers who were present at the conference.

5.4.5 National Assessment Survey at Grades 5 and 9 Levels

ECZ reviewed the instruments used for national assessment surveys at Grades 5 and 9 levels. ECZ then used the reviewed instruments to conduct the data collection exercise for national assessment survey of learning achievements at the stated levels.

5.4.6 Piloting of Data Collection Instruments for PISA

The ECZ successfully piloted the data collection instruments for the Programme for International Student Assessment (PISA) for Development survey. PISA-D is an international survey coordinated by the Organisation for Economic Cooperation and Development (OECD) which aims at evaluating the skills and knowledge of 15-year old students. ECZ was commended for conducting successful trials in 53 sampled schools across the country.

5.4.7 Conduct of the 2016 Pretesting Exercise across the Country

In October 2016, the ECZ successfully conducted its annual pretesting of examination items. This was done in over hundred (100) schools across the country. The pretesting exercise is key in the development of examinations to ensure:

- (a) Examinations are accurate and fair, with each individual item pitched at the right level
- (b) Test the appropriateness of items

5.4.8 Commemoration of National Library Week

For the second time, the ECZ participated in the National Library Week Commemoration that was held in Mansa. The event takes place every year presenting an opportunity for institutions to promote information and library services to the community. During the event, the ECZ marketed the various services it offers to the community and was a platform used to distribute various research reports.

5.4.9 Participation in National Shows

As ECZ, we value all our stakeholders. In the year under review, ECZ participated in the 2016 Zambia International Trade Fair and the Zambia Agricultural and Commercial Show. The two events present an opportunity to interact with members of the public on various examinations administration matters as well as offer Council services such as verification of results, replacement of lost and damaged certificates and statements and combination of results among other services. ECZ also took this chance to campaign against the vices of examination malpractices to the members of the public.

5.4.10 Sale of Examination Publications

Book World Africa continued the publishing and selling of past Examination Papers and Assessment Schemes. For 2016, the ECZ received royalties amounting to GBP7,896.89 (Seven Thousand, Eight Hundred Ninety Six British Pounds and Eighty Nine Cents).

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

5.5.1 Opening of ECZ Kitwe Service Centre

In line with the Government's decentralization policy and to improve service delivery, ECZ opened a Service Centre in Kitwe on 14th October, 2016. This was exactly two (2) year after the opening and launch of the Lusaka Service Centre in the year 2014. Further, Council approved the opening of the third ECZ service center in Mpika District of Muchinga Province in the year 2017. This innovation has improved service delivery to the nation and reduced distances that people cover to access Council services. It has also acted as an initiative for generating some income to support various activities of the institution.

I am therefore grateful to the Council, ECZ Employees and various stakeholders for their support in ensuring that the ECZ achieved its set objectives.



Dr Michael M. Chilala
DIRECTOR



6.0 | REPORTS FROM COMMITTEES OF COUNCIL

6.1 JUNIOR SECONDARY AND PRIMARY EDUCATION COMMITTEE

This committee was charged with the responsibility of presiding over the Grade 7 Composite Examination and the Junior Secondary School Leaving (JSSL).

Members of this Committee were as listed below:

Professor Christopher C. Chama	Chairperson
Mrs Joyce M. Vlahakis	Vice Chairperson
Mr Rodgers S. Zulu	Member
Mrs Annie P. Bwalya	Member
Mr Emade Sakala	Member
Mr Ackson Kafwifwi	Member
Mrs Exhilda Gondwe	Member
Sr. Prisca Phiri	Member
Albert S. Siamunako	Secretary

Matters Considered and Approved by the Committee

6.1.1 2017 Applications for Examination Centre Status

The Committee considered and approved one hundred forty-five (145) applications for Grade 7 Examinations Centre Status and rejected five (5) while at Grade 9 the Committee considered one hundred thirteen (113) applications for Grade 9 Examination Centre Status. The Committee further rejected nine (9) applications for Grade 9 Examination Centre status.

6.1.2 Disposal of 2015 Suspected Examination Malpractice Cases

6.1.2.1 A total of four (4) cases for the 2015 Grade 7 suspected examination malpractice cases were considered by the committee. The Committee resolved to nullify the results in all subjects for all the four (4) candidates.

6.1.2.2 A total of One Hundred and Sixty One (161) 2015 Grade 9 suspected examination malpractice cases were considered by the Committee and resolved to nullify results in all subjects for one hundred and sixty one (161) candidates.

6.1.3 Approval of the Rules of Combination for Grade 9 Statement of Results

The Committee considered and approved the rules for combination of Grade 9 Statement of Results in light of the revised curriculum.

6.1.4 Report on the Preparation for the 2016 Grade 7 and 9 Examinations

The Committee considered the report on the 2016 Examination preparation. The report highlighted the following:

- (a) Printing, sorting and packaging of pre-examination materials
- (b) Receipt of the 2016 Examination Question papers
- (c) Distribution of Examination materials
- (d) Processing of Grade 7 Examination results
- (e) Marking and processing of Grade 9 results

6.1.5 Approval of the 2016 Grade 7 and 9 Examination Results

The Committee deliberated and approved the 2016 Grade 7 and 9 examination results.

- a. The 2016 Grade 7 Composite Examination was written from 31st October to 4th November 2016 and the processing of the examination results started on 9th November 2016 and ended on 28th November 2016 with a processing status of 99.97%. Out of the 387,263 candidates that entered for the 2016 Grade 7 Composite examination, 352,631 sat the examination while 34,632 were absent.

- b. The 2016 Grade 9 Examination was written from 3rd October 2016 to 7th November 2016 and the marking of the scripts started on 28th November 2016 and ended on 2nd December 2016. The processing started on 6th December 2016 and ended on 16th December 2016 with a processing status of 99.96%. A total number of 365,272 candidates entered for the 2016 Grade 9 Examination out of which 317,972 sat the examination while 47,300 were absent. The Grade 9 examination started early to allow the Grade 10 learners to report on the same date as the other learners in January 2017.

The Ministry of General Education had directed that only schools with facilities should register learners for Computer Studies. The absenteeism rate at Grade 9 had dropped significantly from 18.30% in 2015 to 12.95% in 2016 which was an indicator that sensitization programmes in the provinces were yielding positive results.

Examination Results Highlights

(a) Grade 7 Composite Examination Results

The 2016 Grade 7 cohort was the first to sit the examination under the revised curriculum of 2013, which was first implemented in 2014.

i. Candidature

A total of **387, 263** candidates entered for the 2016 examination, compared to **383, 676** in 2015. This represents a growth of candidature by 0.93 percent, the lowest since 2013.

In terms of gender, a total of 196,033 were boys representing 50.62 percent of the candidates while 191, 230 were girls which represented 49.38 percent of the candidates. The number of girls who entered increased marginally by 1.67 percent while that of boys increased by 0.23. The number of female candidates entering the examination has continued to grow steadily since 2013. This could be attributed to the various interventions promoting female education put in place by the Ministry of General Education (MoGE) and its stakeholders. The numbers of girls that entered for the examination was less than the number of boys as shown in Figure 1 below.

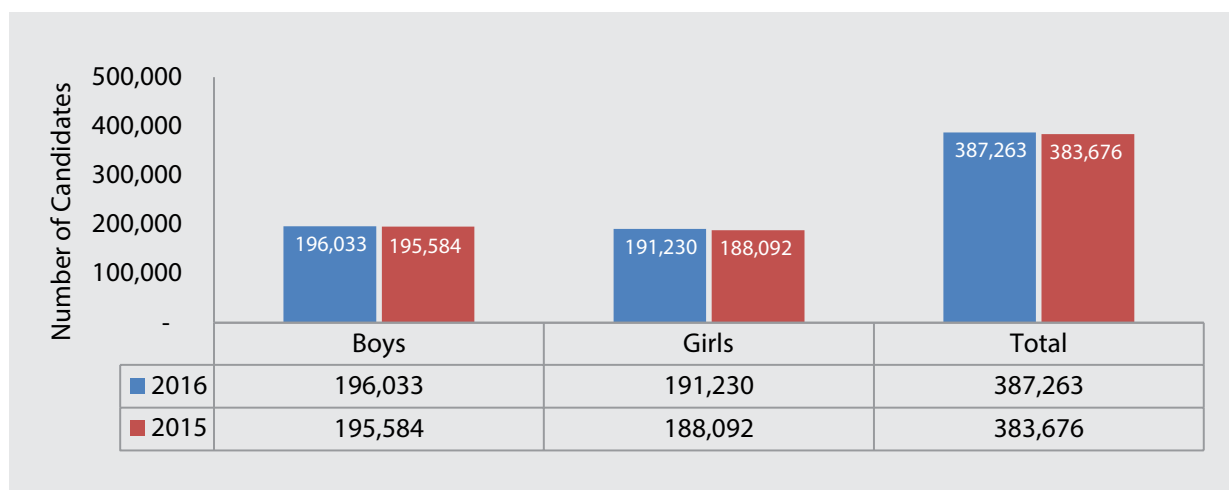


Figure 6.1: Grade 7 Candidature Entered for the Years 2015 and 2016

It is also worth noting that all provinces recorded an increase in candidature except Southern and Copperbelt provinces where the candidature decreased when compared to the year 2015. The observed increase in candidature could have resulted from the infrastructure programme being undertaken by the Ministry which has created classroom space for almost all the eligible children at this level of education.

ii. Absenteeism

Candidate absenteeism from the examination decreased in both absolute figures and proportions from 39,160 (10.21%) in 2015 to 34,632 (8.94%) in 2016.

All the provinces recorded a reduction in absenteeism with Eastern (-2.07%) and Northern (-1.76%) provinces recording the highest decrease. This positive development may be as a result of continued sensitization by the government and other stakeholders to learners, parents and the communities on the importance of learners remaining in school and sitting the final examinations.

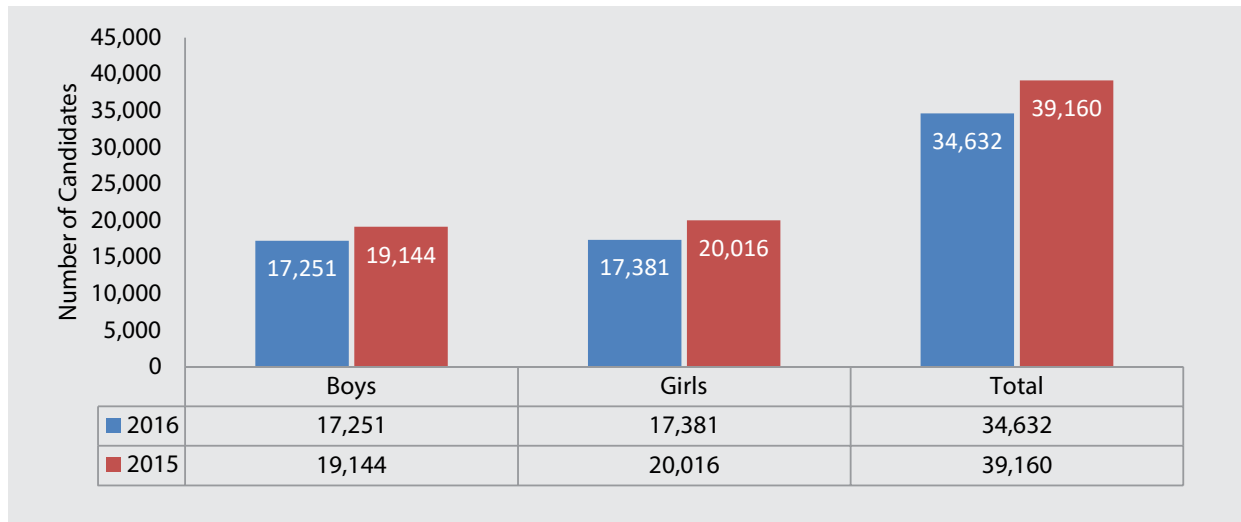


Figure 6.2: Number of Grade 7 Candidates absent from the Examination in 2015 and 2016

The number of girls that were absent from the examination in the 2015 and 2016 was higher than that of boys. This has been the trend since the 2013 examination. The possible reasons include early marriages, pregnancies and lack of appreciation of education as reported in the study of absenteeism conducted by ECZ in 2014 and other various studies.

iii. General Learner Performance

Certificate Awards

The Grade 7 Composite Examination scores are standardized so that they have a minimum score of 50 and a maximum of 150 for each learning area. The certification awards for the examination are categorized in four divisions namely, Division 1 (distinction), Division 2 (merit), Division 3 (credit) and Division 4 (pass). Learners with a pass exhibit basic competencies while those with credit and merit demonstrate desirable competencies and the ones at distinction are outstanding.

Certificate classification is based on any best four out of six core subjects. To obtain Division 1, a candidate must obtain between 460 and 900 standard points in the best 4 subjects, excluding the aptitude tests (Special Paper I and Special Paper II). To obtain Division 2 and 3 candidates must score between 422 and 459 standard points and 398 and 421 standard points respectively. For Division 4, the standard points are 397 and below (Refer to table below).

Table 6.1: Grade 7 Division Cut Scores

Division	Score
Division One (1)	460 - 900
Division Two (2)	422 - 459
Division Three (3)	398 - 421
Division Four (4)	397 and below

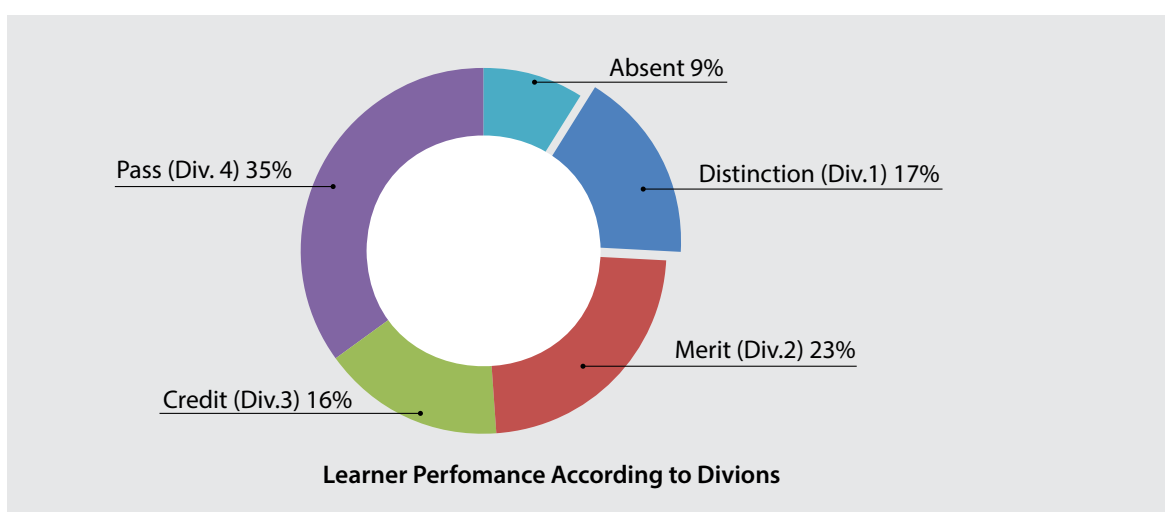


Figure 6.3: 2016 Grade 7 Composite Examination Certificate Awards

The proportion of candidates obtaining Division 1 dropped by 0.04 percent from 18.56 in 2015 to 18.52 in 2016 while performance at Division 2 and 3 increased by 0.72 and 0.54 respectively. There were more candidates that obtained Division 2 than those attaining division 3. Additionally, performance at Division 4 declined by 1.22 percent (See Table 2). This showed that the quality of results improved from 2015 to 2016.

Table 6.2: Grade 7 Performance According to Division and Gender for 2015 and 2016

		2016			2015		
		Boys	Girls	Total	Boys	Girls	Total
1	DIVISION ONE (1)	33,600	31,717	65,317	33,313	30,638	63,951
	(%)	18.79	18.24	18.52	18.88	18.23	18.56
2	DIVISION TWO (2)	45,141	42,512	87,653	43,451	39,711	83,162
	(%)	25.25	24.45	24.86	24.63	23.63	24.14
3	DIVISION THREE (3)	32,147	30,342	62,489	31,010	28,166	59,176
	(%)	17.98	17.45	17.72	17.58	16.76	17.18
4	DIVISION FOUR (4)	67,894	69,278	137,172	68,666	69,561	138,227
	(%)	37.98	39.85	38.90	38.92	41.39	40.12

Special Educational Needs (SEN) Report Grade 7

A total of 646 special educational needs learners were entered for examinations of different disability characteristics broken down as follows: Candidates with visual impairment – 115; candidates with hearing impairment – 200; and candidates with learning difficulties 158. Of the total of 646 learners with special educational needs enrolled for Grade 7 Composite Examinations, 292 (45%) were boys and 354 (55%) were girls. A total of 40 candidates comprising 15 (37.5%) girls and 25 (62.5%) boys were absent from the examinations thereby, bringing the number of those who sat to 606.

(b) Junior Secondary School Leaving (Grade 9) Examination

The 2016 Grade 9 candidates were the second cohort to write this examination under the revised Curriculum of 2013 which was implemented in 2014. The examination comprised 21 subjects that were examined.

i. Candidature

A total of 365,272 candidates entered the 2016 Grade 9 examination, out of which 183,064 (50.12%) were boys and 182,208 (49.88%) were girls (See table 3).

A total of 317,972 sat the 2016 examination, representing an increase of 39,788 candidates (14.30 %) from the 278,184 who sat the 2015 examination.

Table 6.3: Grade 9 Candidate Entry for 2015 and 2016

Year	Boys	Girls	Total
2016	183,064	182,208	365,272
2015	170,962	169,516	340,478
Increase	12,102	12,692	24,794
% Increase	7.08	7.49	7.28

ii. Absenteeism

Learner absenteeism from examinations is costly to both the Government and candidates. A lot of Government resources are spent on producing examination materials for learners who register for examinations each year. Families also spend a lot of resources for the education of their children and if at the end of the learning cycle a learner is absent from the examination, all resources spent go to waste.

In the year 2015, the Examinations Council of Zambia disseminated the findings of a study on

learner absenteeism to provinces such as Western, Central, Luapula and Northern provinces, that used to record high absenteeism rates. With that intervention, it was expected that the 2016 examinations would record low absenteeism rates than the previous years.

The dissemination activities appear to have yielded positive results considering that the national absenteeism rate reduced from 18.30 percent in 2015 to 12.95 percent in 2016. The proportion of girls absconding from examinations was higher (13.83%) than that of boys (12.08%).

Despite the reduction, Western province continued to have the largest proportions of absenteeism at 17.60 percent while Copperbelt continued to have the lowest proportions at 10.10 percent. The case of Western province needs further investigations.

iii. Performance

Certificate and Grade Classification

The certificate awards for the Grade 9 Examination are categorized in three, namely, Certificate, Statement and Fail.

The proportion of candidates that obtained Certificates increased by 1.29 percentage points from 48.21 in 2015 to 49.50 in 2016, while those obtaining Statements reduced by 1.02. The proportion of candidates that failed the 2016 JSSL examination reduced by 0.29 percentage points from 5.26 percent in 2015 to 4.97 percent in 2016. More candidates obtained Certificates (49.50%) than those who obtained Statements (45.53%). More boys (51.55%) obtained Certificates than girls (47.40%), while more girls obtained Statements (47.32%) than boys (43.78%).

Additionally, more girls (5.28%) failed the examination than boys (4.66%). Overall, performance by certificate classification in the 2016 examination was comparable to that of 2015 (See Table 4).

Table 6.4: 2016 Grade 9 Performance according to Certificate Classification by Gender for 2015 and 2016

	2016			2015		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Certificates	82975	74426	157401	70,699	63,424	134,123
Proportion (%)	51.55	47.40	49.50	50.02	46.35	48.21
Statements	70466	74308	144774	63,514	65,973	129,487
Proportion (%)	43.78	47.32	45.53	44.94%	48.21	46.55%
Fail	7505	8292	15797	7,123	7,451	14,574
Proportion (%)	4.66	5.28	4.97	5.04	5.44	5.26

Performance According to Subject

In the analysis of performance according to subject area, raw scores of each subject were converted into percentages for standardization purposes.

The mean performance of subject scores for the 2016 Grade 9 Examination ranged between 26.51 and 56.66 percent. This was slightly lower than that of 2015 (25.94 and 59.92%).

The highest performance was recorded in French with a mean score of 56.66 percent followed by Art and Design (50.72%) and Design and Technology (50.34%).

The lowest performance was recorded in English (26.51%) followed by Computer Studies (29.33%) and Mathematics (29.63%) respectively. There is need for all schools in the country to implement fully interventions aimed at improving literacy skills among learners such as the "Catch up Strategy"

Candidates performed well in subjects with practical components such as Art and Design (50.72%), Design and Technology (50.34%), Physical Education (49.47%), (Home Economics (47.48%), and Musical Arts Education (47.29%).

The performance in subjects introduced under the revised curriculum in 2014 such as Computer Studies (29.33%), Business Studies (33.17%), Integrated Science (33.07%) and Social Studies (39.65%) was below the pass mark of 40%. There is therefore need for additional learning and teaching materials in these new subjects to foster deep learning amongst the candidates.

iv. Progression Rates to Grade 10

The number of candidates selected to Grade 10 was 156,027 out of the 317,972 who sat the 2016 Grade 9 examination. This represents a national progression rate of 49.07 percent compared to 48.89% in 2015. Of the selected number, 82,454 were boys while 73,573 were girls, representing 52.85 percent and 47.15 percent respectively. See Table 5 for progression rates in respective provinces.

Table 6.5: 2016 Grade 9 Progression Rates by Province

SN	Province	Number Sat	Number Selected	Progression Rate (%)
1	Muchinga	13 647	7 170	52.54
2	Northern	17 908	9 983	55.75
3	Luapula	18 179	9 447	51.97
4	Southern	36 652	16 935	46.20
5	Eastern	25 863	13 534	52.33
6	Copperbelt	60 701	32 183	53.02
7	North western	21 510	10 521	48.91
8	Central	37 102	15 912	42.89
9	Western	18 427	9 369	50.84
10	Lusaka	67 983	30 973	45.56
	National	317 972	156 027	49.07

Special Educational Needs (SEN) Report for 2016 Grade 9 Examination

A total of 621 special educational needs learners were entered for examinations of different disability characteristics. There were 105 candidates with visual impairment, 233 with hearing impairment and 206 candidates with learning difficulties. Of the 621 candidates, 77 candidates comprising 37 boys and 40 girls were absent from the examinations bringing the number of candidates who sat the examination to 544.

A total of 380 learners were selected to Grade 10 comprising 255 boys and 380 girls while 164 learners failed the Grade 9 examinations. These results represented a pass rate of 69.0%. Marking of scripts for Grade 9 learners with special educational needs was decentralized to provincial marking centres. Challenges encountered during marking were as follows:

- Lack of qualified teachers in different learning fields
- The absence of registers especially those from inclusive schools
- Few transcribers
- Wrong packing
- Lack of communication on parallel papers, as some marking centres did not know about the development.

6.2 SCHOOL CERTIFICATE COMMITTEE

This committee was charged with the responsibility of presiding over the School Certificate and General Certificate of Education Examinations

Members of this Committee were as listed below:

Mr Henry Tukombe	Chairperson
Mr James Chilufya	Vice Chairperson
Col. Lloyd K. Mwila	Member
Professor Jassie N. Zulu	Member
Mr Vincent Zgambo	Member
Sr. Theresa Mukuka	Member
Mr James Chomba	Member
Mrs Josephine S. Lungu	Member
Mr Ian Chirambo	Secretary

Matters Considered and Approved by the Committee

6.2.1 Provisional Approval of Upgraded Schools

The Committee resolved to provisionally approve 230 upgraded schools in the ECZ Database with a condition that the 230 upgraded school build science laboratories.

6.2.2 Disposal of 2015 Grade 12 Suspected Examination Malpractice Cases

The Committee considered the available evidence on the reported Thirty (30) individual candidates suspected examination malpractice cases and three (3) cases involving the whole Centre and made the following resolutions:

- Nullified results in all the subjects for 30 candidates
- Nullified results in English and Mathematics for all the 117 candidates from Nyanje Day Secondary in Eastern Province.
- Nullified results in Biology for all 71 candidates from Lukalanya Secondary School in Western Province
- Scaled down the marks in English language Paper2 for all the 617 candidates from Senanga Secondary School in Western Province and released the results.

6.2.3 Approval of the 2016 GCE Examination Time Table

The Committee considered and approved the 2016 GCE Examination Timetable. The timetable was amended to avoid it coinciding with the 2016 General Elections. The examination was set to commence in April as opposed to August.

6.2.4 Appeal Cases from Discontinued Examiners

The Committee considered cases involving four (4) Examiners as follows;

- The case of Mr Isteketo Masauso, Mr Christopher Chitumbo and Mrs Serah Mulwanda; the Committee resolved that the named Examiners be discontinued and should not be re-engaged for any marking exercise.
- The case of Mr George Mwelwa who was reported to have refused to abide by the rules of accommodation arrangements at the marking Centre; the Committee resolved the he too should not be re-engaged for any marking exercise. The said teachers were officially written to.

6.2.5 August 2015 GCE Suspected Examination Malpractice Cases

The affected schools were written to on the nullification of results in all subjects for the 48 candidates, in one subject for 23 candidates, in Mathematics and science for all 261 candidates

at Muoyo GCE in Western Province and Mathematics for all the 352 candidates at Chavuma Day Secondary School in North-western Province in 2015. The evidence from six (6) cases that were referred to the Zambia Police Forensic Unit was considered and all results were nullified.

6.2.6 Applications for Examination Centre Status for 2017

The Committee considered 16 applications for examination Centre status for 2017 and resolved to;

- (a) Approve Twenty (20) Centres
- (b) Provisionally approve five (5) centres and;
- (c) Rejected Eleven (11) Centres

The five (5) provisionally approved Centres were with the condition that the verification was to be done to ascertain if they had strong rooms with concrete roof. The schools were Mwembeshi Secondary, Twin Palm Secondary and Ahmadiya Muslim School

6.2.7 Consideration of Cases of Unreliable Examiners

The Committee considered the Report on seven (7) unreliable Examiners from the 2015 marking session presented with various disciplinary cases. The Committee resolved to discontinue all seven (7) Examiners from marking of examinations. These were five (5) from Civic Education Marking panel and two (2) from Science Paper3 Marking panel.

6.2.8 Reinstatement of Schools

The Committee considered the matter and resolved to reinstate Delca Palm Private Boarding School Examination Centre status and Mutundu GCE Centre Status. The Schools were further written to informing them of the decision.

6.2.9 2016 GCE Suspected Examination Malpractice Cases

The Committee considered the available evidence on the reported 178 individual candidates 'suspected of examination malpractice cases and six (6) involving the whole Centre and made the following resolutions;

- (a) Nullify results in all the subjects for 41 candidates
- (b) Nullify results in Mathematics for 35 candidates and 6 whole Centres
- (c) Nullify results in Science for 15 candidates
- (d) Nullify results in Biology for 5 candidates
- (e) Nullify results in History for 3 candidates
- (f) Nullify results in Commerce for 3 candidates
- (g) Nullify results in Religious Education for 2 candidates
- (h) Nullify results in Civic Education for 1 candidate
- (i) Pend 12 cases which were awaiting forensic report from Zambia Police Service
- (j) Nullify results in all the six (6) GCE Centres reported

The Committee deliberated and approved the 2016 Grade 12 and GCE Examination Results. The Committee was further informed that:

- (a) The Ministry of General Education had wrote to the ECZ requesting to provisionally approve two hundred and thirty (230) upgraded schools
- (b) Examination Syllabi for Grade 7 and 12 were available on sale through Book World Africa Stores country wide.
- (c) The verification of qualifications for individuals vying for political office went on well and a total of one hundred (100) copies of forged certificates were recorded in the exercise.
- (d) The 2016 GCE Examination was written from Friday, 1st July 2016 to Tuesday, 9th August 2016.

- (e) The marking of the answer scripts commenced on Tuesday, 25th August 2016 and ended on Thursday, 8th September 2016.
- (f) The processing of results commenced on Friday, 9th September 2016 and ended on Friday, 16th September 2016 with a processing status of 99.85%.

Highlights of the Grade 12/GCE Examinations

The 2016 Grade 12 cohort was the first to write school certificate examination based on the revised curriculum and as such the performance of candidates sets a benchmark and will be of great significance in future examinations.

(a) Grade 12 Examination

The 2016 Grade 12 cohort was the first intake to write School Certificate Examination based on the Revised Curriculum and as such their performance set a baseline which would be of great significance going forward.

i. Candidature

In 2016, 128,783 candidates entered the examinations (69,663 boys and 59,120 girls). Candidature increased by 0.2 percent in 2016 when compared to the candidature of 2015 where 128,527 candidates had entered for the examination.

In terms of gender, the candidature for boys decreased by 1.31 percent while that of girls increased by 2.03 per cent (See Table 1).

Table 6.6: Grade 12 Candidate Entry for 2013 to 2016

Year	Boys	Girls	Total
2016	69,663	59,120	128,783
2015	70,585	57,942	128,527
2014	67,823	54,236	122,059
2013	61,006	45,935	106,941
Change over 2015	922	1 178	256
Change in %	-1.31	2.03	0.2

ii. Absenteeism

Out of the 128,783 candidates who entered the 2016 examinations, 126,474 sat the examination. This was made up of 68,482 boys and 57,992 girls. A total of 2,309 (1,181 boys and 1,128 girls) candidates were absent from the examination. Candidate absenteeism at this examination level decreased from 2.21 percent in 2015 to 1.79 percent in 2016.

The highest rates of candidate absenteeism from the examination were recorded in Central and North-western provinces at 2.19 percent while the lowest proportion of absentees was recorded in Luapula at 1.31 percent.

Table 6.7: Trend in Absenteesm According to Sex

Year	Boys		Girls		Total	
	Absentees	Rate %	Absentees	Rate %	Absentees	Rate %
2016	1,181	1.70	1,128	1.91	2,309	1.79
2015	1,477	2.09	1,364	2.35	2,841	2.21
2014	1,134	1.67	1,063	1.96	2,197	1.8
2013	1,173	1.92	973	2.12	2,146	2.01
Change in Absolute No.	296		236		532	

iii. General Performance

Performance According to Certificate Awards

The School Certificate Examination Ordinary Level Certificate awards are categorised into the following: School Certificate, General Certificate of Education and Fail.

School Certificate Pass Rate

The proportion of candidates obtaining School Certificates for the 2016 examination session increased from 57.05 percent in 2015 to 61.94 percent in 2016 (representing 78,337 candidates in 2016 as compared to 71,702 candidates in 2015), which was about 4.89 percentage point increase.

The proportion of boys and girls who obtained School Certificates was 63.95 and 59.57 percent respectively.

Fifty one (51) schools recorded 100 percent School Certificate pass compared to 45 schools in 2015.

Table 6.8: Proportion of Candidates obtaining Full School Certificates (2014–2016)

Province	% School Certificate						3 Year Average				
	2016			2015			2014				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
Muchinga	70.15	65.09	68.14	64.55	62.21	63.64	65.45	60.82	63.68	65.15	Reduction
Northern	69.13	67.61	68.54	61.35	53.53	58.41	54.85	46.83	51.71	59.55	Increased
Luapula	64.56	58.4	62.11	57.17	49.61	54.14	56.83	48.3	53.56	56.6	Increased
Southern	71.21	66.45	69.07	70.28	68.87	69.66	67.51	65.03	66.43	68.39	Increased
Eastern	72.55	67.78	70.54	72.1	69.33	71.01	68.25	66.05	67.4	69.65	Increased
Copperbelt	59.58	55.05	57.30	47.43	41.44	44.46	47.4	40.28	43.93	48.56	Reduction
Northwest- ern	61.12	57.77	59.71	53.98	49.6	52.17	56.38	52.07	54.65	55.51	same
Central	60.7	59.4	60.12	62.67	59.87	61.46	61.05	56.71	59.2	60.26	Increased
Western	53.55	50.77	52.27	53.1	51.77	52.51	53.37	48.5	51.22	52.00	Reduction
Lusaka	64.08	59.89	62.06	63.49	60.4	62.02	63.42	58.9	61.28	63.79	Increased
National	63.95	59.57	61.94	59.26	54.35	57.05	58.47	52.62	55.87	58.29	Increased

Special Educational Needs (SEN) Report for the 2016 Grade 12 Examination

The 2016 examinations had learners with special educational needs enrolled at School Certificate level examinations. A total of 73 candidates with special learning needs entered for school certificate examinations and all of them wrote the examinations. The breakdown of the candidates was as follows; 35 learners with visual impairment, 26 learners with hearing

impairment and 32 learners with learning difficulties. Marking of school certificate examinations for candidates with special educational needs was done alongside mainstream examinations, although all examination scripts for learners with visual impairment were centrally marked from the ECZ head office in Lusaka. Marking of Braille examinations locally helped to reduce the number of missing results cases among learners with visual impairment.

(b) GCE Examination

The 2016 GCE examinations marked the second year since GCE examinations were completely delinked from the School Certificate Examination in 2015. The observed increase in candidature and pass percentages, coupled with reduction in absenteeism, all attest to the fact that more persons in Zambia were attaching great importance to education than ever before. The 2016 General Certificate of Education was a great success, building on the successful 2014 and 2015 examinations.

i. Candidature

The 2016 August General Certificate of Education (GCE) Examination was written from Friday 1st July to Tuesday, 9th August, 2016. Marking took place from the Thursday, 25th August, 2016 to Thursday,

8th September, 2016. A total of 277 examination centres drawn from all ten provinces across the country presented candidates for the examination, compared to the 272 centres that administered the GCE examination in 2015.

The number of registered candidates was 124,780 comprising 43,070 males (34.5%) and 81,710 females (65.5%). This represented an increase of 18.60 percent from the 2015 GCE examination where 105,208 candidates entered the examination. The proportions of males and females have remained relatively unchanged since the inaugural GCE examination conducted in June 2014. This examination keeps attracting more females than males for reasons yet to be established and candidates keep on increasing every year.

The Copperbelt Province contributed the highest proportion of registered candidates (25.06%) and was followed by Lusaka Province (23.77%) while the lowest proportion was from Muchinga Province (3.18%). This picture is similar to what transpired in the 2015 GCE examinations.

Of the 124,780 registered candidates, 116,883 (93.67%) sat the examination of whom 77,291 were female while 39,592 were male. This represented 94.59 and 91.92 percent of the registered female and male candidates respectively. There were more female candidates sitting the examination than male candidates.

ii. Absenteeism

The national rate of absenteeism stood at 6.33 percent and was lower than the 2015 and 2014 rates which were 9.67 percent and 11.03 percent respectively. There was a higher proportion of males (8.08%) than females (5.41%) absent, though more females (4,419) than males (3,478) were absent in absolute terms.

Lusaka Province recorded the highest absenteeism rate at 8.49 percent and was followed by Eastern Province at 7.73 percent. The two provinces just swapped the positions they held in the 2015 examinations. Just like in 2015, the Copperbelt province had the lowest absenteeism rate (4.29%), and was followed by Luapula Province (4.89%), just like in 2015.

iii. General Performance

General Certificate of Education (GCE) Awards

A General Certificate of Education is awarded to a candidate who obtains GRADE ONE TO EIGHT in at least one subject. A candidate who scores Grade 9 in all subjects will have failed the examination. The proportion of candidates obtaining GCE Certificates was 92.91 percent, representing 2.53 percent increase from 90.38 percent in 2015. A higher proportion of male (93.58%) than female (92.57%) candidates obtained GCE certificates, an improvement from 91.86 percent and 89.60 percent respectively for both male and female candidates in 2015.

Failure Rates

The national failure rate in the 2016 GCE examination was 7.09 percent, showing a reduction from 9.62 percent in 2015.

Special Educational Needs (SEN) Report for General Certificate of Education

The 2016 examinations had learners with special educational needs enrolled at GCE level examinations. A total of 35 GCE candidates with visual impairment and 6 candidates with hearing impairment were enrolled for mid-year examinations. Marking of scripts was done from ordinary marking centres.



6.3 TEACHER EDUCATION COMMITTEE

This committee was charged with the responsibility of presiding over Teacher Education Programme Examinations.

Members of this Committee were as listed below:

Mr Peter M. Chishimba	Chairperson
Mrs Beauty C. Mwanansoka	Vice Chairperson
Mr Muyangwa Kamutumwa	Member
Mr James Chomba	Member
Mr Chola Simpasa	Member
Mr Lazarous B.Y. Kalirani	Member
Mrs Christine M. Mayondi	Member
Mrs Banji Shakubanza	Secretary

Matters Considered and Approved by the Committee

6.3.1 Reviews of the Examinations Council of Zambia Act CAP 137

The Committee was informed that the Council had not yet reviewed the proposed amendments to the Examinations Council of Zambia Act Cap 137.

6.3.2 Approval of Examination Fee

The Committee was informed that the circular announcing the agreed scale of fees for examinations, Centre registration and renewal for both Primary and Early Childhood Diploma was sent to the Colleges on 16th November 2016.

6.3.3 Inspection of the Early Childhood Education Examination Centres

The Committee was informed that the mandate to regulate Colleges of Education was given to the Teaching Council of Zambia (TCZ). The Directorate of Standards and Curriculum would take the matter to TCZ through the Permanent Secretary on the Colleges that were still administering examinations set by other organisations other than the ECZ.

6.3.4 Approval of the 2016 Teacher Education Examination Timetables

The Committee considered and approved the 2016 Teacher Education Timetables. Subsequently, the Timetables were sent to the colleges on 28th March 2016.

6.3.5 Application for Examination Centre Status

The Committee considered the application for examinations center status from "Namol Vocational Training Centre" and "We Care Creations" of Botswana and resolved that a memorandum of understanding with the institutions be signed.

6.3.6 Development of Syllabi in Sign Language and Braille

The Committee was informed that the Directorate of Teacher Education and Specialised Services (TESS) had developed the Syllabi in Sign Language and Braille. Learning materials were yet to be developed.

6.3.7 Student verses Computer Ratio

The Committee was informed that the ratio for school examinations was six (6) learners to one computer. The Directorate of Standards and Curriculum was to make a follow up on the recommended student/Computer ration for the Colleges through the Permanent Secretary.

6.3.8 Moderation of Continuous Assessment

The Committee was informed that moderation of continuous assessment was conducted and Colleges Lecturers were involved in the exercise.

6.3.9 Report of the Examination Administration Activities from January to June 2016

The Committee considered a report on the examination administration activities that were undertaken from January to June 2016 under the Teacher Education Section. The report highlighted the successes and challenges encountered during the marking and processing of results as follows:

- (a) Marking of Examination scripts
- (b) Processing and release of results
- (c) Dispatch of 2016 Teacher Education Examination Timetables
- (d) 2016 Entries; and
- (e) Challenges

6.3.10 Application for Examination Centre Status

The Committee considered and approved applications for examination Centre status as follows:

(a) Early Childhood Education Teacher's Diploma Examination

Approved Centres

- (a) Jabemiz, Mansa District
- (b) Keys Roya, Chipata District
- (c) Eden Institute, Lusaka District
- (d) Sambizga College of Education, Chipata District
- (e) V.K College of Education, Kabwe District
- (f) Pekanya College of Education, Kasama District

Not Approved Centres

- (a) Great North Road College of Education, Chilanga District

(b) Primary Teacher's Diploma Examination

Approved Centres

- (a) Mosa University, Chibombo District
- (b) Riverveld, Kitwe District
- (c) Central A.B.C, Kitwe District
- (d) Broadway I.T.E, Ndola District
- (e) Evergreen College of Education, Kitwe District
- (f) Keys Roya College of Education, Chipata District
- (g) Luanshya College of Education, Luanshya District
- (h) Sambizga College of Education, Chipata District
- (i) V.K College of Education, Kabwe District
- (j) Muzipas College of Education, Chipata District

Not Approved Centres

- (a) Great North Road College of Education, Chilanga District

(c) Junior Secondary Teacher's Diploma Examination

Approved Centres

- (a) Mosa University, Chibombo District
- (b) Riverveld, Kitwe District
- (c) St Mary's Mbala District
- (d) Serenje Professional, Serenje District
- (e) Evergreen College of Education, Kitwe District
- (f) Keys Roya College of Education, Chipata District
- (g) Luanshya College of Education, Luanshya District
- (h) Jabemiz, Mansa District
- (i) George Benson, Kalomo District
- (j) Eden Institute, Lusaka District
- (k) Katendi, Solwezi District
- (l) Sambizga College of Education, Chipata District
- (m) V.K College of Education, Kabwe District
- (n) Muzipas College of Education, Chipata District
- (o) Kabwe Institute of Technology, Kabwe District

Not Approved Centres

- (a) Great North Road College of Education, Chilanga District

6.3.11 Report on the Status of the Junior Secondary Teacher's Diploma Examinations (JSTD)

The Committee considered a report on the status of the Junior Secondary Teacher's Diploma Examination. The report highlighted the following:

- (a) Benchmarking visits that were taken at Nkhurumah University, Mukuba University and Mufulira College of Education in April 2016 to learn on how to administer and award Diplomas for the new JSTD Course.
- (b) Workshop on design of Course Profiles and Examination Structure was held from on 8th May to 14th May 2016 where a total of 66 participants drawn from Colleges of Education, Universities and the Ministry of General Education attended.

The Committee resolved to hold a consultative meeting to agree on the Course profiles and Assessment Schemes, Diploma certificates grading and regulations, Modalities for monitoring and supervision and modalities for continuous assessment moderation.

6.3.12 Progress on Teacher Education Programmes

The Committee was informed that a training workshop was held were lecturers in ECE and PTD trained from the 9th to 13th June 2016 and a total of 51 lecturers trained.

6.3.13 Approval of Teacher's Diploma Examination Results

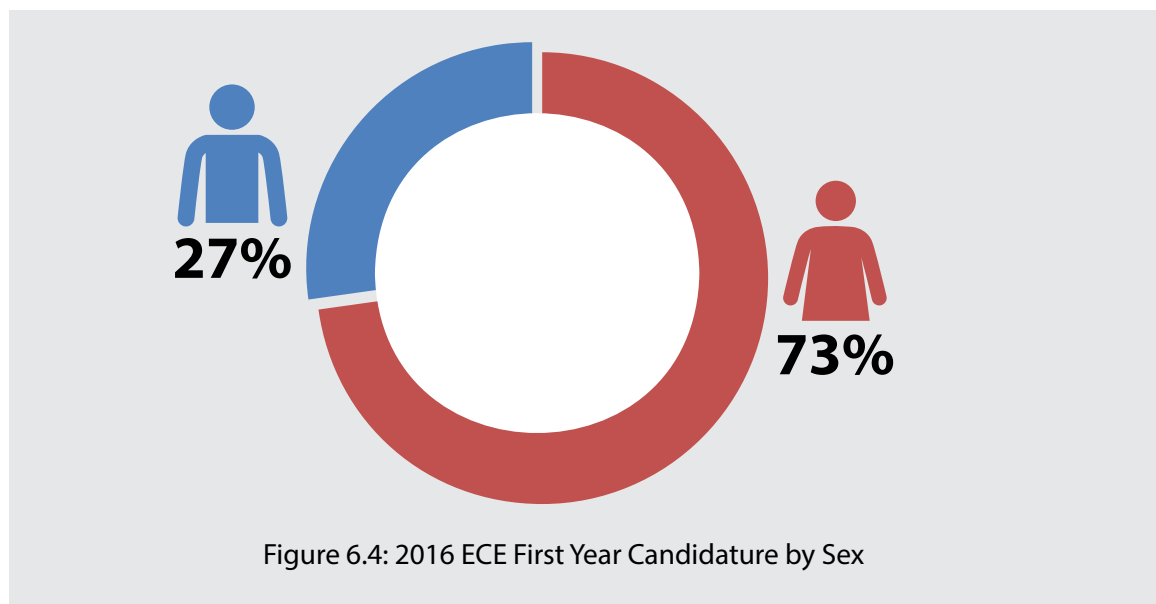
The committee considered and approved the Teacher's Diploma Examination Results.

Highlights of the Teacher Education Examination

Early Childhood Education Teacher's Diploma Programmes.-First Year Examination

i. Candidature by Sex

The number of candidates entered for the 2016 ECE first year examinations were 675 of whom 491 (73%) were females and 184 (27%) were males. The proportion of those who sat the examination was 97.48 percent. The number of females entering and eventually sitting the examination was more than that of their male counterparts. The absenteeism rate was 2.52 percent.



ii. General Performance

A total of 517 (78.57%) of candidates obtained clear pass, 122 (18.54%) proceeded, 2 (0.30%) referred, 1 (0.15%) repeat, and 16 (2.43%) were excluded. The performance in public colleges was better than in private colleges. Generally, there was good performance in CA and fairly good performance in the Examination.

The awards were classified as Clear Pass, Proceed, referred, repeat and excluded. Clear pass entails that the candidate passed all courses examined during that examination sitting while proceed mean that the candidate failed in 1 or 2 courses. A referred candidate fails in 3 courses, repeat fails in 4 courses and an excluded candidate fails in more than 4 courses.

There were higher mean scores recorded in the CA than the Examinations across all courses. The highest CA was recorded in Health Education (68.56%) and Pre-Environmental Science (64.98). The lowest mean scores in the CA were recorded in Literature and Language Development 1 (60.21%) and in Expressive Arts (62.6%).

The highest Examination mean scores were recorded in Pre-Environmental Science (62.08%) and Early Childhood Teaching Methods and Production of Teaching and Learning Aids (61.66%). Whereas, the lowest mean scores in the Examinations were observed in Early Childhood Teaching Methods and Production 11 (47.35%) and Social Studies (49.14%).

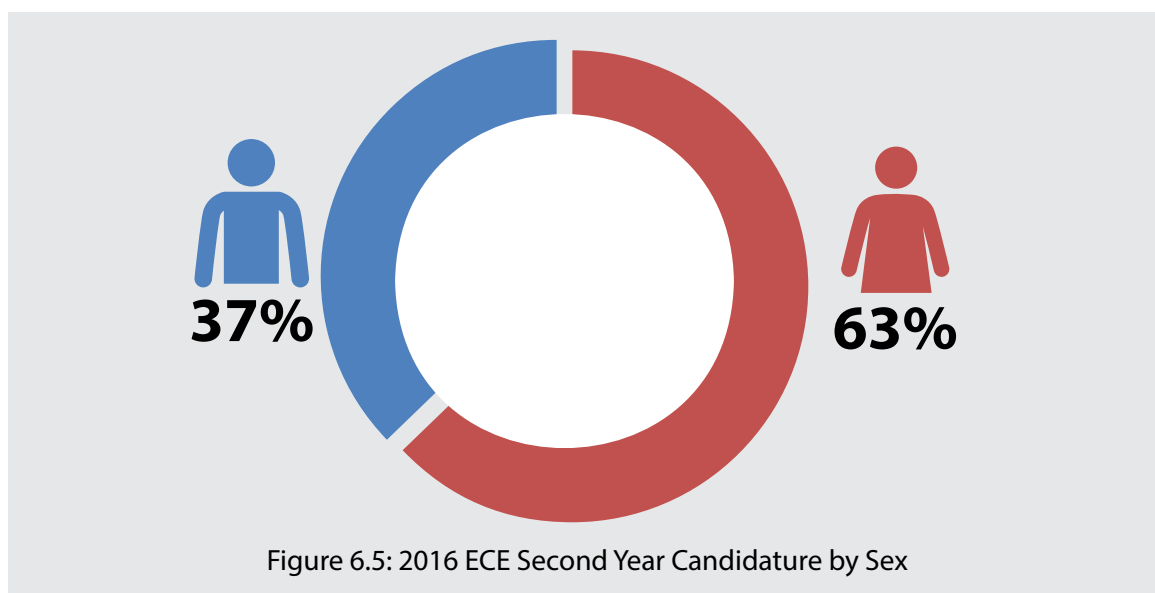
Mean scores for 2015 were higher than those for 2016 in all subjects except Sociology of Education, Child Psychology, History and Philosophy of Education.

Early Childhood Education Teacher's Diploma Programmes.-Second Year Examination

i. Candidature by Sex

A total of 678 candidates who included 425 (63%) females and 253 (37%) males entered for the 2016 ECE Second Year Diploma Examinations (refer to Figure 6.5).

The number of females entering and eventually sitting the examination was more than that of their male counterparts. Of the number that entered for this examination, 677 (99.85%) did sit the examination.



ii. General Performance

Of the candidates that sat the 2016 ECE diploma examination, 619(91.43%) obtained clear pass, 48(7.09%) proceeded, 3(0.44%) referred, none repeated and 7(1.03%) were excluded. Most of the public colleges recorded a higher pass percentage compared to private colleges. The general performance was good in both CA and Examination, with the CA having higher scores compared to the examination scores.

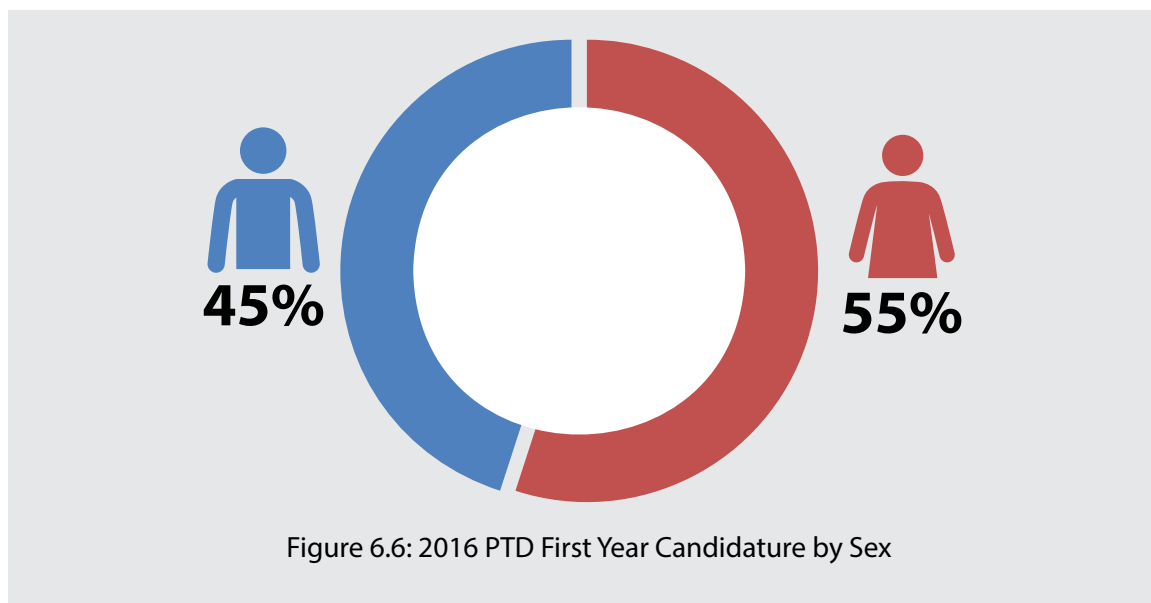
With regards to the CA, Teaching practice had the highest mean score (76.57%) followed by Special Education Guidance and Counselling (68.93%), while the lowest means scores were recorded in Early Childhood Management and Organization (63.96%) and Pre-Mathematics 2 (66.05%).

In the final examinations, Environment Science 2 had the highest mean scores (62.87%) followed by Social Studies (58.17%). On the other hand, the lowest scores were in Expressive Arts (46.18%) and in Language and Literature Development (48.06%).

Primary Teacher's Diploma Programme -First Year Examinations

i. Candidature by Sex

The total candidature in the Primary Teacher's Diploma (first Year) in 2016 was 3, 947, of whom 1,768 (45%) were males and 2,179 (55%) were females. Of these candidates, 3747 (94.85%) sat the examination. The proportion of absenteeism was 5.07 percent with similar trend between females (5%) and males (5.07%).



ii. General Performance

The awards were classified as Clear Pass, Proceed, referred, repeat and excluded. Clear pass entails that the candidate passed all courses examined during that examination sitting while proceed mean that the candidate failed in 1 or 2 courses. A referred candidate fails in 3 courses, repeat fails in 4 courses and an excluded candidate fails in more than 4 courses.

A total of 3258 (86.95%) candidates obtained clear pass while 65 (1.73%) were excluded.

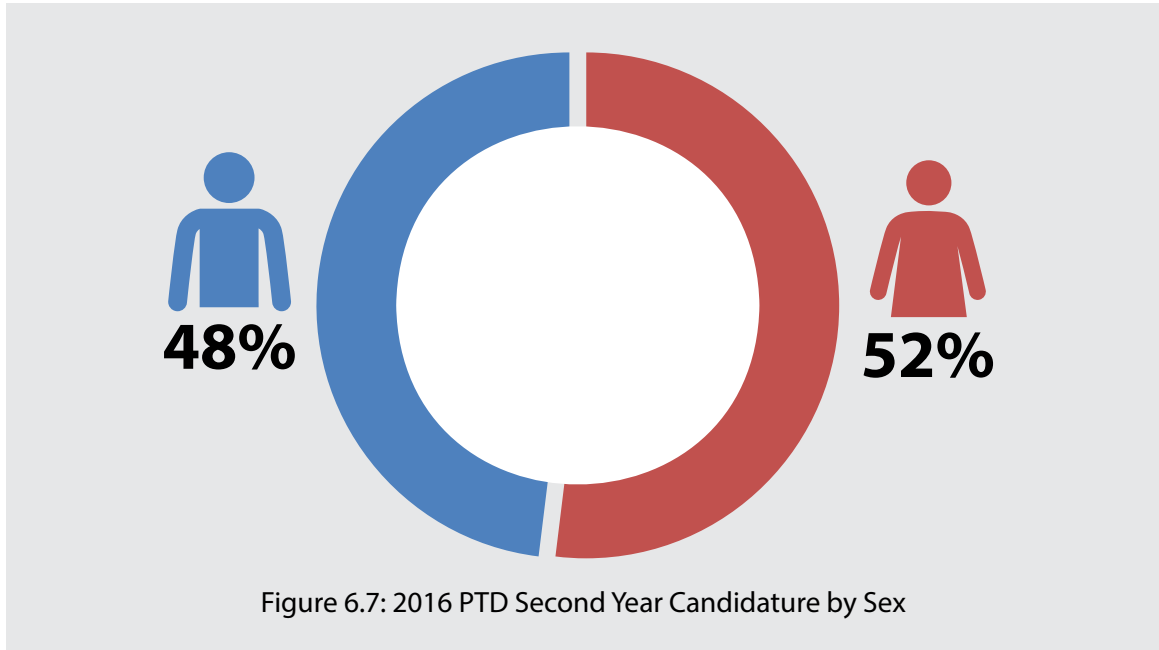
Other proportions were as follows: proceed 10.27 percent, referred 0.85 percent, and repeat 0.19 percent. On the overall public colleges recorded a higher pass percentage compared to private colleges.

Mean performance scores were between 57 percent and 64 percent in both the Continuous Assessment (CA) and the Final Examinations (Exams) in all the courses. Mean scores for CA were higher in comparison to the examination scores. The highest scores in the CA were in ICT (62.62%) and Social Studies (62.17%) whilst the lowest scores were Literacy and Language Development (58.22%) and History and Philosophy of Education (58.24%). In the final examinations, the highest scores were recorded in Technology/HE Studies (63.52%) and Educational Psychology and Sociology of Education (63.32%) whereas the lowest scores were recorded in Mathematics Education (57.92%) and Literacy and Languages (59.65%). The mean performance in all subject areas was higher in 2016 than in 2015

Primary Teacher's Diploma Programme - Second Year Examination

i. Candidature by Sex

A total of 3,899 candidates entered for the 2016 PTD Programme second year. This included 1,870 (48%) males and 2,029 (52%) females (refer to Figure 7). Of the number that entered, 3811 (97.74%) sat the examination. The absenteeism rate was 2.26 percent.



ii. General Performance

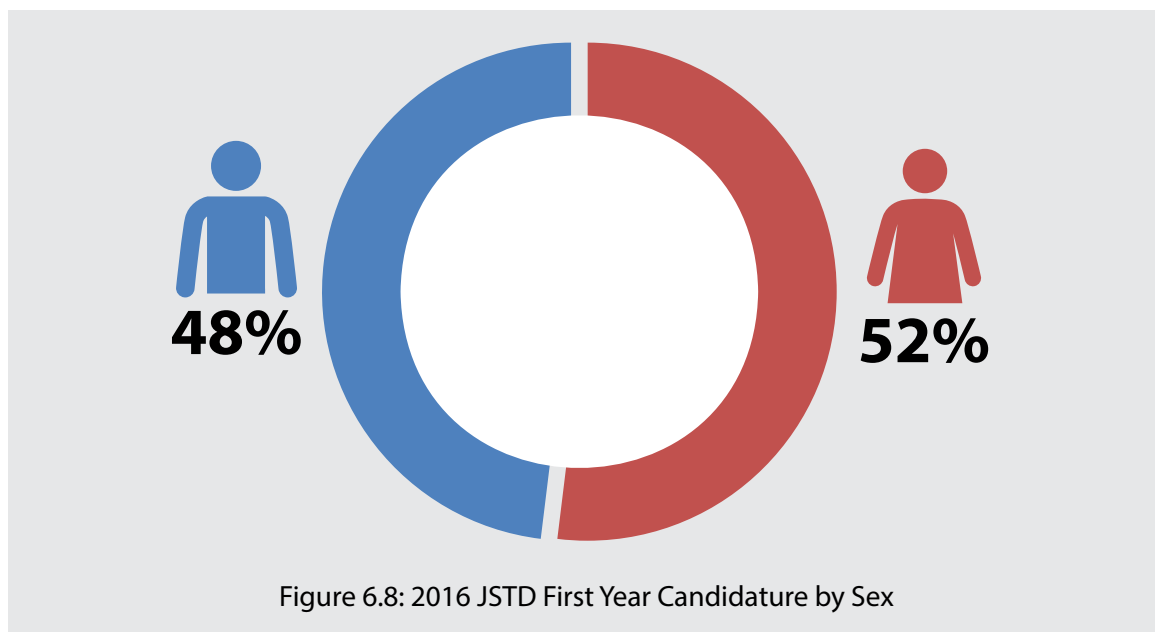
A total of 3450 candidates (90.53%) obtained clear pass, 318 (8.34%) proceed, 7(0.18%) referred, 2(0.08%) repeat and 33(0.87%) were excluded. On the overall public colleges recorded a higher pass percentage compared to private colleges.

Percentage mean scores for theory papers at this level ranged from 48.23 percent (Mathematics Education) to 62.36 percent (social Studies) while it ranged from 25.00 percent to 73.32 percent for practical papers. The Practical components of Expressive Arts and Technology Studies had higher percentage mean scores than the corresponding theory components. The highest scores in the CA were in Social Studies (65.54%) whilst the lowest scores were Literacy and Language Education (62.57%). The highest scores in the examination was recorded in Social Studies (62.36%) whereas the lowest scores were recorded in Technology Studies (49.69%).

Junior Secondary Teacher's Diploma -First Year Examination

i. Candidature by Sex

A total of 3227 candidates had registered for Junior Secondary Teacher's Diploma in the year 2016. Of whom 1550 (48%) were males and 1677 (52%) were females. Those who sat for the examination were 2974(92.16%). The absenteeism rate was at 7.84 percent.



ii. General Performance

A total of 1416 (47.61%) candidates obtained clear pass, 119 (4%) excluded, 1166 (39.21%) proceeded, 161 (5.41%) referred and 112(3.77%) repeated. The performance across the college was varied with most of the private colleges recording a higher proportion of their students proceeding or being referred.

Special Educational Needs (SEN) Report Teacher Education

The 2016 examinations had learners with special educational needs enrolled at Teacher Education level of Examinations. Colleges of Education presented 27 candidates with visual impairment for teacher education examinations who were pursuing different programmes at different levels. The programmes they enrolled for included Early Childhood Teacher's Diploma, Primary Teachers Diploma and Junior Secondary Teacher's Diploma.

6.4 SECURITY COMMITTEE

The Security Committee is mainly charged with the responsibility of developing and overseeing the implementation of Guidelines for Administration and Management of Examinations in Zambia. The following were the members of this Committee during the period under review:

Mrs Cecilia N. Sakala	Chairperson
Mr Wamuyuwa Sitibekiso	Vice Chairperson
Mr Neroh H. Mwanapabu	Member
Ms Loveness Mabisi	Member
Mr Ngosa Kotati	Member
Mrs Jennipher C. Banda	Member
Mrs Florence M. Chikalekale	Member
Mr Smith Bweupe	Member
Mr Stephen Chishiko	Member
Mr Paul Ngoma	Member
Mr Evans Chungu	Member
Mrs Ruth Zulu	Member
Mr Allan Lingambe	Member
Mr Jobbicks Kalumba	Member
Mrs Leah S. Kasaji	Member
Mr Kennedy Mumbi	Member
Mr Shadreck Nkoya	Secretary

Matters Considered and Approved by the Committee

6.4.1 Retirement Age for Examiners

The Committee considered the retirement age for examiners in order to ensure that there is continued efficiency and effectiveness during the marking sessions. The Committee adopted 65 years as the retirement age in line with the existing retirement age for civil servants with effect from 2017.

6.4.2 G.C.E Centres Overcharging Candidates

The Committee was informed that the Minister of General Education, Dr. John T. Phiri had directed all Provincial Education Officers to ensure that no school or GCE Centre in their province overcharged tuition, centre fee or practical examination fees.

6.4.3 Report on the Finalization of Grade 7 and 12 Specimen Papers

The Committee was informed of the challenges ECZ was facing in the finalization of the Examination Syllabi and Specimen Papers. ECZ pledged to deliver the said materials to the Provinces by April 2016.

6.4.4 Budget for Procurement of Consumables during Grade 9 Marking and Registration

The Committee was informed that ECZ was looking into the budgets for the procurement of consumables during the Grade 9 marking and online candidate registration exercise.

6.4.5 Training of Markers

The Committee was informed that ECZ was working at training teachers as makers in selected subjects.

6.4.6 Career Pathways at Grade 9

The Committee was informed that MoGE had made progress in the procurement of teaching and learning materials for the vocational pathway.

6.4.7 Security of Examination Materials in Upgraded School

220 Basic schools had been upgraded to secondary school and the Committee considered the security of materials once delivered to the schools. Committee resolved that ECZ and MoGE should devise means to remedy anticipated security breaches.

6.4.8 Proposal to Separate External Candidates from Internal Candidates at Grade 9 Level

The Committee approved the proposal to separate the external candidates from the internal candidates at Junior Secondary School Leaving Examination level and have a separate examination.

6.4.9 Joint Grade 8 and Grade 10 National Selection Meeting

The Committee agreed to the proposal to hold a joint 2017 National Selection Meeting for Grade 8 and Grade 10.

6.4.10 Registration of Colleges of Education

Some Colleges of Education which were registered by the bodies mandated to register such colleges were noted to lack basic infrastructure to operate as Colleges. The Committee resolved that ECZ should review the procedures of awarding examination Centre status to Colleges of Education.

6.4.11 Schools without Computers

The Committee was informed that the Ministry of General Education would procure computers for the schools without computers so that learners could ably sit for the Grade 9 Computer Studies Examinations.

6.5 APPEALS COMMITTEE

The Appeals Committee is responsible for the consideration of appeals from candidates following nullification of results owing to them engaging in examination malpractices. The following were the members of this Committee during the period under review:

Mr Eddie K. Mwitwa	Chairperson
Mrs Beauty C. Mwanansoka	Vice Chairperson
Sr Christine Mwape	Member
Mr Peter Chishimba	Member
Mrs Jacqueline C.M. Chikwama	Secretary

Matters Considered and Approved by the Committee

6.5.1 Appeals from 2013 Grade 12 Examinations

The Committee considered appeal cases for two (2) candidates whose 2013 Grade 12 Examination results were nullified by the School Certificate Committee. The Committee resolved to release results for two (2) candidates from:

- (a) Chiwempala Basic School; Charity Simangolwa; and
- (b) Luangwa Secondary School; Daniel Hachoongo

6.5.2 Appeals from 2015 Grade 12 and GCE Examinations

Nullified Results for candidates at the following Schools were considered and resolved as follows by this Committee:

- (a) Ndeke Caritas Secondary School; One case (uphold the decision from School Committee to nullify the results for Cynthia Musonda (7552630520) in affected subject).
- (b) Mukobeko GCE Centre; Two cases (uphold the decision from the Committee to nullify the result for Tabitha Mbaane (7570740178) and Violet Matanga (7570740242) in Biology).
- (c) Muoyo High School; Pended (the case for Lutangu Mwanangúku (7581100104) was put to pend for more investigations to be done by the ECZ).
- (d) Nyumba Yanga Secondary; to released two cases and nullified one case (results for Stella Mbewe (1293300067) and Violet Phiri (1293700006) and uphold the decision of the School Committee to nullify results for Lute Chendauka).
- (e) Parklands Secondary School; One case (uphold the decision from School Committee to nullify the results for Anna Moono (7591780342) in Biology).

6.6 AUDIT COMMITTEE

The Committee is responsible for ensuring that integrity exists in the utilisation of Council resources and conduct of Council business. The following were the members of this Committee during the period under review:

Mrs Wabei Mangambwa	Chairperson
Mrs Joyce P. Sundano,	Member
Mrs Easter Hamaundu	Member
Mr Kelvin M. Kaluba	Member
Mrs Ngosa Simachela	Member
Mr Angel M. Kaliminwa	Secretary

Matters Considered and Approved by the Committee

6.6.1 Award of Marks to Candidates

The Committee considered a report on the erroneous award of marks during the totaling process by the Chief Examiners at Grade 9 and 12. The Committee resolved that ECZ Management invest in manual intervention at all the levels of mark transfer to avoid the errors from reoccurring.

6.6.2 Delays in Claiming Grade 9 Marking Allowances

The Committee was informed that the delayed Grade 9 marking allowances for 2013 for Mukuba Secondary were paid in January 2016 as the claim forms were only received in December 2015 while marking allowances for Lubwa, Petauke, Monze and Kalomo were yet to be paid.

6.6.3 Consideration and Adoption of Reports

The Committee considered and adopted the following reports:

- (a) Audit of the collection of examination fees and verification of candidate entries for Muchinga, Northwestern, Copperbelt, Lusaka and Eastern Provinces for the year 2014
- (b) System audit on the marking of the 2014 GCE Examination

6.6.4 Foreign Contracts for Printing of Certificates

The Committee was informed that ECZ was committed to pay Smith and Ouzman a total outstanding amount of GB£166,009.47 by 31 December 2017 for printing of Certificates.

6.7 FINANCE AND ADMINISTRATION COMMITTEE

The Committee is responsible for finance and human resource administration on behalf of the Council. The following were the members of this Committee:

Mr Alex M. Simumba	Chairperson
Mr Eddie K. Mwitwa	Member
Mr Jonathan M. Ng'onga	Member
Mrs Arness T. Siame	Member
Mrs Alice J. Tembo	Member
Mrs Elizabeth C. L. Chileshe	Member
Mr Jeff Mtonga	Member
Mr Frisco B. Mponela	Member
Mr Fidelis Makala	Secretary

Matters Considered and Approved by the Committee

6.7.1 Management Accounts for 2016

The Committee adopted the Management Accounts for the first, second and third quarters of 2016 for Council's approval.

6.7.2 Allowances for Employees on Transfer to Other Towns

The Committee considered and adopted a report from Management for Council approval on the allowances for employees to be transferred to the ECZ Copperbelt Office. The Committee was further informed that consultations were made with other Government institutions on applicable conditions to officers on such transfer.

6.7.3 Staff Renewal of Contract

The Committee considered and approved an application for renewal of contract of employment for the Position of Assistant Director in the Examinations Administration Department, a position that was filled in March 2013 on a three year fixed term contract by the applicant.

6.7.4 Staff Appointment

The Committee considered the appointment of the Assistant Director-ICT, a position that fell vacant after the resignation of the officer who held the position. The Committee was informed that the recruitment process involved advertising of the position and was successfully concluded. The successful candidate was recommended to Council for approval.

6.7.5 Personal to Holder Motor Vehicles

The Committee considered the introduction and adjustment of personal-to-holder motor vehicle engine capacity entitlements for the ECZ Management for the Council's approval.

6.7.6 Job Evaluation

The Committee considered and adopted a management position paper from the report of the consultant that was engaged by Council to conduct Job Evaluation on 18th November 2016. A total of thirty-eight (38) positions to complement the existing establishment of one hundred and sixty (160) were recommended to Council. The filling in of the 38 new positions was to be done in a phased approach. The Council subsequently approved a revised structure of 235 employees. The increase was as a result of the number of examinations conducted and services offered.

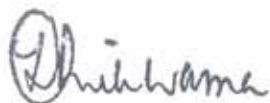
6.7.7 ECZ Training and Development Policy

The Committee considered the Examinations Council of Zambia Training and Development Policy on 21st June 2016.

6.7.8 Approval of the 2017 ECZ Budget

The Committee considered and adopted the 2017 Examinations Council of Zambia Budget with a proposed expenditure of ZMW213,892,794.00 compared to ZMW180,781,482.48 for 2015. The following were the strategic focus for the 2017 budget;

- (a) To open the Mpika Service Centre
- (b) To develop on-line candidate registration for Grade 9
- (c) To separate Grade 9 external examinations
- (d) To conduct National Assessment Dissemination surveys at Grades 2, 5 and 9
- (e) To conduct the survey for the Programme for International Student Assessment for Development (PISA-D)
- (f) To fully operationalize the Kitwe Service Centre
- (g) To continue with sensitization radio programmes
- (h) To launch the query tracking system
- (i) To implement the new structure arising from the Job Evaluation exercise.



Jacqueline C.M Chikwama

Council Secretary

7.0 | FINANCIAL STATEMENTS



REPUBLIC OF ZAMBIA

EXAMINATIONS COUNCIL OF ZAMBIA

FINANCIAL STATEMENTS FOR THE YEAR ENDED 31ST DECEMBER 2016

OFFICE OF THE AUDITOR GENERAL

P.O. BOX 50071

LUSAKA

EXAMINATIONS COUNCIL OF ZAMBIA FINANCIAL STATEMENTS

For the year ended 31st December 2016

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EXAMINATIONS COUNCIL OF ZAMBIA

Statement of Council Responsibilities for Annual Financial Statements

The Examinations Council of Zambia Act 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, Council is required to:-

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

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

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

- a) The Statement of Comprehensive Income is drawn so as to give a true and fair view of the surplus or deficit of income over expenditure of the Council for the year ended 31st December 2016,
- b) The Statement of Financial Position gives a true and fair view of the state of affairs of the Council as at 31st December 2016; and
- c) There are reasonable grounds to believe that the Council will be able to pay its debts as and when they fall due.

Signed on behalf of the Council on..... 27th April, 2018

By:



Prof. Samuel F. Banda
Chairperson



Dr. Michael M. Chilala
Director

OFFICE OF THE AUDITOR GENERAL

Independent Auditor's Report

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To the Council-Examinations Council of Zambia

Report on the Audit of the Financial Statements

Opinion

I have audited the accompanying financial statements of Examinations Council of Zambia, which comprise the statement of financial position, statement of Comprehensive Income, statement of Changes in Equity, as at 31st December 2016 and the statement of cash flows for the year ended and notes to the financial statements, including a summary of significant accounting policies as set out on pages 10 to 19.

In my opinion, the financial statements present fairly in all material respects, the financial position of the Examinations Council of Zambia as at 31st December, 2016, and of its financial performance and its cash flows for the year then ended in accordance with International Public Sector Accounting Standards (IPSASs).

In my Opinion, the Financial Statements of the Examinations Council of Zambia have been prepared in accordance with the Examinations Council Act No. 15 of 1983.

Basis for Opinion

I conducted my audit in accordance with International Standards of Supreme Audit Institutions (ISSAIs). My responsibilities under those 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 Examination Council of Zambia in accordance with the International Organisation 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 sufficient and appropriate to provide a basis for my opinion.

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

Management is responsible for the preparation and fair presentation of the financial statements in accordance with International Public Sector Accounting Standards (IPSASs), 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 are responsible for assessing the Council's ability to continue as a going concern basis of accounting unless management intend to cease operations or have no realistic alternative but to do so. Those charged with governance are responsible for overseeing the Councils' 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 as a whole 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 on the basis of these financial statements.

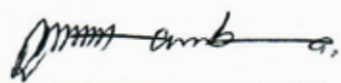
As part of an audit in accordance with ISSAIs, I exercise professional judgment and maintain professional scepticism throughout the audit. I also:

- 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 sufficient 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 controls.
- 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 Councils' internal controls.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Council's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the

audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Council to cease to continue as a going concern.

- 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.



Date 02/05/2018

Ron M. Mwambwa, FCMA, FZICA, CGMA, MSc, CFE


ACTING AUDITOR GENERAL
OFFICE OF THE AUDITOR GENERAL


EXAMINATIONS COUNCIL OF ZAMBIA

Statement of Comprehensive Income
For the year ended 31st December 2016

Income	Note	2016 K	2015 K
Grants From GRZ	3	56,813,318	66,107,495
Examination Fees	4	54,085,494	43,281,909
Council Services	5	6,243,849	3,265,834
Other Income	6	4,553,817	3,813,672
Donor Support	7	6,445,051	2,943,666
Total Income		128,141,528	119,412,576
Operating Expenses			
Professional Services & Preparation of Examinations	8	95,996,826	134,852,869
Management of Examinations	9	22,535,609	15,383,829
Personal Emoluments	10	29,961,204	27,037,185
National Assessment	11	3,149,591	781,985
Total Operating Expenses		151,643,230	178,055,868
Operating Surplus / (Deficit)		(23,501,701)	(58,643,292)

These financial statements were approved by the Examinations Council of Zambia on ^{27th April, 2017} and signed on its behalf by;


Prof. Samuel F. Banda
Chairperson
Examinations Council of Zambia


Dr. Michael M. Chilala
Director
Examinations Council of Zambia


(The notes on pages 10 to 19 form part of the financial statements)

EXAMINATIONS COUNCIL OF ZAMBIA

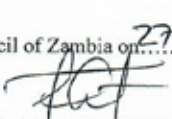
Statement of Financial Position As at 31st December 2016

	Note	2016 K	2015 K
ASSETS EMPLOYED			
Non - current Assets			
Property, Plant & Equipment	12	26,926,198	25,790,696
Current Assets			
Accounts Receivables	13	17,637,100	15,938,747
Inventories	14	1,144,949	1,483,310
Cash and Bank	15	21,835,477	5,869,228
		<u>40,617,526</u>	<u>23,291,285</u>
Total Assets		<u>67,543,724</u>	<u>49,081,981</u>
Accumulated Funds & Liabilities			
Total Accumulated Funds		(45,005,262)	(21,424,299)
Current Liabilities			
Accounts Payable	16	61,135,844	19,180,469
Accrued Expenses	17	46,687,386	48,730,176
Employee Benefits Provisions	18	2,158,710	2,595,635
Deferred Income	19	2,567,046	-
Total Current Liabilities		<u>112,548,986</u>	<u>70,506,280</u>
Total Accumulated Funds & Liabilities		<u>67,543,724</u>	<u>49,081,981</u>

These financial statements were approved by the Examinations Council of Zambia on 27th April 2018 and signed on its behalf by;



Prof. Samuel F. Banda
 Chairperson
 Examinations Council of Zambia
 (The notes on pages 10 to 19 form part of the financial statements)



Dr. Michael M. Chilala
 Director
 Examinations Council of Zambia

EXAMINATIONS COUNCIL OF ZAMBIA

Statement of Changes in Equity
As at 31st December 2016

	Note	Revenue Reserves K
Year ended 31st December 2015		
At the start of the year		37,218,993
Surplus/ (Deficit) for the year ended 31 December 2015		<u>(58,643,292)</u>
Balance as at 31st December 2015		<u>(21,424,299)</u>
Year ended 31st December 2016		
At the start of the year		(21,424,299)
Surplus/ (Deficit) for the year ended 31 December 2016		(23,501,701)
Prior Year Adjustment	20	<u>(79,262)</u>
Balance as at 31st December 2016		<u>(45,005,262)</u>

EXAMINATIONS COUNCIL OF ZAMBIA

Statement of Cash Flows For the year ended 31st December 2016

	Note	2016 K	2015 K
Net cash inflow from operating activities:			
Surplus / (Deficit)		(23,501,701)	(58,643,292)
Depreciation	12	2,042,330	1,804,849
Disposal of assets		(3,387)	
Prior Year Adjustment	20	(79,262)	
Net Income from operations		(21,542,021)	(56,838,443)
(Increase) / Decrease in Debtors		(1,698,353)	799,396
(Increase) / Decrease in Inventory		338,361	(171,671)
Increase / (Decrease) in Creditors		42,042,706	57,015,162
Cash Generated from operations		19,140,694	804,444
Cash flow from investing activities:			
Acquisition of non-current assets	12	(3,217,376)	(2,518,504)
Proceeds from sale of assets		42,931	
		(3,174,445)	(2,518,504)
Increase / (Decrease) in Cash		15,966,249	(1,714,060)
Cash and Cash equivalents at the beginning of the year		5,869,228	7,583,288
Cash and Cash equivalents at the end of the year	15	<u>21,835,477</u>	<u>5,869,228</u>

(The notes on pages 10 to 19 form part of the financial statements)

EXAMINATIONS COUNCIL OF ZAMBIA

Notes to the Financial Statements

1. Regulatory Framework and Principal Activities

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

2. Significant Accounting Policies

2.1 Accounting Conversion

The significant accounting policies adopted in the preparation of these financial statements which have been prepared in conformity with International Accounting Standards relevant to the Council and the Government of the Republic of Zambia (GRZ) are:

a) **Basis of preparation of financial statements**

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

b) **Functional and Presentation Currency**

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

c) **Depreciation**

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

Leasehold Property and Buildings	2.5%
Office Equipment	20%
Furniture and Fittings	20%
Computers	25%
Equipment	25%
Motor Vehicles	25%
Plant and Equipment	25%
Library Books	25%

2.2 International Public Sector Accounting Standards (IPSAS)

During the 2015 Zambia Institute of Chartered Accountants Annual General Meeting, the Secretary to the Cabinet announced that the Government of the Republic of Zambia aspires to move from cash basis International Public Sector Accounting Standards (IPSAS) accounting to accruals basis by the year 2020. IPSAS are accounting standards inspired by International Financial Reporting Standards (IFRS) but with focus on accounting and financial requirements of governments and public sector entities. It is from this background that the Examinations Council of Zambia has accrued the 2016 costs and deferred the 2017 examination fees that were received in 2016. The benefits to ECZ and stakeholders of using the accrual accounting system include highlighting the full costs of delivering our mandate, all future liabilities are known and greater transparency in our operations. The result of doing the above has given rise to a deficit amounting to K23, 501,701 for the financial year ended 31st December 2016.

3. Grants from GRZ

The funds listed below were received from the Government of the Republic of Zambia as approved in the 2016 budget;

Month	Operations	Examinations	Total	Total
	K	K	2016 K	2015 K
January	-	-	-	1,294,164
February	1,294,163	-	1,294,163	1,294,164
March	1,294,164	-	1,294,164	1,294,164
April	1,294,164	-	1,294,164	1,294,164
May	1,294,164	-	1,294,164	13,144,930
June	1,294,164	2,714,794	4,008,958	22,020,925
July	1,294,164	20,443,122	21,737,286	1,294,164
August	1,294,164	4,000,000	5,294,164	1,294,164
September	1,294,164	2,291,853	3,586,017	1,294,164
October	1,294,164	3,127,747	4,421,911	1,294,164
November	1,294,164	-	1,294,164	1,294,164
December	1,294,164	10,000,000	11,294,164	19,294,164
	14,235,801	42,577,516	56,813,318	66,107,495

	2016 K	2015 K
4. Examination Fees		
Grade 12 and GCE Examinations	45,398,382	41,677,290
GCE O & A Levels Exams / Handling fees (London)	98,000	138,420
Teacher Education Examinations	8,589,112	1,466,199
	54,085,494	43,281,909
5. Council Services		
Replacement of Statement of Results / Combination	2,051,410	907,944
Replacement of Certificates	1,371,810	597,088
Certification of Certificates	2,059,456	1,435,860
Under protest fees	48,314	66,092
Verification of foreign qualifications	712,860	258,850
	6,243,849	3,265,834
6. Other Income		
Interest on bank balances	106,419	432,986
Centre Fees from Private Schools	2,054,820	1,897,400
Revenue from SMS Services	1,765,645	973,443
Other Income	515,713	275,143
Disposal of Assets	3,387	114,373
Interest on staff loans	107,834	120,327
	4,553,817	3,813,672
7. Donor Support		
National Survey Preparation - Grade 5 (UNICEF)	(122,251)	1,014,716
GRZ/Donar Support	5,260,660	1,200,000
Irish AID	-	728,950
DFID	1,306,642	-
	6,445,051	2,943,666

8. Professional Services & Preparation of Examinations

	2016 K	2015 K
Grade 7 Exam Expenses	9,416,534	11,897,852
Grade 9 Exam Expenses	28,343,327	44,901,191
Grade 12 / GCE Exam Expenses	39,322,368	62,912,424
Teacher Education Expenses	4,202,090	3,017,522
Research & Test Development	4,751,975	9,475,324
Travel and Subsistence	9,960,532	2,648,556
Total	95,996,826	134,852,869

	2016 K	2015 K
9. Management of Examinations		
Advertising & Publications	942,413	1,202,173
Bank charges	830,135	533,081
Book & Periodicals	164,070	84,096
Building Maintenance	327,819	420,775
Cleaning Material/Services	102,371	-
Council and Committee Exp	1,606,452	844,287
Courier and Postage	38,729	41,794
Depreciation	2,042,331	1,804,849
Electricity and Water	189,475	145,058
External Audit Expenses	684,807	-
Foreign Exchange Gain / Loss	2,089,201	(407,884)
Funeral Expenses	51,336	-
General Expenses / Administration	-	163,898
Group Life Assurance	561,177	300,557
Group Personal Accident Insurance	41,339	-
Internal Audit Expenses	210,743	132,475
IT Spares & Consumables	383,683	-
Kitwe Service Centre Expenses	169,374	-
Legal Fees & Consultancy Fees	188,170	-
Medical Expenses	470,649	135,357
Motor Vehicle Fuel & Lubri	1,123,225	1,053,877
Motor Vehicle Maintenance	1,559,738	350,363
Office Equipment Maint & Tools	612,923	107,026
Office stationery	223,996	447,415
	655,502	410,576

Official Entertainment	11,449	242,365
Other Costs	558,824	126,657
Procurement Expenses	528,593	-
Professional Membership/ Subscriptions	67,495	129,973
Protective Clothing	58,670	80,671
Recruitment	215,226	164,846
Security Charges	-	30,589
Software Maintenance	1,625,541	724,165
Staff Training and Development	384,707	558,882
Staff Welfare / Leave Benefits	2,643,807	1,926,298
Telephone, Fax & Internet	560,466	494,477
Terminal Benefits / Gratuity	495,889	1,052,585
Workshops & Conferences	115,283	2,082,548
	22,535,609	15,383,829

	2016 K	2015 K
10. Personal Emoluments		
Salaries	29,584,296	26,830,339
Wages	376,908	206,846
	29,961,204	27,037,185

11. National Assessment

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

	2016 K	2015 K
Dissemination & Data Collection	854,087	4,900
Hotel Accomodation (Board & Lodging)	167,769	300,062
Printing & Stationery	429,829	-
Report Writing / Validation Report	18,448	28,310
Sitting Allowances	180,864	61,365
Travel & Subsistence	1,498,594	387,348
	<u>3,149,591</u>	<u>781,985</u>

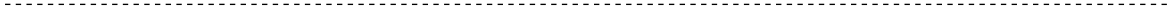
12. Non-Current Assets Schedule

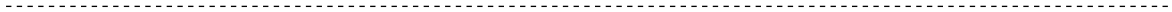
	Motor Vehicles 25% K	Office Equipment 20% K	Furniture & Fittings 20% K	Computers 25% K	Plant & Machinery 25% K	Library Books 25% K	Leasehold & Buildings 2.5% K	TOTALS
Balance as at 01.01.2016	8,372,308	1,039,398	2,725,519	3,256,719	206,223	30,523	23,463,360	39,094,049
Additions for the Year	1,446,097	264,152	684,170	822,956				3,217,376
Disposal for the Year	180,592							180,592
Balance as at 31.12 .2016	9,637,813	1,303,550	3,409,689	4,079,675	206,223	30,523	23,463,360	42,130,833
DEPRECIATION								
Balance as at 01.01.2016	5,627,978	726,926	1,347,414	2,251,079	42,622	8,101	3,299,233	13,303,354
Depreciation on Disposal for the Year	141,049							141,049
	5,486,929							
Charge for the year	876,479	66,280	277,992	279,858	37,223	5,102	499,397	2,042,330
Balance as at 31.12 .2016	6,363,408	793,206	1,625,406	2,530,937	79,845	13,202	3,798,630	15,204,634
Net Book Value								
Balance as at 31.12 .2016	3,274,405	510,344	1,784,284	1,548,738	126,377	17,321	19,664,730	26,926,198
Balance as at 31.12 .2015	2,744,330	312,473	1,378,105	1,005,639	163,601	22,421	20,164,127	25,790,696

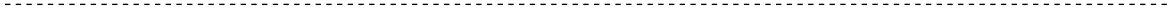
	2016	2015
	K	K
13. Accounts Receivable		
Salary Advance	276,367	140,699
Staff Imprest	456,557	273,799
Staff Loans	3,555,964	4,380,799
Imprest to Council Members	50,207	98,408
Prepayments	20,000	39,072
Trade Debtors	1,364,558	414,023
Provincial Education Office	11,913,447	10,591,947
	17,637,100	15,938,747
14. Inventories		
Value of stock as at 31 st December	1,144,949	1,483,310

15. Cash and Bank Balances	2016	2015
	K	K
ACCESS 0010221039551	586	586
BBZ 17-'4929718	8,423	74,068
BBZ 17-'4929858	770,862	46,662
FINANCE BANK 0060820365003	552,387	983,968
FINANCE BANK - MAIN'0065810357004	443,426	37,697
FIRST NATIONAL BANK 62469222659	2,968	2,896
INVESTRUST-010710050651016	130,961	62,477
INVESTRUST - MAIN110110050651025	40,491	436
NATSAVE 1152299576001	29,208	164,698
INDO-ZAMBIA	70	-
ZANACO 1905593300152	673,653	407,143
ZANACO Dollar 0459	100,792	-
ZANACO FOREX0306790300196	159,721	14,927
ZANACO AEAA	139,898	564
ZANACO 0306426300222	79,407	26,335
ZANACO 0306958300156	3,679,960	1,354,605
ZANACO 0306426300121	12,194,877	1,500,152
ZANACO 0020884300161	2,134,408	801,968
ZANACO 0243871300114	172,668	331
ZANACO 1934313300127	315,519	388,407
ZANACO 0306426300323	171,170	-
ZANACO 0243871300215	29,568	-
PETTY CASH (ECZ HQ)	4,454	1,308
TOTAL	<u>21,835,477</u>	<u>5,869,228</u>

	2016 K	2015 K
16. Accounts Payables		
Trade Payables	30,264,645	17,249,814
Sundry Creditors - (MOGE)	27,448,969	-
Payroll Payables	3,422,230	1,930,655
	61,135,844	19,180,469
17. Accrued Expenses		
Grade 7 Expenses	1,111,919	4,114,234
Grade 9 Expenses	19,585,628	19,948,776
Grade 12 Expenses	17,443,547	19,616,722
G C E Expenses	5,713,179	4,323,251
Teacher Education Expenses	2,245,494	394,834
Council Operations Expenses	587,619	332,359
	46,687,386	48,730,176
18. Employee Benefits Provisions		
Leave Days Provisions	1,780,493	1,697,405
Gratuity Provisions	378,217	898,230
	2,158,710	2,595,635
19. Deferred Income		
Grade 12	19,539	-
GCE	2,547,507	-
	2,567,046	
20. Prior Year Adjustments		
Arising from figures posted after 2015 accounts were signed and those in Sage Pastel Evolution	79,262	-
	79,262	-









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