



ANNUAL REPORT 2017





2017 ANNUAL REPORT
Examinations Council of Zambia covering the
Events of the Calendar Year 2017.

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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

AEAA - Association for Education Assessment in Africa

UNEB - Uganda National Examinations Board

PISA-D - Programme for International Student Assessment for Development

SDG - Sustainable Development Goal

1.0. OUR MANDATE

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. In accordance with the ECZ Act No. 15, Chapter 137 of the Laws of Zambia, the Council continued to provide policy oversight and strategic direction of the ECZ. The members of the Council during the period under review were as follows:

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
Mr Alex M.K. Simumba	Member
Mr Eddie K. Mwitwa	Member
Dr Sunday Mwape	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

Senior Management provides 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:

Dr Michael M. Chilala	Director
Mr William M. Kapambwe	Deputy Director
Mrs Teza N. Musakanya	Council Secretary
Mr Ireen Chitesha	Chief Accountant
Mr Shadreck Nkoya	Assistant Director, Research and Test Development
Ms Christine Simfukwe	Assistant Director, Information and Communication Technology
Mrs Violet M. Banda	Assistant Director, Examinations Administration

3.0. COMMITTEES OF THE COUNCIL

The Council operate through a Committee system. During the year under review, there were seven (7) Committees. The names of the Committees are listed below:

1. Finance and Administration
2. Security
3. School Certificate
4. Junior Secondary and Primary Education
5. Teacher Education
6. Audit
7. Appeals

The following were the number of times Committees met to deliberate on Council business:

S/N	Name of Council/Committee	Scheduled Meetings	Extraordinary Meetings
1	Council	4	8
2	Finance and Administration	4	6
3	Security Committee	4	1
4	School Certificate	4	2
5	Junior Secondary and Primary Education	4	1
6	Teacher Education	3	1
7	Audit	4	1
8	Appeals	2	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 2017.

The Examinations Council of Zambia (ECZ) made the following policy related resolutions during the year 2017:

4.1. Increase of Examiners and Markers Allowances

The Council adjusted the marking by increasing the daily allowance from K130 to K150 per day. The marking script allowance was also increased by 10%.

4.2. Inclusion of members to the Teacher Education Committee

In order to allow the ECZ attend to matters affecting the quality assurance of colleges and the performance of private colleges, the Council approved the inclusion of a member from the Teaching Council of Zambia and a representative of private colleges of education on the Teacher Education Committee.

4.3. Approval of 2017 Examinations Centre Status

A total of 15 applications for 2017 examination centre status were approved.

4.4. The 2017 Examination Timetable

In order to avoid congestion in schools during the conduct of examinations, the Council directed management to harmonise the 2017 examination timetables.

4.5. Job Evaluation Report, Revision of Terms and Conditions of Service and Staff Appointment

At a retreat, the Council considered management's position on the Job Evaluation Report, Terms and Conditions of Service as well as Salary adjustments. The Council appointed a new Council Secretary.

4.6. ICT Policy and Disaster Recovery Plan

Within the period under review, the Council approved the ICT Policy and further directed Management to take on board the ICT Disaster Recovery plan since it was an operational document.

4.7. Discontinued Examiners

Due to cases of misconduct during the 2016 Grade 12 marking session, the Council resolved to discontinue two examiners from marking.

4.8. Catch-Up Lessons for Grade 9 Candidates

The Council urged the Ministry of General Education to improve the catch-up lessons for Grade 9 candidates considering the learners at this level were still young.

4.9. Performance of 2017 GCE Examination Results

Arising from the fact that the results obtained by the learners did not match their performance, the Council underscored the need for the improvement of the education system from primary to tertiary level which requires concerted effort from all stakeholders.

4.10. ECZ Mpika Service Centre

In a bid to ensure that Council services were closer to the people, the Council and Management opened a service centre in Mpika on 27th October 2017.

4.11. Decentralisation of Marking of GCE Scripts

Council approved the decentralized marking of GCE scripts. The 2017 GCE examination answer scripts were marked in twelve marking centres, a move which enabled more teachers to participate and get exposed to the marking exercise. The outcome was reduced marking the period from 15 days to 8 days, which resulted in the early release of GCE results.

4.12. Separate Grade 9 External Examination

ECZ introduced and ran the separate Grade 9 External examination for the first time ever. The examination ran alongside the GCE examination in July- August. The results were released in September, 2017.

4.13. Financial Performance for the Year ended 31st December 2017

The Examinations Council of Zambia received a total income of K180, 876,018.00 against an expenditure of K193,651,672.00 . The net assets for the year ending 31st December 2017 were K78,625,847.00 (Refer to the Financial Statements attached for the Year ended 31st December 2017 for details).

4.14. Highlights of the 2017 Examinations

The following were notable highlights relating to examinations in 2017:

(i) Grade 7 Composite Examination

The total number of candidates registered for the 2017 Grade 7 Composite Examination was 400, 802, representing a growth of 3.50 percent from 387, 263 in 2016. Of the registered, 201,525 (50.28%) were boys and 199,277 (49.72%) were girls. The proportion of candidates obtaining Divisions 1 and 4 dropped by 0.12 and 0.87 percentage points respectively.

(ii) Junior Secondary School Leaving Examination (Internal)

In terms of the Junior Secondary School Leaving (JSSLE) –Grade 9 Examination, a total of 350,246 candidates entered the examination. The proportion of candidates that obtained Certificates increased by 5.77 percentage points from 49.50 percent (157,401) in 2016 to 55.27 percent (170,280) while those obtaining Statements reduced by 4.40 percent in 2017 (126,923) from 45.53 percent (144,774) in 2016. The proportion of candidates that failed the 2017 JSSL Examination decreased by 1.45 percentage points from 4.97 percent (15,797) in 2016 to 3.52 percent (10,856).

(iii) Junior Secondary School Leaving Examination (External)

A total of 12,498 candidates entered the 2017 Grade 9 Midyear External Examination. Trends analysis of Grade 9 External candidate revealed that external candidates from 2010 to 2016 ranges from 65,000 to 84,000 Candidates. The number of candidates that obtained full Certificates was 326 out of 11,019 representing 2.96 percent. Further, proportion of candidates that obtained Statements was 57.45 percent while 39.60 percent of the candidates failed the Examination.

(iv) School Certificates Examination

For the School Certificate Examination, a total of 134,818 candidates (73,250 males and 61,568 females) registered for the examination. This represents an increase of 4.69 percent over the 128, 783 candidates that entered the 2016 examination. Performance in terms of the proportion of candidates obtaining School Certificates improved from 61.94 percent in 2016 to 64.84 percent in 2017. A total of 86,133 candidates obtained school certificates in 2017 compared to 74, 828 candidates in 2016.

(v) General Certificate of Education

A total of 123,096 candidates registered for the examination, of whom 41,920 (34.05%) were male and 81,176 (65.95%) were female. The number of candidates who registered decreased by 1.35 percentage points from the 124,780 in 2016. The proportion of candidates obtaining GCE Certificates was 83.23 percent, representing a decrease of 9.68 percentage points from 92.91 percent in 2016. Over 76 percent of candidates from each province obtained GCE certificates.

(vi) Teacher Education Examination

The 2017 Teacher Education Examinations were successfully conducted. Although there was generally good performance among the student teachers, mean scores were low in most of the courses. Poor performance was most notable in Natural Science and Information Communication Technology-related courses.

I am indebted to the Ministry of General Education for the support rendered to the Council, Management and staff of the ECZ which enabled the institution attain its set benchmarks for the period under review.



Prof. Samuel F. Banda
COUNCIL CHAIRPERSON

5.0. DIRECTOR'S REPORT



Dr Michael M. Chilala
DIRECTOR

In line with the Strategic Plan for the period 2016 to 2020 of the Council, various activities were implemented in 2017 as follows:

5.1. Thematic Area 1: Enhance Policy and Governance

5.1.1. The ECZ developed the ICT Policy and ICT Disaster Recovery Plan to support examinations administration processes and systems.

5.1.2. A review of the Guidelines for the Management and Administration of Examinations was held by the ECZ Management team.

5.1.3. ECZ Management held a successful Retreat to finalise the draft Disposal, Records Management and Transport Policies.

5.2. Thematic Area 2: Enhance Operational Efficiency and Effectiveness

5.2.1. The ECZ developed the procedures for use in the service centres in order to enhance efficiency in the delivery of Council services.

5.2.2. The ECZ developed the Online Candidate Registration System (OCRS) for Grade 9 and the secure File Transfer portal for the transfer of marks from the marking centres to the ECZ headquarters.

5.2.3. The Online Information Management System for learners with Special Educational Needs (SEN) was developed and rolled out. The activity was done with financial support from the Irish Embassy.

5.2.4. Two members of staff travelled to UMALUSI in South Africa to take part in the moderation of School-Based Assessment results. This was aimed at improving the way Teacher Education school-based assessment could be improved.

5.2.5. Within the same period, an internal review of the 2016 examination was conducted with a view to improving the general management and administration of future examinations.

5.2.6 In order to achieve efficiency and reduce the error rate for candidate registering for the examination, the ECZ scaled up the OCRS to Grade 7 and Teacher Education.

5.2.7. The ECZ conducted a benchmarking visit to the Uganda National Examinations Board (UNEB) to learn more about the organizational structure, management and administration of the examination, test development as well as printing and marking of examination.

5.2.8. The Council conducted a meeting with stakeholders to review the conduct of the 2016 school examinations.

5.2.9. Relatedly, the ECZ held a consultative meeting on the decentralization of marking for the GCE scripts to provinces. This was later implemented during the marking of GCE scripts in August 2017.

5.2.10. The Council trained 55 Test Item Writers for the Grade 7 and 145 for Teacher Education examinations.

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

5.3.1. In a quest to enhance operational efficiency and effectiveness, the ECZ trained members of staff from Finance, Procurement and Stores department on how to use Pastel System to invoice and enhance reporting.

5.3.2. A total of 1,508 markers were trained in preparation for the decentralizing of the GCE marking. Arising from this undertaking, the total number of trained markers increased from 2471 to 4293.

5.3.4. Two officers were sent to the United Kingdom for training in the development and management of examinations conducted by the Cambridge Assessment as part of the staff Continuous Professional Development.

5.3.5. The ECZ signed a Memorandum of Understanding with Saint Jeff College Primary School of South Africa for the conduct of Grade 7 Composite Examinations, effective 2018.

5.3.6. Seven (7) members of staff sponsored by the Council completed their studies in their fields ranging from Certificate to Master's Degree qualifications.

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

5.4.1. The ECZ held the Performance Review Meeting to discuss better alternative options to improve the performance of candidates during examinations

5.4.2. Within the period under review, the ECZ attended the Southern Africa Association for Education Assessment (SAAEA) and Association for Education Assessment in Africa (AEAA) Conference held in Malawi and Uganda respectively.

5.4.3. The ECZ also conducted training in data coding for the Programme for International Student Assessment for Development (PISA-D) in readiness for the processing of pilot results.

5.5. Thematic Area 5: Advance Infrastructure Development for Quality Service Delivery and Expansion of Service Provision

5.5.1. ECZ completed the networking of the Kitwe Service Centre to improve its operations and service delivery.

5.5.2. The Council continued with extending the network upgrade from the ground floor to the first and second floor at the Head office.

5.5.3. Upgraded the internal network to eliminate the interference of ICT Systems in case of power outages.

5.5.4. The Council opened the Service Centre in Mpika on 27th October 2017. The Centre was officially opened by the Permanent Secretary, Mr. Henry Tukombe. The Council Chairperson, Prof Samuel F. Banda and Councilor Wamuyuwa Sitibekiso also graced the occasion.

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 COUNCIL COMMITTEES

6.1. Junior Secondary and Primary Education Committee

The Junior Secondary and Primary Education Committee was charged with the responsibility of presiding over the Grade 7 Composite Examination and the Junior Secondary School Leaving (JSSL) or Grade 9 and Grade 9 external.

The Committee comprised the following members:

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

Matters Considered and Approved by the Committee

6.1.1. Approval of Examination Centre Status

The Committee approved the application for the Grade 7 Examination Centre Status as follows:

- i. 2017 Grade 7 examination centre status- 38 applications
- ii. One application from South Africa for Grade 7 Examination Centre Status
- iii. 2017 Grade 9 Examination Centre Status- 36 applications

6.1.2. Harmonisation of 2017 Examination Timetables

The Committee directed ECZ Management to harmonise the 2017 examination for Grades 7, 9 and 12 in order to avoid congestion in schools during the conduct of examinations.

6.1.3. Nullification of 2016 Grade 9 Examination Results for Malpractice Cases

A total of 47 cases of suspected examination malpractices were considered and the Committee resolved to nullify results in all the subjects for the candidates

6.1.4. Procedures for Handling Cases of Dishonesty

The Committee considered the document on the procedures for handling cases of dishonesty during examinations.

6.1.5. Approval of 2017 Grade 7 Composite and 9 Examination Results

The Committee approved the 2017 Examination results as follows:

(a) The Grade 7 Composite Examination

The overall performance of candidates in the 2017 Grade 7 Composite Examination was lower than the performance in 2016. The national mean went down from 611.71 in 2016 to 608.04 in 2017. There was need to examine the cause of this drop which came after improvement had been observed in three successive previous years (2014, 2015 and 2016). In addition, a marginal increase in absenteeism was recorded in the 2017 Grade 7 Composite Examination. It was observed that the factors that led to this development needed to be established and addressed in order for Zambia to continue on the path of providing quality education for its citizens.

i. Candidature

The total number of candidates registered for the 2017 Grade 7 examination was 400, 802, representing a growth of 3.50 percent from 387, 263 in 2016. Of the registered, 201,525 (50.28%) were boys and 199,277 (49.72%) were girls. The number of girls who entered for the examination rose by 4.21 percent while that of boys rose by 2.80 percent. The number of female candidates entering the examination had continued to grow steadily since 2013, probably due to interventions promoting female education put in place by the Ministry of General Education (MoGE) and other stakeholders. A total of 364,546 sat for the examination. Of these, 183,745 were boys while 180,801 were girls.

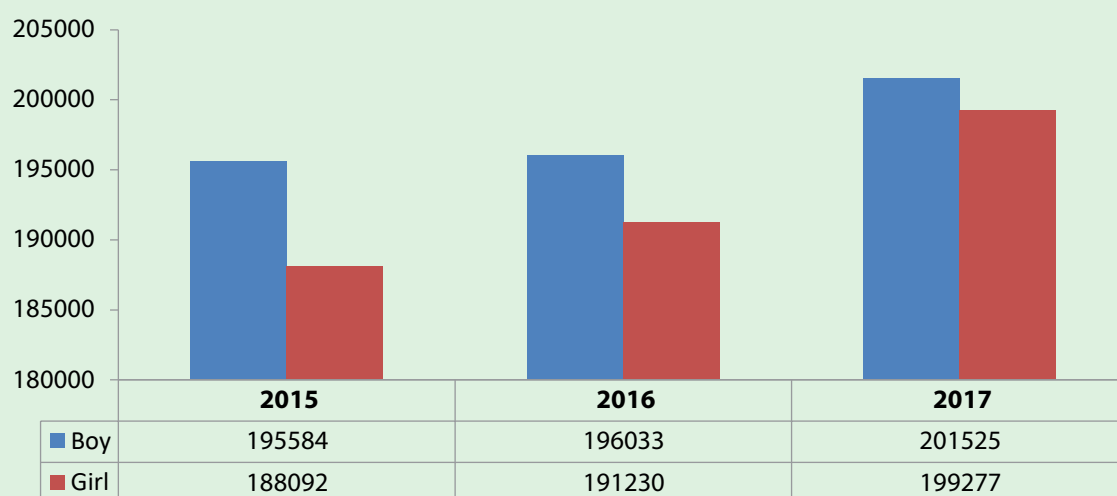


Figure 6.1: Grade 7 Candidature Entered for the Years 2015, 2016 and 2017

ii. Absenteeism

All other provinces recorded marginal reductions in absenteeism rates except Eastern and Northwestern Provinces. Overall, absenteeism from the examination increased marginally both in absolute terms and proportions from 34,632 (8.94%) in 2016 to 36,256 (9.05%) in 2017. The highest increase in absenteeism was recorded in Eastern Province from 9.33 percent in 2016 to 13.21 percent in 2017 (3.88 percentage point). Northwestern Province was second where absenteeism rates increased from 10.19 percent in 2016 to 11.83 percent in 2017 (1.64% increase). Figure 2 shows trends in the number of candidates absenting themselves from the examination at Grade 7 since 2015.

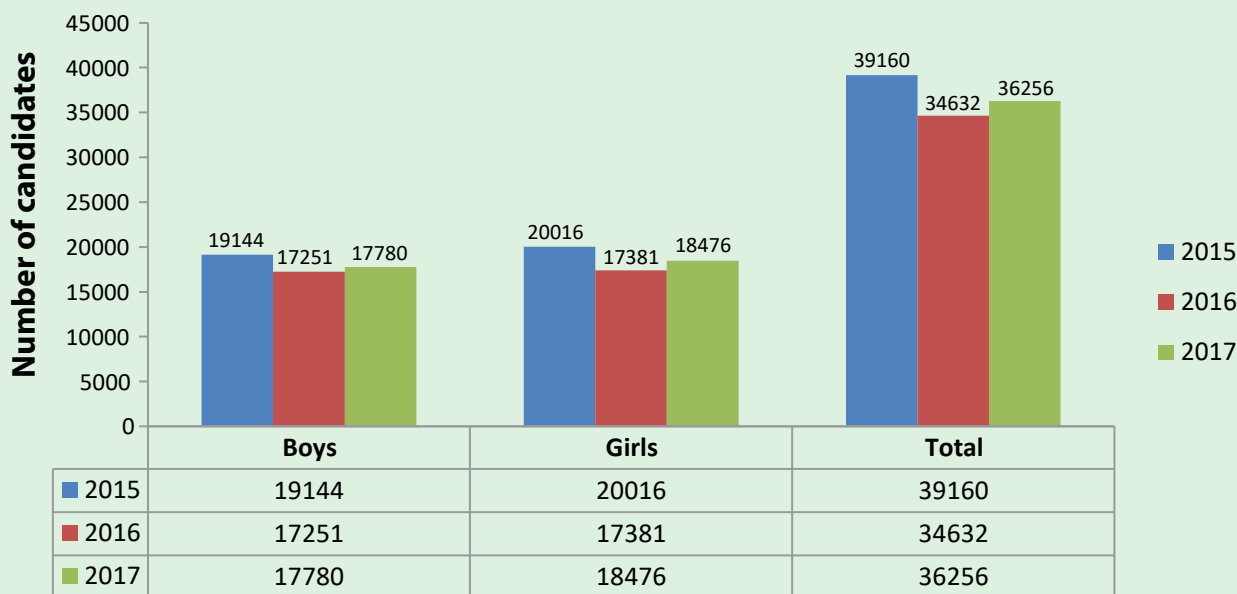


Figure 6.2: Number of Grade 7 Candidates absent from the Examination in 2015, 2016 and 2017

iii. General Learner Performance

The proportion of candidates obtaining Divisions 1 and 4 dropped by 0.12 and 0.87 percentage points respectively. On the other hand, the proportions of candidates obtaining Divisions 2 and 3 increased by 0.75 and 0.24 percentage points respectively. This represented a marginal improvement in the quality of results from 2016 to 2017.

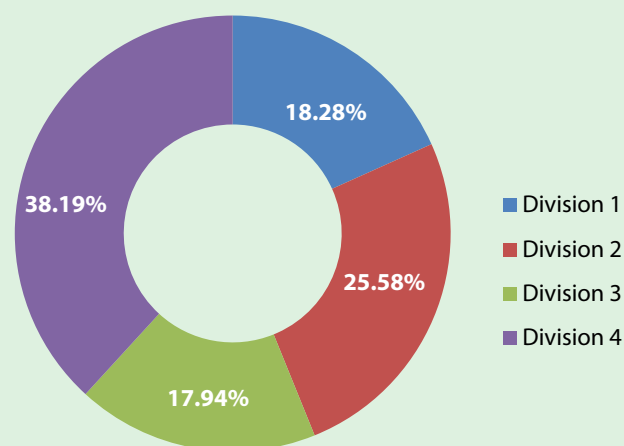


Figure 6.3: Performance of candidates in the 2017 Grade 7 Examination according to Certificate Awards

iv. Performance According to School Type

Schools are categorized into Private, Grant Aided, Community and Public (GRZ) schools. The ranking of performance according to school type was based on the total mean scores. The performance was best in private schools (692.25), followed by community schools (618.99), whereas the lowest performance was recorded in GRZ schools (610.86) followed by aided schools (613.23).

It was however observed that some private and community schools are not examination centres.

Candidates in such schools sat for their examinations in public schools. This state of affairs should, therefore, be taken into consideration when making conclusions in regard to performance by school type.

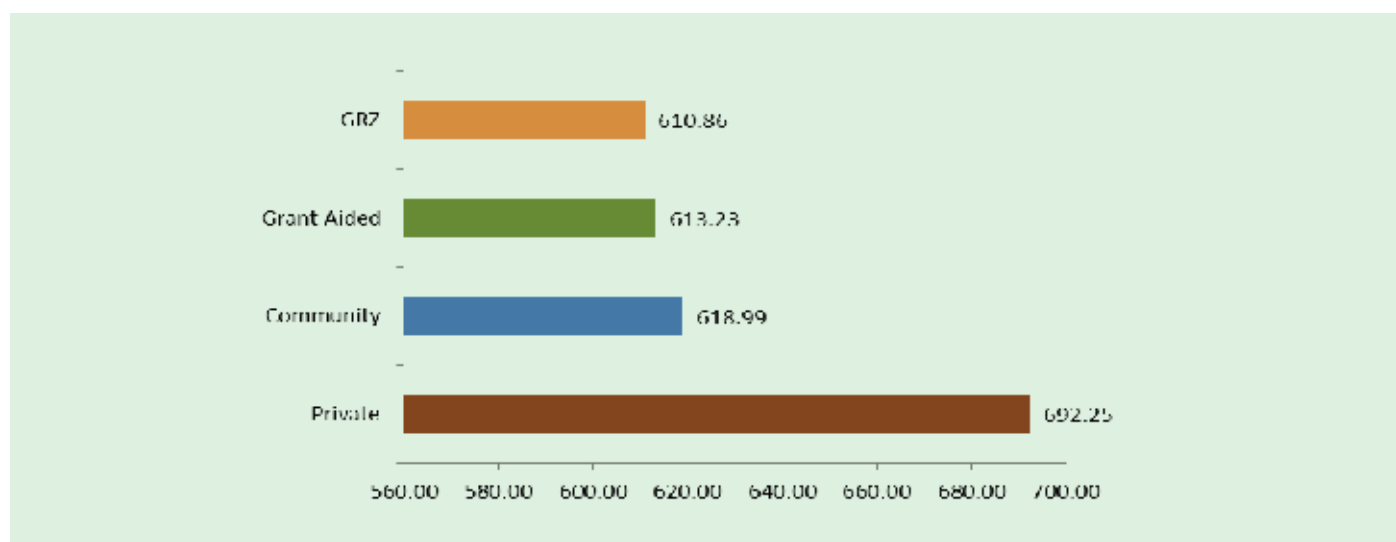


Figure 6.4: 2017 Grade 7 Performance According to School Type

v. Grade 8 Progression Rates

A total of 357,422 candidates out of the 364,546 candidates who sat the 2017 Grade 7 Composite examination were selected to Grade 8. This represented a national progression rate of 98.05 percent compared to 96.64 percent in 2016. Of the selected number, 181,041 (98.53%) were boys while 176,381 (97.56%) were girls.

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

The 2017 Grade 9 cohort was the third to sit for the examination under the revised curriculum which saw the introduction of new subject areas such as Computer Studies, Business Studies, Social Studies, Musical Arts Education and Integrated Science. Overall, the 2017 results were better than those for 2016 considering in terms of certificate pass rates. In addition, the proportion of candidates that failed the examination reduced- an indication of improved performance.

i. Candidature

A total 350,246 candidates entered the 2017 Grade 9 Examination. Of these, 177,057 were boys while 173,189 were girls. This translated into 50.55 percent boys and 49.45 percent girls (See the Table below).

Table 6.1: Grade 9 Candidature between 2016 and 2017

Year	Boys	Girls	Total
2017	177,057	173,189	350,246
2016	183,064	182,208	365,272
Decrease	6,007	9,019	15,026
%Decrease	3.28	4.98	8.26

A total of 308,560 sat the 2017 examination, representing a decrease of 9,412 candidates (2.96 %) from the 317,972 who sat the 2016 examination. When compared to the total number of candidates who sat in 2016, there was a decrease of 2.96 percent in 2017. The decrease was attributed to, among other factors, the separation of external candidates from internal candidates.

ii. Absenteeism

Since 2015, the Examinations Council of Zambia and the Ministry of General Education had been disseminating the findings of a study on learner Absenteeism to provinces. With such and other interventions, it was expected that the 2017 examinations would record low Absenteeism rates than the previous years.

The dissemination activities appeared to have yielded positive results considering that the national Absenteeism rate had marginally reduced from 12.95 percent in 2016 to 12.04 percent in 2017. However, the proportion of girls absconding from examinations was still higher (12.64%) than that of boys (11.47%). This was attributed to early marriages or girls dropping out of school after falling pregnant.

Despite the reduction in the national Absenteeism rate, North-Western province had the largest proportions of Absenteeism at 21 percent while Copperbelt continued to record the lowest proportions with 8.64 percent in 2007. However, the difference in proportions of Absenteeism between Northwestern province and other provinces was too big to ignore. There was needed to investigate the cause of high Absenteeism from Examinations in the province.

iii. Performance

The proportion of candidates that obtained Certificates increased by 5.77 percentage points from 49.50 percent (157,401) in 2016 to 55.27 percent (170,280) while those obtaining Statements reduced by 4.40 percent in 2017 (126,923) from 45.53 percent (144,774) in 2016. The proportion of candidates that failed the 2017 JSSL examination decreased by 1.45 percentage points from 4.97 percent (15,797) in 2016 to 3.52 percent (10,856). The positive outlook was attributed to the acquisition of examination syllabi by most Schools. This was coupled with many interventions such as the catch-up program being implemented by the Ministry of General Education.

More candidates obtained Certificates (55.27%) than those who obtained Statements (41.20%). More boys (56.44%) obtained Certificates than girls (54.06%), while more girls obtained Statements (42.27%) than boys (40.17%). Additionally, slightly more girls (3.67%) failed the examination than boys (3.38%). Overall, the performance by certificate classification in the 2017 examination was better than that of 2016.

iv. Performance According to School Type

Analysis of the examination results across all school types revealed that Grant-Aided schools, performed better than the other types of schools.

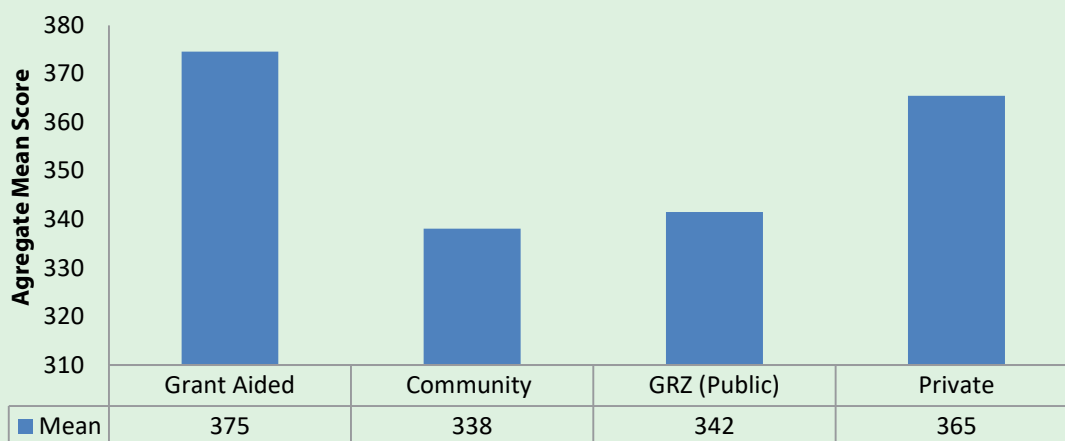


Figure 6.5: The 2017 Grade 9 Performances by School Type

v. Progression Rates to Grade 10

The number of candidates selected to Grade 10 was 162,539 out of the 308,060 who sat the 2017 Grade 9 examination. This represented a national progression rate of 52.76 percent compared to 49.07 in 2016. Of the selected number, 85,038 were boys while 77,501 were girls, representing 54.25 percent and 51.22 percent respectively.

(c) Grade 9 External Examination

The 2017 Grade 9 External Examination cohort was the first to write this inaugural examination separated from the internal candidates under the Revised Curriculum of 2013. Generally, performance analysis revealed some similar characteristics with that of the 2016 Mainstream cohort. The subjects mean percentage score were similar to that of the 2016 Mainstream cohort. However, the performance of the 2017 Grade 9 External Candidates was very poor in Mathematics. Furthermore, about 60 percent of the candidates passed the examination with 57.5 percent obtaining Statements for the respective subjects they entered for, and 2.9 percent obtaining full Grade 9 Certificates while 39.6 percent completely failed the examination. Overall, performance in Practical subjects was better compared to Social Studies, Business Studies and selected Languages.

i. Candidature

A total of 12,498 candidates entered the 2017 Grade 9 midyear external examination, out of which 5,627 (45.02 %) were boys and 6,871 (54.98%) were girls. A total of 11,019 sat the 2017 examination, with 44.42 percent being boys and 55.58 percent girls. Trends analysis of Grade 9 External candidate revealed that external candidates from 2010 to 2016 ranged from 65,000 to 84,000 Candidates.

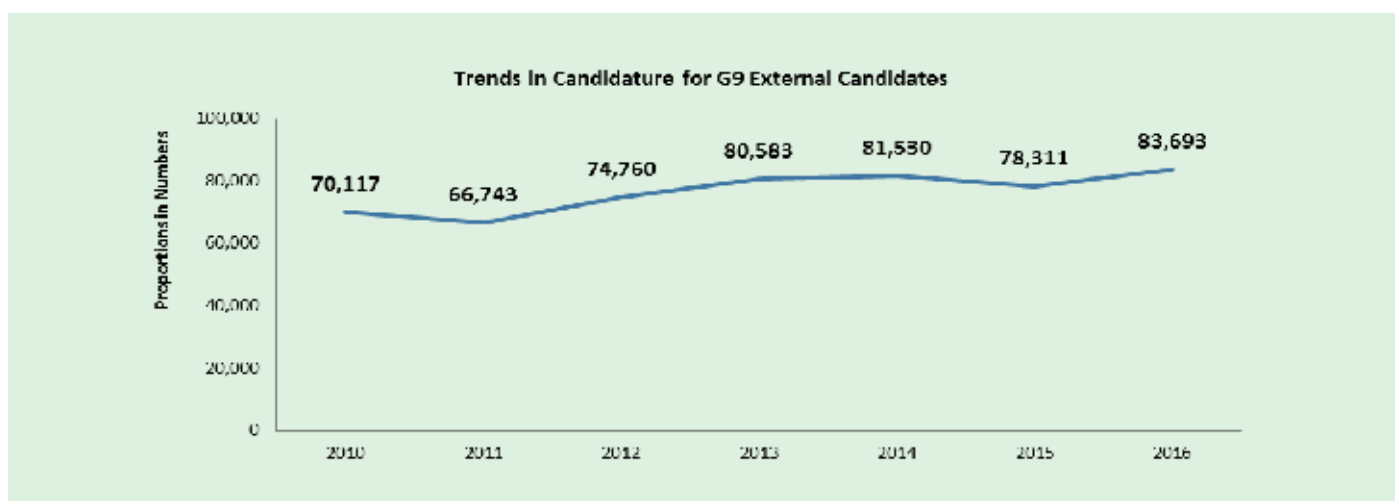


Figure 6.6: Trends analysis for Grade 9 External candidates from 2010 to 2016

From this analysis, it is clear that most external candidates registered as internal candidates in 2017. With the implementation of the policy of having an examination number at Grade 7 and being carried over to Grade 9 and Grade 12 Examinations, no external candidates will register as internal candidates starting 2018.

There was a need for all Examinations Centres to strictly adhere to the guidelines that apply during candidate registration for both internal and external candidates sitting the Grade 9 Internal and External examinations respectively.

ii. Absenteeism

Western (15.87%) and Eastern (15.66%) provinces recorded the highest rates of Absenteeism during the Grade 9 External examinations. Copperbelt (9.75%) and Muchinga (8.47 %) provinces recorded the lowest Absenteeism rates. At National level, the Absenteeism rate was 11.83 percent slightly below that of the mainstream examination in 2016 which was at 12.95 percent. In total only five provinces namely Muchinga, Copperbelt, Northern, Luapula and Central provinces recorded Absenteeism rates that were below that of the National.

iii. Performance

About 60 percent of the candidates passed the 2017 External Examinations taking into account the fact that some candidates only entered for one, two or more subjects but less than 6 subjects. This would give the candidates an opportunity to meet the criteria for selection into Grade 10 and subsequently attempting the School Certificate Examinations after receiving instruction at the senior secondary school level.

The number of candidates that obtained full Certificates was 326 out of 11,019 representing 2.96 percent. Further, the proportion of candidates that obtained Statements was 57.45 percent while 39.60 percent of the candidates failed the Examination. More candidates obtained Statements (57.45 %) than those who obtained Certificates (2.96%). More girls (67.79%) obtained Certificates than boys (32.21%) while no significant differences were observed in the proportions of boys and girls who obtained statements and those failing the examination.

iv. Performance Ranking by Province

The provincial ranking was based on the proportion of candidates obtaining certificates. Western and Copperbelt provinces ranked as the best performing provinces with 9.43 and 6.57 per cent respectively and were above the national rate of 2.96 percent. On the other hand, Northwestern (0.93%), Muchinga (1.32%) and Eastern (1.33%) provinces were the least performing in that order:

Table 6.2: Performance Ranking by Province for 2017 Inaugural Grade 9 Ext. Examination

Region	Candidature	Certificate in %	Rank
Western	265	9.43	1
Copperbelt	1,750	6.57	2
National	11,019	2.96	
Northern	268	2.61	3
Central	2,087	2.44	4
Lusaka	3,727	2.39	5
Luapula	417	1.68	6
Southern	1,470	1.36	7
Eastern	377	1.33	8
Muchinga	227	1.32	9
Northwestern	431	0.93	10

6.2. SCHOOL CERTIFICATE COMMITTEE

The School Certificate Committee presides over the Joint School Certificate and General Certificate of Education (GCE) Examinations on behalf of the Council. The Committee comprised the following members:

Mr Henry C. Tukombe	Chairperson
Mr James Chilufya	Vice Chairperson
Prof. Jassiel N. Zulu	Member
Mrs Josephine S. Lungu	Member
Mr James Chomba	Member
Col. Lloyd K. Mwila	Member
Sr Theresa Mukuka	Member
Mr Benson Banda	Member
Mr Beard Mwanza	Member
Mr Ian Chirambo	Secretary

Matters Considered and Approved by the Committee

6.2.1. Reinstatement of Mutundu GCE Centre

The Committee rejected an application for the reinstatement of Mutundu GCE Centre as it had not been endorsed by the District Education Board Secretary and Provincial Education Officer.

6.2.2. Approval of 2017 Examination Centre Status

The Committee approved 16 applications for the 2017 examination session.

6.2.3. Unreliable Examiners

Arising from the Report citing 16 unreliable examiners during the 2016 Grade 12 marking session, the Committee resolved to discontinue the examiners from marking examinations.

6.2.4. The 2017 GCE Marking

The Committee considered management's report on the preparations of the 2017 decentralised GCE marking.

6.2.5. Approval of 2017 Grade 12 Internal and GCE Examination Results

The Committee approved the 2017 examination results as follows:

(a) The School Certificate (Grade 12) Examination

The 2017 Grade 12 Examination saw an increase in candidature as well as the proportions of candidates obtaining School Certificates. Additionally, a trends analysis of candidature and proportions of school certificates over the past ten years showed a steady increase with the reduction in failure rates and absenteeism; this was an indication that the nation continued making steady progress towards the attainment of the educational goals of access and quality in line with the Sustainable Development Goal (SDG) number 4.

i. Candidature

A total of 134,818 candidates (73,250 males and 61,568 females) registered for the 2017 School Certificate examination. This represents an increase of 4.69 percent over the 128, 783 candidates entered the 2016 examination. There was an increase in candidature for both male (5.15%) and female (4.14%) candidates.

Table 6.3: Grade 12 Candidate Entries from 2013 to 2017

Year	Boys	Girls	Total
2017	73,250	61,568	134,818
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 2016	3,587	2,448	6,035
Change in %	5.15	4.14	4.69

ii. Absenteism

Of the candidates who entered the 2017 examination, 132,841 (72,163 male and 60,678 female) sat the examination. This represented an attendance of 98.53 percent. A total of 1,977 (1,087 male and 890 female) candidates were absent from the examination, representing an absenteism rate of 1.47 percent. Absenteism from this examination level, therefore, decreased by 0.33 percentage points from 1.79 percent recorded in 2016.

The highest proportion of absentees was recorded by North-western Province (1.90%), followed by Central Province (1.78%) and Lusaka Province (1.55%). Even in 2016, North-western Province had the highest proportion of absentees jointly with Central Province. The high rates of absenteism were attributed to among other things early marriages and pregnancies as reported in the absenteism report study conducted by the ECZ in 2013.

The lowest absenteism rate was recorded in Southern Province (1.03%), followed by Eastern Province (1.10%) and Northern Province (1.42%). Compared to 2016, proportions of absentees in 2017 reduced in all provinces except Luapula where the proportions increased from 1.31 to 1.49 percent.

iii. General Performance

School Certificate Pass Rate

Performance in terms of the proportion of candidates obtaining School Certificates improved from 61.94 percent in 2016 to 64.84 percent in 2017. A total of 86,133 candidates obtained School Certificates in 2017 compared to 74,828 candidates in 2016. Of the candidates who obtained School Certificates, 66.65 percent were male while 62.69 were female. Trend analysis of the proportion of candidates obtaining full certificates from 2008 to 2017 had increased by almost 147 percent with that of females by 167.36 percent and that of males by 132.71 percent.

Trend analysis of candidature for a period of 10 years (2008 to 2017) showed that candidature had increased by almost 130 percent (Female 143.15% and Male 119.00%). The gender parity index had improved from 0.76 (2008) to 0.84 (2017).

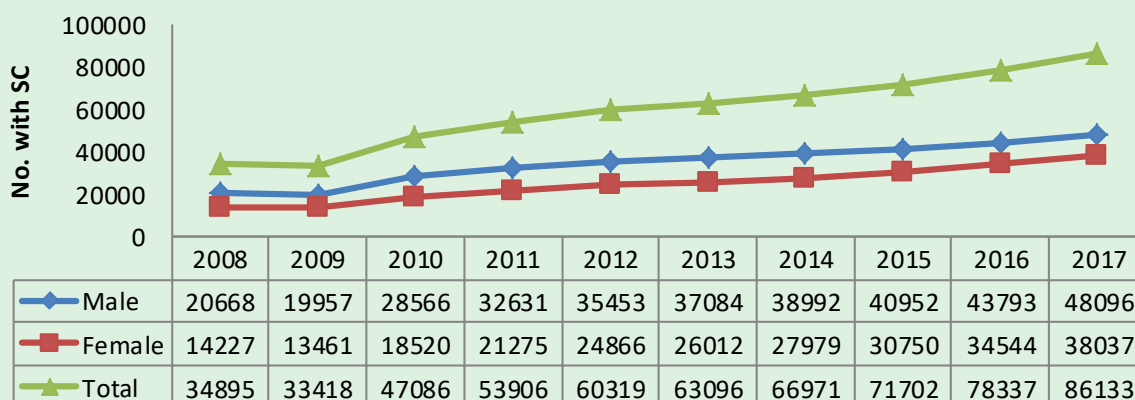


Figure 6.7: Trend Analysis in candidates obtaining from School Certificate by sex (2008 to 2017)

The number of schools recording 100 percent School Certificate pass increased from fifty-one (51) schools in 2016 to seventy-three (73) schools in 2017. The highest proportion of candidates obtaining School Certificates was recorded in Northern Province (75.51%), followed by Muchinga Province (73.29%) and Southern Province (70.06%). On the other hand, the lowest proportions of candidates obtaining School Certificates was recorded in Western Province (57.64%), followed by North-western Province (58.35%) and Copperbelt Province (60.38%).

All provinces, except Eastern and North-western, recorded an increase in the proportion of candidates obtaining full certificates. The largest increase in the proportions of school certificates was recorded in Central Province (7.44 percentage points), followed by Northern Province (6.97 percentage points) and Western Province (5.37 percentage points).

General Certificate of Education (GCE)

The proportion of candidates obtaining a General Certificate of Education reduced by 2.42 percentage points from 35.71 percent in 2016 to 33.28 in 2017. A reduction was also observed between 2015 and 2016. This was attributed to the observed trends of more candidates obtaining School Certificates. The trend of having more girls than boys obtaining General Certificate of Education across all provinces had continued in 2017.

iv. Performance According to School Type

Schools are categorized as Private, Grant Aided, Community and Government (GRZ), depending on the agencies that run them. Grant Aided Schools had the highest proportion of candidates passing the 2017 examinations in all the four common subjects. Private Schools were second in recording the highest proportion of candidates passing 2017 examination in all the four common subjects, followed by Government Schools. Community Schools recorded the lowest proportion of candidates passing the examinations during the 2017 session in all the common subjects.

(b) General Certificate of Education (GCE) Examination

Three years since GCE examinations were completely delinked from School Certificate examinations, proportions of male and female candidates entering for GCE examinations had remained relatively stable. More female candidates had been entering for the examination than males, in absolute terms as well as in terms of proportions, since 2014. The 2017 examinations, however, experienced a marginal drop in candidature. Similarly, the pass rate for candidates went down as opposed to the trend observed in the two previous examinations. Absenteeism rates also increased in 2017 in contrast to the reductions observed in 2016 and 2015.

i. Candidature

A total of 123,096 candidates registered for the examination, of whom 41,920 (34.05%) were male and 81,176 (65.95%) were female. The number of candidates who registered decreased by 1.35 percentage points from the 124,780 in 2016. The proportion of female candidates registered was higher than that of male candidates and was similar to what had been observed since the inaugural GCE examination conducted in June 2014.

Lusaka Province had the highest number of registered candidates, 31,520 (25.61%) followed by the Copperbelt Province, 30,780 (25.01%) while the lowest number was from Muchinga Province, 3,700 (3.01%). It is the first time since the 2015 GCE examinations that Lusaka Province has presented more candidates than the Copperbelt Province. It is also the first time the GCE candidature had gone down between successive years since 2014.

Out of the 123,096 registered candidates, 113,647 (92.32%) sat the examination, of whom 37,792 (33.25%) were male and 75,855 (66.75%) were female. The trend of having more female candidates sitting the examination than male candidates had continued.

ii. Absenteesm

The absenteeism rate at a national level was 7.68 percent, representing an increase of 1.35 percentage points from 6.33 percent in 2016. A higher proportion of males (9.85%) than females (6.55%) was absent from the examination, though, in absolute terms, a bigger number of females (5,321) than males (4,128) was absent.

The highest absenteeism rate was recorded in Southern Province (11.11%), followed by Central Province (9.48%). Southern Province took over from Lusaka Province which moved to the fourth position while Eastern Province remained in the same position. On the other hand, the Copperbelt Province recorded the lowest absenteeism rates (4.68%), as also observed in the 2016 and 2015 examinations. The increase in absenteeism rates after a sustained decrease in previous examinations calls for intervention. The Copperbelt Province could share best practices that had kept absenteeism rates relatively low in the past three examinations.

iii. General Performance

The proportion of candidates obtaining GCE Certificates was 83.23 per cent, representing a decrease of 9.68 percentage points from 92.91 per cent in 2016. A higher proportion of male (84.64%) than female (83.94%) candidates obtained GCE certificates. This represented a decline compared to 93.58 per cent and 92.57 per cent respectively in 2016.

6.3. TEACHER EDUCATION COMMITTEE

The Committee presided over the Teacher Education Examinations on behalf of Council. The Committee comprised the following members:

Mr Peter M. Chishimba	Chairperson
Mrs Beauty C. Mwanansoka	Vice Chairperson
Mr. Muyangwa Kamutuwa	Member
Mr Chola Simpasa	Member
Mr James Chomba	Member
Mrs Cecilia Sakala	Member
Mr Simon R. Chomba	Member
Mr Lazarous B.Y. Kalirani	Member
Bishop Fred M. Mwale	Member
Mrs Banji M. Shakubanza	Secretary

Matters Considered and Approved by the Committee

6.3.1. Approval of Examination Centre Status

The Committee approved three (3) applications for the examination centre status for Early Childhood Education (one local and two foreign).

6.3.2. Fact-Finding Visits

The Committee considered a report on the fact-finding visit to Nampol Vocational Training Centre in Molepolole, and 'We Care Creations' of Botswana.

6.3.3. The 2017 Teacher Education Examination Timetables

The Committee considered and approved the 2017 Teacher Education Examination Timetables.

6.3.4. Examination Centre Status for Lusaka Business and Technical College (LBTC)

The College was granted provisional examination centre status for Junior Secondary Teacher's Diploma pending accreditation by the Teaching Council of Zambia.

6.3.5. Nullification of Results for two (2) Candidates

The Committee resolved to nullify the first year Primary Teacher's Diploma results for one candidate from Malcolm Moffat College of Education and another from Makeni College of Education for engaging in examination malpractices.

6.3.6. Centralised Marking of 2017 Examinations

As proposed during the 2016 Moderation Meeting, the Committee endorsed the centralized marking of the 2017 Teacher Education examination scripts.

6.3.7. Centre Status for Evelyn Hone College

The Committee approved the application for examination centre status for Evelyn Hone College of applied Arts and Commerce to conduct Junior Secondary Teacher's Diploma examination.

6.3.8 Representation from Teaching Council of Zambia and Association of Private Colleges of Education

The Committee sought for approval to include a representation from Teaching Council of Zambia and Association of Private Colleges of Education to sit on the Committee

6.3.9. Approval of Teacher Education Examinations Results

The Committee approved the 2017 examination results as follows:

(a) Early Childhood Education Teacher's Diploma Programme-First Year Examination

i. Candidature by Sex

There were 432 candidates who entered for the 2017 Early Childhood Teacher Education First Year Examinations. The number of entered candidates were 324 (75%) females and 108 (25%) males. The number of entries reduced from 678 candidates in 2016.

Not all the candidates that entered for Early Childhood Teacher Education First Year Examinations sat the examination. About 13 (3.01%) candidates were absent from the examination, of whom 10 (3.09%) were females and 3 (2.78%) were males.

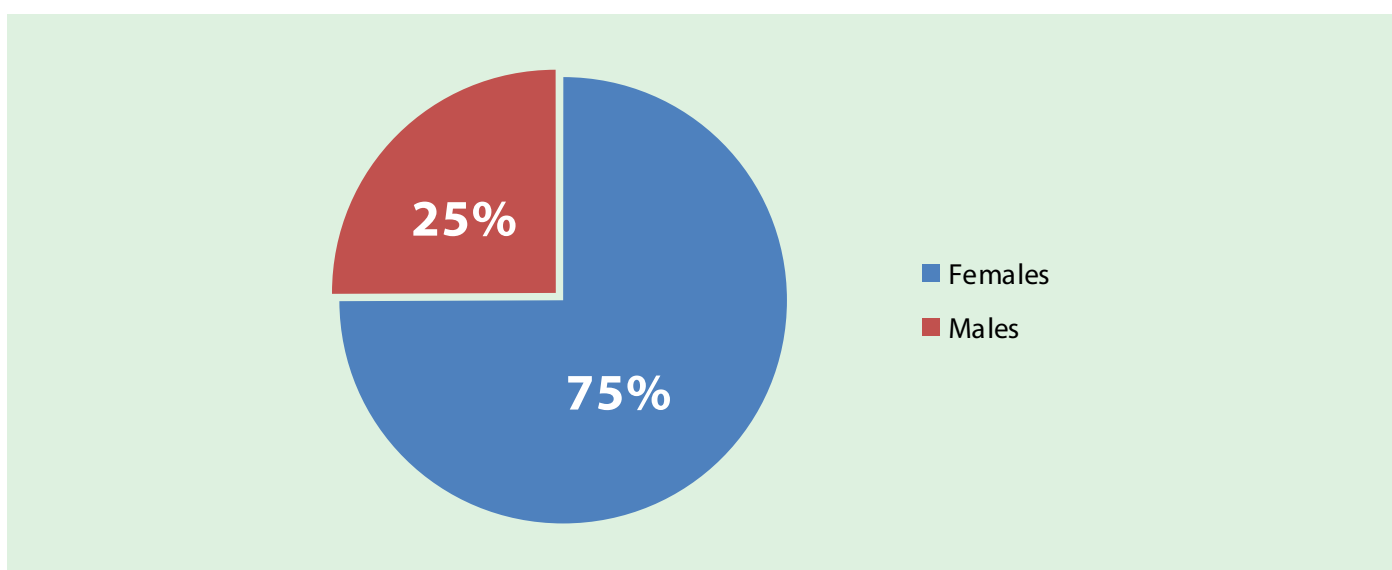


Figure 6.8: 2017 ECE Candidature Year 1

ii. General Performance

Of the candidates that sat the 2017 ECE First Year diploma examination, 347 (82.82%) obtained a clear pass, 68 (16.23%) proceeded, and 2 (0.48%) were referred. No candidate repeated the program while 2 (0.48%) were excluded from the program.

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, repeating candidate fails in 4 courses and an excluded candidate fails in more than 4 courses.

In terms of performance based on proportions of clear passes obtained, Chipata College of Education had the largest proportion at 97.30 per cent, followed by Kasama College of Education (97.22%), and Malcolm Moffatt Colleges of Education (96%). On the other hand, Mwarona and Choma Colleges of Education had the least proportions at 42.86 per cent and 70 per cent respectively. The overall performance indicated that Public Colleges did better than Private Colleges.

The proportion of candidates obtaining clear pass reduced from 91.43 per cent in 2016 to 82.82 per cent in 2017. The mean scores in all courses were above the pass mark of 40 except in Information and Communications Technology (34.98%).

The highest mean scores were recorded in Health Education (65.31%) and History and Philosophy of Education (64.48%) while the lowest mean scores were recorded in Information and Communications Technology (34.98%) and Pre-Environment Science (48.29%).

Performance in non-teaching educational courses i.e. Sociology of Education and Child Psychology, History and Philosophy of Education, Production of Teaching and Learning Aids was better than in teaching courses i.e. Literacy and Languages Development, Pre-Environmental Science, and Pre-Mathematics.

Performance in the 2017 first year ECE Diploma Examination was comparable to that of the 2016 examinations. However, the sharp drop in Performance in Information and Communication Technology in 2017 required further investigation.

(b) Early Childhood Education Teacher’s Diploma Programme-Second Year Examination

i. Candidature by Sex

About 658 candidates who included 478 (73%) females and 180 (27%) males entered for the 2017 Early Childhood Teacher Education Second Year Examinations in the following courses: Special Guidance and Counselling, Early Education Management and Organization, Literacy and Languages Development, Pre- Environmental Science, Pre- Mathematics Education, Social Studies Education and Expressive Arts Education.

The number of females entering and sitting the examination was more than that of their male counterparts. This trend was also observed in the First-Year cohort. There were 8 candidates who absconded from the examinations bringing the absenteeism rate to 1.22 per cent.

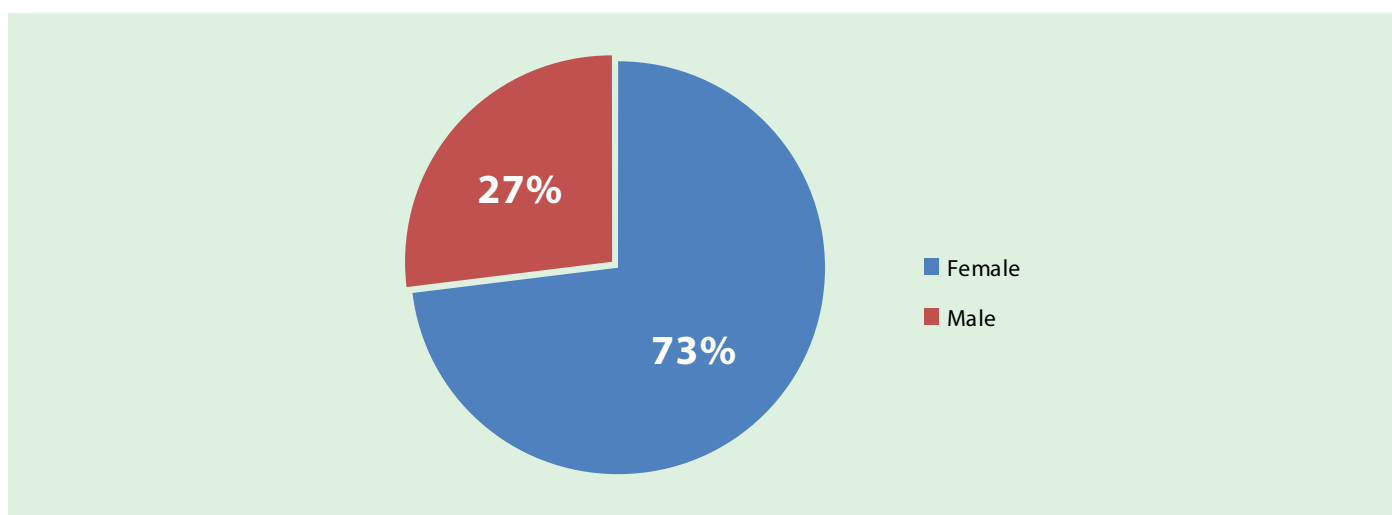


Figure 6.9: 2017 ECE Candidature Year 2

ii. General Performance

Of the candidates that sat the 2017 Second Year ECE Diploma Examinations, 569 (87.54%) obtained a clear pass, 68 (10.46%) proceeded, 1 (0.15%) got referred, 1 (0.15%) repeated and 11 (1.69%) were excluded from the program.

As observed from the First-Year cohort, the proportion of candidates obtaining clear pass reduced from 91.43 per cent in 2016 to 87.54 per cent in 2017. Performance by the number of clear passes obtained showed that Monze College of Education recorded a 100 per cent pass, followed by Kitwe College of Education (97.77%), Kasama College of Education (96.61%) and Mongu College of Education (96.36%).

The mean scores for 2017 ECE courses for the second year were not better compared to those of 2016 overall except in one course (Expressive Arts). However, mean scores in all courses were above the pass mark of 40.

The highest mean score was recorded in Pre –Environmental Science Education (62.00) while the lowest mean score was recorded in Literacy and Languages Development (44.40).

Literacy and Languages Development had the lowest mean score (41.25) while Pre-Environmental Science had the highest mean score even in the 2016 examinations.

(c) The 2017 Early Childhood Education Teacher’s Diploma - Third Year Examination

The candidature and performance of candidates in the ECE Third Year Diploma Examinations were as follows:

i. Candidature by Sex

There were 708 candidates who entered for the 2017 Early Childhood Teacher Education Third Year Examinations. These included 446 (63%) females and 262 (37%) males.

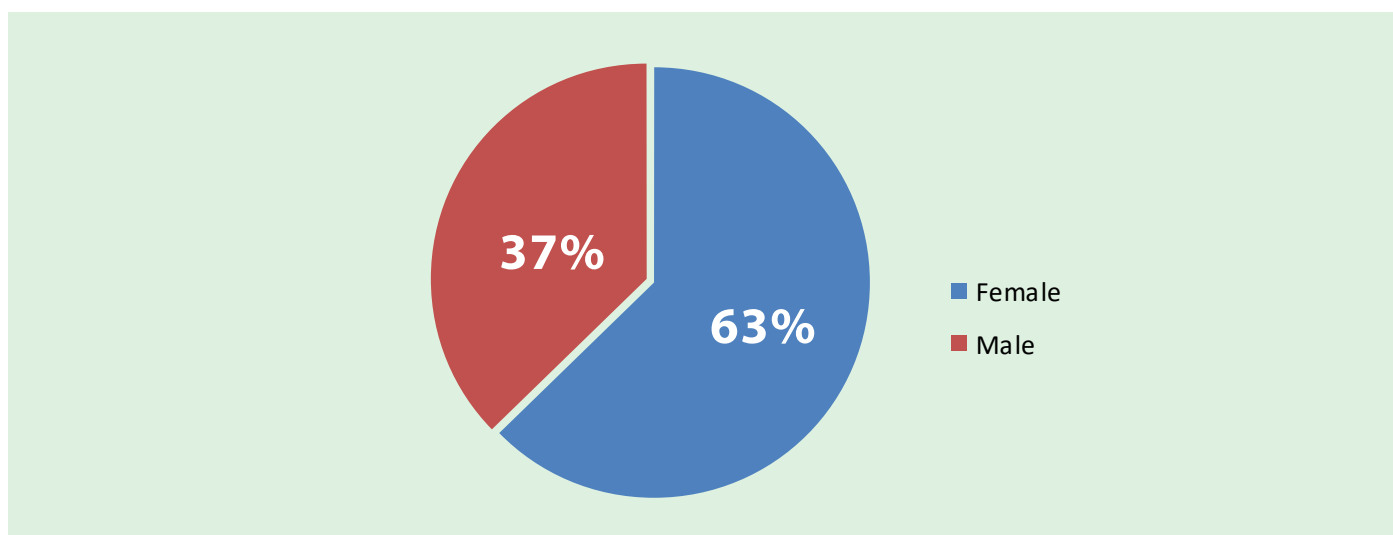


Figure 6.10: 2017 ECE Candidature Year 3

ii. General Performance

Of the 697 candidates that sat the examination, 625 (89.67%) cleared all the offered courses while 62 (8.90%) candidates proceeded. Other grade proportions were as follows: no one was referred, 1 (0.14%) candidate repeated, 9 (1.29%) were excluded from the program. Chipata College of Education recorded a 100 per cent clear pass. This was followed by David Livingstone College of Education (95.89%) and Modern College of Education and Technology (92.74%).

No candidate obtained a clear pass at Choma College of Education. Three Colleges recorded excludes; Musi-O-Tunya College of education (2 candidates), Kasama College of Education (3 candidates), and Modern College of Education (4 candidates). The total number of candidates who were excluded from the program was 9 (1.29%).

This was the first time ECZ examined the third-year candidates for ECE and so results could not be compared to those of 2016.

Generally, the performance was good and the mean scores for all the courses were way above the pass mark which is 40. The highest mean score was recorded in Social Studies Education (60.32) while the lowest mean score was recorded in Expressive Arts Education (50.03).

The variance in mean scores from one subject to another was generally minimal; an indication that the candidate’s performance was comparable across subjects.

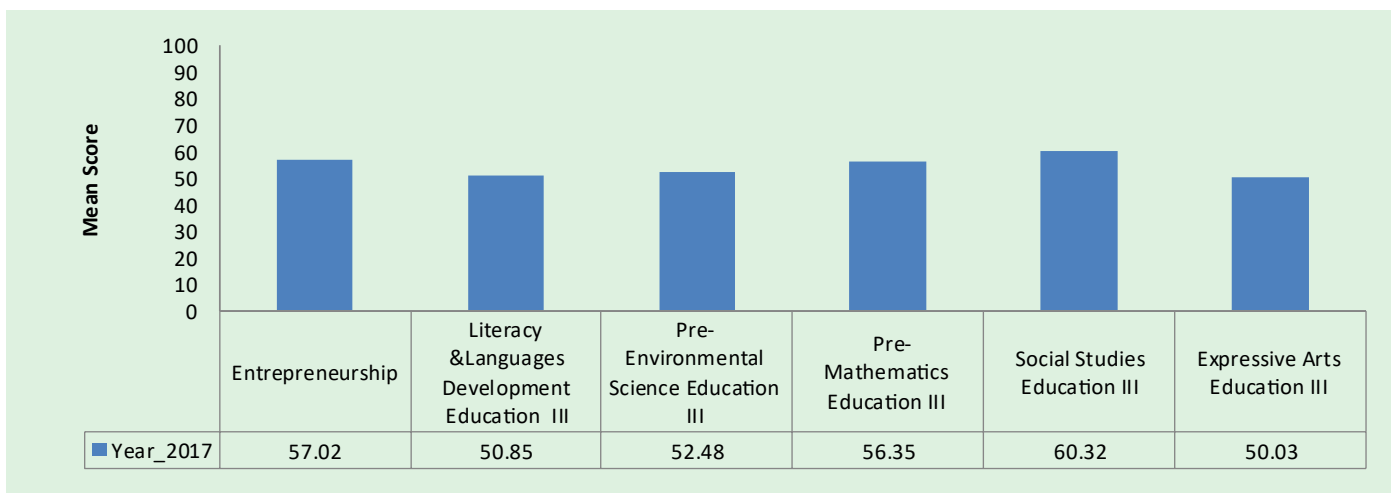


Figure 6.11: Mean scores of courses offered at ECE Year 3

(d) Primary Teacher's Diploma Programme -First Year Examination

The candidature and performance of candidates in the Primary Teacher Diploma First Year Examinations were as follows:

i. Candidature by Sex

There were 2,918 candidates comprising of 1,650 (56.55%) females and 1,268(43.45%) males entering for the 2017 PTD First Year Examinations. The number of females entering and eventually sitting the examination was more than that of their male counterparts. This can be attributed to both Government and Non-Governmental organization's initiatives aimed at empowering the girl child through education.

Of the number that entered for this examination, 2,807 (96.20%) did sit the examination. The 2017 proportion of absenteeism stood at 3.80 per cent (111). It is important to investigate and establish why such a big number was absent after paying examination fees.

ii. General Performance

As for ECE, the awards for Primary Teacher's Diploma (PTD) Examinations Results were classified as Clear Pass, Proceed, Referred, rRepeat 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 candidate fails in 4 courses and an excluded candidate fails in more than 4 courses.

Of the candidates that sat the 2017 PTD first year examinations, 2,514(89.56%) obtained a clear pass, 233(8.30%) proceeded, 10(0.36%) referred, 2(0.07%) repeated and 48(1.71%) were excluded. Colleges with 100 per cent clear pass were Kitwe College of Education, Kitwe City College, Mpatamatu, Momase, Jabemiz, Sesheke and Central Baptist College. On the other hand, Siakama College of Education had the largest proportion of excluded candidates (14.81%).

Most of the public colleges recorded a higher pass percentage compared to private colleges. This could be as a result of the presence of well qualified and experienced full-time lecturers in public colleges. The PTD I results had mean scores ranging from 37.81 to 64.06 percent. Most subjects recorded a reduction in the mean scores as compared to those of the previous year.

The highest mean score was recorded in Education Psychology and Sociology of Education (64.06) while the lowest mean scores were recorded in Information and Communication Technology (37.81). Poor performance in Information and Communication Technology required further investigation to ascertain colleges' preparedness in terms of equipment and other needed resources for the course.

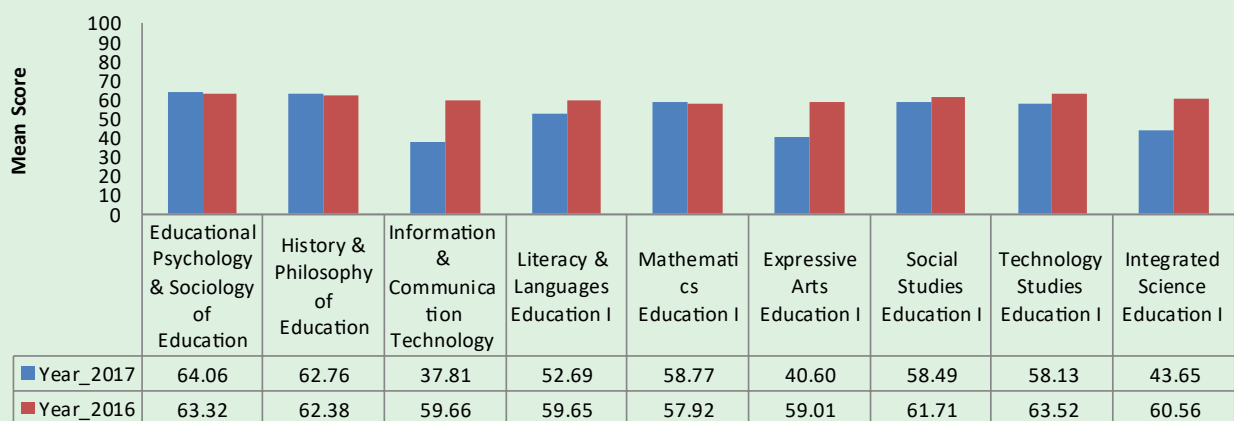


Figure 6.12: 2017 Mean scores of courses offered at PTD Year 1

(e) Primary Teacher’s Diploma Programme -Second Year Examination

i. Candidature by Sex

A total number of 3,728 candidates entered for the 2017 PTD level two examinations. Of these candidates 2,038 (54.67%) were females while 1,690 (45.33%) were males. The number of females entering and eventually sitting the examination was more than that of their male counterparts.

This can be attributed to both Government and Non-Governmental organization’s initiatives aimed at empowering the girl child through education. Of the number that entered for this examination, 3,648(97.85%) did sit the examination.

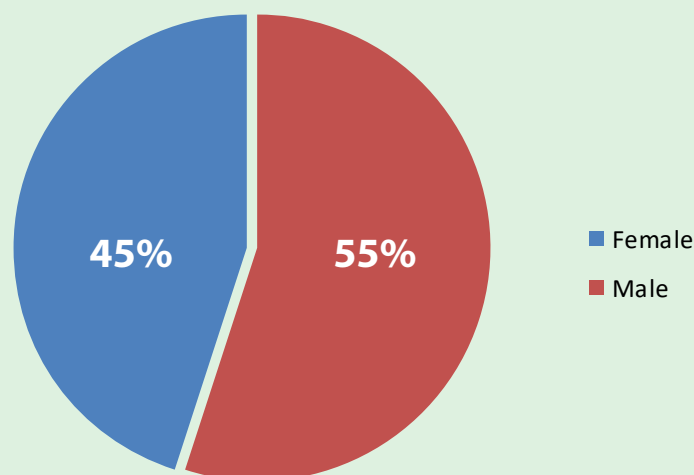


Figure 6.13: 2017 PTD level two Candidature

ii. General Performance

Of the candidates who sat the 2017 PTD year two examinations, 3,215 (88.13%) obtained clear pass, 371 (10.17%) proceeded, 14 (0.38%) referred, 2 (0.05%) repeated and 46 (1.26%) were excluded. About 10 Colleges of Education, all private, recorded 100 per cent Clear pass at PTD second year examinations. There was no Public College that recorded a 100 per cent Clear Pass at this level of the examination.

Generally, performance in the 2017 Second Year Primary Teacher’s Diploma was comparable to that of 2016 examinations. Mean scores in all courses were above the pass mark which is 40.

The highest mean scores were recorded in Theory and Practice of Education (63.92) while the lowest mean scores were recorded in Mathematics Education (48.27).

Mathematics Education recorded the lowest mean score even in the 2016 examination. The mean score for Mathematics Education had stagnated at about 48 per cent in the two examination calendars (i.e. 2016 and 2017).

(f) 2017 Primary Teacher’s Diploma Third Year Examination

The candidature and performance of candidates in the Primary Teacher Diploma Third Year Examinations were as follows:

i. Candidature by Sex

A total of 3,788 candidates comprising 1,993(52.61%) females and 1,795 (47.39%) males entered for the 2017 PTD third Year Examinations. The number of females entering and eventually sitting the examination was more than that of their male counterparts. This positive trend had continued for all three levels of the PTD programme. It seems there had been a strong realization among the female folk that tertiary education is not a preserve of their male counterparts going by the observed entries. Of the number that entered for this examination, 3,770 (99.52%) did sit the examination.

ii. General Performance

Of the candidates that sat the 2017 PTD level three examinations, 3,497(92.76%) obtained clear pass, 225(5.97%) proceeded, 9(0.24%) referred, 5(0.13%) repeated and 34(0.90%) were excluded.

Nkana College of Applied Science, Kitwe City College of Education and Momase College of Education had 100 per cent Clear Passes. There were more private Colleges obtaining 100 per cent pass. The lowest proportions of Clear Passes were recorded at Choma College of Education (72.73%) and Lyambai (75.32%).

The performance was good as all the mean scores ranged from 46.09 to 77.86. The highest mean scores were recorded in Entrepreneurship (77.68) while the lowest mean scores were recorded in Integrated Science (46.09). Candidates in the third year generally fared better as observed by the mean scores of above 50 in most of the subjects/courses.

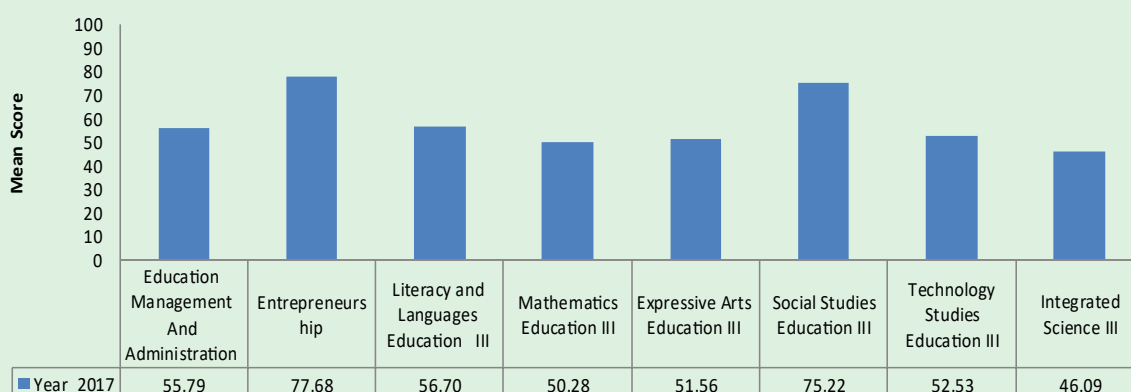


Figure 6.14: 2017 Mean scores of courses offered at PTD Year 3

(g) Junior Secondary Teacher's Diploma -First Year Examination

i. Candidature

About 2, 929 candidates who included 1, 557 females and 1, 372 males entered for the 2017 JSTD First Year Examinations. Of the number that entered for this examination, 2, 776 (94.78%) sat for the examination.

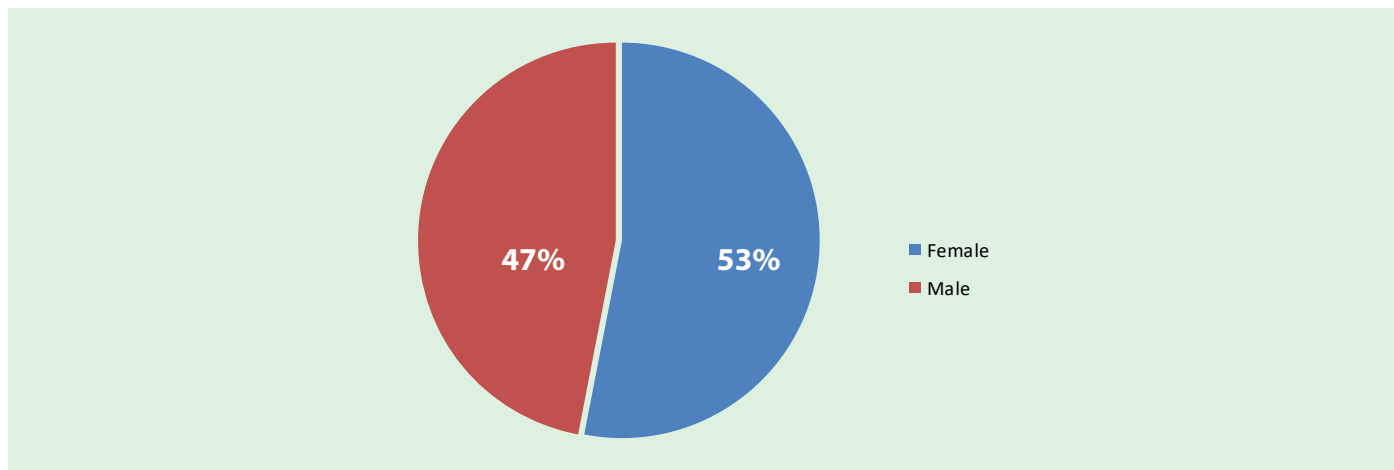


Figure 6.15: 2017 JSTD Year one Candidature

ii. General Performance

Of the candidates that sat the 2017 JSTD examination, 1, 876 (657.58%) obtained clear pass, 743 (26.77%) proceeded, 59(2.13%) referred, 11 (0.85%) repeated and 78 (2.81%) were excluded. Malcolm Moffatt had the largest proportion of candidates obtaining a clear pass (100%), followed by St Mary's College of Education (92.39%) and JABEMIZ (92.31%). On the other hand, the smallest proportion of candidates obtaining clear pass was recorded at Modern College of Education and Keys Royal College of Education.

(h) The 2017 Junior Secondary Teacher's Diploma - Second Year Examination

This was the first year ECZ had examined candidates at Junior Secondary Teacher's Diploma for the second year. The candidature and performance of candidates in the Junior Secondary Teacher Diploma Second Year Examinations were as follows:

i. Candidature by Sex

A total of 3,037 candidates who comprised 1,457 (47.97%) females and 1,580 (52.03%) males entered for the 2017 JSTD second Year Examinations. The number of males entering and eventually sitting the examination was more than that of their female counterparts. It is not yet clear as to why there are more male students than females in this programme. The matter required further investigation. Of the number that entered for this examination 3,032 (99.84%) did sit the examination representing a 0.16% absenteeism rate.

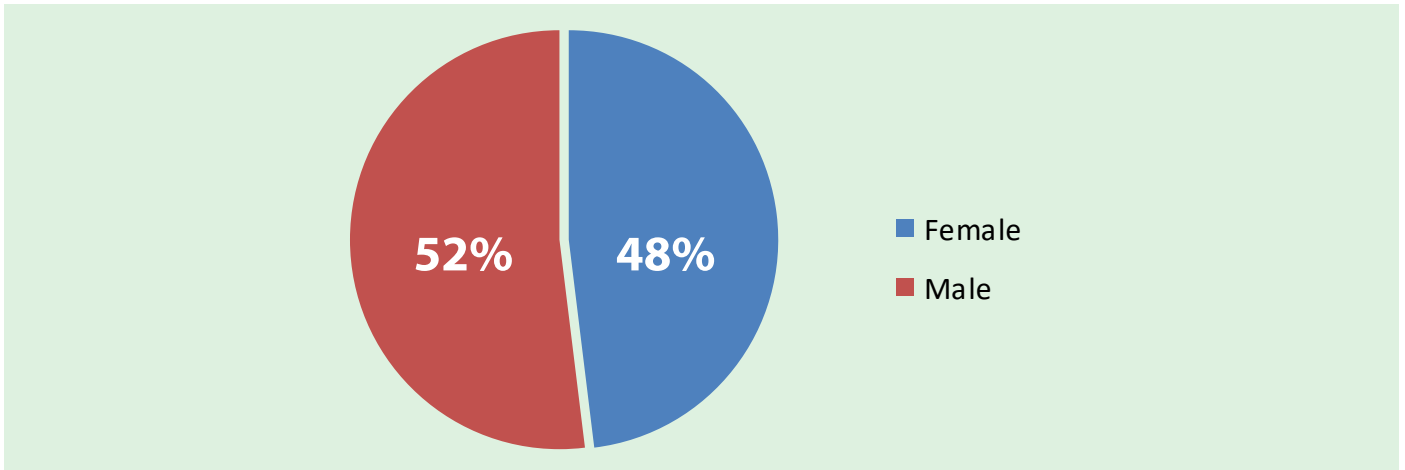


Figure 6.16: 2017 JSTD Second Year Candidature

ii. General Performance

Of the candidates that sat the 2017 JSTD Second Year Diploma Examinations, 2,286 (75.40%) obtained a clear pass, 606 (19.99%) proceeded, 68(2.24%) referred, 38(1.25%) repeated and 34(11.12%) were excluded. Jabemiz, Modern College, and Momase recorded 100 per cent clear pass. The least proportions were recorded at Mesa University College (20.65%) and Keys Royal (37.50%), and Evergreen College of Education (38.89%).

The highest mean score was recorded in Home Economics Teaching Methods (67.12) followed by Soil, Crop Science and Principles of Sustainable Agriculture (64.50) and Art and Design Teaching Methods (64.26). The lowest mean scores were observed in Business Mathematics and Statistics (36.03), DataBase Design (38.58), and Optics and Wave Motion (38.86).

6.7. 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 Committee comprised the following:

Dr Sunday Mwape	Councillor	Chairperson
Mr Wamuyuwa Sitibekiso	Councillor	Vice Chairperson
Mr James Chomba	Principal Education Officer-Exams-MOGE	Member
Mr Stephen Chishiko	PEO Western	Member
Ms Ruth M. Zulu	PEO Muchinga	Member
Mr Humphrey Simutowe	PEO Northern	Member
Mr Ngosa Kotati	PEO Luapula	Member
Dr Allan Lingambe	PEO Eastern	Member
Mrs Florence M. Chikalekale	PEO Southern	Member
Mr Paul Ngoma	PEO Copperbelt	Member
Mr Vengi Sinda	PEO North Western	Member
Mrs Jennipher C. Banda	PEO Central	Member
Mr Felix Z. Ngoma	PEO Lusaka	Member
Mr Kennedy Mumbi	Zambia Police	Member
Mr Evans Chungu	Union	Member
Mrs Leah Kasaji	Union	Member
Mr Moonga Hakalyamba	Principal Research Officer	Secretary

Matters Considered and Approved by the Committee

6.7.1. Legal Status of Tuition Centres

The Committee advised that the Ministry of General Education should take up the role of providing policy direction on the matter.

6.7.2. Decentralised GCE Marking

The Committee considered the report on the decentralized marking of GCE examination scripts.

6.7.3. Storage of Examination Paper in Colleges of Education

The Committee advised that the Director of Standard and Curriculum should generate a Circular to all Colleges of Education through the Permanent Secretary instructing them to store the examination materials in the District strong rooms to avoid examination irregularities.

6.7.4. Invitation of Setters and Markers

Based on the challenges experienced in inviting examiners, the Committee constituted a team to oversee the appointment and invitation of setters and markers.

6.7.5. Procurement of Examination Syllabi

The Committee directed the ECZ to advise Bookworld Africa to appoint sales agent in all procurements to minimize the cost of travel incurred by the schools who wanted to procure the examination syllabus.

6.7.6. Statement of Entry (SOE)

The Committee considered the reports that the Statement of Entries for 2017 had not been printed because the service was available online.

6.7.7. National Selection Meeting

The Committee unanimously agreed to the proposal by the ECZ Council to hold a joint 2017 National Selection Meeting for Grades 8 and Grades 10.

6.7.8. Procedures of Awarding Examination Centre Status

The Committee urged the ECZ to review the procedures of awarding examination centre status to Colleges of Education.



6.6. APPEALS COMMITTEE

The Appeals Committee is responsible for considering appeals from candidates following the nullification of their results owing to them engaging in examination malpractices. The Committee comprised four (4) members as listed below;

Mr Eddie K. Mwitwa	Chairperson
Mr Peter Chishimba	Member
Sr Christine Mwape	Member
Mrs Beauty C. Mwanansoka	Member
Mrs Teza N. Musakanya	Secretary

Matters Considered and Approved by the Committee

6.6.1. Appeal from Twin Palm Secondary School

The Committee resolved to release results for the 2016 school examination session for 30 candidates because it was established that the misplacement of scripts was due to negligence by the invigilators and not the candidates.

6.6.2. Dismissal of Appeal

The Committee dismissed the appeal from St Joseph School for the Deaf against the nullification of results for Mathematics Paper 2 during the 2016 GCE Examination session.

6.6.3. Nyumba Yanga Secondary School Case

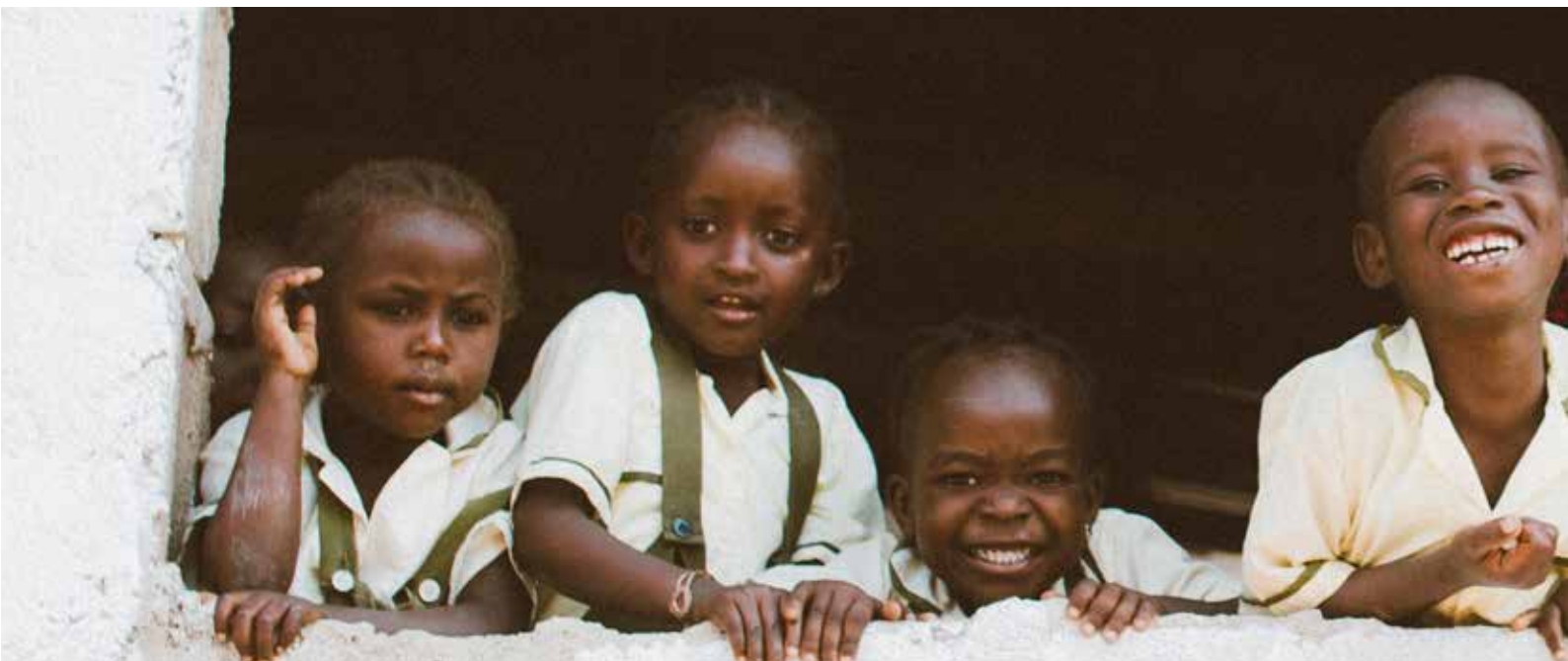
The Committee considered the appeal against the nullification of Biology Paper 2 during the 2015 School Certificate Examination and resolved to uphold the decision to nullify the results.

6.6.4. Muoyo GCE Centre

The Committee resolved to uphold the nullification of results for Mathematics for the whole centre during the 2015 examinations.

6.6.5. Discontinuation of Examiners

The Committee resolved to uphold the discontinuation of the two examiners who were found with cases of misconduct at the marking centre.



6.5. AUDIT COMMITTEE

The Committee is responsible for ensuring that integrity exists in the utilisation of Council resources and conduct of Council business. The Committee comprised the following:

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

Matters Considered and Approved by the Committee

6.5.1. Internal Audit Report

The Committee considered and adopted the Internal Audit Report for the Post Audit of Payments and Marking Processes.

6.5.2. Verification of Fixed Assets

The Committee directed Management to conclude the verification of Fixed Assets and the development of the Fixed Assets Register.

6.5.3. Adherence to Examination Guidelines

The Committee resolved that Management should work with the Ministry of General Education to sensitise invigilators and supervisors who had not been adhering to examination guidelines. It further resolved that stakeholders should intensify sensitization campaigns for all the teachers involved in examinations administration.

6.5.4. The Quality of Question Papers

The Committee resolved that Management should improve the quality of question papers by clustering the subjects under the Assistant Principals so as to create a layer of quality checks.

6.5.5. ECZ Audit Committee Charter and Audited Financial Statements

The Committee considered the ECZ Audit Committee Charter in line with the provisions of the charter which require annual reviews. The committee considered the 2017 Audited Financial Statements.



6.6. FINANCE AND ADMINISTRATION COMMITTEE

The Finance and Administration Committee was responsible for finance and human resource administration on behalf of the Council. The Committee comprised eight (8) members and a secretary as listed below;

Mr. Alex M. Simumba	Chairperson
Mr. Eddie K. Mwitwa	Vice Chairperson
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 M. Makala	Secretary

Matters Considered and Approved by the Committee

6.6.1. Implementation of the Job Evaluation

The Committee considered the Management position paper on the Job Evaluation and recommended it for approval by the Council. The ECZ structure expanded from about 160 to 235, considering the increase in the number of examinations conducted and services offered. The implementation of the new structure was effected on 1st April 2017.

6.6.2. Revised Terms and Conditions of Service

The Committee considered the revised 2013 Terms and Conditions of Service for employees on Permanent and Pensionable employment as well as those on Fixed Term Contracts. The revised conditions of service were subsequently approved by Council and were effected on 1st April 2017 for another three years.

6.6.3. Staff Appointments

The Committee considered that the recruitment for the position of Assistant Director Certification would be done in 2018. The Committee also recommended for the appointment of Assistant Director ICT and renewal of contract for the Chief Accountant.

6.6.4. Exception of Officers without the Requisite qualifications

Arising from the Job Evaluation twenty-two (22) employees had no minimum qualifications in their roles. This was after the revision of the minimum qualifications during the job evaluation. The Committee and subsequently Council approved that the employees occupying the positions of General Worker, Sanitary Cleaner, Courier Clerk and Driver be exempted from the minimum qualification requirement because their jobs were hands-on than skills based. The jobholders were to remain in their positions until their exit. The new minimum qualification requirement in the above job categories would apply to new employees only. The minimum qualification requirement for the position of Senior Typesetter was reduced from Degree to Diploma in Graphic Design, Typesetting or Print Design because Degrees in the aforesaid programmes were not offered in the Zambian Universities or Institutions.

6.6.5. Consideration of the 2018 Budget

The Committee considered and Council approved the 2018 expenditure budget of ZMW216, 731, 820.00 compared to ZMW213, 892,796.00 for the 2017 expenditure budget representing an increase of 1.31%. The budget included the implementation of new initiatives in 2018 such as the Development of the examination results processing system; Development of the online Results Verifications System; Development of a new examinations syllabi at Grade 7; Development of new real time banking system of collecting examination fees; Establishment of Provincial Office in Mongu; and Development of an electronic examinations' paper bank.

6.6.7. ICT Policy and Disaster Recovery Plan

The Committee considered the two ICT documents to support the various processes and systems in the ECZ.

6.6.8. Management's Accounts for 2017

Within the period under review, the Committee considered Management's Accounts for all the quarters.

6.6.9. Human Resource Report

The Committee considered the Human Resource Report for all the quarters of 2017. At the close of the year, ECZ had an establishment of 235 employees, staff strength stood at 62.5 percent (147 employees).



Teza N. Musakanya

COUNCIL SECRETARY

7.0. FINANCIAL STATEMENTS



REPUBLIC OF ZAMBIA

**EXAMINATIONS COUNCIL OF ZAMBIA
(ECZ)**

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31ST DECEMBER, 2017**

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

EXAMINATIONS COUNCIL OF ZAMBIA

FINANCIAL STATEMENTS

For the year ended 31st December 2017

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EXAMINATIONS COUNCIL OF ZAMBIA

Statement of Council Responsibilities for Annual Financial Statements

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

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

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

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

- (a) The Statement of Comprehensive Income is drawn so as to give a true and fair view of the deficit of income over expenditure of the Council for the year ended 31st December 2017,
- (b) The Statement of Financial Position gives a true and fair view of the state of affairs of the Council as at 31st December 2017; 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.....16th May, 2019.....

By:



Dr. Jobbicks Kalumba
Permanent Secretary
Ministry of General Education



Dr. Michael M. Chilala
Director
Examinations Council of Zambia

OFFICE OF THE AUDITOR GENERAL

INDEPENDENT AUDITOR'S REPORT

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

To the Council – Examinations Council of Zambia

Report on the Audit of the Financial Statements

Opinion

I have audited the financial statements of the Examinations Council of Zambia, which comprise the statement of financial position as at 31st December 2017, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies as set out on pages 6 to 20.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Council as at 31st December 2017, and of its financial performance and its cash flows for the year then ended in accordance with International Public Sector Accounting Standards (IPSASs) Accrual Basis of Accounting and the Examinations Council of Zambia Act No. 15 of 1983.

Basis for Opinion

I conducted my audit in accordance with International Standards for 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 Examinations Council of Zambia in accordance with the International Organisation for 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 of Ethics. 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) Accrual Basis of Accounting and the Examinations Council of Zambia Act No.15 of 1983, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Examinations Council of Zambia's ability to continue as a going concern and using the going concern basis of accounting unless management either intends to liquidate the Council or cease operations or has no realistic alternative but to do so. Those charged with governance are responsible for overseeing the Council's financial reporting process.

OFFICE OF THE AUDITOR GENERAL

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 skepticism 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 controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Council's internal controls.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Examinations Council of Zambia'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 Examinations Council of Zambia 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 controls 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.

OFFICE OF THE AUDITOR GENERAL

Report on Other Legal and Regulatory Requirements

In my Opinion, the Financial Statements of the Examinations Council of Zambia as at 31st December, 2017, have been properly prepared in accordance with Examinations Council of Zambia Act No.15 of 1983.



Davison K. Mendamenda
ACTING AUDITOR GENERAL
OFFICE OF THE AUDITOR GENERAL

Date: *29th May*....., 2019

EXAMINATIONS COUNCIL OF ZAMBIA

Statement of Comprehensive Income

For the year ended 31st December 2017

Income	Note	2017 K	2016 K
Grants from GRZ	3	73,061,931	56,813,318
Examination Fees	4	94,784,927	54,085,494
Council Services	5	7,116,674	6,243,849
Other Income	6	5,467,221	4,553,817
Donor Support	7	445,265	6,445,051
Total Income		180,876,018	128,141,528
Operating Expenses			
Professional Services & Preparation of Examinations	8	115,406,132	95,996,826
Management of Examinations	9	31,079,919	22,535,609
Personal Emoluments	10	46,691,834	29,961,204
National Assessment	11	473,787	3,149,591
Total Operating Expenses		193,651,672	151,643,230
Operating Deficit		(12,775,654)	(23,501,701)

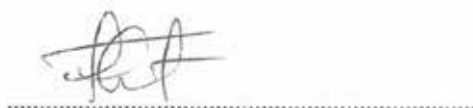
These financial statements were approved by the Examinations Council of Zambia on ...16th May, 2019 and signed on its behalf by;



Dr. Jobbicks Kalumba

Permanent Secretary

Ministry of General Education



Dr. Michael M. Chilala

Director

Examinations Council of Zambia

(The notes on pages 10 to 20 form part of the financial statements)

EXAMINATIONS COUNCIL OF ZAMBIA

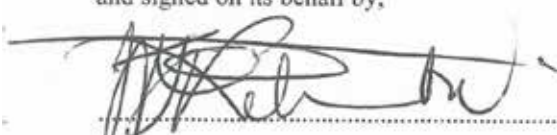
Statement of Financial Position


As at 31st December 2017

	Note	2017 K	2016 K
ASSETS EMPLOYED			
Non - current Assets			
Property, Plant & Equipment	12	48,667,352	26,926,198
Current Assets			
Accounts Receivables	13	22,460,268	17,637,100
Inventories	14	1,614,601	1,144,949
Cash and Bank	15	5,883,626	21,835,477
		<u>29,958,495</u>	<u>40,617,526</u>
Total Assets		<u>78,625,847</u>	<u>67,543,724</u>
Accumulated Funds & Liabilities			
Total Accumulated Funds	16 & 17	(34,216,102)	(45,005,262)
Current Liabilities			
Accounts Payable	18	43,994,104	61,135,844
Accrued Expenses	19	52,098,360	46,687,386
Employee Benefits Provisions	20	2,643,397	2,158,710
Deferred Income	21	14,106,088	2,567,046
Total Current Liabilities		<u>112,841,949</u>	<u>112,548,986</u>
Total Accumulated Funds & Liabilities		<u>78,625,847</u>	<u>67,543,724</u>

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

16th May, 2019


.....
Dr. Jobbicks Kalumba
Permanent Secretary
Ministry of General Education


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

(The notes on pages 10 to 20 form part of the financial statements)

EXAMINATIONS COUNCIL OF ZAMBIA

Statement of Changes in Equity

As at 31st December 2017

	Note	Revenue Reserves K
Year ended 31st December 2016		
At the start of the year		(21,424,299)
Deficit for the year ended 31 st December 2016		(23,501,701)
Prior Year Adjustment		(79,262)
Balance as at 31st December 2016		<u><u>(45,005,262)</u></u>
Year ended 31st December 2017		
At the start of the year		(45,005,262)
Deficit for the year ended 31 st December 2017		(12,775,654)
Revaluation Reserve		23,564,814
Balance as at 31st December 2017	17	<u><u>(34,216,102)</u></u>

EXAMINATIONS COUNCIL OF ZAMBIA

Statement of Cash Flows

For the year ended 31st December 2017

	Note	2017 K	2016 K
Net cash inflow from operating activities:			
Deficit		(12,775,654)	(23,501,701)
Depreciation	12	5,073,036	2,042,330
Profit from Disposal of assets		–	(3,387)
Prior Year Adjustment		–	(79,262)
Net Income from operations		(7,702,618)	(21,542,021)
Increase in Debtors		(4,823,168)	(1,698,353)
(Increase) / Decrease in Inventory		(469,652)	338,361
Increase in Creditors		292,963	42,042,706
Cash Generated from operations		(12,702,475)	19,140,694
Cash flow from investing activities:			
Acquisition of non-current assets	12	(3,249,376)	(3,217,376)
Proceeds from sale of assets		–	42,931
		(3,249,376)	(3,174,445)
(Decrease) / Increase in Cash		(15,951,851)	15,966,249
Cash and Cash equivalents at the beginning of the year		21,835,477	5,869,228
Cash and Cash equivalents at the end of the year	15	5,883,626	21,835,477

(The notes on pages 10 to 20 form part of the financial statements)

EXAMINATIONS COUNCIL OF ZAMBIA

Notes to the Financial Statements

1 Regulatory Framework and Principal Activities

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

2 Significant Accounting Policies

2.1 Accounting Conversion

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

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

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

(b) **Functional and Presentation Currency**

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

(c) **Depreciation**

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

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

2.2 International Public Sector Accounting Standards (IPSAS)

As a Public Sector Entity, the Examinations Council of Zambia has adopted the IPSAS Accrual Basis of accounting. Therefore, the ECZ has accrued costs incurred in 2017 and deferred the income for 2018 received in 2017. This has given rise to a deficit amounting to K12, 775,654 for the financial year ended 31st December 2017.

3 Grants from GRZ

The funds listed below were received from the Government of the Republic of Zambia as approved in the 2017 budget;

Month	Operations	Examinations	Total	Total
	K	K	2017 K	2016 K
January	1,294,163	–	1,294,163	–
February	1,294,163	–	1,294,163	1,294,163
March	1,294,164	15,000,000	16,294,164	1,294,164
April	1,294,164	–	1,294,164	1,294,164
May	1,294,164	–	1,294,164	1,294,164
June	1,294,164	–	1,294,164	4,008,958
July	1,294,164	15,000,000	16,294,164	21,737,286
August	1,294,164	–	1,294,164	5,294,164
September	1,294,164	–	1,294,164	3,586,017
October	1,294,164	17,531,965	18,826,129	4,421,911
November	1,294,164	–	1,294,164	1,294,164
December	1,294,164	10,000,000	11,294,164	11,294,164
	15,529,966	57,531,965	73,061,931	56,813,318

4 Examination Fees

	2017	2016
	K	K
Grade 12	26,886,656	8,976,880
General Certificate of Education (GCE)	47,582,295	36,421,502
GCE O & A Levels Exams / Handling fees (London)	55,955	98,000
Teacher Education Examinations	15,380,393	8,589,112
Grade 9 Internal	1,712,673	–
Grade 9 External	3,166,955	–
	<u>94,784,927</u>	<u>54,085,494</u>

5 Council Services

Replacement of Statement of Results / Combination	2,964,928	2,051,410
Replacement of Certificates	909,528	1,371,810
Certification of Certificates	2,767,734	2,059,456
Under protest fees	40,279	48,314
Verification of foreign qualifications	434,205	712,860
	<u>7,116,674</u>	<u>6,243,849</u>

6 Other Income

Interest on bank balances	372,680	106,419
Centre Fees from Private Schools	3,233,100	2,054,820
Revenue from SMS Services	1,134,426	1,765,645
Other Income	227,194	515,713
Profit on Disposal of Assets	–	3,387
Interest on staff loans	80,416	107,834
Exchange Gain	419,405	–
	<u>5,467,221</u>	<u>4,553,817</u>

7 Donor Support

National Survey Preparation - Grade 5 (UNICEF)	320,320	(122,251)
GRZ/Donor Support	–	5,260,660
DFID	–	1,306,642
CAMFED	124,945	–
	<u>445,265</u>	<u>6,445,051</u>

8 Professional Services & Preparation of Examinations

	2017	2016
	K	K
Grade 7 Exam Expenses	10,895,149	9,416,534
Grade 9 Internal Exam Expenses	31,636,403	28,343,327
Grade 9 External Exam Expenses	1,024,113	–
Grade 12 / GCE Exam Expenses	52,345,261	39,322,368
Teacher Education Expenses	6,840,483	4,202,090
Research & Test Development	2,402,651	4,751,975
Travel and Subsistence	10,262,072	9,960,532
Total	115,406,132	95,996,826

9 Management of Examinations

	2017	2016
	K	K
Advertising & Publications	499,249	942,413
Bank Charges	1,105,502	830,135
Book & Periodicals	101,151	164,070
Building Maintenance	136,906	327,819
Cleaning Material/Services	183,692	102,371
Council and Committee Expenses	3,251,545	1,606,452
Corporate Affairs	304,974	–
Courier and Postage	–	38,729
Depreciation	5,073,036	2,042,331
Electricity and Water	200,231	189,475
External Audit Expenses	838,265	684,807
Finance and Accounts	653,229	–
Foreign Exchange Loss	–	2,089,201
Funeral Expenses	6,098	51,336
Group Life Assurance	715,843	561,177
Group Personal Accident	48,561	41,339
Insurance	228,955	210,743
Internal Audit Expenses	314,312	383,683
IT Spares & Consumables	466,880	169,374
Kitwe Service Centre Expenses	521,081	188,170
Legal Fees & Consultancy Fees	312,212	470,649
Lusaka Service Centre	102,219	–
Medical Expenses	1,282,997	1,123,225

Motor Vehicle Fuel & Lubricants	2,127,716	1,559,738
Motor Vehicle Maintenance	883,823	612,923
Mpika Service Centre	851,646	–
Office Equipment Maintenance & Tools	44,791	223,996
Office stationery	775,347	655,502
Official Entertainment	–	11,449
Other Costs	306,233	558,824
Procurement Expenses	1,066,585	528,593
Professional Membership/ Subscriptions	112,209	67,495
Protective Clothing	1,839	58,670
Recruitment	498,085	215,226
Security Charges	30,014	–
Software Maintenance	1,598,871	1,625,541
Staff Training and Development	242,715	384,707
Staff Welfare / Leave Benefits	2,681,450	2,643,807
Telephone, Fax & Internet	656,026	560,466
Terminal Benefits / Gratuity	2,409,372	495,889
Workshops & Conferences	446,258	115,283
	<u>31,079,919</u>	<u>22,535,609</u>

10 Personal Emoluments

Included in the Salaries figure is K13, 117,000.00 which is a pension deficit arising from the actuarial valuation of the ECZ Pension Trust Scheme carried out in 2016 but whose findings were concluded and reported in 2017

	2017	2016
	K	K
Salaries	46,403,889	29,584,296
Wages	287,945	376,908
	<u>46,691,834</u>	<u>29,961,204</u>

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.

	2017 K	2016 K
Dissemination & Data Collection	76,606	854,087
Hotel Accommodation (Board & Lodging)	–	167,769
Printing & Stationery	3,907	429,829
Report Writing / Validation Report	275,874	18,448
Sitting Allowances	117,400	180,864
Travel & Subsistence	–	1,498,594
	<u>473,787</u>	<u>3,149,591</u>

12 Non-Current Assets Schedule												
Cost	Motor Vehicles	Office Equipment	Furniture & Fittings	Computers	Plant & Machinery	Library Books	Leasehold & Buildings	Totals				
	25% K	20% K	20% K	25% K	25% K	25% K	2.5% K	K	K	K	K	
Balance as at 01.01.2017	9,637,813	1,303,550	3,409,689	4,079,675	206,222	30,523	23,463,360	42,130,832				
Additions for the Year	1,815,224	200,299	91,343	1,021,689	-	-	120,821	3,249,376				
Revaluation	4,468,098	(80,037)	749,343	3,758,341	196,102	-	14,472,967	23,564,814				
Balance as at 31.12.2017	15,921,135	1,423,812	4,250,375	8,859,705	402,324	30,523	38,057,148	68,945,022				
Depreciation												
Balance as at 01.01.2017	6,363,408	793,206	1,625,406	2,530,937	79,845	13,202	3,798,630	15,204,634				
Charge for the year	2,143,297	127,504	429,696	1,450,899	73,431	3,941	844,268	5,073,036				
Balance as at 31.12.2017	8,506,705	920,710	2,055,102	3,981,836	153,276	17,143	4,642,898	20,277,670				
Net Book Value												
Balance as at 31.12.2017	7,414,430	503,102	2,195,273	4,877,869	249,048	13,380	33,414,250	48,667,352				
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				

13	Accounts Receivable		
		2017	2016
		K	K
	Salary Advance	314,293	276,367
	Staff Imprest	1,039,564	456,557
	Staff Loans	3,641,288	3,555,964
	Imprest to Council Members	–	50,207
	Prepayments	17,618	–
	Rent Security Deposit	21,500	20,000
	Trade Debtors	3,407,002	1,364,558
	Provincial Education Office	14,019,003	11,913,447
		<u>22,460,268</u>	<u>17,637,100</u>
14	Inventories		
	Value of stock as at 31 st December	1,614,601	1,144,949

15 Cash and Bank Balances

	2017	2016
	K	K
ACCESS – 0010221039551	–	586
BBZ 17-4929718	–	8,423
BBZ 17-4929858	768,043	770,862
CAVMONT 800000454685	19,695	–
FINANCE BANK – 0060820365003	599,387	552,387
FINANCE BANK – MAIN'0065810357004	229,786	443,426
FIRST NATIONAL BANK – 62469222659	–	2,968
INVESTTRUST – 010710050651016	195,738	130,961
INVESTTRUST – MAIN110110050651025	39,692	40,491
NATSAVE 1152299576001	188,528	29,208
INDO-ZAMBIA	64,422	70
ZANACO – 1905593300152	1,105,848	673,653
ZANACO Dollar – 0459	98,277	100,792
ZANACO FOREX– 0306790300196	164,304	159,721
ZANACO AEAA	418,212	139,898
ZANACO – 0306426300222	42,334	79,407
ZANACO – 0306958300156	797,908	3,679,960
ZANACO – 0306426300121	493,205	12,194,877
ZANACO – 0020884300161	33,842	2,134,408
ZANACO – 0243871300114	29,985	172,668
ZANACO – 1934313300127	407,012	315,519
ZANACO – 0306426300323	136,472	171,170
ZANACO – 0243871300215	23,426	29,568
ZANACO – 0306426300929	17,726	–
PETTY CASH (ECZ HQ)	6,099	4,454
PETTY CASH (KITWE SERVICE CENTRE)	3,685	–
Total	5,883,626	21,835,477

16 Revaluation Reserve

Category of Asset	Revalued Amount K	Net Book Value In System K	Revaluation Reserve K
Leasehold and Buildings	33,770,735	19,297,768	14,472,967
Motor Vehicles	8,573,188	4,105,090	4,468,098
Office Equipment	531,698	611,735	(80,037)
Furniture & Fittings	2,254,299	1,504,956	749,343
Computers & Printers	5,803,594	2,045,253	3,758,341
Plant & Equipment	293,725	97,623	196,102
Total	51,227,239	27,662,425	23,564,814

17 Total Accumulated Funds

	2017 K	2016 K
At the start of the year	(45,005,262)	(21,424,299)
Surplus/ (Deficit) for the year ended 31 December	(12,775,654)	(23,501,701)
Prior Year Adjustment	–	(79,262)
Revaluation Reserves	23,564,814	
Balance as at end of the year	(34,216,102)	(45,005,262)

18 Accounts Payables

Trade Payables	26,568,646	30,264,645
Sundry Creditors - (MOGE)	2,459,571	27,448,969
Payroll Payables	761,722	3,422,230
ZRA – WHTax on 2016 Grade 9 Marking Fees	1,087,165	–
ECZ Pension Trust Scheme	13,117,000	–
	43,994,104	61,135,844

19	Accrued Expenses		
	Grade 7 Expenses	1,333,717	1,111,919
	Grade 9 Internal Expenses	23,712,891	19,585,628
	Grade 9 External Expenses	72,638	–
	Grade 12 Expenses	18,902,369	17,443,547
	G C E Expenses	5,603,349	5,713,179
	Teacher Education Expenses	1,781,250	2,245,494
	Council Operations Expenses	398,070	587,619
	ZRA Tax	294,076	–
		<u>52,098,360</u>	<u>46,687,386</u>
20	Employee Benefits Provisions		
	Leave Days Provisions	1,971,622	1,780,493
	Gratuity Provisions	671,775	378,217
		<u>2,643,397</u>	<u>2,158,710</u>
21	Deferred Income		
		2017	2016
		K	K
	Grade 12	5,520,759	19,539
	GCE	8,493,379	2,547,507
	Grade 9 Internal	82,610	–
	Grade 9 External	440	–
	Grade 7	6,500	–
	Centre Renewal Fees	2,400	–
		<u>14,106,088</u>	<u>2,567,046</u>
22	Prior Year Adjustments		
	Arising from figures posted after 2015 accounts were signed and those in Sage Pastel Evolution	–	<u>79,262</u>
			<u>79,262</u>







Published By
Examinations Council of Zambia

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