



ECZ

IN PERSPECTIVE

News about the Examinations Council of Zambia

Issue No. 11

July to December 2017

THE OPENING OF MPIKA SERVICE CENTRE EXCITES THE LOCALS





The Examinations Council of Zambia (ECZ) was established by an Act of Parliament Number 15 of 1983 with a mandate to set and conduct examinations and award certificates to successful candidates. Before enactment, the Ministry of Education and Culture, under the Examinations Section used to conduct the examinations. The full launch and operationalisation of the ECZ began in 1987 as a semi-autonomous public institution (parastatal).

VISION

An Examining Body of Excellence.

MISSION STATEMENT

Efficiently Conduct Assessments and Award Certificates of Comparable International Standards.

VALUES

Accountability
Efficiency
Integrity
Confidentiality
Transparency
Teamwork
Competence
Innovation

CONTENTS

- 4 Message from the Director
- 6 The Opening of Mpika Service Centre Excites the Locals
- 9 ECZ Signs MoU with St Jeff College Primary School of South Africa
- 10 Education Stakeholders Endorse GCE Decentralised Marking
- 1 Provincial Education Officers Receive Kudos
- 12 Highlights of the 2017 Mid-Year Examinations
- 14 2017 Cambridge International Study Programme
- 15 Are You A Leader or a Boss?
- 16 Information Literacy in a Knowledge Economy
- 17 The Importance Of Embracing Hard Work
- 20 Debit Card Security and Fraud Protection
- 21 Celebrating Five Years of Growth
- 24 Employee Empowerment Facilitates Self-Management of Organisations
- 26 Zambia Community Choirs embark on Sensitisation Against Examination Malpractices
- 27 ECZ Dispels Rumours Purporting the Cancellation of 2017 Grade 9 Examination
- 28 A Council Staff gets the SI Scholarship
- 29 Your Questions Answered
- 35 Team Building Through Sports

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EDITORIAL

Dear Readers,

The ECZ In Perspective magazine continues to provide the necessary infrastructure to communicate, interact and engage stakeholders in conveying our corporate brand. The magazine also serve as a viable advocacy tool to communicate what the Examinations Council of Zambia (ECZ) stands for, its service promise and the organizational personality. Being a corporate bulletin, the magazine highpoints various examinations administration imperatives with a view to raise the profile, reputation and image of the ECZ.

The focus for this edition oscillates around leadership and employee empowerment aimed at effective public service delivery. Besides showcasing the activities, innovations and prospects of the ECZ, our strategy in this publication is to look inward at institutional logic and distinguished dynamics which can be shared with our stakeholders for sustainable partnerships in assessments and certification. Our considered view is that by focusing on leadership and employee empowerment as the main theme, it will certainly add value to the overall content and outlook of this particular publication.

Further, the 24 months into the implementation of the strategic plan largely points to the fact that the ECZ is on track and evidently so, bent to achieve the set yardsticks. We take cognizant of the fact that the implementation of the revised National Curriculum has benefited and improved education delivery in Zambia. We are equally proud to announce that the ECZ examinations have gone beyond borders. In this respect, the National Curriculum has sparked interest from a privately-owned school from South Africa called Saint Jeff College Primary School to have their Grade 7 and 9 candidates write the ECZ examinations. The signing of the Memorandum of Understanding between the ECZ and Saint Jeff College signifies a major breakthrough in examinations administration and an indication of profound corporate growth. Perhaps, the ECZ could be given full marks for its foresight in stating that the opportunities for similar partnerships are enormous even at global level. Moreso, the ongoing decentralization programme at the ECZ, aimed at establishing service centres in strategic locations continue to receive commendation from stakeholders and the public.

Progressive resolutions have been made in consultation with key stakeholders. With an impeccable record of openness and dialogue, the ECZ managed to conduct the maiden Grade 9 External examination and also piloted the decentralized General Certificate of Education (GCE) marking. Given that the successes outweighed the logistical challenges experienced during the decentralized GCE marking, the focus now is to extend this innovation even for internal examinations. All things being equal, the prospects for decentralized marking for internal examinations is feasible in the 2019 examination cycle. Apart from this, the ECZ is in a haste to invest in Information Communication Technology (ICT) to optimize costs and meet the expectations of stakeholders. The integration of ICT in internal processes and systems will ensure that the ECZ remain competitive as well as responsive to the divergent needs of the stakeholders.

In view of the foregoing, we remain proud as a service entity in the Ministry of General Education that we are steadily moving from being a good to a great assessment organization. Likewise, the ECZ remains consultative and open to new ideas which allow for effective administration of examinations at all the levels.

With the compliments of the season, the Council, Management and Staff of the ECZ wish you a Prosperous 2018.

Ronald M. Tembo
Corporate Affairs Officer

MESSAGE FROM THE DIRECTOR



Dr. Michael M. Chilala
ECZ Director

We once again wish to share our experiences over the period July to December, 2017 as we continued to execute our 2017 work plan and budget.

We moved to successfully conduct the first ever Grade 9 External examination, together with the General Certificate of Education (GCE) examination. We, for the first time ever, marked the GCE examination scripts in the provinces, following the training of more than 1,500 examiners that was done earlier in April, 2017. The marking of GCE examination scripts in the provinces brought on board a number of teething challenges, which were discussed at a stakeholders' consultative meeting in Lusaka. The meeting made a resolution to once again try the marking of GCE examination scripts in the provinces in 2018, before considering the proposal to mark the School Certificate Examination scripts in the provinces.

The marking of GCE examination scripts in the provinces also came along with a number of benefits such as the reduced period of marking from 15 days before to 8 days in 2017 marking. The systems also increased the number of teachers that participated from the rural provinces, creating an opportunity for all teachers to use the exercise for capacity building. At the same time, it enabled the reduction of the distances travelled by markers for marking. We also

implemented our innovation to transfer marks from the Marking Centres to ECZ online, leading to a reduction in the risk of the losing devices such as external hard drives and compact discs that were used to transfer marks before. This innovation also reduced the processing time and enhanced the efficiency with which the marks were processed.

We then hosted a ceremony for the official opening of the Mpika Service Centre, an event graced by the Permanent Secretary for the Ministry of General Education, Mr. Henry C. Tukombe on behalf of the Minister of General Education, Honourable Dr. Dennis Wanchinga – MP. The Service Centre was part of our continued strategy to decentralise our services and take them closer to the people.

We then conducted the Grades 7, 9 and 12 examinations successfully, despite the challenges experienced in relation to examination malpractices, especially at Grades 9 and 12 levels. We worked tirelessly through the examinations security committees and systems to ensure success, despite the challenges experienced. We successfully ran the Teacher's Diploma Examinations successfully. We marked the Teacher Education examination scripts centrally for the first time. During marking of teacher examination scripts, we experienced challenges, leading to over 40 out of the more than 400 invited

“... We look forward to a health relationship with all our partners and continued policy guidance and support from the Government through the Ministry of General Education, as we continue to pursue our vision to be An Examining Body of Excellence’ and our mission to Conduct Efficiently Examinations and Award Certificates of Comparable International Standards”

markers deciding to decline from participating in the marking. We proceeded with the marking exercise successfully and at the end had the first Graduates with Diploma qualifications under the revised Teacher Education curriculum that was implemented in 2015.

We then entered into an agreement with St. Jeff College Primary School for the conduct of Grades 7 and 9 examinations. The first examinations at Grade 7 level will run in 2018.

We also reviewed our progress in implementating our 2016 – 2020 Strategic Plan and developed our work plans and budget for 2018. Our targeted strategic interventions from now going forward are the following:

1. The system we currently use to process examination results was purchased off the shelf, which entails constant contact with the providers of the system to make any amendments. This has proved to be both expensive and time consuming. We will therefore undertake activities towards development of an in-house examination results processing system;
2. In order to increase accessibility to one of the most popular Council Services, we will develop the Online Results Verification System (ORVS) which will enable clients with internet access to verify results without having to travel to the ECZ offices;
3. To enhance efficiency and effectiveness in collection of examination fees, we will develop a new system of collecting examination fees that will allow pupils to directly deposit examination fees into the ECZ bank accounts where banking facilities are easily accessible, while the current system may continue in hard to reach areas;
4. To improve the efficiency and effectiveness with which examination questions and papers are stored, ECZ will embark on acquiring an electronic item banking and test construction software;
5. In line with the government’s decentralization policy and our 2016 – 2020 Strategic Plan, we shall endeavour to

open and operationalize Regional and Provincial Offices where Council Services will be accessed by members of the public. For 2018, we intend to open a Service Centre in Mongu, Western Province. We hope this initiative will go a long way towards taking our services closer to the people;

6. The Council has been spending about ZMW 20 million each year on marking centres, before paying any allowances to markers. Due to the demands of the revised curriculum and change of the examination structure, the Council has been spending huge sums of money on workshops and seminars for setting examination questions to populate the examination banks. To reduce the cost of setting and marking examinations in the long run, the Council has been allocated land between the Council premises and Millennium Village to develop a facility with appropriate security and ICT infrastructure to be used for setting and marking examinations. This is expected to reduce drastically the cost of setting and marking examinations, and to enhance the security of examination papers and scripts.

We wish to express our profound gratitude to all our development partners, civil society, government departments Committee and Council Members, the leadership of the Ministry of General Education and other line ministries for the unwavering support we continued to receive during the year 2017. We look forward to a health relationship with all our partners and continued policy guidance and support from the Government through the Ministry of General Education, as we continue to pursue our vision to be ‘An Examining Body of Excellence’ and our mission to ‘Conduct Efficiently Examinations and Award Certificates of Comparable International Standards.’



ECZ Director - Dr Michael M. Chilala (L) presenting a gift to the ECZ Council Chairperson- Prof. Samuel F. Banda (R) during the launch of the Mpika Service Centre. Looking on is the Permanent Secretary in the Ministry of General Education - Mr Henry C. Tukombe (C)

The Opening of Mpika Service Centre Excites the Locals

By Kunda Kuku and Ronald M. Tembo

One of the development outcomes enshrined in the Seventh National Development Plan underscores the need to improve education and skills development through enhanced access to quality, equitable and inclusive education. Decentralisation of service provision remains one way of fulfilling the Zambian Government's policy pronouncements of achieving access to education and service quality to the citizens.

In the last three years, the ECZ has embarked on an aggressive agenda to decentralise its services and help the majority of citizens access various services closer to their homes. On 27th October 2017, the ECZ launched the Mpika Service Centre to cater for its clients from Muchinga, Northern and Luapula provinces. The Mpika Service Centre is the third centre to be established by the Council. The Lusaka Service Centre which opened in 2014, was the first Service Centre. Two years later, the Kitwe Service Centre was opened in Riverside area on the copperbelt.

It is indeed gratifying that the Mpika Service Centre is now operational and will greatly assist in alleviating the sufferings of the majority in the catchment areas who were in the past, forced to travel to Lusaka or Kitwe to seek council services. The move has cheered residents who have expressed gratitude and appreciation to the ECZ management for the facility.

The Mpika Service Centre which is located at Farmer's Training Centre (FTC) along Mpika Chinsali Road, has so far continued to attend to various queries from different places. The services offered include; verification of school results, combination of Grade 9 results, accumulation of GCE results, replacement of certificates, translation of foreign results and renewal of examination centre status for private schools and many more services.

The quest and desire to have credible examinations is a collective responsibility which cannot be left to the ECZ alone and so members of the public are also reminded to take advantage of the service centre to report any suspected cases of examination malpractices by dialing the ECZ Toll Free Line on 8383 available on Zamtel network.

Speaking during the launch, Minister of General Education, Dr Dennis Wanchinga MP, said in a speech read on his behalf by the Permanent Secretary, Mr Henry Tukombe, that the onus was on every individual to reflect on how they were contributing to making Zambia a prosperous middle income nation' as the country entered the last half of implementing the vision 2030. He was delighted to note that the ECZ as a parastatal under the Ministry of General Education was contributing to the attainment of the vision 2030 agenda.

Dr. Wanchinga was elated to see organisations such as the ECZ who were working to support the planned expansion by bringing educational support services closer to the people.

With many tertiary institutions of learning and service commissions placing a premium on verification of qualifications, the Minister of General Education stated that the initiative could not have come at a better time than this. He added that citizens from the targeted provinces would no longer be



Stakeholders pose for a photo during the launch



subjected to high travel costs in their bid to access ECZ services.

He observed that the Centre was fully connected to the Headquarters in Lusaka via internet, meaning queries and requests for services could be transmitted to the Secretariat in real time - a situation the Minister regarded as resonating well with the Smart Zambia agenda.

Dr Wanchinga commended the ECZ Council and management for steering the operations of the organization successfully up to this point and urged members of staff designated to serve at the Service Centre to build on this through provision of excellent services to members of the public. He has since appealed to the Service Centre staff to enhance the image of the ECZ by espousing all the corporate values enshrined in the Strategic Plan.

It has therefore been argued that decentralisation created space for the people to effectively participate in decision making processes resulting in greater possibility in achieving development. Local decentralisation of services also results in efficiency when it comes to providing certain public services compared to a centralized system. It is therefore the wish of the Ministry of General Education, the ECZ Council and stakeholders that the establishment of the Mpika Service Centre should aim at meeting the needs of the general public by maintaining satisfactory service quality provision.

Through the successful launch of the ECZ Service Centres in the recent past, stakeholders will not accept anything less than competence, accountability, transparency, team work, efficiency, confidentiality, integrity and innovation.

True to its mandate, service delivery at the Mpika Service Centre and all the others, are expected to be fast, complete and remarkable in order to achieve a good corporate image in the minds of the citizens and the general public whom the ECZ endeavours to serve diligently.

“In the last three years, the Council has embarked on an aggressive agenda to decentralised its services and help the vast majority of citizens access various services closer to their homes”



Chilonga Theatre Club performing

Mpika Service Centre in Pictures

Before launch



After launch





Jeffrey B. Chikandi
Proprietor - St. Jeff College Primary School

ECZ Signs MoU

with St Jeff College Primary School
of South Africa
...Examinations without borders

By Nicolas Nkhuwa

“The Zambian Curriculum does not only give a child academic credentials but also moulds their character”

In 2014, the Government of the Republic of Zambia through the Ministry in charge of Education revised the School Curriculum. As an examining body, ECZ developed what are known as Assessment Schemes or Examination Syllabi that showed how the revised curriculum was to be assessed.

The implementation of the revised Curriculum has benefited and improved education in Zambia. The revised Curriculum further sparked interest from a privately owned school from Johannesburg, South Africa called St. Jeff College Primary School. The school contacted ECZ as an examining body of the Zambian School Curriculum to explore ways in which it could have its Grade 7 and 9 candidates in South Africa write the examinations conducted by the Council.

On 1st September 2017, St. Jeff College Primary School and ECZ signed a Memorandum of Understanding at a colourful Signing Ceremony held at the ECZ Headquarters in Lusaka. Speaking during the occasion, Minister of General Education Dr. Dennis M. Wanchinga said in a speech read on his behalf by Acting Permanent Secretary - Mr Louis Mwansa, that the ECZ had transformed into a world class assessment body of excellence through investment in human resource and the introduction of electronic systems. He was confident that

St. Jeff College Primary School would not be disappointed with the quality of service and assessment its learners would receive from the ECZ.

Meanwhile, St. Jeff College Primary School Proprietor, Mr Jeffrey Beene Chikandi also said at the same occasion that the Zambian Curriculum did not only give a child academic credentials but also moulded their character.

“It is the best in Africa at the Moment” Mr Chikani said. Speaking at the ceremony, ECZ Director Dr. Michael Chilala revealed that preliminary results showed improvement in learner’s performance under the revised Curriculum.

The ECZ Director further disclosed that the Council was in talks with two (2) private Colleges of Education from Botswana who had also expressed interest to have their candidates write examinations set by the Council.



The Signing Ceremony at ECZ Head Office in Lusaka

Education Stakeholders Endorse GCE Decentralised Marking

By Ronald M. Tembo



Senior Education Standards Officers

At the meeting held to review the 2017 General Certificate of Education (GCE) Examination Decentralised Marking, education stakeholders have agreed to maintain the marking of GCE Examination in the provinces. The resolution follows the successes scored after piloting the marking of the 2017 GCE examination in the regions.

The meeting which was held on 21st October 2017 in Lusaka, was convened by different stakeholders in the Ministry of General Education. These included representatives from the Directorate of Standards and Curriculum, Provincial Education Officers (PEOs), Chief Examiners, Senior Education Standards Office (SESOs), Centre Coordinators and ECZ Management. It was clear that the marking process went as planned and the exercise was completed much earlier than in the past. The efficiency arising from the decentralized marking, enhanced quality controls in the marking centres and led to the timely release of examination results.

In view of the logistical challenges encountered during the marking process, stakeholders resolved that all communication to the provinces should be made through the PEOs. The ECZ was urged to update the list of examiners and to continue auditing the database of Examiners. Where there were shortfalls, the ECZ was expected to continue being proactive and conduct training for new Examiners. It was also agreed that the ECZ shall invite the markers and copy the PEOs. As regards to the Script Distribution Schedule.

The stakeholders agreed that the Centre Chairperson shall receive the scripts in the respective regions.

The stakeholders unanimously agreed that misdirected examination scripts shall be marked where they were destined to be marked and the distribution lists attached to the boxes during delivery as a check against misdirection. The meeting further resolved that there was need to specify the coordination days and actual marking days. Other resolutions were that the number of days shall be determined by the number of scripts and subject type. Marking shall be residential and allowances for examiners be transferred into the Provincial Accountants and the Provincial Accountant shall pay the Examiners.

It is therefore hoped that standards of institutions used as examination centres in the regions shall continue to improve until they attained the expected service quality provision. The desire of the Ministry of General Education is to replicate the successes scored in the GCE Decentralised marking and apply the same innovation to the School Certificate Examination. In short, Decentralised marking will enhance the marking process, reduce the marking budget which is proving to be unsustainable and ultimately assist the ECZ to release examination results within the expected timeframe.



Some Provincial Education Officers

2016 Large Scale Assessments Findings Show a Steady Progress

By Shakazo Mzyece

The ECZ coordinates Large Scale Assessment on Learning Achievements at Grades 2, 5 and 9 levels on behalf of the Ministry of General Education. During the 2016 calendar year, Large Scale Assessments were conducted targeting 8,000 learners at Grade 5 level and 4000 learners at the Grade 9 level countrywide. The objectives of conducting these large scale assessments is to provide among others, information on regional and geographical disparities in the levels of learning achievement; provide information on gender disparities in levels of learning achievement and most importantly, provide information on the changes in learning achievement over time.

Trends analysis on the 2016 findings show that Mean Performance recorded a slight improvement over the 2014 findings thereby indicating a steady progress our educational system is making for Reading in English and Mathematics at Grade 5 level. Nearly all Zambian languages recorded significant gains in Mean Performance compared to the 2014 findings with the overall mean score being 39.6 percent.

At Grade 9 level, Large Scale Assessments on Learning Achievement focus on three curricula areas namely, Reading in English, Mathematics and Integrated Science with Critical Thinking Skills embedded in all the three key areas of assessment. The 2016

findings show that Mean Performance for Reading in English Language (39.8%) and Mathematics (31.6%) recorded marginal improvements while a drop in performance was observed for Intergraded Science (37.2%) compared to the 2013 Baseline Survey findings.

The 2016 Main reports which shall contain further detailed analysis of the findings are earmarked for publication by the end of 2017 and will be disseminated countrywide for the benefit of end-user stakeholders following the revision of the Assessment Cycle by the Ministry of General Education.

Provincial Education Officers Receive Kudos

By Ronald M. Tembo



Dr Sunday Mwape

The Director of Standards and Curriculum in the Ministry of General Education, Dr Sunday Mwape has commended and appreciated the Provincial Education Officers (PEOs) for their commitment exhibited during the 2017 General Certificate of Education (GCE) marking in the regions.

Speaking during the Review of the 2017 GCE Marking in Lusaka, Dr Mwape noted that regional marking had given the provinces more work than it was before and expressed satisfaction that the PEOs were equal to the task amidst challenges of finances earmarked to monitor the marking process.

He stated that it gave the Ministry of General Education excitement to hear from the PEOs that they could make it. "Even when we are saying we need more time to embark on regional marking for internal examinations, we are saying we don't need that time. We just need to sit down with the PEOs and listen to their language and critically think of what needs to be done," Dr Mwape added.

The Director of Standards and Curriculum stated that marking of examination papers should not be a preserve to some teachers and that was the reason why the Ministry was advocating for marking to be done in regions. He explained that such an approach would provide every teacher an opportunity to know what the education stakeholders were expecting the learners to do when they went for an examination.

Dr Mwape applauded the ECZ and the PEOs adding that he had information that a considerable number of teachers were trained as markers. " Even though some teachers don't participate in the actual marking but they have the skill. Even when they are giving continuous assessments at classroom level, they will prepare them according to the standards which the Ministry aspires."

He further saluted the PEOs for the work they were doing and stated that they were the critical resolve in ensuring that the prospect of regional marking for internal examinations was attained.

Dr Mwape announced that the desire and focus of the Ministry was to embark on regional marking to enhance effectiveness, quality controls and the speed at which the processing of results was concluded at all the levels of examinations.

The Director of Standards and Curriculum has since thanked the ECZ management for their openness to allow stakeholders to discuss freely to come up with practical solutions to make it possible to successfully implement regional marking even for internal examinations in future.

ECZ Decentralisation Policy Commended

By Ronald M. Tembo

A healthy service organisation is one which remains committed to providing the necessary communication infrastructure to ensure that information reaches the stakeholders and members of the general public using the most effective media platforms. It is also an organisation which listens to its esteemed customers and implements an open door policy to embrace feedback and new ideas.

Following the successful launch of the Mpika Service Centre on 27th October 2017, the ECZ undertook an awareness programme from 28th November to 1st December 2017 to sensitise the public on the service provision of the Mpika Service Centre and explain multiple aspects of post examination queries. Held under the Theme, "Examinations Administration and Management," the ECZ held live interactive Radio programmes on Muchinga Radio in Chinsali and ISO FM in Isoka, to disseminate critical information about the council.

This approach was a deliberate strategy to ensure that the catchment areas of Northern, Luapula, Muchinga and parts of central provinces where adequately educated on examinations and certification.

One contentious issue which the activity sought to address to the stakeholders was the query on why the Service Centre in Muchinga province was located in Mpika and not Chinsali being the provincial headquarters. It was vividly explained that the decision to establish the Service Centre in Mpika district was solely for the clients to have easy access since the district is centrally located. Due to its central location, Mpika is conveniently located and hence it would adequately cater for the ECZ clients in the said catchments areas.

Based on the feedback from the Radio programmes and physical interaction with the locals in Chinsali and Isoka districts, a lot of people commended the ECZ for the Mpika Service Centre. The residents further implored the ECZ management to come up with strategies to decentralise and more importantly, provide the expected service quality in the provinces. Through targeted programmes and activities, it is the desire of the ECZ to continue promoting the good image of the Council through cost effective avenues and interventions.

Highlights of the 2017 Mid-Year Examinations

By Shakazo Mzyece and Ronald M. Tembo



Some Directors from the Ministry of General Education



Minister of General Education - Dr Dennis Wanchinga announcing results

In the beginning of 2017, the ECZ made a resolution to separate the Junior Secondary School Leaving Examination (Grade 9) for internal and external candidates and introduced the Grade 9 External which ran in July and August 2017. Just as in 2014, the ECZ delinked the GCE examination from the School Certificate Examination to cater for the growing demand of candidates who wished to improve their qualifications at this level. The policy was also meant to help curb examination malpractices and moreso, enhance efficient administration of examinations. In view of this, the 2017 Grade 9 External examination and GCE Examination ran concurrently. The highlights are as follows;

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. The examination comprised 21 subjects. The subjects included English, Mathematics, Integrated Science, Computer Studies, Religious Education, Musical Arts Education, Design and Technology, Art and Design, Social Studies, Business Studies, Home Economics, Agriculture Science, Icibemba, Cinyanja, Chitonga, Silozi, French, Kiikaonde, Lunda, Luvale, and Physical Education.

The Grade 9 External examination was conducted from 5th July to 11th August 2017, while marking of scripts was conducted during the third week of August starting from Monday 21st August 2017. 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 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, 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%).

Meanwhile, the 2017 GCE Examination started on Monday 10th July and ended on Wednesday, 16th August, 2017. The GCE Examination was the first to be written under the revised curriculum. The number

of centres that presented candidates was 286, compared to 277 in 2016. In 2015, the number of GCE centres was 272. Marking of examination scripts was undertaken from Wednesday, 30th August, 2017 to Saturday, 9th September, 2017.

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.

“Three years since GCE examinations were completely delinked from school certificate examinations, proportions of male and female candidates entering for GCE examinations have remained relatively stable.”

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 continued.

In terms of the pass rates, 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. A higher proportion of male (84.64%) than female (83.94%) candidates obtained GCE certificates. This represented a decline compared to 93.58 percent and 92.57 percent respectively in 2016. The highest proportion of GCE certificates was from the Copperbelt Province (88.57%) followed by Lusaka Province (84.17%). The lowest proportion of GCE certificates was recorded from Western Province (76.53%), followed by Northern Province (76.58%).

Three years since GCE examinations were completely delinked from school certificate examination, proportions of male and female candidates entering for GCE examinations have remained relatively stable. More female candidates have 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. These shifts in trends call for investigation.

Joint Assessment Training Initiative in Psychometrics, Continuous Based and Competency Based Assessments

By Shakazo Mzyece



Participants during the Workshop in Rwanda

Rwanda hosted a training workshop for the African Learning Champions on Assessments that was held in Kigali, from the 25th to 29th September, 2017 at Hilltop Hotel and Country Club. The five day training workshop focused on three broad areas of Assessments namely Continuous Based Assessment, Psychometrics in Assessment and Competency Based Curriculum. During the training, experts also participated in the reviewing of the ongoing development of Association for the Development of Education in Africa (ADEA) Inter Country Quality Node on Teaching and Learning (ICQN TL) five year Strategic Plan and the Learning Assessments Systems Evaluation Framework (LASEF).

Countries also made presentations on nationally contextualized systems in Continuous Based Assessments; their status in the development and implementation of Competence Based Curricular and the relevant policies supporting improvement of National Assessment Systems. The workshop provided a knowledge sharing platform where participants were able to identify gaps and opportunities in their own policies and systems. During the same training forum, the Network of African Learning Assessment (NALA) Francophone Focal Country (Senegal) and Anglophone Focal Country (Zambia) also explored opportunities for strengthening relationship

between ADEA ICQNs and NALA.

The training workshop renewed the focus towards innovative learning assessment approaches and training, in Competency based Curriculum, Psychometrics and Continuous Assessment. Participants deliberated on the important principles of validity, reliability, standardization and objectivity in assessments for the improvement of learning outcomes in the education sector. Following the training, participants were expected to define Learning Assessment; Differentiate between Continuous-Based, Psychometric and Competency-Based Assessments; Develop Test-Items for Formative and Summative Assessments; Evaluate Quality of Formative and Summative Assessment Test-Items; Build others' capacity on Continuous-Based, Psychometric and Competency-Based Assessments; Undertake Comparative Research on Continuous-Based, Psychometric and Competency-Based Assessments and also Advocate for inclusion of Continuous-Based, Psychometric and Competency-Based Assessments in Education Systems.

Zambia being one of the eight (8) Learning Champions on Assessments in Africa and an Anglophone Focal Country was represented by five officers from the Ministry of General Education, the ECZ and CAMFED, an international non-profit organization that supports marginalized girls to go to school, succeed and lead. The Council was represented by Angel Mutale

Kaliminwa, Principal Examinations Specialist and Shakazo Mzyece, Senior Research Officer both from the Research and Test Development Department.

The training was sponsored by ADEA with the ICQNs on Teaching and Learning which is led by Ministry responsible for Education in Rwanda playing the host. The overall objective of the ICQNs on Learning and Teaching is to support Ministries of Education to take the lead in developing and implementing policies and strategies for effective teaching and learning in Africa. The ICQNs on Learning and Teaching places emphasis on Teachers' Professional development and other areas of learning related to the continuum of education.

This joint initiative by the ADEA's Working Group on Education Management and Policy Support (ADEA-WGEMPS), ICQNs on Learning and Teaching, and NALA resulted in the successful training of 54 experts drawn Ministries of Education; Examinations Boards; Departments of Curriculum Development; Quality Control and Planning; Teacher Representatives and Civil Society from seven (7) African countries namely Botswana, Burkina Faso, Cote D'Ivoire, Rwanda, Senegal, Zambia and Zimbabwe. The training was facilitated by Dr. Hellen Inyega, a Senior Lecturer at the University of Nairobi.

2017 Cambridge International Study Programme

By Violet Mutono



Cambridge International Study Programme (CISP) is an annual training event conducted by Cambridge Assessment Network, one of the departments of Cambridge University. The programme has high level information, experience-sharing and underpins the impact assessment may have on international examination bodies as well as future global trends.

Professionals from respective international Examining bodies convened in Cambridge, United Kingdom for a period of two weeks to share experiences in the world of assessments for the effectiveness and efficiencies of assessments at large. In 2017, the ECZ was represented by Mr Costain Silweya and Ms Violet Mutono who brought back home a summary of the presentations and lessons learnt.

The delegates learnt the importance between curricula and assessments, and also examined ways in which Cambridge had supported collaborative developments in different settings. Such relationships should be reinforced with curriculum developers

and teachers by creating professional networks aimed at linking the curriculum, teaching syllabi and assessment schemes in order to enhance coherence in curriculum, pedagogy and assessment.

With the fast emerging technology, Cambridge Assessments advertises, selects, trains and contracts examiners online. Similarly, several other services and activities such as marking are done electronically (e.g. e-marking). The electronic item banking system also allows questions to be electronically stored and retrieved at a later stage when required. Embracing such technologies could greatly improve the quality of services rendered by the ECZ.

The delegates were enlightened that examining bodies could partner with Universities and Colleges in offering courses in Educational Assessments to teachers and other interested professionals that could raise key stakeholders' knowledge levels in assessment. Teachers of Practical subjects and especially those who handle School-Based Assessments could also be oriented to the, 'Assessment for Learning' approach. It is an effective and reliable Formative

Assessment that validly serves as a solid base for life skills. The move could help teachers to attach great importance to the award of marks that form part of candidates' final grade.

The delegates had an opportunity to visit a mechanized printing facility; a secure plant for printing examination papers. Such a move could save a great deal of financial resources spent on printing and transporting ECZ Examinations abroad and to some extent, help curb examination leakages that arise during transportation.

The delegates received enriching knowledge which empowered them with knowledge and skills that added to their existing professional profile and ability to develop and administer examinations better. It is a must-attend program for all test developers and administrators of examinations.

The course ended on a good note with a total number of 15 participants coming from Armenia, Ghana, Kenya, Malaysia, Singapore, South Africa, and Zambia.

Are You A Leader or a Boss?

By Kunda Kuku and Ronald M. Tembo



The two terms of a 'Boss' and 'Leader' have been defined as well as interpreted differently. And it seems there is a distinctive thin line between the two terms as most people interchangeably use them in different spheres of life. So who are you? A leader or a boss? For the organisation to thrive and be relevant consistently with its mandate, we need people in top management to make decisions to take care of the welfare of the institution. We need people who are dedicated and have vision to guide the organisation to greater heights. Others call such people in decision making positions as bosses or leaders. It is important to spell out the distinction and be able to identify which concept is appropriate to lead the organisation.

Boss is a term that is usually bestowed upon an individual because of his or her seniority or the level of authority. A boss is usually respected mainly because of these factors and more often than not, a boss exercises his or her authority over the subordinates to ensure that they perform towards the welfare of his or her organization. The title of "boss" depends solely upon someone's position in an organization and is not based on an individual's characteristics, qualities or values. On the other hand, a leader is an individual who is capable of motivating his or her followers. He or she has an open mind to accept criticism, challenges and ideas from his or her subordinates. A leader does not bully his or her followers to do as he or she bids, but rather, pushes them to do better. A leader is respected and loved by the followers not only because of the seniority or

the authority of his or her level but also of his or her ability, qualities as well as character.

A leader encourages; a boss pushes his followers. A leader inspires his followers; a boss promotes fear. A boss assumes authority by imposing fear. To become a leader one has to lead by example. In order to be a boss, one merely needs to make orders and wait for results. A leader is more effective than a boss. He or she is admired, respected and appreciated because of his or her personal qualities, capabilities and attitude. A boss is merely feared because of his or her position in an organization. It should be emphasised that leadership starts by managing oneself.

The level of commitment and willingness to accept yourself in your portfolio within the organisation to influence, will depend on the qualities the followers see in the leader. It is essential that the leader portrays qualities of being transparent, authentic and more with appropriate skill set. So, it makes logical sense to state that people are only willing to follow a leader with promising character and competencies. Not only that, people are willing to apply themselves when they are convinced that their leader has a clear vision and strategy communicated to the team.

Admittedly, a good vision comes with thorough self-sight and more knowledge of the strengths and driving force needed to accomplish the set targets. In the execution of expected obligations, a leader finds a common ground for triumph by striking a balance between results and relations but being more careful not to compromise personal life. Thus, leadership is about trust, freely involving, inspiring and recognising

every individual's contributions towards the realisation of corporate vision.

So, what are the most important lessons learnt on being a leader in the organisation? Leadership is having the passion to manage and lead people. It is the art of managing people's talents by motivating and engaging them to move in a certain direction. Goffee and Jones (2000) stresses the need for leaders to practice tough empathy. By this, it implies that leadership is a collective effort based on expressing intense care and providing a favourable podium for all employees to perform assigned tasks to the best of their ability. It therefore, follows that leadership is recognizing, respecting as well as appreciating individuals' contributions to a shared goal.

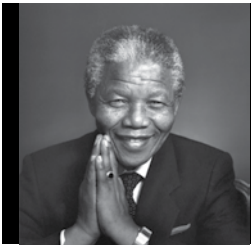
Developing from a good to a great leader involves a ceaseless life learning process. Great leadership involves learning from mistakes and approaching challenges in workplaces as disguised opportunities both for personal growth and professional development. It calls for a reflective and action oriented leadership mindset which endeavours to move from the popular style of managing and moving towards a more engaging style that accomplishes effective change for the common good of the organisation. Perhaps, it is true to suggest that such a leadership mindset is only attainable through a continuous learning process. The mindset in question requires personal reflection and analysis to find possible alternative actions which influences the organisation in a positive way.

Leadership is about inspiring and exercising authority that transforms the outlook of the organisation in a manner which guarantees physical security and freedom of action. Grint (2005) notes that decision makers possess some form of legitimate power to command, manage and lead in a contextualised topology of problems. It cannot be denied that a good leader is one who adapts and appropriately exercises a certain type of authority to the situation. People are inspired by a leader who makes decisions that allow for processes and systems which lead to growth, opportunities, evolution

and avoids hazards. It is thus tempting to subscribe to Grint (2005), who makes the assumption that successful leaders are those who respond appropriately to the demands of the specific situation. However, precautionary measures should be taken to ensure that decisions made by the leader do not in anyway frustrate the efforts which build collaborative relations but rather guide the teams through challenging times in the organisation.

Gosling and Mintzberg (2003) once said, "Great leadership is a sacred trust earned

through respect of others." Most importantly, we wish underscore that the journey to becoming a great leader begins by managing yourself through character and applying individual competencies appropriately to an arena where you can contribute the most within the organization. It is our wish that staff in many service organisations including the ECZ, can be inspired to work towards becoming leaders and strive to function at the point where their reflective thinking meets practical doing to the set corporate goals.



A leader...is like a shepherd. He stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realising that all along they are being directed from behind.

-Nelson Mandela-

Information Literacy in a Knowledge Economy

The world has involved from Iron Age, agrarian economy, industrial revolution economy and now we are talking of knowledge economy. Knowledge Economy depends on the availability of relevant, timely and up-to-date information sources to support rational decision making and knowledge creation. The concept of Knowledge Economy has encouraged developed countries to invest in data mining. As a result, they have so much power and leverage. Information gathering and information literacy skills are helping developed countries to increase revenues, cut costs, improve customer relationships, and reduce business risks. For example, Labour costs in a knowledge economy in a developed country are steadily less important because of technology innovations; this explains the context of knowledge economy.

Since knowledge economy depends on the availability of relevant, timely and up-to-date information, we need to appreciate the concept of information literacy. Information literacy is the ability to identify information needs, locate an information source, evaluate, and effectively use information to solve the problem at hand. Traditional definitions and understanding of information literacy simply meant to know how to read and write. However, from the definition above, it implies the knowledge of when information

is needed, where to find it, how to use it and to interpret it. The studies that have been undertaken by some scholars indicate that even some people who know how to write and read exhibit low literacy skills implying that they don't know how to locate, use and interpret information and these results into making uninformed decisions. Mistakes and uninformed decisions on production of goods and services are a direct correspondence to information sources consulted for that particular decision. These sources could be human beings, printed literature, audio-visual or online electronic sources.

The risks associated with low information literacy levels are more pronounced in this age of knowledge economy due to information explosion making it difficult to find up-to-date relevant professionally evaluated information sources more especially online. Here I mean with the coming and expansion of internet services, we receive a lot of information that is not professionally evaluated which will mislead the beneficiary and a decision taken based on that will result into a mistake which will have a negative impact on the image of the organisation. The problem here is on authenticity, validity and reliability of such sources hence the need for strong information literacy skills. Information literacy skills results in having innovative and knowledgeable human resource. In a

knowledge economy, possession of low information literacy skills may be costly to the organisation as a whole. Remember that in a knowledge economy, production of goods and services depend on the quality of information available for consultation, rather than the means of production.

One thing to note in a knowledge economy is that, a critical part of an organization's esteem may comprise elusive resources such as, the estimation of its specialists' information and knowledge in a given area of operation. Knowledge economy shows how learning processes and information can fill in as a profitable resource or a business item since it is what the intellectual assets use to produce



By Milimo Mweemba

products that would be made available. Bear in mind that knowledge is possibly attainable to someone with strong literacy skills. All organisations be it education, law firms or engineering, all rely on the application of the information acquired by turning it into feasible knowledge which is later on turned into a product or service.

In a knowledge economy, it is upon the educational framework to introduce a curriculum that will establish a mechanism for making a data proficient or information literacy society whose occupants would fit well in the knowledge economy for best innovations and creativity in organisations. Having the capacity to read and write, and exposed to a free flow of information won't make individuals informed citizens. They need to know how to use information, where to find it, how to retrieve and decipher it. Research statistics reveals that developing countries have a high rate of low information

literacy skills. As a result, low information literacy skills pose a serious challenge to developing countries on how they will fit in a knowledge economy. This implies that they will not be able to compete with developed countries where innovations and creativity is concerned. It would be difficult to introduce new services and products if employees have no information literacy skills to help them turn the information acquired into feasible knowledge.

The solution to the challenges of information literacy in knowledge economy lies in the availability of qualified information professionals and well trained individuals in information literacy skills. In a knowledge economy, professional librarians are agents of change. They are not any more passive managers and preservers of books rather, they are information specialists and actively involved in the learning processes with an accentuation on benefits, recognizing

client needs and helping to find solutions to problems.

Now it is upon the education system in the country to put up measures that would ensure that information literacy skills are taught in schools to make pupils and graduates fit well in the Knowledge economy industries. The world is dynamic and there are new advancements available. It will be troublesome for an employee without data proficiency aptitudes or information literacy skills to get by in the knowledge economy. For many organisations to succeed in a knowledge economy, investment in information capturing systems, knowledge creation, decision support systems and information literacy is inevitable. Did I say invest in research? Yes it summarise everything.

The Importance Of Embracing Hard Work

By Nathan Lupiya

Diligence means the constant and earnest effort to accomplish what is undertaken. This is the very essence of hard work especially in service organisations.

We are today a sum total of all the work we have put in making your life what it is. Through hard work, you left school with a good grade to get employed. Through hard work, you prepared for an interview and all sorts of tests. Eventually, you were able to get a job. It is then logical that through hard work, you will have a long and prosperous career.

Working hard attracts important people that will help your career move along at a graceful pace. It also attracts huge responsibilities, the challenging tasks and ultimately the big reward.

Working hard means you must set clear priorities and work steadily throughout the day. You must be goal oriented, keep waste to a minimum, and be steadfast in applying yourself. This earns you respect of those who work with you. To produce more at work, you must work productively, spending uninterrupted time on tasks, spending the necessary extra time it takes to solve the particularly difficult aspects of the tasks; and you must create the time to concentrate on unlocking solutions to the problems faced. This makes you an achiever.

Avoiding small talk, idle chit chat and office gossip creates more time to be spent on work. There is a popular saying by foremen in factories; "more work, less talk". However, it is important to remind ourselves that "Less talk and more work" allows us concentrate on the tasks at hand, helps to avoid common mistakes that slows down work and destroys a good reputation.

Working all the time at a workplace is perhaps the best creed any employee can have and it creates the best kind of employee an

employer aspires. Work time is not the time to pick up dry cleaning, or talk about the weekend football game or run personal errands.

To be successful at work, we must cut short lunch time, come in early, leave a bit late, spend a little more time and put in a little more effort. Hard workers are determined to make a valuable contribution to the organization. There is always that passion to do more. We should continue being prized assets of the organization. Then, we will be protected and recognised.

Menander once said, "He who labours diligently need never despair for all things are accomplished by diligence and labour." Let us try to be employees who work hard by adding value to the well-being of the organisation.



A Council staff working hard to resolve a query on a missing mark



PHOTO



Ministry of General Education Permanent Secretary - Mr Henry C. Tukombe (R) congratulates ECZ Director for successfully launching the Mpika Service Centre



ECZ as a stakeholder participates in the 2017 Schools National Examinations Sensitisation Conference



Media houses covering the Mpika Service Centre launch



A client being educated on examinations administration during the 2017 shows

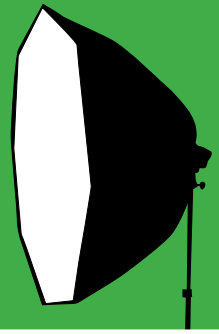


ECZ management share a light moment



Some stakeholders in attendance during the official release of 2017 Grade 9 External and GCE results

FOCUS



An ECZ Officer (R) poses with a client after successfully accumulating GCE results in Ndola



2017 Grade 12 Receipt of Examination scripts from provinces



An officer resolving a query on a Missing Mark



ECZ management brainstorm practical recommendations to enhance the decentralised GCE marking



The processing of the 2017 Grade 7 Examination Scripts



Chilonga Theatre Club entertaining stakeholders during the launch of the Mpika Service Centre

Debit Card Security and Fraud Protection

By Samson M. Shiwanwa

Online banking has recently become a topic of interest among consumers in Zambia. Online banking, simply put, is the carrying out of transactions that online or on the internet and having to pay online often times using your visa enabled debit or credit card. Before we dive into the main issue at hand, it is important to note the difference between a debit and credit card. Understanding the difference between a debit card and credit card allows you to make wise financial decisions. Debit cards and credit cards are accepted at the same places. Debit cards all carry the symbol of one of the major types of credit cards on them, and can be used anywhere where credit cards are accepted. They both offer convenience. The fundamental difference between a debit card and a credit card account is where the cards pull the money. A debit card takes it from your banking account and a credit card charges it to your line of credit.

What Is a Credit Card?

A credit card is a card that allows you to borrow money in small amounts at local merchants. You use the card to make your basic transactions.

The credit card company then charges you interest on your purchases, though there is generally a grace period of approximately thirty days before interest is charged if you do not carry your balance over from month to month. Credit cards have high interest rates and are considered a revolving line of credit that you can use again after you pay it down. Your credit card balance and payment history can affect your credit score.

A credit card is a line of credit you can access

with your card. Generally, you must sign on these purchases (exceptions may be at the gas pump or for small amounts at a drive-through window).

You will pay interest on the purchases made if not paid off in thirty days.

What Is a Debit Card?

Debit cards offer the convenience of a credit but work in a different way. Debit cards draw money directly from your checking account when you make the purchase. They do this by placing a hold on the amount of the purchase. Then the merchant sends in the transaction to their bank and it is transferred to the merchant's account. It can take a few days for this to happen, and the hold may drop off before the transaction goes through. For this reason, it is important to keep a running balance of your checking account to make sure you do not accidentally overdraw your account. It is possible to do that with a debit card. You will have a PIN to use with your debit card at stores or ATMs. However, you can also use your debit card without a PIN at most merchants, you will just sign the receipt like you would with a credit card.

A debit card is tied directly to your checking account. It can be used where a credit card can be used.

Generally, you will use your PIN to complete the transactions.

Debit/ Credit Card Concerns

A debit card, especially when visa enabled, can pose a major risk to your financial life. It is important to be aware of the risks debit cards come with.

The major risk to be aware of when using debit cards is that one can make internet purchases using a debit card without requiring a PIN or password. All one needs is to be in possession of the card and you can shop all you want depending on what limit you have set with the bank. When making purchases online, you are only required to

copy what is on the card and type it in the internet site you are buying from and your payment is done! Feeling scared? Yes you should!

You can try to prevent the above from happening in many ways. I have come up with a few good suggestions below on how you could prevent such happenings below:

1. Always have your bank's 'Hot Line'. This will enable you get in touch with your bank at any time of the day in case anything happened to your account
2. Always have a clear line of sight with your card. This means that you should at all times know where your card is and if possible, have it with you always or locked away somewhere safe. Never give someone your card to and make a payment at a point of sale as you will be selling yourself to the unknown.
3. Report your card to your bank first then the police immediately you discover it is stolen. This will enable the bank to disable your card to avoid anyone else using it illegally
4. Enable SMS alerts on your card transactions. This will help you detect any unknown or suspicious looking transactions on your account which you can quickly report to your bank
5. Set a reasonable limit of daily transactions on your account. This will save you in case your card fell into the wrong hands in that the criminals can only transact up to a certain limit in the day, hoping that you could have put in place other measures to be able to detect and report strange transactions.
6. Look out for suspicious looking gadgets at ATMs which could be used to scan and clone your debit card. You should probably also stick to trusted and possibly guard secured ATM locations as opposed to using any ATM you see on the street.
7. The last on my list is that you should always keep your debit card concealed and not show it off in public as someone can easily eavesdrop on your card's details.

This list is not all there is in terms of internet fraud but could surely go a long way in saving you some future internet fraud trouble if followed.



Celebrating Five Years of Growth

By Dr. Michael M. Chilala



December 2017 was a special month for me, having celebrated five years of my being Director of the Examinations Council of Zambia. At this juncture, I thought it wise to share with our stakeholders how much we had done together by the Grace of God, pursuant to our vision of being An Examining body of Excellence and our mission to Efficiently Conduct Assessments and Award Certificates of Comparable International Standards.

We have made significant movement towards implementation of the Smart Zambia initiative by adopting ICTs to drive our way of doing business. Over the period, we fully transformed the candidate registration system from the manual system that used Optical Mark Read (OMR) forms before 2012, through the Electronic Candidate Registration System (ECRS) that ran up to 2014 to the fully fledged Online Candidate Registration System (OCRS) which we are currently using. The OCRS system has come with its controls that have made it easier to implement the rules that govern the determination of the appropriate candidates for the specific examinations that the Council conducts. On the processing

side, we have moved from capturing marks using the OMR forms to the Electronic Marks Entry System (e-MES) and linked the system to the Secure File Transfer Protocol (SFTP), which has enabled us to transfer marks online from the marking centres. This has led to a speedy processing and release of results, leading to a gain of more than six weeks of teaching and learning time. Over the same period, we developed SMS Results Release System (SRRS), which has made it easier for the public to access notification of results online, while they await the formal statement of results. We also developed systems for accumulating GCE Certificates and combining Grade 9 Statements of Results. To achieve all the developments, we have had to increase internet bandwidth from 256kbs to 17mbs through partnership with Zamren. We also implemented our network upgrade and enhanced our backup power supply to ensure smooth operations and processing of information.

On the infrastructure front, we rehabilitated our main building and constructed the Lusaka Service Centre in the Woodlands area of Lusaka in 2014. In line with the Government's decentralisation policy, we established the Kitwe Service Centre in 2016 and Mpika Service Centre in 2017.

The services offered in the centres include, but are not limited to verification of results, accumulation of GCE Certificates, combination of Grade 9 Statements of Results, replacement of certificate, resolution of post-examination queries from schools and individual members of the public and more. We established our own disaster recovery and business continuity centre in a secure location and developed a disaster recovery strategy through our ICT policy.

Based on our mandate to conduct examinations, we conducted examinations reforms that led to a separation of internal and external examinations at Grades 9 and 12 levels. After the separation, the Junior Secondary School Leaving (JSSL) Examination and the School Certificate (SC) Examination cater for the internals, who are the regular school going candidates, while the Grade 9 External and General Certificate of Education (GCE) Examination cater for those following alternative forms of education and the out of school who wish to improve their grades in various subjects of their choice. We removed the restriction on the number of subjects an external candidate can sit and allowed them to sit as many subjects as they desire. After the review of the syllabi and receipt of the mandate to examine the Early Childhood,

Primary and Junior Secondary Teachers Diploma programmes, we developed the examination syllabi and specimen papers as per requirement, using internal resources. We negotiated a private public partnership with Book World Africa, who published the materials and made them available for sale. To ensure that the schools received the guidance they required, we partnered with the Ministry to direct the provinces to procure the materials for use by the pupils and teachers in the schools. Realising the challenge of poor performance of candidates in public examinations, we introduced a performance review system. We wrote performance reports subject by subject, riding on the examiners' reports and our analysis of the way candidates responded so as to earn good marks and errors that may have caused them to lose marks. The detailed reports were made available and presented at the annual National Performance Review meeting. The meeting then made resolutions on the interventions to be carried out at various levels of the education system to improve performance. The review meetings were eventually escalated to provincial, district and school levels. We have moved to begin providing examinations in Adapted English for the deaf who use sign language, as we continued to provide appropriate examinations in Braille and large print for the blind and other visually impaired learners. We signed an agreement with St. Jeff College Primary School of Johannesburg, South Africa for their Grades 7 and 9 pupils to sit examinations conducted by the Examinations Council of Zambia. The first examination will be at Grade 7 level this year 2018. Additionally, two Colleges of Education in Botswana have expressed interest to sit examinations conducted by the Examinations Council of Zambia. Discussions are underway.

Concerning monitoring of leaning achievements, we have continued to play a pivotal role in the conduct of the Grades 5 and 9 National Assessment of Learning Achievement surveys and the Southern Africa Consortium for Monitoring Education Quality (SACMEQ), participated in the Russian Education Aid for Development (READ) initiative, the Early Grade Reading (EGRA) and Early Grade Mathematics (EGMA) Assessments and earned our participation in the Programme for International Student Assessment (PISA) for Development. We have written reports and disseminated the findings of the surveys for use by education experts and practitioners.

On the front of promoting international collaboration and recognition of qualifications awarded by the Council, we continued to participate in networking

and benchmarking activities at regional (Southern Africa), continental (Africa) and global (World) levels. We have been active members of the Southern Africa Association for Educational Assessment (SAAEA), of which we hosted a conference in 2016 and were chairpersons of the Association from 2016 to 2017, before handing over to Malawi. We also remained active members of the Association for Educational Assessment in Africa (AEAA) of which we hosted the association's annual conference in August 2014, at which we assumed Presidency of the association until 2015 when we handed over to Ghana. We also remained members of the International Association for Educational Assessment (IAEA) of which we have been adopted into the Recognition Committee of the association. We have presented several professional papers, including a Keynote Speech at the IAEA conference in South Africa in 2016. We hold the chairpersonship of the SAAEA Research Forum, which is the Implementation Agency of the SAAEA and

“... We have been strategic in responding to the needs of the nation and repositioned ourselves for improved service delivery. We remained competitive not only at national level, but also at regional, continental and global levels”

AEAA Strategic Plans. It was under our AEAA Chairpersonship that the AEAA Strategic Plan was developed. We indeed continued to promote the recognition of the ECZ qualifications both locally and abroad.

On the financial management side, we moved to revise our Financial Regulations and developed a new Chart of Accounts to enable accurate and timely reporting of financial information. In terms of financing, we moved Annual Internal Income from ZMW20, 429,297.00 representing 34% of the total annual income in 2012 to ZMW106, 470,070.00 representing 59.16% of the annual income in 2017. This was against a reduction in government grants financing proportions from 55% in 2012 to 40% in 2017. We automated the procurement and financial management systems by use of Patel Evolution and Dove Payroll systems. We endeavoured to adhere to tenets of good governance regarding international standards in financial management and reporting.

In terms of staffing and capacity building, the staff establishment has grown from a staff compliment of 150 in 2012 to 235 in 2017, after engaging a consultancy to conduct a job evaluation exercise, which was successfully executed. Eleven members

of staff graduated with Masters degrees, five with Bachelor's degrees and three with Diplomas or equivalent qualifications, all sponsored by the Council. We also empowered staff with personal and a few with housing loans as part of our strategy to motivate our staff.

To enhance the policy environment and promote professionalism, the following policies were developed and implemented: the Disciplinary and Grievances Procedures Code; Training and Development Policy; Recruitment Policy, and Guidelines on the Administration and Management of Examinations in Zambia. Others included the Financial Regulations and ICT Policy, including the Disaster Recovery and Business Continuity Strategy.

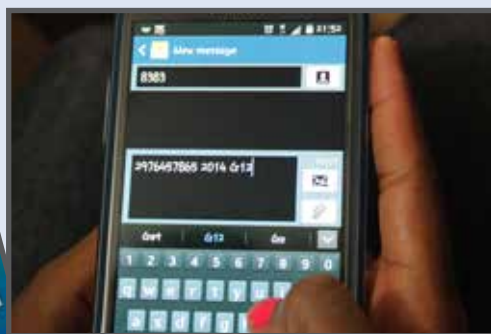
As a sign of recognition of our works, the Council was awarded Third Prize as Best Educational Institution by the Zambia Agricultural and Commercial Society in 2015 and 2017; awarded 2nd Best Educational Organisation by the same Society in 2014; awarded Jointly by the Zambia Institute of Chartered Accountants (ZICA) and the Institute of Directors (IOD) for good governance and having unqualified accounts arising from the 2014 Audit by Auditor General of Zambia; awarded by the Zambia Society for Public Administration for Public Service Performance Excellency in 2015; awarded third prize by the Zambia Agricultural and Commercial Society as Best Government Department and another third prize for Best Public Service in 2017; and awarded First Prize by the Zambia International Trade Fair (ZITF) in the category of Best Ministry/Government Department in 2017.

We may conclude that over the past five years, we have been strategic in responding to the needs of the nation and repositioned ourselves for improved service delivery. We remained competitive not only at national level, but also at regional, continental and global levels. We embraced a number of ICT innovations in line with the Smart Zambia Master Plan, in order to become more efficient and effective. We kept on developing strategy and responding to the threats to the integrity of the examination arising from examination malpractices. In a bid to reduce dependency on the treasury, we grew internally generated income by more than 400% over the past five years, increasing internal financing from 34% in 2012 to 59% in 2017. We therefore conclude by stating that it was worth for Council and its partners to celebrate five years of growth as we significantly moved towards achievement of our vision to be an Examining Body of Excellence.

Launch of ECZ Strategic Plan 2016 - 2020 and Assessment Schemes



Launch of Lusaka, Kitwe and Mpika Service Centres



Accumulation of GCE Certificates and SMS Results Release System

Some Major Corporate Awards won by ECZ



Employee Empowerment Facilitates Self-Management of Organisations

By Ronald M. Tembo



A Council staff verifying candidate registration entries

In today's modern world, many organisations that have 'the edge' outperform and increase market share amidst stiff competition. The business landscape apparently is dynamic and requires a continuous assessment of the organisational core competencies. Moreso, globalisation has certainly changed the speed of change. As observed by theorists such as Elnaga and Imran (2014), the advanced equipments, new technology, good marketing strategy, excellent customer services and many other elements can be the factors to build up for the advantages. However, they argue that human resource is the most important assets of an enterprise and its success or failure depends on their qualifications and performance.

In the wake of today's competitive business environment, organizations seek to unleash staff potential by empowering their employees. By empowering the employees, members of staff become more responsible for their jobs, take decisions and control their destiny at work. Therefore, employee empowerment is a management approach that shares decision making with subordinates. It enhances the technocrats become engaged in decision making

processes and are able to apply themselves fully when duty calls. The ultimate goal is to establish a culture within the organisation in which the employees are assertive and well-informed to perform their job roles with minimal or without supervision.

There are many benefits than demerits that accrue to organisations who strive to push the employee empowerment agenda forward. Beth Williams, the Chief Executive Officer of Forward Focus with her vast experience in sales, marketing, management and organisational development, states that empowering employees in the workplace breeds individual and group confidence, enabling people to work both more efficiently and more effectively. She reiterates that when people are confident within their work and with their employer, they are more willing to identify problems and suggest ways to improve quantity and quality of output. It therefore ensues that employee empowerment enhances the quality of work produced, it reduces operational costs, satisfies employees, who are more willing to share information and best practices with others.

Over and above this, as confidence and self-esteem grows, and a more quality focused

and collaborative approach takes hold, productivity will increase in the organisation. For service organisations whether hailing from public or private sectors, the significance of empowering employees in the workplace should not be underestimated. Various studies on organisational development have proved that employee empowerment reduces staff turnover, improve productivity and efficiency, retain customers at a higher rate, and make more profits.

For Government entities, they face the paradox caused by their duty to serve the public interest and accommodate individual interests at the same time. These organisations have to fulfil government pronouncements of bringing services closer to the people by improving the delivery of service in an efficient manner. Employee empowerment in public organisations become critical in producing the expected service quality to the citizens and stakeholders.

In this ever changing environment, certain systems and processes need to be utilised to reinforce the corporate brand which exist within organisations. Motivating employees is one incentive which make them become effective and accountable in their duties. However, extra care should

be taken to ensure that management's decisions in the organisation are in tandem with the outcomes set in the strategic plan. There needs to be a balance between empowerment and traditional management. The Departmental heads need to be sensitive to the employees' and the company's needs and to know precisely how to use a management style that will work best to achieve desired outcomes.

A human resource strategy is imperative to empower the technocrats and bring about an enabling environment where every member of staff is highly engaged. After all, manpower becomes very important in connecting the organisation with the customer base through the provision of quality services. When the technocrats are engaged, they infuse everything they do with purpose, energy and enthusiasm (Engagement Multiplier, 2016). Arguably, the action of staff reinforce the unique service offerings for the organisation. It is logically true that committed workforce who are empowered, are essential in achieving accuracy of service in the organisation. It is therefore convincingly trusted that empowered workforce is proportional to productivity.

Theorists such as Gosling and Mintzberg (2003) have declared that the concept of

globalization assumes and encourages a certain homogeneity of behaviour from the leaders. However, the coming of Information Communication Technology (ICTs) has radically changed the way people think, behave and manage themselves in different spheres of life.

As the world continues to embrace change brought about by sound effects of globalisation and ICTs, many organisations are striving hard to increase transparency and accountability by integrating technology in the service processes since technology enhances service delivery performances of employees and the organization. For many, they are automating processes and systems to enhance efficiency since technology is being regarded as a business driver. Many customers and clients are now calling for individualised services to meet their expressed needs from service organisations.

As observed by PricewaterhouseCoopers (2012), today's customers can access services anytime, at anyplace and using whatever means of communications they prefer through modern technology. This remains a challenge especially for public service organisations who are trying hard to build their corporate reputation.

As discussed earlier, a new way of management for modern service organisations is employee empowerment or participative management. It therefore means that quality output is produced when best people responsible for the work processes in the organisation are involved from the onset. Arguably, employee empowerment does not mean that management abandon from its responsibility of performance but rather create and foster an environment in which it is apparent that employee input is desired and cultivated. The most critical aspect in empowering employees is for management to trust and consistently communicate with the workforce of their expectations as they lead the organisation.

As Adkins (2017) notes, when organizations adopt strategies that promote employee empowerment, they benefit through cost savings, improved employee relations and increased customer satisfaction. As service providers such as the ECZ and many others, endeavour to adopt empowerment strategies, it is important for management to understand how to meet expectations to maximize their employee benefits in the organisation.



An ICT officer preparing to network the Mpika Service Centre

Zambia Community Choirs embark on **Sensitisation Against Examination Malpractices**

By Ronald M. Tembo



Examination malpractice has adverse effects on all facets of society. The catastrophe of examination malpractice is not just the havoc which wrecks in our educational system but it gradually introduces the youths into the practice of fraud. The suspected cases of irregularities reported especially during school examinations has potential to make the vast majority of our stakeholders doubt the quality of graduates from the Zambian educational system. It may also lead to the questioning of the validity and reliability of the Zambian school examinations as well as the authenticity of the results and certificates obtained.

For an examination to be valid and reliable, it has to be administered under conducive and uniform conditions where candidates as well as examiners are made to adhere to stipulated rules and regulations.

It is for this reason that the Zambia Community Choirs in conjunction with the Ministry of General Education and the ECZ held the 2017 Schools National Examination Sensitisation Conference and Concert. The event which was held on 29th September 2017 was convened by a multitude of pupils from examination grades and drawn from different schools in Lusaka district.

Owing to malpractices reported during National School Examinations, it was

“The ultimate goal for Zambian educational sector is to conduct credible examinations as part of an evaluation to determine a learner’s level of skill acquisition or intellectual competence and understanding after a given training”

important that concerned stakeholders begin to talk to the learners to help them prepare for the examinations so that a good number of school graduates were able to defend the grades obtained in examinations. Through such initiatives, candidates will become more responsible and contribute positively to the development of the nation. The event hosted under the theme, “Only Hard work, Honest and Complete Trust in God will get me the Desired Results” was held at National Sports Development Centre in Lusaka. The Conference was aimed at sensitising the learners on the dangers of examination malpractices and to inculcate in the examination candidates the values of hard work, honest and trust in God.

The maiden Conference which was attended by different stakeholders such the Zambia Police Service, Cooperating partners, Basic

Teachers Union of Zambia, the ECZ and the media was graced by the Minister of General Education, Dr. Dennis Wanchinga, MP. The event was characterized by choir performances from different groups, poems from learners and stakeholder presentations on the evils of examination malpractices. The ECZ was represented by the Corporate Affairs Office who emphasised the need for the learners and teachers to follow the laid down guidelines for the administration and management of examinations. They also implored the learners to desist from irregularities which would cost their lives but rather prepare adequately for the examinations.

The ultimate goal for the Zambian educational sector is to conduct credible examinations as part of an evaluation to determine a learner’s level of skill acquisition or intellectual competence and understanding after a given training. Accordingly, the graduates are expected to contribute towards the political, social and economic development of our great nation.

It is therefore true that a crisis situation is bound to develop in the educational sector, if examination malpractices are not prevented. Initiatives such as the School National Examination Sensitisation Conference will help improve the reputation of Zambia’s education system and restore the credibility of our academic credentials which are slowly being eroded due to examination malpractices.

Public Awareness on 2018 Candidate Registration

By Ronald M. Tembo

Registration of candidates remains an important activity for the examination centre to capture candidates to sit for the ECZ Examinations. The Online Candidate Registration now introduced at all the levels of examinations, provide a feasible platform to register candidates with ease. The 2018 candidate registration started on 2nd October 2017 and will end 16th February 2018.

It is therefore important to state that if candidates are not properly registered, it leads to a lot of queries ranging from misspelt names, missing subjects, name omissions and incorrect personal details. It is for this reason that the ECZ has continued to raise awareness on the importance of candidate registration. Moreover, to remind the candidates to verify their registration details by signing against their names if the information presented is correct.

The ECZ has endeavoured to use the ECZ website and facebook page to reach out to the public. The two online platforms have made it easy to interact more closely with the public. The ECZ also engaged

ZNBC Radio 2 to run a series of adverts to help the schools adhere to the set 2018 Guidelines and Regulations on Candidate Registration.

Prospective candidates and members of the public are reminded that registration for any examination conducted by the ECZ is complete only when the candidate's details have been correctly captured by the school or examination centre, the candidate has verified the registration details that they are correct by physically signing against his or her name in the provisional register, the candidate has paid the examination fees where applicable and the entries have been accepted by the ECZ.

Going forward, the ECZ through the Corporate Affairs Office plans to embark on sensitization campaigns through the use of community radio stations to raise awareness on the dangers of examination malpractices and different aspects of examinations administration.

ECZ Dispels Rumours Purporting the Cancellation of 2017 Grade 9 Examination

By Ronald M. Tembo



A live Phone-In-Programme on Muchinga Radio in Chinsali District

Following social media reports purporting that the ECZ will cancel the 2017 Grade 9 Examination due to suspected cases of examination irregularities reported, the Corporate Affairs Office clarified these assertions on 21st November 2017 in order to settle the dust and announce the apparent position of the Council on the matter.

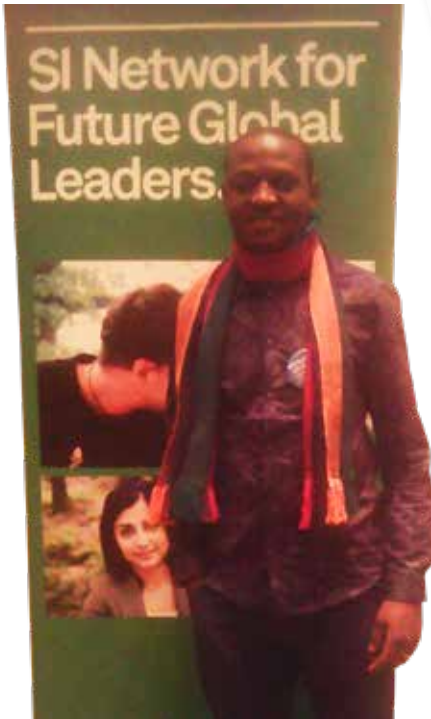
To start with, the ECZ as a service organisation could not cancel the examination because there was no official statement from the Ministry of General Education regarding the nullification of examination at this level. It was therefore true that the speculations on social media were unfounded and false. As ECZ, the considered view was that the speculations were meant to alarm members of the public so as to disturb the smooth flow of the examination process.

Based on the foregoing, the position of the ECZ was that the 2017 Grade 9 Internal Examinations and all other examinations conducted by the ECZ shall not be cancelled and shall run as per approved timetables dispatched to all the examination centres countrywide.

The clarification was extremely necessary to enable various stakeholders in the respective schools and examination centres adhere to the 2017 examination schedule in order to have yet another successful examination session. The matter was issued by the Corporate Affairs Office on the ECZ Facebook page as a response to divergent concerns raised by the vast majority of the public on various online platforms.

A Council Staff gets the SI Scholarship

By Milimo Mweemba



In April 2016, the Swedish Institute (SI) awarded the ECZ Corporate Affairs Officer, Ronald Mwelwa Tembo a scholarship within the Swedish Institute Study Scholarships (SISS) for studies at the Masters Programme in International Marketing and Brand Management at Lund University in Sweden.

The SISS provides a number of full scholarships for master's programmes in Sweden. The programme offers a unique opportunity for future leaders to develop professionally and academically, to experience the Swedish society and culture and to build a long-lasting relationship with Sweden and each other. As an international scholarship holder, Ronald automatically becomes a member of the SI Network for Future Global Leaders (SNFGL).

Ronald was among the few Zambians who were privileged to be awarded a scholarship for an intensive and challenging 12 months postgraduate programme. The course which began in August 2016 and ended in June 2017 allowed Ronald to develop advanced-level academic expertise in international marketing and brand management. It equipped him with the theory, concepts and skills to operate, build strong brands and successfully market ECZ products and services across a range of dynamic

and competitive environments. Ronald was trained to have the ability to analyse societal shifts, trends and their interplay with consumption and brands. He has now gained skills that are essential to help the ECZ develop new innovations that raise profits, corporate profile and ideally improve sustainability as well.

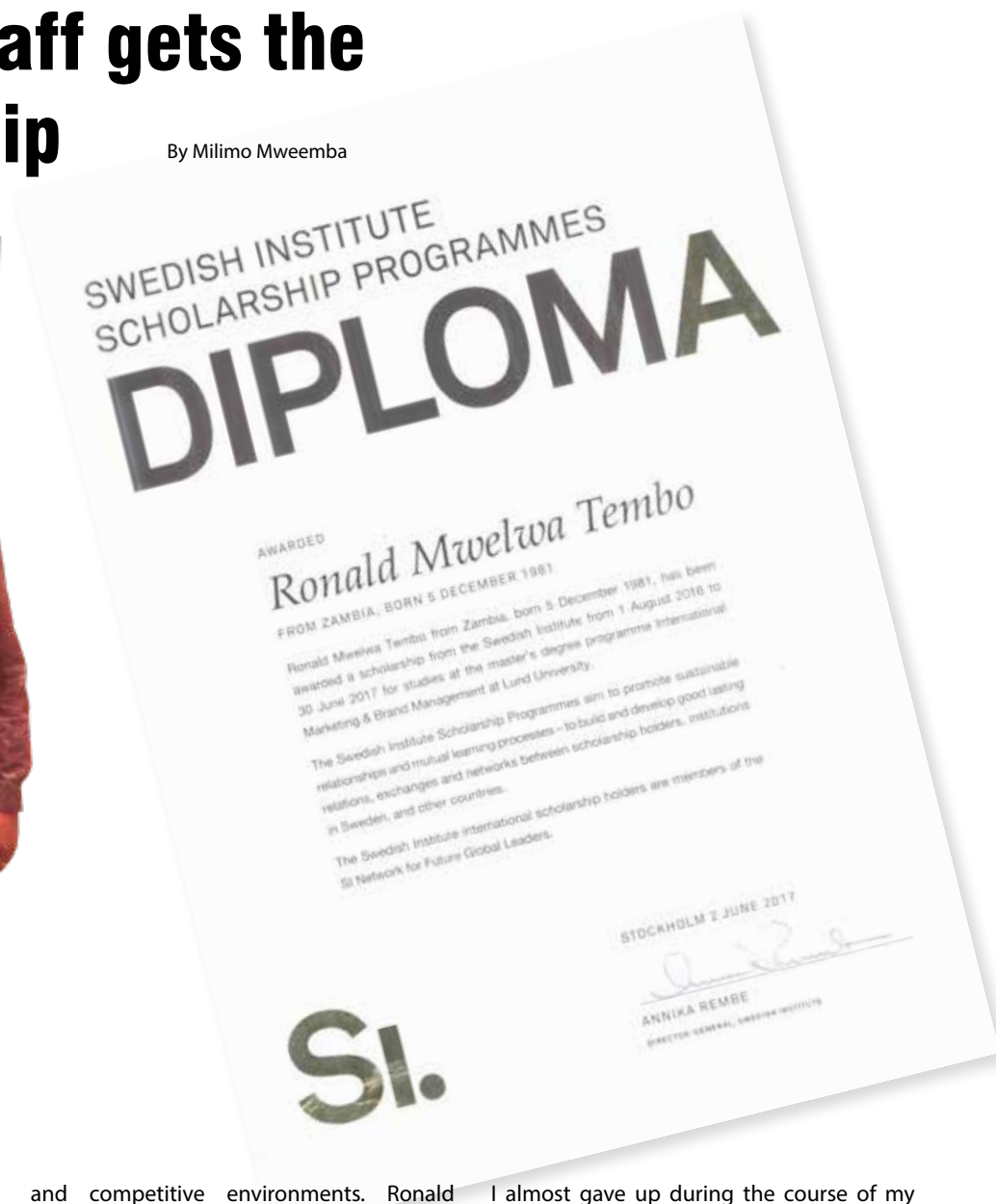
When asked for a comment, Ronald stated, "I always had a dream to major in a global business related field. I thank the almighty God for this seldom opportunity to do something I am passionate about. This is just a starting point on a long journey to achieve my dreams. I hope the skills I have acquired will help improve the communication and advocacy activities for the Council."

Ronald further added, "I remain indebted to the SI for the scholarship. I am also grateful to ECZ management through the leadership of Dr Michael Chilala for the faith and confidence they exhibited in approving my study request. Lastly, I thank my parents and family for their support in times when

I almost gave up during the course of my training. To you all, I salute and you will always be cherished in my life."

The programme Ronald pursued resonates well with the strategic goal in the current ECZ Strategic Plan which aims at enhancing the corporate image of the ECZ. The goal requires that the Corporate Affairs Office develops an effective framework for communication and marketing of ECZ Services. It is therefore management's hope that the training Ronald underwent in Sweden will help him develop and effectively implement the Communication and Marketing Strategy for the ECZ.

The SI is a public agency that encourages interest and confidence in Sweden around the world. The Institute operates in the fields of culture, education, science and business in seeking to strengthen ties and promote development. To this end, the SI disseminates information, develops skills, promotes cultural exchange and cooperation.



Your Questions

ANSWERED

By Kunda Kuku



Is it Mandatory to Pay Tuition Fees?

Dear Administrator,

Please help me answer this question which has been troubling me for a while now. During GCE registration, is it a mandatory to pay tuition fees to the school/ examination centre?

Acids Mwila

Answer:

The ECZ does not conduct tuitions and has no tuition centres. It is also important to note that the registration of candidates is the responsibility of the Head or Principal of the institution. Further guidance and clarification may be obtained from the District Education Board Secretary (DEBS) or the Provincial Education Officers (PEOs) who have control over the schools where tuitions are conducted in the provinces.

Clarity on 2018 Grade 9 Candidates

Hello ECZ,

I need clarity on the Grade 9 candidates for 2018. Bearing in that we are using Grade 7 examination numbers to register Grade 9's, we have pupils with Grade 7 examination numbers as way back as 2014, 2013, 2012 2011 and 2010. Can these pupils be registered as Grade 9 internal candidates?

Mushima Kashimoto

Answer:

The 2016 Grade 7 examination number have 12 digits while the rest of the years have 10 digits. It should be noted therefore that those who wrote Grade 7 in 2015 and 2014 cannot use their Grade 7 examination numbers for registration. You should also note that the range that has been given spanning as far as 2013, 2012, 2011 and 2010 has no proper explanation as to why they should still be in Grade 8 and consequently expecting to write as internal candidates. If there are any hardships, we expect only candidates who repeated this year in which case, they could have written their Grade 7 examination in 2015. For such candidates, if the school requests through the office of ECZ Director, they can be allocated new examination numbers and consequently write the Grade 9 examinations as internal candidates. Otherwise, the rest should write as external candidates.

Writing an Examination When You Fall ill

Dear ECZ,

I need a clarification on the examinations. If a Grade 12 candidate falls sick and fails to write his/her Practical Paper for Science. Will his/her marks be calculated only with the Theory or maybe his Science marks will be cancelled?
Citybwoy Jaryd Combs

Answer:

Grading is not done on partial papers for subjects with more than one paper. Therefore, the candidate who misses one paper will be considered to have been absent in that subject. So, the candidate will not be graded for having missed one paper. It is important that candidates write all the papers.



Failing a Course in an Examination

Dear Editor,

I am a first year student teacher. I want to find out what can happen when I don't pass one course when writing the ECZ examination and then have cleared other subjects have cleared? What really happens?

Memory Perizzy Banda

Answer:

All candidates should complete and meet all the assessment requirements for them to be graded and awarded a Certificate. Candidates who fail to complete the course work even if they pass the examination, cannot be graded and awarded a certificate. It is important that all candidates adhere to the assessment guideline in order to be awarded the certificates.

Rumours on 2017 Grade 9 Examination Cancellation

Hello sir/madam.

I'm from Chingola district of Zambia. I heard some rumours that the ECZ will mark us the Grade 12 candidates of this year 2017 under leakage. Is it true?

Oliver SM Silomba

Answer:

The marking of answer scripts is done using standardised procedures and coordinated marking schemes. Candidates who have proven cases of Examination Malpractice are punished following the guidelines provided by the Council. Therefore, those rumours are false.



Deadline for 2018 GCE Registration

Dear ECZ,

I have a concern. A certain school in western province is avoiding people who want to Register for GCE examination by setting 30th November 2017 as the deadline for registering candidates.

This is contrary to your previous announcement where candidate registration ends on 26th January 2018. Are they in order by setting their own deadline? Do they (the school) have such authority of altering dates which the ECZ officially announced? A lot of people are complaining as it is the only school with the examination centre status within the three districts, hence affecting the majority who would want to sit for the GCE examination. Please, I need answers.

From Richardo Nrc

Answer:

The ECZ have no control over how many candidates the school wants to enroll for the GCE examination. Indeed, we give guidance on the deadlines for candidate registration but the schools may further regulate depending on the availability of space. Since the ECZ does not control the schools, our advise is that you should seek guidance from the District Education Board Secretary (DEBS) or the Provincial Education Office (PEO) who are in charge of schools/examination centres in your province.

Forgetting to Write an Examination Number on the Answer Sheet

What happens when one forgets to write the examination number on every page of the Answer Sheet used but all the details are indicated on every page of the answer sheet?

Robert Desmond Mulenga

Answer:

The reason why candidates are required to write their details on each page is that, it will be easy for a page to be traced once it is detached from the rest of the pages. In addition, instructions are part of the examination. It is therefore important that candidates strictly follow all the instructions. Otherwise, the ECZ will not process results for candidates who fail to follow these simple instructions.

Validity of Grade 9 Examination Number

Dear Administrator,

What about those who wrote their Grade 9 examination in 2014 but could not write the 2017 Grade 12 examination but instead they will be writing next year? Are they going to sit as internal or external candidates?

TP Taonga Onga

Answer:

The Grade 9 examination number is valid for five (5) from the time it was allocated. Therefore, the examination number which was allocated in 2014 can still be used in 2018. After 2018, the number will be expired and hence cannot be used to write the examination as an internal candidate.

PUZZLE

By Ronald M. Tembo

Read the sentences below and Spot the Underlined words from the Puzzle. As you read and work out the puzzle, you will get important information about the ECZ which concerns you!

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

1. Going forward, the ECZ has resolved that candidates who are going to write ECZ examinations will be using one Examination number to sit for examinations at Grade 9 and 12. .
2. Education stakeholders agreed to continue with the decentralised marking of GCE Examinations in the provinces.
3. Examination syllabi and past examination question papers can be accessed and purchased at any Book world outlet countrywide.
4. The ECZ has separated the Junior Secondary School Leaving Examination (Grade 9 Internal) from the Grade 9 External Examination to enhance administration of school examinations and also as a remedy to curb examination irregularities which transpired when the examination were jointly conducted.
5. The online registration of candidates for 2018 examinations have gone fully-fledged at all the levels of examinations at Grades 7, 9, 12 Internal, Teacher Education, Grade 9 External and General Certificate of Education Examinations.
6. The ECZ has three Service Centres located in Lusaka, Kitwe and Mpika Districts. Members of the general public can now access various ECZ services at any of the mentioned service centres near them.
7. The registration of candidates for 2018 started in October 2017 and ends in January 2018. This therefore means that prospective candidates must ensure that their personal details are captured correctly by the school/examination centre and they should verify by signing against their names.
8. The SMS Results Release System (SRRS) remains the most convenient way to access results using your mobile phone in the comfort of your homes at a cost of K4.00. The SRRS is available on all networks in Zambia.
9. According to the ECZ Guidelines for the Administration and Management of Examinations clause 19.7 clearly states that: 'the statements of results are only valid until Certificates are printed.' This implies that you cannot use the statement of results the certificate has been printed and dispatched to schools/examination centres.
10. The fees for the 2018 Examinations remain the same as those for 2017. Visit the nearest school/examination centre for details

Sugar Versus Your Immunity

Sugar is sweet.
Unfortunately, if overly
consumed...



Sugar is sweet. Unfortunately, if overly consumed, it may bring bitter consequences on one's immunity. How does sugar affect your immunity anyway? sugar is an immune suppressor. As little as 100 grams can suppress your immune system up to 50 percent.

Most added sugar is void of nutrients. It essentially requires nutrients to metabolize it and therefore, pulls minerals from your body. Added sugar can actually deplete your body of vitamins and minerals. It also impairs your white blood cells from performing their job, which is to scavenge up bacteria that can make you sick.



Eating added sugar releases insulin which can cause your level of blood sugar to fluctuate very low. Whenever anything in your body gets a low signal, your brain tells you to do something about it. In this case, it signals you to eat more sugar and eventually you enter the unrelenting cycle that can make you fat and sick.

Ever wonder why some people seemingly have no trouble avoiding added sugar? There is no magic about it, you too can reduce or avoid that constant desire for sugar. You may start with reprogramming your body to not reach for sugar or sugary carbohydrates. Try to go without added sugar for 30 days — no cheating, no wavering — just 30 days of cleaning your body and getting rid of weak, unhealthy cells, and building healthier cells for a more youthful, strong body.

The process may be difficult, yes, but it's well worth the effort and one of those game changers in life that's worth undertaking. Overcoming the sugar addiction may be difficult however, conquering cancer, diabetes, and heart diseases, which come with a weak immune system, is probably more difficult.

Sugar can also create problems associated

with accelerated aging; cancer cell growth; food addictions; inflammations in the body; insulin resistance; poor memory; bad cholesterol and weight gain.

Wiping out sugar entirely is nearly impossible, because all carbohydrates are essentially sugars, even the healthy carbohydrates. Ensure that you have control over the added sugars such as, artificial sugars, white sugar, brown sugar, corn syrup, maple syrup, molasses and sugar cane.

Wean yourself off anything that causes you to crave sugar, that is, if you want to boost your immune system, live leaner and stronger, and fight unanticipated aging.



By Violet Mutono

APPOINTMENTS

Join us in congratulating the following members of staff on their respective appointments:



Teza N. Musakanya
Council Secretary



Samson M. Shiwanwa
Manager -ICT Security



William B. Walawala
Principal Examinations Specialist –
Tertiary Education



Henry A. Muloongo
Assistant Principal Examinations
Officer - Processing (Grade 12, GCE
and Teacher Education)



Njekwa S. Mamunye
Assistant Principal Examinations
Specialist - English and Literature



Benson Kapumpe
Assistant Principal Examinations
Officer - Processing (Grade 7 and
and Grade 9)



Dominic Kangwa
Internal Auditor



Smart Sakala
Senior Research Officer



Silweya Costain
Assistant Principal Examinations
Officer - Logistics



Collins Chinkalata
Senior EXaminations Specialist -
Computer Studies



Edith K. Talimi
Senior Examinations Officer -
Logistics (Grade 7 and Grade 12)



Shadreck Kabila
Assistant Accountant
Kitwe Service



Kaunda M. Muche
Records Officer
Kitwe Service Centre



Ian Tembo
Accounts Assistant
Mpika Service Centre



Mukansemu S. Nyirenda
Stenographer
Kitwe Service Centre



Mofya Beula
Records Officer- Lusaka Service
Centre



Emelda Katembo
Office Attendant



Betty N. Tayali
Office Attendant

CONGRATULATIONS

Join us in congratulating the following members of staff who successfully completed their respective studies:



Samson M. Shivanwa
Master of Science, Information Systems, Greenwich University- United Kingdom



Ronald M. Tembo
Master of Science in Business and Economics- Business Administration, with specialisation in International Marketing and Brand Management, Lund University-Sweden



Nathan Lupiya
Master of Science in Procurement, Logistics and Supply Chain Management- University of Lusaka (UNILUS) -Zambia



Mwansa Lesa
Master of Science in Procurement, Logistics and Supply Chain Management, UNILUS- Zambia



Njekwa S. Mamunye
Master of Education Management and Administration, UNILUS - Zambia



Costain Silweya
Master of Education Management and Administration, UNILUS - Zambia



Christopher Msimuko
Bachelor of Accountancy, UNILUS - Zambia



Menny Nachibinga
Master of Educational Administration and Curriculum Development, Rusangu University - Zambia



Chola Shamatutu
Bachelor of Science in Human Resource - UNILUS- Zambia



Edward Songa
Bachelor of Science in Design and Technology - Teacher Education, Copperbelt University - Zambia



Fanuel Katele
Full Association of Chartered Certified Accountant

FAREWELL

Join us in bidding farewell to the following employees who separated with the Council:



Patricia T. Nshimbi



Nkhonde K. Mwamba



Namwinga Sichula



James Banda

We wish them well in their future endeavors

Team Building Through Sports

...Essential in Service Quality Provision

By Ronald M. Tembo



In today's globalized, the environment in which service organisations operate is vastly competitive and volatile. Service organisations are working so hard to achieve strategic benchmarks by meeting deadlines to stay relevant and competitive. As competition and rivalry increases, most organisations solely rely on their dedicated workforce to survive and deliver service quality provision. However, there are new concerns for managing human resources. One of the issues is team building through sports which seemingly has not been enshrined on the corporate agenda.

Employees are the assets of every organization and they are repository of knowledge, skills and abilities that cannot be imitated by competitors. Ultimately, employees remain and will always be the most strategic resource of the organisation. Hence, deliberate and cost effective interventions must be available to facilitate employees' desire to contribute to the overall goal of the team members within organisations.

According to Corporate Challenge International Limited, team building is all about understanding, appreciating, maximising and developing the people you work with. This agenda is not specific to certain category of industry but includes small to large businesses, schools, sporting teams, clubs, associations, government departments and not-for-profit organisations. Apart from having fun, the team building agenda should be designed to be able to develop employees in teamwork, communication, leadership, bonding, confidence, responsibility, trust, morale and respect.

In the same vein, Amanda Kooser stresses the need for organisations to encourage team work through sport. She argues that playing sports actually can be a good team-building exercise which shows employees' and management how to come together in pursuit of a common goal. In this perspective, it is said that the type of sports used for corporate team building can vary. However, what should be cardinal is to look for sports that encourage teamwork, strategy and the ability to encompass people of different physical capabilities.

The type of sport which the organisation chooses should reflect the goals such entities want to achieve. For example, if there is a serious communication challenge such that employees are not getting along well or not communicating well, a sport which requires a lot of back-and-forth conversation and strategy could kick start the teamwork. Before any team building is undertaken, it is important for management to define the goals as they relate to specific business issues. Every service organisation has a specific core mandate and also set objectives in any given year. All these should be streamlined to suit the overall business agenda as organisations participate in corporate sports.

In view of the above, service organisations have been challenged to adopt the team building agenda through sports to motivate staff work towards producing quality. Admittedly, a considerable number of entities have embraced this concept but others should also emulate to produce a committed workforce. Removing employees from the office environment gives them an opportunity to reboot their ingrained attitudes and working styles. Obviously, the

real benefit to the organisation of increasing work quality is a respective upturn in customer loyalty and increased revenues.

However, what are the actual benefits of team building through sports in organisations? There is no doubt that team building through sports activities improve the relations and strengthen the bond among the employees. The concept encourages communication where every staff feels empowered to work and assist one another. Team Building activities also increases the trust factor among the employees. Individual employees feel more positive and confident at work. Stress disappears as most team building activities are done outside the work environment. Over and above this, team building through sports encourages a healthy life style among employees. By focusing on team building via sports, organisations are to a larger extent educating the workforce on the importance of incorporating health, fitness and wellness into their lives.

For service organisations, team building also gives great benefit to self-development as employees are empowered to identify their strengths and talents to determine what they can contribute most to organisational goals. This agenda builds trust within the team, which is a sure-fit way to improve the way employees work. In all accounts, team building through sports should be designed to suit every age and ability within service organisations. Ultimately, team building through sports improves the productivity and increases the success levels of the service organisation. Thus, investing in such an undertaking becomes imperatives for corporate growth and success in service organisations.



8383 ECZ Toll Free Line

**Report any Suspected Cases of Examination
Malpractices and make General Enquiries**



**Dial 8383 to Get Interactive
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