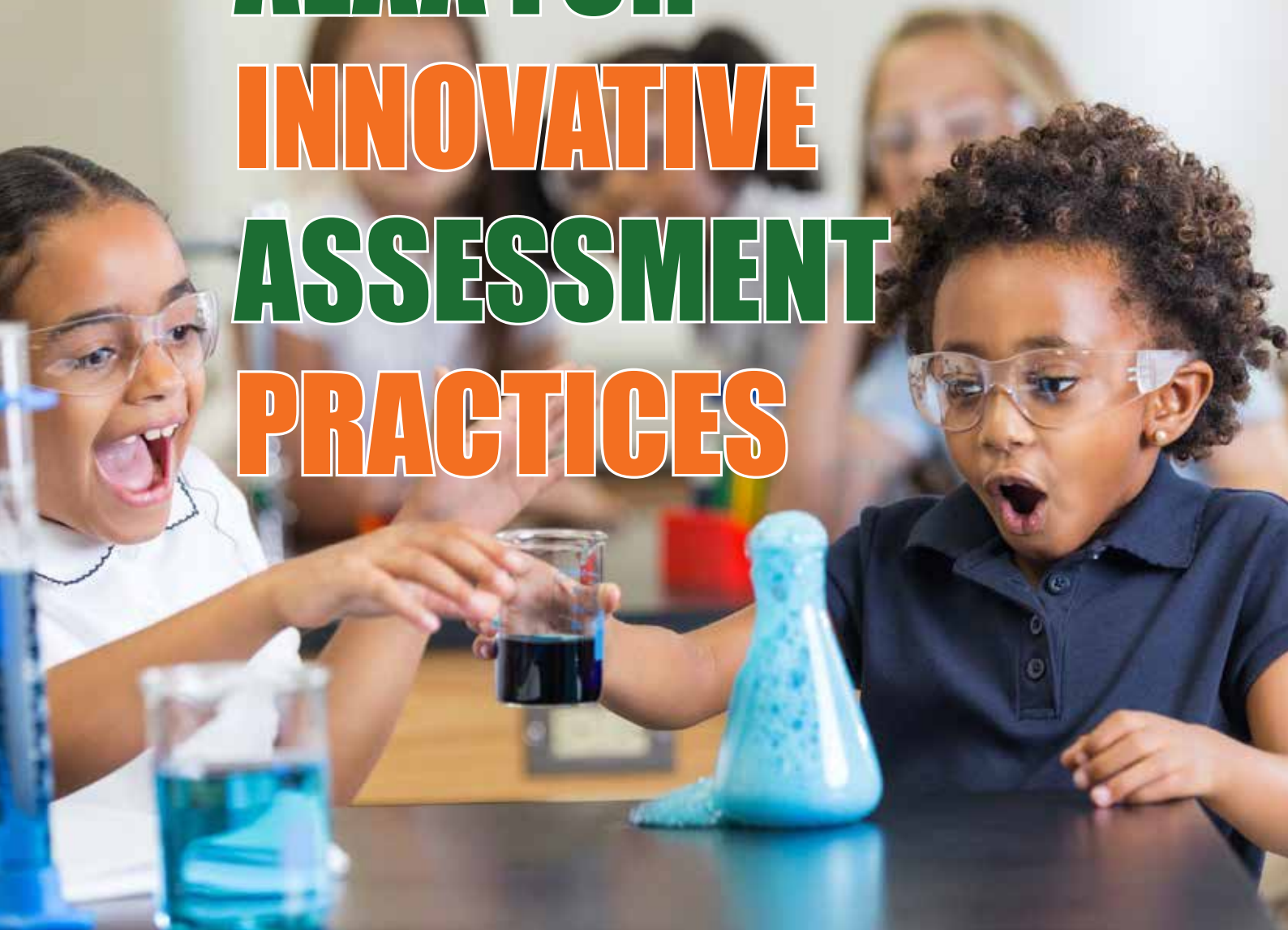




AEAA NEWSLETTER

11TH EDITION, AUGUST, 2017

AEAA FOR INNOVATIVE ASSESSMENT PRACTICES



ALSO INSIDE

- Uganda National Examinations Board makes a start on Item Banking
- NECTA Launches Primary School Records Manager System
- Umalusi hosts the 42nd IAEA Conference
- Zambia Hosts the 2017 SAAEA Research Forum



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Editor:

Teza Nakazwe-Musakanya

Email addresses:

tnakazwe@yahoo.com

tezanakazwe@gmail.com

tmusakanya@exams-council.org.zm

Layout & Design

Sydney Kalunga

E-mail: sidkalunga@gmail.com

Cell: +260 977/965 646096

AEAA Secretariat:

Examinations Council of Swaziland

P. O. Box 1394

Mbabane - Swaziland

Telephone: +268-2416-22865/9

Fax: +268-2416-2862

Email: registrar@examscouncil.org.sz

AEAA website: www.aeafrica.org

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EDITORIAL



Greetings to the AEAA family! I welcome you all to the 36th Annual Conference of the Association of Education Assessment in Africa (AEAA) being held in Uganda at yet another exotic venue, the Speke Resort Conference Centre in Munyonyo, Kampala, being hosted by the Uganda National Examinations Board, UNEB.

I want to appreciate the AEAA family for the support you have given me during my tenure as Executive Secretary for the last six years. During this period, it has been an honour for me to deliver annual editions of the AEAA newsletter to the delegates of the AEAA conferences. The AEAA Newsletters have been published in conjunction with the AEAA Secretariat and printed gratis by Smith and Ouzman Ltd. I would like to take this opportunity to thank Smith and Ouzman Ltd for their continued support.

The Association has grown and it keeps on growing. We have seen new entrants join the Association and of particular mention are training institutions and universities that have seen the importance of assessment by joining the AEAA family. The association has also seen its members embrace ICTs in examinations administration and test development, and adopt policies and practices that would have been regarded as liberal 20 years ago. Assessment and Examinations practices have become more responsive and resilient to the demands of society, be it the socioeconomic or political.

The professional collaboration and integration among the members on the continent have become stronger than ever before.

The 11th Edition of the AEAA Newsletter begins by highlighting the events of the 35th AEAA conference held in Zimbabwe at the prestigious Elephant Hills Hotel in July 2016, in the tourist town of Victoria Falls. The conference was hosted by the Zimbabwe School Examinations Council (ZIMSEC). The Newsletter then progresses to articles highlighting interesting activities undertaken by primary members during the last year. The articles echo themes revolving around innovation, collaboration and integration in educational assessment. I hope that this edition will also make interesting reading as well as provide an opportunity for further networking among members.

I would like to thank all those that submitted articles and photographs which made this edition possible and further urge them to continue with the same spirit. The sustenance of publishing the AEAA newsletter relies on membership contributions. Lastly, my heartfelt commendations go to the editorial team and Smith and Ouzman Ltd for their continued work in ensuring the publication of AEAA newsletters.

Thank you and may God Bless you all!

Dr Edmund Z. Mazibuko
Executive Secretary &
CEO, Examinations Council of Swaziland

contents

The Zimbabwe School Examinations Council hosts the 34 th Edition of the AEAA Conference	4
Official Opening of the 34 th AEAA Conference	7
Umalusi Presents Alternative Moderation Tool	20
AEAA Capacity Building Workshop	26
Quality Assurance in School Assessment through In-service Capacity building Workshops at the Cameroon GCE Board	36
Umalusi guides at IACESA CogEd seminar, DBE workshop to enhance assessment	38
Examinations Council of Zambia hosts the 2017 SAAEA Research Forum	54



THE 34TH EDITION OF THE AEAA CONFERENCE IN VICTORIA FALLS HOSTED BY THE ZIMBABWE SCHOOL EXAMINATIONS COUNCIL: A SUCCESS STORY

The Zimbabwe School Examinations Council successfully hosted the 34th edition of the Association for Educational Assessment in Africa (AEAA) in the resort town of Victoria Falls, Zimbabwe, from the 25th to the 29th of July 2016. The mighty Elephant Hills Hotel and Resort Centre was the venue for the conference. The resort town of Victoria Falls was alive with delegates from different parts of the world.

The world class venue was ideal for the occasion as it provided an opportunity

for delegates to enjoy the scintillating hospitality while sharing ideas on the critical subject of assessment for 21st century needs.

Delegates to this conference had an opportunity to share ideas on the theme of the conference which reads: Promoting Holistic Development Through Innovative Assessment Initiatives. Participants unpacked the theme as they presented papers whose topics were chiseled along the following sub themes:

- SBA and learner

empowerment

- Language assessment for holistic development
- Promoting learning through assessment
- Assessment of soft skills
- Assessment standards for holistic development
- Equalizing opportunities through assessment
- The utility of ICT in assessment
- Sustainable integrity systems for high stakes examinations

THE OPENING CEREMONY



“ I wish all delegates a pleasant stay in Zimbabwe and urged them to participate fully in paper presentations and discussions which revolved around the conference theme: *‘Promoting holistic development through innovative educational assessment initiatives’.*”

Mr E. S. Nhandara
(CEO Zimbabwe School Examinations Council,
Vice President AEEA)

Welcome Remarks

Delegates from different African countries, Australia, Netherlands, United Kingdom and USA, all keynote presenters from tertiary institutions, all paper presenters and all cooperating partners with whom assessment boards do business were accorded a hearty welcome by the Director and CEO of the Zimbabwe School Examinations

Council, Mr E.S Nhandara. The ZIMSEC CEO thanked the various stakeholders for their unwavering support for the success of the conference. He pointed out that Southern Africa has been a theatre for educational assessment symposiums as Zambia recently hosted the 10th SAAEA Conference, Zimbabwe was hosting AEEA Conference and in August South

Africa was going to host the 2016 Chapter of the IAEA. Mr. Nhandara wished all delegates a pleasant stay in Zimbabwe and urged them to participate fully in paper presentations and discussions which revolved around the conference theme: *‘Promoting holistic development through innovative educational assessment initiatives’.*

Conference Theme:

‘Promoting holistic development through innovative educational assessment initiatives’.



“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid”

The Very Right Reverend
Dr. Ollenu
AEAA President (CEO, West Africa
Examinations Council Ghana)

The AEAA President's Opening Address

The Very Right Reverend Dr. Ollenu told delegates who came to attend the AEAA Conference that they were honoured to come together in Victoria Falls, one of the wonders of the world, to brainstorm and share ideas on best winning practices in the education sector, particularly educational assessment. The AEAA President spelt out that the conference theme could not be more appropriate as various examining boards were striving to employ innovative methods and means to meet

contemporary trends in education. He underscored the need for a paradigm shift from traditional assessment methods to new, quality, appropriate, innovative and holistic assessment methods which would impact positively on the educational landscape of countries on the continent. He rightly underlined the futility of conservative through the analogy: “Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid,” (Albert Einstein.). He

reminded delegates to bear in mind that innovative assessment is about continually renewing and reviewing on current practices so as to enhance learning experiences taking into consideration the fact that modern society is demanding, complex and rapidly changing moving along with globalization driven by technology. Last but not least, the AEAA President entreated all delegates to contribute effectively and generate discussions aimed at enhancing their experiences as assessment practitioners



“ He highly commended the association on the huge contribution that it makes towards the improvement of educational quality in Africa”

The Honourable
Dr Lazarus Dokora
Minister of Primary and Secondary Education

Official Opening of the 34th AEAA Conference

The Honorable Minister of Primary and Secondary Education, Dr Lazarus Dokora officially opened the 34th AEAA Conference in Victoria Falls. The minister highlighted the pivotal role that AEAA plays in enhancing the quality of education on the continent through the utilization of best assessment practices. He highly commended the association on

the huge contribution that it makes towards the improvement of educational quality in Africa. The Minister urged all delegates to engage in intellectual and academic debate on educational and assessment issues related to the conference theme and sub-themes. He entreated delegates to make recommendations and resolutions which will inform policy makers and stakeholders

on how learner competences that include competence skills, abilities and behavior can be assessed. He hoped that all delegates from Africa and the rest of the world would gain a lot of insights from the conference paper presentations and discussions which will be useful and relevant to educational and assessment practices in their respective countries.

The keynote address

By Professor Primrose Kurasha

Professor Primrose Kurasha, Vice Chancellor of the Zimbabwe Open University presented the keynote address. She unpacked the concept of holistic development by emphasizing that assessment standards must ensure that emotional, physical, relational, intellectual, creative and spiritual development of the child is promoted. She reiterated that holistic assessment approaches are daunting but they are attainable. Prof. Kurasha implored different stakeholders (government, institutions of higher learning,

schools, examination boards, parents and the corporate world) to work together to improve the standard of education and assessment methods in order to address the ever changing needs of the learners. She further underlined that when governments embark on curriculum change, assessment boards should embrace such changes by researching on and implementing best practices on assessment.

*Prof. Primrose Kurasha passed on March 2017. May her soul rest in internal peace.



Mtshabezi High School student presenting a speech



Mosi-Oa-Tunya pupils dancing



Entertainment during the opening Ceremony

Proceedings during the opening ceremony were interposed by marimba music punctuated by drums and dances from Mosi –oa-Tunya Primary School Musical Group which gave the opening ceremony the fun and aura of business that the conference was going to have. Two students from Mtshabezi High School kept the delegates glued to their seats when they recited poems which spoke to the conference theme and highlighted key issues related to the sub-themes.

Closing Ceremony

At the end of the conference, the 34th Conference Communique was presented to the EXCO for endorsement before it was distributed to AEAA member countries. During the closing ceremony delegates witnessed the handing over of the AEAA Presidential baton from the Very Right Reverend Dr. Ollenu (outgoing AEAA President) to Mr E. S. Nhandara (incoming AEAA President).

CONFEREMENT OF AEAA HONOURS AND FELLOWSHIP AWARDS



AEAA founding fathers with AEAA EXCO

Presentation of inaugural Awards to AEAA Founding Fathers

The Conference witnessed the conferment of inaugural awards to two iconic founding fathers of the Association of Educational Assessment in Africa by the AEAA Executive Committee. Mr David Ongom from Uganda and Professor Oluremi Raphael Aina from Nigeria were the inaugural recipients of the awards. They were honoured for bringing assessment boards on the continent to continuously share notes on assessment matters.

A GLIMPSE OF THE 34TH AEAA CONFERENCE IN PICTURES



1



2



3



4



5



6



7



8

1. Delegates singing the national anthem during the opening ceremony
2. Delegates following proceedings during the opening ceremony
3. Excursions
4. Delegates following proceedings during the opening ceremony

5. Delegates following proceedings during the opening ceremony
6. Some delegates from West Africa
7. Superstar Dr. Oliver Mtukudzi entertaining delegates
8. The cultural night dances

PRESENTATION OF AWARDS TO FOUNDING FATHERS OF AEAA IN PICTURES



9



10



11



12



13



14



15



16

9. AEAA founding fathers pose for pictures

10. Honourable Minister Dokora presenting an award to Mr. David Ongom

11. Prof. Oluremi R. Aina from Nigeria receiving AEAA honours

12. Mr. David Ongom from Uganda receiving AEAA honours

13. Prof. Aina

14. Mr. Ongom

15. AEAA founding fathers pose for pictures

16. Conference delegates



THE 34TH ASSOCIATION FOR EDUCATIONAL ASSESSMENT IN AFRICA (AEAA)

CONFERENCE COMMUNIQUÉ

The 34th Association for Educational Assessment in Africa (AEAA) Conference was hosted by the Zimbabwe School Examinations Council (ZIMSEC) at the Elephant Hills Resort and Conference centre in Victoria Falls in Zimbabwe.

The conference drew delegates from African countries namely Angola, Cameroon, Botswana, Ghana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Nigeria, South Africa, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. There were delegates who came from overseas countries such as Australia, Netherlands, United Kingdom and the United States of America. About 328 delegates attended the conference and eighty papers based on the conference sub-themes were presented. The conference also witnessed the conferment of awards to two AEAA founding fathers: Prof Raphael Aina and Mr David Livingstone Ongomu

The Director of the Zimbabwe School Examinations Council, Mr E.S Nhandara welcomed all delegates from different African countries, delegates from Australia, Netherlands, United Kingdom and USA, all keynote presenters from tertiary institutions, all paper presenters and all cooperating partners with whom assessment boards do business with. Mr Nhandara wished all delegates a pleasant stay in Zimbabwe and urged them to participate fully in paper presentations and discussions which revolved around the conference theme 'Promoting holistic development through

innovative educational assessment initiatives'.

The President of the Association for Educational Assessment in Africa, The Very Reverend Dr. S.N.N Ollennu remarked that it was an honour for delegates to come together in Victoria Falls, one of the wonders of the world to brainstorm and share ideas on best winning practices in the education sector, particularly educational assessment. He contended that the conference theme could not be more appropriate as various examining boards were striving to employ innovative methods and means to meet contemporary trends in education. He underscored the need for quality, appropriate and innovative assessment which would impact positively on the educational landscape of countries on the continent. He entreated all delegates to contribute effectively and generate discussions aimed at enhancing their experiences as assessment practitioners. He reminded delegates to bear in mind that innovative assessment is about continually renewing and reviewing current practices so as to enhance learning experiences taking into consideration the fact that modern society is demanding, complex and rapidly moving along with globalization driven by technology.

The conference was officially opened by the Honourable Minister of Primary and Secondary Education, Dr Lazarus Dokora. The minister highlighted the pivotal role that AEAA plays in enhancing the quality of education in the continent through the utilization of best assessment

“ Research papers on inclusive education and assessment of learners with special needs recommended that examination papers should be modified to ensure that these learners are able to display their knowledge and understanding in formal assessments”

practices. He highly commended the association on the huge contribution that it makes towards the improvement of educational quality in Africa. The Minister urged all delegates to engage in intellectual and academic debate on educational assessment issues related to the conference theme and sub-themes. He entreated delegates to make recommendations and resolutions which will inform policy makers and stakeholders on how learner competences that include competence skills, abilities and behaviour can be assessed. He hoped that all delegates from Africa and the rest of the world would gain a lot of insights from the conference paper presentations and discussions which will be useful and relevant to educational assessment practices in their respective countries.

The main conference theme was 'Promoting holistic development through innovative educational assessment initiatives'. The conference defined holistic development as a process of self actualisation and learning that combines an individual's mental, physical, social, emotional and spiritual growth. It was observed that most current assessment and examination standards used were inherited from colonial education systems and assess mainly, the cognitive domains of learning yet emphasis has shifted from the traditional milestones of academic development to holistic approaches to education which focus more on the complete physical, emotional and psychological well being of a child, engaging the head, heart, hands and spirit. The conference resolved that assessment models and standards which encompass all dimensions of children's learning and development must ensure emotional, physical, relational, intellectual, creative and spiritual development of the learner. It was also proposed that new methods of assessment should be initiated in order to accommodate the future dynamics of learning and assessment. It was agreed that technology development is the new driver of new assessment initiatives which must be adopted

to accommodate differing teaching and learning, and assessment styles which promote effective learning and achievement which results in holistic development of the learner.

'School-based Assessment (SBA) and Learner Empowerment' was one of the sub-themes around which most of the papers revolved. School based assessment (SBA) was viewed as a catalyst for educational reforms. It was noted that most education systems used the centralised assessment model that falls short of assessment of pertinent skills that the 21st century political, economic, technological and social environments demand. The delegates deliberated on the possibility of adopting SBA to complement National Examinations at all levels in the education system. From the experiences of countries that have adopted SBA and from studies conducted, it was found that this model improves teaching approaches, interpersonal relationships and is an effective and useful way of assessing learners and learning outcomes. Presentations revealed that there were challenges encountered in SBA implementation which include lack of or little knowledge of the teachers in methodologies, time constraints, large class sizes, lack of effective materials and poor ICT facilities in schools. Another challenge of the SBA model is ensuring validity of results, reliability and comparability of teacher judgements on standards among schools and even within classes of the same school. It was resolved that SBA marks should be moderated to ensure validity of results, reliability and comparability of assessment standards across schools. Teacher training institutions should design curricula that equip teachers with requisite skills for SBA implementation. There is also need for awareness campaigns and resource mobilisation.

'Language assessment for holistic development' was another sub-theme from which papers were drawn. The presenters opined that the concept

of assessment in language teaching and learning in most education systems centred mainly on the four language skills of reading, writing, speaking and listening, and all other critical competences pertinent for survival in the 21st Century are peripheralised. It was resolved that the continuous assessment model be the vehicle through which language teaching and learning takes place to promote the development of numerous critical skills that learners need to complement the communicative skills. The conference saw the need for professional development training programs for the teachers. Paper presentations acknowledged the importance of soft skills in the 21st century where work and academic environments become more and more interaction-oriented and driven by information, knowledge, innovation and creativity. It was noted that emerging economies are advocating for curricula which produces learners who are not only innovative but functional and productive, yet the conference agreed, most education curricula have failed to integrate soft skills assessment into the curriculum to produce the desired all-rounded learner. Studies conducted revealed that soft skills are more difficult to assess than factual knowledge and as a result tremendous effort should be invested in designing systematized and standardized assessment models which can be used to measure soft skills.

The conference also discussed how learning can be promoted through assessment. It was realized that the curricula for most education systems is examination driven, with schools competing for best results and learners chasing for paper qualifications. It was agreed that education systems should shift from focusing on the traditional summative assessment for placement purposes (assessment of learning) to assessment as learning which involves increasing learner autonomy, elevating the status of student from

passive learner to assessor and making students engage in critical reflection. Teachers are to model and teach the skills of self-assessment, guide students in setting their own goals and develop their own specific, manageable and worthwhile learning goals as well as monitor their progress toward them. Students engage in self assessment, peer-assessment, writing reflections, developing concept maps of previous and new learning, setting goals, and discussing annotated work with teachers.

The conference also discussed models of equalizing opportunities through assessment. Concern was raised about assessments which created barriers instead of building bridges. Examination boards were encouraged to come up with innovations in the development of examinations provisions for equity. It was resolved that inclusive education must comprise an inclusive curriculum, inclusive teaching and learning and inclusive assessment practices. Research papers on inclusive education and assessment of learners with special needs recommended that examination papers should be modified to ensure that these learners are able to display their knowledge and understanding in formal assessments. The presentations recommended the establishment of authentic methods of performance measurement that mitigate the plight and needs of learners with profound hearing impairment in practical subjects.

The conference noted that the Information, Communication Technology (ICT) revolution has added impetus to the need to rethink how people and students should be assessed using modern technology. In the same vein, examination boards should invest in the development of home-grown software which enables the analysis of examination data to inform policy and decision making.

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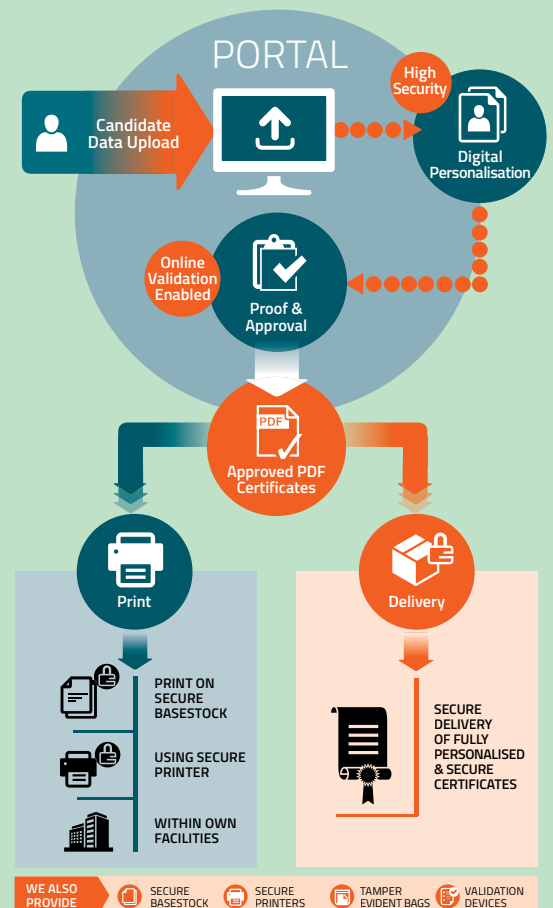
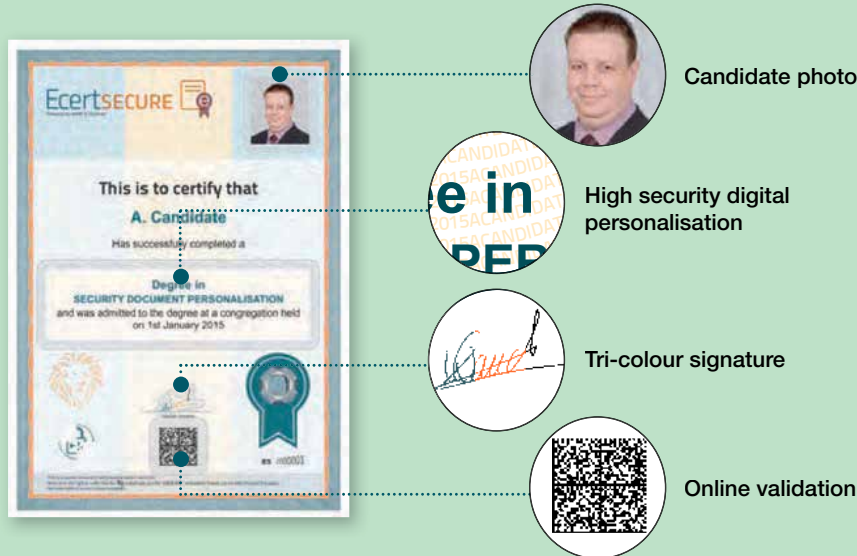
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A section of the Subject officers during the pilot training on Item Banking

UGANDA NATIONAL EXAMINATIONS BOARD MAKES A START ON ITEM BANKING

“Further engagements are planned to be able to roll this out within the next year or so”

Uganda National Examinations Board (UNEBC) is positioning the use of ICT as the engine of change to enhance the efficiency and effectiveness in its assessment. In this connection, UNEBC has, with GradeMaker, a subsidiary of Stephen Austin Ltd, made a start in the use of ICT in item banking.

A two day pilot training of test development, manuscript and research officers on item banking was conducted at UNEBC by Ms Melissa Mackinlay on 4th – 5th May 2017. Further engagements are planned to be able to roll this out within the next year or so.

UGANDA NATIONAL EXAMINATIONS BOARD HOSTS THE 50TH AEAA EXCO MEETING



By **Betty Nalukenge Habaasa**

The 50th meeting of the Executive Committee (EXCO) of AEAA was

held on 9th – 13th March 2017 at Speke Resort and Conference Centre, Munyonyo, Kampala-Uganda, hosted by UNEB. The

EXCO meeting registered 100% attendance.

Present at the meeting were:

The President	Mr. E.S. Nhandara	(Zimbabwe)
The Vice President	Mr. Dan N. Odongo	(Uganda)
The Executive Secretary	Mr. E.Z. Mazibuko	(Swaziland)
Treasurer	Mr. P. Bah	(The Gambia)
Immediate Past President	V. Rev. Dr. S.N.N. Ollennu	(Ghana)
East Africa Representative	Dr. C. Msonde	(Tanzania)
Southern Africa Representative	Dr. M. Rakometsi,	(South Africa)
West Africa Representative	Prof. I. Junaidu	(Nigeria)
Central Africa Representative	Sir Dr. H. Monono	(Cameroon)

Also in attendance was Dr. L. Ntoi, the CEO of Lesotho Examinations Council, Dr. Saverio Pido, Chairperson (LOC) and Betty Nalukenge Habaasa (Secretary to LOC).

The EXCO meeting considered several issues among which was the preparations for

the 35th AEAA Conference. The committee was briefed on the arrangement so far made. The members were satisfied with the preparations made by then. The EXCO members were given an opportunity to tour the conference venue and the facilities available, some of the excursion sites and dinner

venues. They gave their full support. The President and the EXCO members were very optimistic that the 35th AEAA Conference in Kampala would be a great success.

Welcome to Uganda, the Pearl of Africa.



BEC and MoESD hosts Excellence Awards

By Lesego Ntuluki

Botswana Examinations Council in Collaboration with its parent Ministry; Ministry of Education and Skills Development hosted the 7th edition of the Excellence Awards on the 8th of July 2016 at Travel Lodge in Gaborone. The event was attended by the country's first citizen His Excellency Lt. Gen. Dr. Seretse Khama Ian Khama who awarded the Golden Star Presidential Award. Khama who never compromises on discipline advised the recipients to abstain from wayward behaviour and focus on their future. The president expressed concern on a growing trend of drug abuse

and engagement in social ills like violence by students, and said this does not only disturb order and peace in schools but also rubs salt to the deteriorating academic performance. "There are no short cuts in life, work hard and help us, and yourselves to take our country to greater heights," he advised.

The president also took the opportunity to add on to the BOT50 celebrations ecstatic mood. He highlighted that Botswana had not much to put on script when she got independence in 1966 but has since developed with a notable economic status. "As we are just about to launch vision 2036, I urge you to choose careers

that will elevate this country to a more dignified status," he challenged the recipients.

The Minister of Education and Skills Development Honourable Dr. Unity Dow echoed the President's sentiments as she urged students to prioritise the only reason they go to school for, learning. Dow also asked parents to help teachers and the community to mould children into responsible citizens as charity begins at home.

BEC Executive Secretary Prof. Brian Mokopakgosi congratulated the students for their hard work and for putting an extra effort than their peers to ensure that they pass with flying

“The BGCSE Top Three prizes went to John Chitonga of Lotsane Senior Secondary School, Khumiso Letlhogile of Ledumang Senior Secondary School and Kesegofetse Rauwe of Mater Spei College”

colours. “You have made your parents proud, we at BEC are also proud and happy to reward your excellence,” he applauded. Mokopakgosi advised the recipients to keep their eyes on the ball as a more challenging academic phase lies ahead and there is a high expectation for them to keep doing well. In a separate interview with Maduo, Mokopakgosi expressed gratitude to the private sector who for seven years had been coming on board to assist in the successful staging of the event. “This is a big event and it ought to be celebrated with pomp and glitz it deserves,” he highlighted.

The Awards are divided into three categories with 12 recipients from each level; PSLE, JCE and BGCSE featuring two special needs learners from all three categories.

The BGCSE Top Three prizes went to John Chitonga of Lotsane Senior Secondary School, Khumiso Letlhogile of Ledumang Senior Secondary School and Kesegofetse Rauwe of Mater Spei College. St Joseph’s College kept their sterling performance as the Best Performing School in BGCSE, Nanogang made its debut by topping in the JCE and Swaneng Primary School was tops in PSLE





BEC and UMALUSI officers pose in a group photo

UMALUSI PRESENTS ALTERNATIVE MODERATION TOOL

By Charles Keikotlhae

The South African Council for Quality Assurance in General

and Vocational Education and Training commonly known as Umalusi presented a paper on an alternative

way of moderating school based assessment (SBA) titled; “Statistical Moderation Processes” to Botswana



Examinations Council (BEC) Executive Management Team and other BEC officials. The presentation took place in the BEC Conference Room BS 049 on the 1st of September, 2016.

Welcoming the Umalusi team and the BEC officials at the start of the presentation,

“Candidates without SBA scores, external examination scores and those found guilty of malpractice are not given results”

the BEC Director of Research and Policy Development (RPD) Dr. Moreetsi Thobega highlighted the importance of the topic more so as BEC is currently exploring statistical moderation as an alternative moderation procedure.

Presenting the topic, Umalusi's Manager; Resulting and Standardisation Ms. Bridget Mthembu stated that currently in South Africa, School Based Assessment (SBA) contribute to the final assessment.

She explained that Statistical Moderation is done per subject per centre by applying an agreed statistical formula which helps generate adjusted SBA scores for every candidate.

Ms. Mthembu pointed out that candidates without SBA scores, external examination scores and those found guilty of malpractice are not given results. She highlighted that Statistical Moderation can only be performed when 80% of scores have been captured per subject per centre.

The Team Leader, Mr.

Emmanuel Sibanda, who is Umalusi's Executive Manager for Statistical Information and Research, informed the audience that they developed interest to collaborate with BEC after they listened to a presentation by BEC's Research Officer, Mr. Boipuso Mosalagotla. Mr. Mosalagotla's presentation was on methods of estimating missing scores, a phenomenon that Umalusi is also currently studying and trying to develop a method for. Mr. Mosalagotla will be working hand in hand with Mr. Tsepang Mzamane of Umalusi on this initiative.

Giving a vote of thanks at the end of the presentation and after a series of questions, answers and clarifications, Mrs. Dorcas Morake, BEC Director of Examinations Administration and Certification expressed her delight at the presentation as it helped BEC to interrogate the current practice and urged that more collaboration with like-minded Examinations Boards in the region should be explored.

LATEST INNOVATIONS FROM THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA (NECTA)



Pupils during a classroom session

NECTA LAUNCHES PRIMARY SCHOOL RECORDS MANAGER SYSTEM

The National Examinations Council of Tanzania (NECTA) has launched an information system known as Primary Records Manager (PReM). The system will be used to capture and monitor pupils' progress records electronically from all primary schools in Mainland Tanzania.

PReM will have three types

of users. The first users will be at district level; these users will interact with the system by storing and managing the pupils' records at district level. The second users will be at regional level, where they will be able to access the system by managing pupils' records at regional level. The third users will be at national level (NECTA), where

the users at this level will be able to access the system at national level.

According to the NECTA Executive Secretary Dr. Charles E. Msonde, PReM will provide a stable and integrated system that will cut costs related to printing of various pupils reports particularly through the current hard copies system known as

“NECTA will be in position to retrieve instantly national examinations registration data for standard two, four and seven. In the past, NECTA used to collect registration data using fragmented systems installed to local unreliable and unstable machines from each district in each year. The fragments of systems are difficult to support and usually took about three months to complete registration, but with PReM, everything will be simplified”

TSM9 (Primary School Data in form number 9). This system costs Tshs 3 billion annually. Currently, the unit cost of TSM 9 per pupil in standard seven is Tshs 3,000/= totalling to Tshs 3 billion for one million pupils. The operational costs for PReM is estimated to be 0.2 billion annually. This it will cut costs by 94%.

Dr. Msonde further said that PReM will help to collect and store enrolment data and assessment results for pupils from standard one to seven. Enrolment data include pupil's names, date of birth, vaccinations, distance from home to school, guardian address, transfer of pupils, and many other particulars.

It should be noted that annual results for all subjects for each year will be captured and stored into the system along with pupils' particulars. NECTA will be in position to retrieve instantly national examinations registration data for standard two, four and seven. In the past, NECTA used

to collect registration data using fragmented systems installed to local unreliable and unstable machines from each district in each year. The fragments of systems are difficult to support and usually took about three months to complete registration, but with PReM, everything will be simplified, said Dr. Msonde.

At the moment in Tanzania, pupils are manually transferred from one school to another. The process takes too long time and is prone to impersonation. It is usually very difficult for education officers at all levels to verify pupils' records that are stored manually.

The Head of Information and Communication Technology Department, Dr. Joseph Mbowe said with the help of PReM, it will speed up transferring of pupils from one school to another since all records will be stored digitally and centrally. “Since transfer requests are done and approved on line and transparently, this will make it possible to track the pupil history at any time. In addition,

tracking information can be used for selection to higher levels of education during record verifications”, emphasized Dr. Mbowe.

He added that PReM will also be used for NECTA's assessment purposes; it will store pupils' particulars from standard one to seven. Dr. Mbowe said the school annual results for each pupils will be uploaded and this means that, school's performance progress can be evaluated and this means that, school's performance progress can be evaluated even before they sit for standard two, four and seven National Examinations. In addition, the raw enrolment and results data can be used to provide some statistical data to other education stakeholders.

Let us embrace the new technology because it will help facilitate other initiatives like Equip-Tanzania on school performances data and also do away with the manual system, the way we used to operate in the past.

PUBLICATIONS AND RESEARCH PROJECTS FROM NECTA ABSENTEEISM OF CANDIDATES IN CERTIFICATE OF SECONDARY EDUCATION EXAMINATIONS: ITS CAUSES, EFFECTS AND WAY FORWARD

The National Examinations Council of Tanzania (NECTA) conducted a research on the problem of discrepancy between the number of registered candidates to sit for Certificate of Secondary Education Examination (CSEE) and the actual number of candidates who sit for that examination. Basically, the number of registered candidates had been bigger than the actual

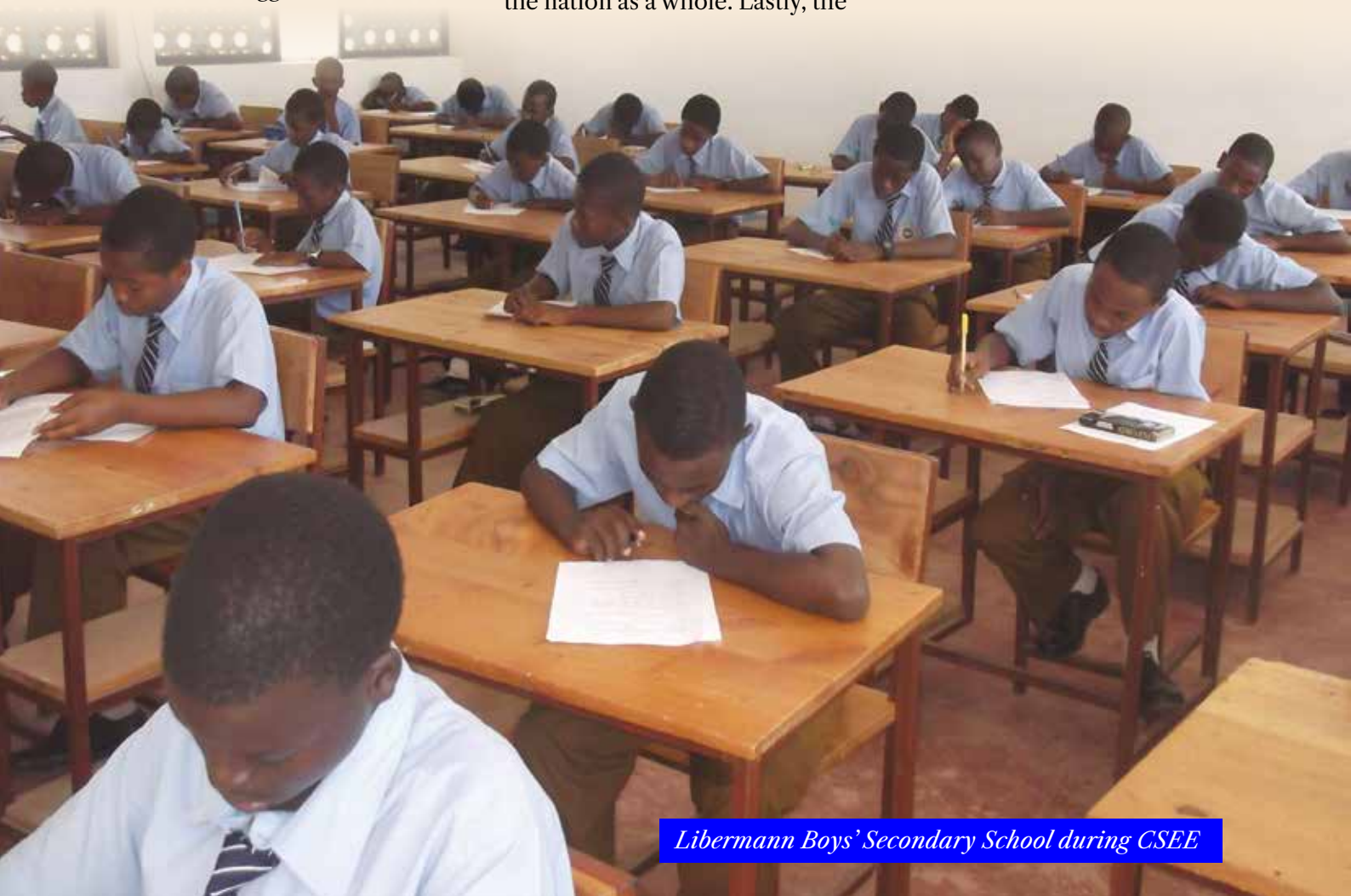
number of students who sit for the examinations. This trend of discrepancies occurred for more than five years from 2010 to 2015.

The specific objectives of the research were to investigate the causes that led to the registered students' absenteeism or failure to appear for the examinations. The research went further to find out the effects of that problem to individuals and to the nation as a whole. Lastly, the

research aimed at finding out the strategies for overcoming such a problem.

The research was informed with Cohen's (1954) Theory of Social Deviance in the sense that the absenteeism is the violation of school by-laws. Psychologically, Cohen argues that the violation of by-laws among students is the results of psychological disorder.

Another theory that informed



Libermann Boys' Secondary School during CSEE

the research was Merton's (1968) Theory of People's Reception of Social values. This theory argues that people in the society do differ in receiving social values. That there are those who accept social values in terms of both aims and means of achieving them while others accept aims but do not accept the strategies for achieving those aims. The third group is that of people who accept strategies, but they do not accept the aims. The fourth group is the people who do not accept both aims and means of achieving those goals and become against without having any other alternative in their life. The last group is of people who do not accept both aims and strategies, but they form their own aims and strategies for achieving their aims even if they are against the social values.

The last theory was that of Skinner (1904 – 1990) who argues that the violation of laws in the society is not the abrupt behaviour, but it is something developing gradually. For him, the solution of moulding good behaviour for a person is to condition him/her since his/her childhood by providing him/her with instructions and positive motivations.

For the case of methodology, this study used quantitative research approach. The instruments used to collect data were open and closed questionnaires. All educational stakeholders were represented in the research sample including students, teachers, educational officers, government officials, parents, social organizational leaders and famous people. Data were collected from 12 regions and twenty four districts

of Tanzania.

The findings showed that students' home poor environment was the leading cause of students' failure to attend during the examinations days. Poor home environment included parents' poor education backgrounds, single parent families, step parents' families, poverty in families, absence of peace at homes through parents' quarrels and absence of manpower at homes, hence the students missed educational guidance and engaged in negative groups.

The second cause was love affairs that led to pregnancies for female students, hence failure to appear for CSEE. That was due to foolish age whereby students failed to overcome love challenges and as a result many of them engaged in love relationship with different sex.

The last major cause was the students' desire to get wealth early. This included students thinking that they were wasting time for going to school when they see there are people in the society who had not gone to school but are rich through businesses, agriculture and livestock domestication. Hence, they could not see the logic of accomplishing their studies while they see some workers who went to school look ordinary people in the society in comparison to some people who didn't go to school but they are wealthy.

The effects of the students' failure to sit for CSEE were absentees to miss certificates and failure to be employed in formal sectors. Hence, some were regretting for losing

employment opportunities and others begin struggling to sit for CSEE while mature with a lot of family's responsibilities. Another effect was the failure of absentees to get a chance to continue with higher education through formal system. However, the nation was also affected by wasting a lot of money in preparing buildings, equipment and salaries for schools staff while some targeted students could not achieve what they were supposed to achieve.

To overcome the problem of absentees in CSEE, the study recommended for all secondary schools to establish and improve guidance and counselling services to students. This helps the students who lack guidance and counselling services at difficult home environment to get these services at school. Guidance and counselling services normally provide students with techniques of overcoming the challenges they face at homes.

The second strategy suggested by the study was the school management in collaboration with the Ward Executive Officer to make close follow ups for students who show symptoms of truancy and hold frequent meetings with parents to stop that behaviour before they become chronic.

Lastly, the study recommends for the government to be stricter to students who engage in early marriages. This is in line with taking to prisons the criminals who engage in early marriages and at the same time creating public awareness on the effects of absenteeism of students in CSEEs.



AEAA CAPACITY BUILDING WORKSHOP



“Incorporating Modern Educational Tools in Assessment”

FROM 6 TO 10 FEBRUARY 2017 IN ACCRA, GHANA



Group picture after the opening ceremony

BACKGROUND OF THE WORKSHOP

The Executive Committee supported the capacity building workshop with an amount of USD20,000.00 and Smith and Ouzman also supported with the provision of conference bags.

Two participants from Zimbabwe School Examinations Council (ZIMSEC) who participated in the workshop are yet to pay their participation fee. The fee was transferred into their account with the aim of paying on arrival. However, it turned out to be that they could not withdraw the money for payment for participating in the workshop. An invoice and swift code were emailed to ZIMSEC.

At the 49 EXCO Meeting held in Zimbabwe in July 2016, Ghana opted to host AEAA Capacity Building Workshop in February 2017 after

The Gambia had expressed their difficulties in hosting the Workshop.

The Immediate Past President of AEAA and the Chief Executive Officer of The West African Examinations Council, Very Rev. S.N.N. Ollennu, constituted a seven-member Committee on 8th August, 2016 to make all necessary arrangements towards the successful hosting of the workshop. The Committee co-opted two additional members of staff to serve on the Committee.

The workshop was a combination of theoretical and practical sessions interspersed with group activities. Participants were taken through such topics as Classical Test Theory (CTT), Item Response Theory (IRT) and demonstrations on the workings of digitizing software.

Snacks and Lunch were served daily at the venue of the workshop. A dinner was organized for participants in the evening of the fourth day. The afternoon of the fifth day was devoted to excursion to places of interest in Accra.

Participants from outside Ghana arrived between 4 and 5 February, 2017. Participants from Cameroon arrived in the morning of the first day. Arrangements were made for participants to lodge at M Plaza Hotel. Some participants made their own arrangements and lodged at the WAEC Guest House and Greenfield Hotel. Vatebra Ltd created the website workshop.aaeafrica.org for primary Members and individuals to register as participants for the programme.

The Registrar of WAEC and the Head of Office performed the Opening Ceremony on Mon. 6 February, 2017



The Head of Office WAEC, Ghana, Very Rev. S.N.N. Ollenu welcoming the participant to the workshop.



The Registrar of WAEC Dr. Iyi Uwadiae performing the opening ceremony

Resource persons

The Resource Persons who facilitated the workshop were:

Prof. Y. K.A. Etsey - University of Cape Coast

Prof. Joshua T. Monday - University of Calabar, Nigeria

Prof. J.A. Fletcher - University of Ghana, Legon

Mr. O. Popoola - JAMB

Mr. Aliyu Yakubu - JAMB

Mrs. Omoleyanike – JAMB

Representative of Vatebra Ltd

Representative of Universal Business Technologies (UBT)

Participants

Participants were as follows: Cameroon (3), The Gambia (2), Ghana (18), Kenya (5), Liberia (1), Nigeria (17), Zambia (3), Zimbabwe

Prof. Y.K.A. Etsey presenting the 1st Lecture on Day 1



Professor Y. K.A. Etsey presenting the morning lecture

The opening ceremony was performed by the Registrar of WAEC in the morning of the FIRST DAY after the Head of National Office; WAEC Accra had welcomed participants to the workshop. This was followed by a presentation on Classical Test Theory delivered by Prof. Y.K.A. Etsey. He gave an overview and drew attention to the element of error which presents a major problem in assessment. He then introduced Item Response Theory as a solution to this problem. The second presentation for the day was on IRT and its advantages. The emphasis was on how it represents a more useful tool for assessment by overcoming the shortcomings of CTT. Prof. Etsey continued after lunch with challenges associated with application of IRT in Africa. There were group discussions thereafter to identify country specific challenges that hinder the adoption of IRT and how they could be overcome.

Prof. Joshua T. Monday making presentation on the Second day



Professor Joshua T. Monday presenting the afternoon lecture

The SECOND DAY was devoted to IRT, its application in testing and the application of its parameters in testing. Prof. Joshua T. Monday was the facilitator. He stated that the quality of IRT that makes it a better measure of ability is its emphasis on the quality of the test item rather than the whole test as is the case with CTT. The interaction between the testee and the test item should produce a result that is dependent only on ability. The discrimination, difficulty and guessing parameters were explained. He made it clear on how IRT provides a more reliable and useful information to assist in decision-making. A group discussion after the presentation enabled participants to assess the level of readiness of participating examining boards to adopt IRT. Participants accepted the fact that a lot more work needs to be done by all the boards to attain the required level to adopt IRT.

Wed. 8th February, 2017

The three sessions of the THIRD DAY were dedicated to practical.

The use of IRT software by participants. Mr. O. Popoola of JAMB, who facilitated the sessions gave an overview of how Joint Admission and Matriculation Board have adopted IRT and the benefits it was deriving from its use. The IRT architecture and the role of telecommunication service providers were highlighted.

The advantages of cost saving speed of processing results and checking malpractice were also identified. Mr. Popoola pointed out that there are a number of IRT software commercially available. The Xcalibre 4.0 software was installed on participants' laptops and used for the demonstration and practice. Participants were actively engaged and they fully participated in the hands-on sessions throughout the day. Participants were made to see how the software could be used to administer tests. However at the end of the sessions it was agreed that one day was not enough for participants to become experts in its use. There is therefore the need for various boards to invite experts to take their staff through the software for a week or two to ensure mastery of the skills in its use.



Mr. O. Popoola making a presentation.



Mrs. Omoley Olanike making her presentation.



Mr. Aliyu Yakubu making a presentation



Mr. O. Popoola responding to a question

The time with Vatebra Ltd. Software developers (item writing, editing, trial testing, item analysis)

Thur. 9th February, 2017

DAY FOUR was mainly for demonstration of software interspersed with a presentation. The first session was a demonstration of a software developed by Vatebra Ltd that can be used to build item banks. The

features that make the software responsive to test development processes such as item writing, editing, trial testing, item analysis and the end product of item banking were shown. It was pointed out by the developer that the software can be customized to take care of any peculiarities of individual examining boards. The second session was a

presentation by Prof. Fletcher on the advantages of computer based testing in modern day assessment. The advantages of digitizing assessment include, accuracy, speed of processing and early delivery of results were identified. It was clear that computer based testing is a prerequisite for the introduction of IRT.

Demonstration of e-marking software by universal business technology (UBT) Ltd.

The third session was a demonstration of e-marking software by Universal Business Technology (UBT) Ltd. The software which is being developed for Ghana Office of WAEC is to enable the digitization of marking essay papers. It was explained that the onscreen marking process begins with scanning all

the scripts. The images of the scanned scripts are then allocated to markers online. Marking is done by picking a tick tool and clicking on the correct answers and then clicking on the mark to award. The quality of marking is checked by the Chief Examiner by using a “seeded” script.

The demonstration showed how

marks awarded are automatically added thus eliminating human script checkers. The ability of the software to help identify cheating was raised by a participant and the developer said the software could be customized to take care of that. Participants agreed that it was a generally useful software.

Professor J.A. Fletcher presenting (incorporating soft skills into school curricula and assessment)



Professor J.A. Fletcher making his presenting

Fri. 10th February, 2017

There was one session on the FIFTH DAY. That was a presentation by Prof. Fletcher on incorporating soft skills into school curricula and assessment. He drew attention to the importance of soft skills and discussed the problems associated with infusing them in school learning and assessing them in achievement tests. He suggested that soft skills will best be taught

and assessed by teachers while examining boards assess hard skills. He suggested further that the results of the two assessments could be combined in an alphanumeric grading system such as B which will indicate grades for both soft and hard skills separately.

PARTICIPANTS AT THE WORKSHOP



DINNER FOR PARTICIPANTS IN THE EVENING AT THE CITY ESCAPE HOTEL





Cross section of Institution's admissions officers Undergoing Training on the new Admission Processing system "CAPS"

JAMB: Strengthening Public Examination in the 21st Century

By Fabian Benjamin
*Ph.D, FCAI, ANIPR Head,
Information*

JAMB It is noteworthy to state here that with the upsurge in the number of tertiary institutions and number of candidates subscription to acquire tertiary education, different innovation were introduced to actualize the dream of the founding fathers of JAMB, the examination body charged with the responsibility of conducting matriculation examination in Nigeria.

Determined to carry out her

mandate inline with best global practices and to strengthen her operations, the Board has continually introduced series of innovations which were carried out since inception till date while efforts are geared towards making it better by far.

The Board has continually introduced measures to take care of exigencies, occurrences particularly as it relates to examination malpractice and other unethical behaviours in order to ensure that perpetrators of examination malpractice do not erode its credibility. Given

the diversity and complexity of Nigeria, it is necessary for a central admission agency to ensure transparency and fairness in the admission process.

THE BOARD IN THE LAST ONE YEAR

The Board has had the fortune of having very distinguished scholars as its Registrars and Chief Executive, from its inception till date.

On August 1st 2016, a new Registrar in the person Prof. Is-haq O. Oloyede, OFR, FNAL, was appointed as the fifth Registrar of the Board.

On assumption, of office, Prof. Is-haq O. Oloyede announced the areas of focus of his administration as :

- i. ICT
- ii. Welfare
- iii. Discipline
- iv. Transparency and;
- v. Networking.

He also emphasised efficiency- the best at minimal cost.

He did not waste any time in mapping out strategies to develop internal capacity of staff members and reduce the huge involvement of external service providers, the operational examination process.

The Board replaced the use of scratch cards with virtual PIN-vending-system for the sale of its registration materials and halt the abuse of the process of production and distribution of

scratch cards. The new system provides for better accountability, transparency and cost effective.

The Board engaged in various retreats and consultation on how best to conduct the 2017 examination. In view of the notorious fact that examination malpractice in contemporary time has become a huge challenge the world over. In the Board's determination to address this monster, it introduced a number of processes during registration, from profile creation, which personalizes candidates' registration to the capturing of ten (10) finger prints to address impersonation and detect multiple registration.

Evidence from the conduct of the 2017 UTME showed clearly that the policy has helped as even those who attempted to register

twice were caught. Similar method is being used, with some adjustments in the current sale of Direct Entry (DE) and foreign candidates' admission materials.

In previous examinations, the Board had made use of VSAT in deploying its tests to the various examination centers across the country at a huge cost.

In the 2017 examination, the Board opted for the use of Telecommunication networks, which eventually led to the success of the 2017 UTME. This medium is cheap, flexible, effective and easy to deploy.

The Board in the year under review approved the use of over 642 Computer Based Test Centers (CBT) which were used in administering examination for over 1,722,236 candidates that applied for the 2017



A cross section of candidates writing CBT Examination.

Unified Tertiary Matriculation Examination (UTME), the highest ever in the history of the Board.

To safeguard the credibility of the centres, the Board introduced innovations aimed at protecting its centres from being invaded by miscreants. Unlike before, all JAMB approved examination centres are now equipped with CCTV cameras to track down registration and examination malpractice within and outside the halls. Candidates are therefore expected to spend more time to study and adequately prepare for the examination rather than devising ways of cheating. A number of results were cancelled while identified culprits were sanctioned.

To foster transparency and inclusiveness in the Board activities especially as affect the conduct of the only entrance examination into all tertiary institutions in Nigeria, the Board expanded the involvement of stakeholders to include eminent personalities from the academia, civil society group, organized labour etc.

These stakeholders were grouped into what we refer to as Chief External Examiners (CEE) who were in charge of the examination in the thirty six states of the federation including Abuja; the Technical Advisors, who provided technical support for centers in their states of coverage; supervisors; Equal Opportunity Group which handled the blind and prison candidates who are serving their last term in prison and other notable groups who added much value to the entire examination. These notable groups are:

General Monitors Group,



Cross section of Institution's admissions officers Undergoing Training on the new Admission Processing system "CAPS"

which monitored the examination throughout the country.

Peace Monitors Group, which monitored the examination remotely on CCTV

Secretariat/Bwari Group, which formed the situation room at the Board's National Headquarters and where all reports from the field were harvested and addressed.

Youth of Virtues Group, which comprises the Mentors as well as Youth Corps Members who served as Proctors at the examination centres.

Civil Society and Media Group, which comprised human rights activists, labour leaders and media gurus.

A cross section of Chief Examiners that participated in the 2017 UTME examination

Commentaries from the 2017 UTME attest to the inclusiveness transparency and acceptability of the process. Examination anywhere should be an transparently conducted if it results are to be accepted.

As a result of the cost saving methods, the Board has so far made unprecedented returns to National pool. Over Five Billion Naira (N5, 000,000,000.00) has been transferred to the National Treasury.

As the Board prepares to conduct the 2017 admissions exercise, the Registrar is calling on all notable stakeholders to guide against the corrosion of institutional autonomy of the Universities, Polytechnics and Colleges of Education debate on the propriety of cut off marks. He said that institutions should be allowed to determine the kind of candidates they want. The Board's position is that the uniformity of cut off marks does not make any sense when colleges of education and Polytechnics admit for diplomas while universities admit for degrees and yet we subject them to the same cut off marks thereby starving these tiers of institutions from admitting candidates who if not admitted, may likely become easy prey to social vices.



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Mario Martins
mariom@csx.co.za
+27 82 754 9651

Mিনny Duarte
minnyd@csx.co.za
+27 82 453 8654

Kobus van der Merwe
kobusvdm@csx.co.za
+264 81 444 1849



Cameroon GCE Board Head Office

QUALITY ASSURANCE IN SCHOOL ASSESSMENT THROUGH IN-SERVICE CAPACITY BUILDING WORKSHOPS AT THE CAMEROON GCE BOARD

The Cameroon GCE Board (CGCEB) lays enormous emphasis on the quality of test items administered in its examinations.

In February 2017 the GCE Board organised four Capacity Building Workshops at its Buea Head Office for subject experts involved in test item construction. The workshops which were conducted under the theme: Constructing Quality Multiple Choice Questions (MCQ): Guidelines on the Conduct of Item Analysis, were planned in two phases. The first phase which involved a plenary discussion on the role/art of

item analysis was followed by parallel discussions at individual subject level/panel.

Under the auspices of the Registrar of GCE Board, the 2017 workshops programmed for February 27 – March 24 were geared towards upgrading the knowledge and skills of the test developers on issues of reliability and validity in the Board's examinations. In all, 433 workshop participants belonging to 40 General and 27 Technical Education subject panels, drawn from secondary schools and universities, were trained on the conduct of Item Analysis.

As a penultimate stage of test development, Item Analysis at the CGCEB enables the fine-tuning of pre-tested multiple choice test items which are later banked for GCE operational examinations. Participants at the workshop reviewed the appropriateness of the following test item characteristics/parameters:

- The difficulty parameter,
- The discrimination parameter,
- The guessing parameter.
- The efficacy of the test item distractors was also examined to ensure that all vetted items have

plausible distractors.

During the second phase of the workshop the subject panel members applied the acquired skills in reviewing test items with difficulty and discrimination indices that fell out of the acceptable ranges, and items with non-functional or dysfunctional distractors. Working with the test item data obtained from the Pretest result of three test forms, the subject experts could easily replace 'poor-performing' test items found in one test form with acceptable items from another. The exercise further ensured that each test form vetted for banking had an overall p-value of 0.50.

Comments from a subject Chief Examiner (participant):

“We’ve had to correct some of the item keys based on the dysfunctional distractors. Most test items with a very high difficulty index had non-functional distractors, on the whole, the exercise has been very rewarding and has enabled us to review all the test items with poor item parameters”

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“On the whole, the exercise has been very rewarding and has enabled us to review all the test items with poor item parameters”.



Cross section of Participants at the workshop



Dr Celia Boooyse

works in the Qualifications, Curriculum and Certification Unit as the Manager under Curriculum

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

THE MEDIATED JOURNEY OF 'ASSESSMENT AS AND FOR LEARNING'

Umalusi guides at IACESA CogEd seminar, DBE workshop to enhance assessment

By Dr Celia Boooyse

With a quest for effective assessment, Professor Mary Grosser, the president of the international Association for Cognitive Education in South Africa (IACESA), approached Dr Celia Boooyse (Umalusi) to present workshops on Assessment for and as learning.

The four-hour workshops, held in February 2016 at the NWU Vaal Triangle campus and the Cape Teaching and Leadership Institute (CTLI) in Kuils River, were interactive and challenged attendees to think deeply about effective questioning, typologies and the impact of motivation and emotion

on assessment. The workshops engaged attendees from higher education institutions, curriculum and assessment coordinators from provincial departments of education, subject advisors and teachers. Through this IACESA/Umalusi collaboration, the impact on teacher development has been expanded to include the involvement of teachers in practice, curriculum coordinators at provincial level and provincial departments.

The WCDE FET Senior Curriculum Planner and the Assessment Coordinator who attended the Cape Town session reported on how they had already incorporated some of the workshop content in their training sessions to guide teachers

towards a nuanced understanding of assessment as learning. The positive feedback on their sessions spoke of encouraged teachers with an enhanced understanding of the positive impact that mediation could have on teaching, learning and assessment. The teachers showed particular interest in reflection, metacognition, assessment to enhance emotion and motivation, and the link between cognitive and affective domains. There appears to be a connection between the receiving, responding, valuing and organising levels of the affective domain with the processing of information (data) and responses to questions and data.

This implies that the process of learning has to be in the minds

“ I want to talk about learning. But not the lifeless, sterile, futile, quickly forgotten stuff that is crammed into the mind of the poor helpless individual tied into his seat by ironclad bonds of conformity!”

of both learner and teacher when teaching and assessment are planned. Learners should become as aware of the “how” of their learning as they are of the “what”. This means that in teaching, learning and assessment practice, planning needs to include the way in which to approach a learning task, monitoring of comprehension, and evaluating progress towards task completion. Similarly, reflection (metacognition) is pivotal. Learners who reflect and are constantly aware appear to identify blocks to learning more easily and earlier, complete work more efficiently and perform better in assessment tasks and exams.

For teachers, the ability to reflect (metacognition) involves planning, monitoring, evaluating and revising thinking processes as well as how to plan teaching, learning and assessment effectively. Having assessment as learning in mind, and true reflection on the actual process, will enable the teacher to:

- know what (factual or declarative knowledge)
- know when and why (conditional or contextual knowledge)
- know how (procedural or methodological knowledge)
- to teach and enable learners to learn through assessment.

A request similar to that

of IACESA came from the Department of Basic Education, and on 1 April a group of education specialists attended a full-day workshop on assessment as learning and reflecting on effective questioning.

Dr Booysse provided supporting material on how making connections between assessment and learning encouraged a holistic approach to assessment practices and had an impact on the teaching-learning process. The material also included content on the cognitive, affective and psychomotor domains, and the mediating character of assessment. Thinking about the components of assessment as learning, and as a way to assess a learner’s individual ability and needs, explicitly leads to including a set of outcomes and criteria: the use of close-to-reality contexts; ideas about individual formative feedback; and fostering the ability for self-assessment through a mediation process.

The focus of the discussions on the day also embraced:

1. The constructive planning of teaching, learning and assessment as classroom practice
2. The Feiertstein model on mediation and the role of prior knowledge
3. The purposes of assessment as learning: diagnostic, self-reflection and reflection

on learning, emotion and motivation

4. Self- and peer assessment
5. The application of taxonomy as a teaching, learning and assessment tool
6. The link between the affective and cognitive domain and the emotional impact of assessment
7. The development of assessment items and alignment to cognitive demands
8. The interpretation of questions in terms of cognitive demand.

At the end of each session the attendees, in reflection on their own learning in the workshop, echoed the thoughts of Carl Rogers (1983: 18-19):

I want to talk about learning. But not the lifeless, sterile, futile, quickly forgotten stuff that is crammed into the mind of the poor helpless individual tied into his seat by ironclad bonds of conformity! I am talking about LEARNING – the insatiable curiosity that drives the adolescent boy to absorb everything he can see or hear or read about gasoline engines in order to improve the efficiency and speed of his “cruiser”. I am talking about the student who says, I am discovering, drawing in from the outside, and making that which is drawn in a real part of me.



UMALUSI HOSTS THE 42ND IAEA CONFERENCE

From 21–26 August 2016 Umalusi had the honour of hosting the 42nd annual conference of the International Association for Educational Assessment (IAEA) in Cape Town. The conference came at a time when Umalusi was reviewing its own systems to strengthen its capacity to deliver on its mandate as a Council for Quality Assurance in General and Further Education and Training.

The IAEA's mission is to help advance – through professional interchange – the science and practice of educational assessment by organisations around the world.

IAEA is primarily an association of organisations whose main business is educational assessment. However, the membership also includes

individual, associate and affiliate members.

The aim of each IAEA conference is to provide a forum for members to exchange ideas and experiences, with a view to enhancing assessment professionalism among its members and strengthening mutual understanding and relationships.

The annual IAEA conference is organised by a primary member who has volunteered to host the conference with no compensation other than satisfaction in providing an opportunity for members to share information, in the interests of improving education in their respective countries. However, an IAEA conference is, first and foremost, an IAEA event. The responsibility for all aspects of the conference that affect members

ultimately rests with the IAEA president.

Umalusi is pleased to report that the organisation is also a member of the Southern Africa Association of Educational Assessment and the Association of Educational Assessment in Africa – both the regional and continental chapters of the IAEA respectively. We were proud to host well-known experts in educational assessment from around the globe. As Umalusi, we were determined to make this IAEA conference the best one yet. We believe delegates had a memorable stay in South Africa; and that the conference left us all with thought-provoking ideas for implementation in our respective organisations.



5 JULY SEMINAR



WHAT KIND OF MATHEMATICS DOES SOUTH AFRICA NEED?

On the 5th of July Umalusi, in partnership with Wits School of Education and the Centre for Education Policy Development, hosted a seminar entitled “What kind of Mathematics does South Africa need?”

The seminar aimed to explore the topic of the different types of Mathematics available to South African learners, and asked the key question: What kinds of skills do the different types of Mathematics provide to

“ Given the prominent role that mathematics, and the thinking skills that should underpin this discipline, are set to play in the 21st century, Umalusi felt that it was essential to debate key questions about teaching and learning in this discipline”

learners, and are these the skills we need in South Africa?

Mathematics occupies a central place in both our educational system and in the eyes of the public at large. Our system also plays host to several different types of mathematics that have, to a greater or lesser degree, specialised purposes that aim to mould learners and set them on certain paths in life.

Each subject a learner offers at school level is intended to open doors for them, whether they lead to further study or a vocation or occupation. This seminar therefore asked a crucial question: What doors are the different types of Mathematics opening for learners in South Africa?

A host of important questions flow from this, especially once we begin to take into account the rapidly changing world we find ourselves in today. The skillset required for the 21st century is in flux, and we can only vaguely discern exactly what skills will be required as we gaze into our educational crystal ball.

What we know for sure is that problem solving and dynamic thinking will be at the forefront of the required skills going into the 21st century. As technology advances at a breakneck pace, whole categories of occupation are changing in response. Some occupations will become redundant, while yet other whole new categories as yet unimagined will emerge. In this uncertain future, a learner with solid fundamentals and a dynamic set of thinking skills will be well equipped to deal with the rollercoaster that the 21st century looks set to be.

Given the prominent role that mathematics, and the thinking skills that should underpin this discipline, are set to play in the 21st century, Umalusi felt that it was essential to debate key questions about teaching and learning in this discipline.

The seminar began with an exploration of the three types of Mathematics available:

- Mathematics
-**Ms Leigh Pleass**

- Mathematical Literacy
-**Ms Joan Houston**
- Technical Mathematics
-**Mr Moses Basitere**

The three speakers provided an overview of the curriculum in each of the different streams of mathematics, with a particular focus on the skills that each subject intends to instil in learners. Each in turn demonstrated how each category of mathematical skills is required in the system, and they called in unison for dynamic thinking skills to underpin our teaching of the subjects.

Professor George Ellis of UCT provided an overview of the trajectory of Mathematics and its sub-disciplines in South Africa, and provided an insightful summation on the topic.

The seminar was closed by the Chairperson of Umalusi Council, Professor John Volmink, who spoke about the crucial need for the various mathematical disciplines and the thinking skills that they instil in learners.

JUDGING THE QUALITY OF SOUTH AFRICAN GRADE 12 EXAMINATIONS IN TEN SELECTED SUBJECTS

“ Each evaluator did an independent analysis of the examination papers and, on completion of the individual analysis, the teams worked together in their respective subject teams to establish negotiated decisions regarding the individual item-by-analyses and to consolidate their reports”

As part of its mandated areas of responsibility, Umalusi conducts, on an annual basis, a study titled Post-Examinations Analysis (PEA) to ensure comparability of examination standards from one year to the other. This is done within the context of a maintaining standards initiative, which has been ongoing since 2008. The overall goal is to evaluate the extent to which the current year's examinations compare with comparator examinations written in the previous 3 – 5 years.

Like in the past, the 2016 PEA focussed on Accounting, Economics, Business Studies, English, Geography, History, Life Sciences, Mathematical Literacy, Mathematics, and Physical Sciences. Continued focus on these subjects is informed by the fact that they are the ten most popular subjects in terms of learner enrolments. Since Grade 12

¹Council for Quality Assurance in General and Further Education and Training

exit-level examinations in South Africa are administered by three different bodies - Department of Basic Education (DBE), Independent Examinations Board (IEB), and South African Comprehensive Assessment Institute (SACAI) - the study evaluates its body's examinations in their own right. The project was designed to accomplish three broad objectives: (a) To evaluate the degree to which the examinations adhered with the overall examination requirements as set out by the assessment body, (b) to evaluate the extent to which 2016 examinations covered the curriculum, and (c) to report the findings on the comparable degree of difficulty and the nature of the cognitive demands made in the 2016 examination papers in relation to the 2014 – 2015 examinations.

In terms of the methodological approach, Umalusi used teams of four evaluators per subject each consisting of a university-based subject specialist, a

subject advisor and 2 teachers. The process involved a two-stage approach. Each evaluator did an independent analysis of the examination papers and, on completion of the individual analysis, the teams worked together in their respective subject teams to establish negotiated decisions regarding the individual item-by-analyses and to consolidate their reports.

The findings highlighted four issues which are broadly reported on here. Firstly, the examinations did adhere to examination specifications. Secondly, in terms of content, the examinations sufficiently covered the curriculum. In terms of difficulty, the findings revealed that some subjects are consistently easy, while others are consistently difficult. At the same time, some subjects are getting easier by the year whereas the opposite is true for others. Similarly, patterns of instability were observed in some subjects as far as cognitive demand is concerned.

Stephen Austin

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Dr L. Ntoi (CEO Examinations Council of Lesotho) celebrating the victory after the games

BEYOND THE GOLDEN ANNIVERSARY COLLABORATION: THE TWIN AFRICAN KINGDOMS

By

**Ms. Ramokoena Camilla
'Matseko**

Manager Research & Statistics
Examinations Council of Lesotho
favour.ramokoena@gmail.com

Background

The genesis of the collaboration between the Examinations Council of Lesotho (ECoL) and the Examinations Council of Swaziland (ECoS) dates as back as around 1961. The bond between the two Examinations bodies was as a result of the developments which were taking place in South Africa during those years. Around 1958 when South Africa discontinued offering the Junior Certificate Examinations which the two kingdoms were

taking, the need for an alternative examination led to a polygamous marriage, between Lesotho, Botswana and Swaziland referred to as the Syndicate

The Report of a Working Party on a Regional School Certificate Examination (1975) shows that the Syndicate then had three main functions, thus;

1. To control and make all arrangements for those public examinations common to the educational systems of the three High Commission Territories (Botswana, Lesotho and Swaziland).
2. To issue certificates to all successful candidates
3. To seek the widest possible recognition of its examinations

and this in view, to maintain strict standards

Botswana left the Syndicate some years later and the two kingdoms continued with the relationship. Since the inception of the Syndicate, ECoL and ECoS have continued to bench mark their examinations processes including approving the release of the Junior Certificate Examinations results for the two Councils.

- The historic years marking the cooperation between ECoL and ECoS can be summarized as follows:
- 1961 – 1965, the High Commission Territories Examination Council under the tutelage of Pius xii College and later the University of

Basutoland, Bechuanaland and Swaziland (UBBS).

- 1966 – 1971, the Schools' Examinations Council under the tutelage of the University of Botswana, Lesotho and Swaziland (UBLS).
- 1971 – 1979, the Examinations Syndicate of Botswana, Lesotho and Swaziland continued to exist.
- 1979 – Present (2008), the Examinations Syndicate of Lesotho and Swaziland under the tutelage of the Ministries of Education.

1.1 Mapping a strategic direction for the syndicate

Since the formation of the Syndicate, there has been no proper documentation of how the members Councils are to collaborate on different issues. In 2017, a strategic planning workshop was organized where senior officers from the two Councils developed the first strategic plan for the syndicate. The plan is intended to provide a strategic direction between ECoL and ECoS.

1.2 Lesotho and Swaziland Syndicate Games

In 2016, the current Syndicate introduced the Syndicate games as a strategy for strengthening the ties between the staff members of the two Councils. The games ranged from aerobics, foot ball, netball, volleyball, egg race, relay, sack race, both hundred and two hundred meter races.

The games were crowned with a rotating cup which gets to be kept by the Council that won most games. In 2016, ECoS took it all but the year 2017 brought a turnaround where ECoL refused to lose in its own grounds.

The games integrated a very important aspect of extending a helping hand to the less privileged.



The Special CEOs race competition



ECoL and ECoS males competing on the 100 meter race



A well deserved Gala dinner at the end of all the games

Staff members from the Councils contributed some money freely to support the less privileged. A primary school was identified where less privileged learners were provided with school shoes. This was a very touching exercise seeing that almost all the learners started wearing their shoes on the spot. The second part of the project involved providing some basic grocery to an orphanage home. The orphanage home in question was approached to find out their greatest needs and they indicated that feeding the children was a challenge.

A closing ceremony was conducted at a Gala dinner where medals were presented to the winners. The Spirit of the games remained "everyone who participated was a winner".

2. References

The University of Botswana, Lesotho and Swaziland Schools Examinations Council (1975). The

Report of a Working Party on a Regional School Certificate Examination. (Unpublished Document).



ECOS Staff during the syndicate games in Lesotho.

EXAMINATIONS COUNCIL OF SWAZILAND AND EXAMINATIONS COUNCIL OF LESOTHO SYNDICATE GAMES 2017

The Examinations Council of Swaziland (ECOS) and Examinations Council of Lesotho (ECOL) put aside the assessment business and battled it out in sporting activities. The 2017 games which took place in Maseru, Lesotho on April 14 – 16 were a sequel to the first edition held in 2016, in Swaziland. The intention is to have the games annually after the completion of the examination cycles of the two organisations. They give the staff of the two organisations a well-deserved refresher from

the pressure and stress involved in the work of examination boards.

ECOL hosted ECOS in 2017. Games that were played included Soccer, Netball, Volleyball, Athletics, Aerobics, egg race, sack race, and tug of war. The aerobics is always the first event where everyone participates. The CEOs also take part in the aerobics. After 45 minutes of intense aerobic exercise, eliminations begin until one person remains and

become an eventual winner. In 2016 the last man standing was won by Swaziland while in 2017 the winner of the event came from Lesotho.

Netball and Volleyball were won by ECOL teams in 2017. The big one, soccer, was won by ECOS. In the Registrar's 50m race, the ECOS Registrar outpaced ECOL Registrar taking the gold medal. The ECOL Registrar got her revenge in the 50m sack race and out ran the ECOS Registrar to scoop the gold medal. It

“ The event is not only about the games but remembering those children who are needy as well. In Lesotho, the contributions bought shoes and food parcels for the chosen group of needy children. The hosting country identifies the benefactors of this kind gesture”

was very exciting for staff from both organisations to see the Registrars battling it out in sports outside the boardroom. The overall winners of the 2017 games were ECOL dethroning ECOS of the title they claimed in 2016. The games will be hosted by ECOS, in 2018. Both ECOL and ECOS staff shared their excitement on the games and were very grateful to the Councils of both organisations and were looking forward to the 2018 session.

Besides sweating it out on the sports field the staff members also have an opportunity of a cultural exchange during the culture dinner. They also go

on an excursion and in 2017 they visited the breath-taking Mohale Dam in Lesotho.

As part of corporate social responsibility, the staffs from the two organisations give back to their communities, ECOS and ECOL; contribute money which is then used to cater for the needs of the community. The event is not only about the games but remembering those children who are needy as well. In Lesotho, the contributions bought shoes and food parcels for the chosen group of needy children. The hosting country identifies the benefactors of this kind gesture.

The games were concluded

by the presentation dinner on Sunday evening 16 April 2017. In the dinner all the winners were awarded with medals and trophies. The dress code at the dinner was strictly formal. The medals were awarded in gold, silver and bronze. During their remarks, both Registrars stated that they were so pleased to see members of staff mixing outside the pressures of the work environment. They pointed out that their excitement came about because they knew how demanding examination boards work could be and that they were also looking forward to the 2018 games in Swaziland. The games were also promoting wellness among staff.



ECOS (in red) and ECOL staff (in blue) before the start of the games



Contributions to needy children by ECOS and ECOL staff.



Juan Visser

Regional Director for Cambridge International Examinations in Sub-Saharan Africa

INTEGRATING TECHNOLOGY IN THE CLASSROOM

Teachers must adapt and capitalise on technology to keep up with a more digitalised world, says Cambridge International Examinations

Technology has developed significantly in Africa in the last decade with more and more industries transforming into more digitalised entities to keep up with a fast changing global business environment. According to Cambridge International Examinations, it's only natural that the education sector must follow suit and advance to keep up with the times.

Juan Visser, Regional Director for Cambridge International Examinations in Sub-Saharan Africa, says,

“Schools and teachers are faced with the challenge of how to evolve from more traditional teaching methods to incorporate technology in the classroom. Although we cannot deny the adverse conditions for development in Africa, the continent has the fastest growth in internet users in the world which indicates very positive progress.”

According to Internet World Stats¹, internet users in Africa have grown by a little over 7557% between December 2000 and March 2017. Added to this is the rapid rise in the number of people now using mobile phones across Africa - according to GSMA's The Mobile Economy Africa 2016² report, it is projected that by 2020 there

will be 720m smartphones in Africa, a growth of 494m from the end of 2015.

“These technological developments bring exciting opportunities for schools to rethink classroom tactics and consider new ways to deliver lessons utilising modern technology. Schools must therefore seriously look into investing in appropriate tools to support them,” says Juan.

Cambridge International Examinations recently partnered with Cambridge University Press to explore this teaching approach by holding a series of professional development workshops for teachers, called Learn Mores, in South Africa, Zimbabwe and Zambia. Cambridge offers these



Simon Lind

Professional Development Manager at Cambridge University Press

courses to help teachers develop their skills and introduce them to new teaching methods. The courses are available for schools offering the Cambridge curriculum, as well as any other teachers whose schools are not accredited to Cambridge but would like to learn more about Cambridge education programmes and the Cambridge Approach.

Simon Lind, Professional Development Manager at Cambridge University Press, facilitated the topic Teaching with Technology at the workshops. He said, “It’s not necessary to use technology for every lesson, but in the modern world, you need to incorporate technology in at least some of the teaching that you do. Teachers have to evaluate the benefits of technology for teaching a subject, or aspects of the subject. The benefit of this approach is that it is not teacher or subject specific. It applies to all teachers, wherever they are, whatever the technology

available and whatever subjects they are teaching.”

Simon stresses the importance of teachers assessing the teaching and learning potential of any device before it is purchased by the school or student; whether it is a lap top, tablet or even a mobile phone. “If the school hasn’t evaluated the device, and particularly the software programs available against teaching goals, and if the teachers haven’t thought about how the technology can lead to better learning outcomes, it can be a poor purchase. Also, many students are familiar with smartphone or tablet technology, and can navigate them with ease, but the question is how will it enhance their learning experience in school?”

He says technology is also only effective if teachers plan their lessons to incorporate it. “They must frame everything from the perspective of learning outcomes – what do they want students to do, and how will technology help them to do

it? This applies irrespective of whether exams have to be hand-written. Teachers need to focus on how they can use a laptop, tablet or mobile phone to enhance the learning experience, so that when students come to write the exam, they are better prepared to do it.”

Juan says Cambridge International Examinations has found a huge willingness on the part of African schools to engage with technology, from basic equipment to webinars run from Cambridge in which they can participate via the internet.

“Africa has shown it can leapfrog certain stages of technological development. As connectivity improves and technology gets cheaper, we are leaving behind the days of ‘talk and chalk’ and accelerating into the 21st century,” he concludes.



Dr Edmund Mazibuko (CEO-ECOS) addressing the invited guests from Zambia, Tanzania and Uganda.

ECZ AND ECOS BENCHMARK DURING THE GRADING EXERCISE FOR SWAZILAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (SGCSE)

By Edward Songa
Senior Examinations Specialist (Design Technology and Art), Research and Test Development Department

The Examinations Council of Swaziland (ECOS) held the General Certificate of Secondary Education (SGCSE) grading exercise from 2nd to 6th January 2017. The exercise was

conducted at its headquarters in Ezulwini, Swaziland. The meeting was attended by Senior Officers of the host examination Council (ECOS) and Principal Examiners (Chief Markers) as well as officers from three other Examination bodies who were invited as part of the benchmarking exercise to validate the grading process. The officers invited

were from Zambia, Tanzania and Uganda. Each country was represented by one Officer. The Examinations Council of Zambia (ECZ) was represented by Mr. Edward Songa, a Senior Examinations Specialist in Research and Test Development Department. The event was also attended by a consultant Ms. Nicki Little from Cambridge International Examinations

“As a nominee participant from ECZ, I wish to appreciate ECZ for allowing me to go and observe, learn and share some good practices in examination matters affecting the sub region”

(CIE), United Kingdom. Others were Mr. Boniface Mwaitenga from the National Examinations Council of Tanzania and Mr. Jackson Kazeera from the Uganda National Examinations Board.

The organization of the meetings was well done. The meetings were well constituted by Directors, Subject Officers, Principal Examiners, a consultant and visiting officers from other Examination bodies. The atmosphere during the meeting was jovial and good as it allowed sharing of ideas and freedom among all the members involved in the grading exercise to express their comments and experiences. Working tools and documents such as mark distributions sheets, sample scripts, question papers, marking schemes and copies of the syllabuses were made

available. Standardization and quality control were among the major issues considered throughout the meeting.

The grading exercise was done in five working days as had been scheduled.

LESSONS LEARNT/NEW EXPERIENCE(S)

The ECOS managed to train their staff on how to develop practical test items that reduces the chance of teachers predicting the practical examination questions. This was achieved by sending subject officers concerned for some tailor-made courses in the Netherlands. The exercise was spread over a period of five (5) days and no split groups were made. This gave us (invited officers) an opportunity to have a feel of all of the Kingdom's subjects on offer.

CONCLUSION

The grading and standard setting exercise is an important integral part of quality assurance in education assessment. Its importance cannot be over emphasised as it strengthens and validates examination results. Efforts shown by the Kingdom of Swaziland and other examining boards in the region to improve and maintain high standards of the education system by sharing challenges of various assessment trends through regional benchmarking visits deserve to be applauded and encouraged to grow.

As a nominee participant from ECZ, I wish to appreciate ECZ for allowing me to go and observe, learn and share some good practices in examination matters affecting the sub region.



Officers during the Grading Meeting



Forum Members just before lunch at Lake Safari Lodge

EXAMINATIONS COUNCIL OF ZAMBIA HOSTS THE 2017 SAAEA RESEARCH FORUM

The first four days were “all work and no play” as members toiled late in the nights to have documents ready in time. Then came the final day when it was “all play and no work”. The 2017 Southern African Association for Educational Assessment (SAAEA) Research Forum left a lasting impression firstly because of the significance and quality of documents produced and secondly because lifelong bonds were forged among participating members through a well-organised excursion.

The 2017 SAAEA Research Forum was held at Sandy’s Creation in Lusaka – Zambia

from 27th to 31st March 2017. The five-day event was attended by twenty-one officers drawn from six member organisations, namely Botswana Examinations Council (BEC), Examinations Council of Lesotho (ECOL), Malawi National Examinations Board (MANEB), UMALUSI, Examinations Council of Zambia (ECZ) and Zimbabwe School Examinations Council (ZIMSEC).

ECZ was represented by Dr. Michael M. Chilala (SAAEA Research Forum Chairperson), Mr. William M. Kapambwe, Mrs. Teza Musakanya, Mr. Shadreck Nkoya, Mr. Moonga Hakalyamba, Mr. Boniface

Lisuba, Mr. Henry A. Muloongo, Mr. Shakazo Mzyece, Ms. Maureen Nkumbula and Mrs. Stella S. Ncube. ZIMSEC sent two officers, namely Mr. John C. Maramba and Dr Timothy Chiwiye. UMALUSI was represented by Dr. Celia Booyse and Ms Sisanda Loni while MANEB’s envoys were Mr. William Mankhomwa and Mr. Lawrence J. Msiska. There was also Mrs Chawangwa Mudongo and Ms. Kagiso Maule-Sethora from BEC. The examinations Council of Lesotho was represented by Mr. Khauta Mokoma, Ms. Camilla Ramokoena and Mr. Mokhitli Peter Khoabane.

Dr. Michael M. Chilala, Director – ECZ, welcomed and informed all guests that the ECZ was happy to host the Forum and would do what it could to ensure guests had a memorable stay in Zambia. Dr. Chilala also proudly noted that the Southern African Sub-region was taking a leading role in assessment innovations and had played a pivotal role in developing the strategic plan for the Association for Educational Assessment in Africa (AEAA). Earlier, Mr. William M. Kapambwe, Deputy Director – ECZ, had urged members to apply themselves during the meeting.

The activities of the meeting were guided by an activity plan crafted in 2016 during a similar meeting at Taj Pamodzi Hotel in Lusaka, Zambia. The following documents were developed and finalised in accordance with the Activity Plan:

Assessment systems and qualification framework: the document described qualification types/levels, the link between curriculum, assessment standards and qualification, exit – level outcomes, and equivalency of qualifications within the SADC sub region.

School Based Assessment Guidelines: this documented best practices for conducting school based assessment, relying on the provisions of the SADC protocol on Education.

Guidelines for Conference Hosting and Publications: the document sought to outline procedures for hosting regional assessment conferences and the evaluation criteria to be used for selecting articles for publication



Forum Members just before lunch at Lake Safari Lodge



Story time on the way to Siavonga

in the SAAEA Journal.

The Forum also discussed ways of collecting information/contributions through internet and resolved that the best way to go was by creating a SAAEA Drop Box where members could be dropping their comments. Further, a small group to be chaired by Dr Celia Booyse was constituted to spearhead the drafting of recommendations on which route to take on the publication of the SAAEA Journal. Other members of this group included Dr Timothy Chiwiye, Ms Camilla Ramokoena and Ms Kagiso Maule-Sethora. Moving forward, it was proposed that SAAEA comes up with

an international course on educational assessment which could be administered as a way of raising funds for SAAEA.

At the end of the week, the delegates were treated to an excursion in Siavonga where they took lunch at Lake Safari Lodge, went for a boat cruise on Lake Kariba and visited the Kariba Dam Wall. It was a memorable and relaxing outing.

We came, we saw and we conquered. The hope and joy of all SAAEA Research Forum members is to see the SADC Protocol on Education being operationalised through our collective and individual contributions. Long live the forum!

