



CAMEROON GENERAL CERTIFICATE OF EDUCATION BOARD,
PMB 10.000, BUEA
SOUTH WEST REGION, CAMEROON.



**COMMUNIQUE OF THE 27TH ANNUAL CONFERENCE OF THE ASSOCIATION
FOR EDUCATIONAL ASSESSMENT IN AFRICA (AEAA)
YAOUNDE, CAMEROON, AUGUST 24TH – 28TH, 2009.**

1.0 Introduction

The 27th Annual Conference of the Association for Educational Assessment in Africa (AEAA) was held at the **CONFERENCE CENTRE, YAOUNDE**.

When we congregated in Cameroon on Monday 24th August, 2009 we set out to get presentations that covered the following theme:

1.1 Educational Assessment and Quality Assurance in a Multicultural Society.

1.2 SUB-THEMES

- 1.2.1 Quality Assurance Mechanisms in Public Examinations
- 1.2.2 Analysis for Improving the Management of Public Examinations
- 1.2.3 Examinations as Tools of Quality Assurance in Education
- 1.2.4 Assessment Perspectives in Multicultural Settings
- 1.2.5 Examination Crisis and Management in a Multicultural Society
- 1.2.6 e-Learning and Educational Assessment
- 1.2.7 ICT and Examination Management in the Multicultural Society
- 1.2.8 e-Marking and Quality Control in Public Examinations
- 1.2.9 Assessment Practices Across Examination Bodies
- 1.2.10 The Relationship Between Curriculum and Assessment in a Multicultural Society

2.0 Participation

One hundred and fifty eight registered participants, representing sixteen countries attended the conference.

The countries represented were:

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|--------------|-------------------|
| 2.1 Botswana | 2.9 Rwanda |
| 2.2 Cameroon | 2.10 Sierra Leone |
| 2.3 Germany | 2.11 South Africa |
| 2.4 Ghana | 2.12 Swaziland |
| 2.5 Kenya | 2.13 Tanzania |

- 2.6 Malawi
- 2.7 Mozambique
- 2.8 Nigeria
- 2.14 Uganda
- 2.15 United Kingdom
- 2.16 Zambia

3.0 OPENING CEREMONY

The opening speech by the Minister for Secondary Education, Louis Bapes Bapes, focused on the need to use the forum to network and foster the much desired African co-operation and solidarity. The Minister was very clear in his message that in Africa we must make concerted efforts to deal with the following issues:

- 3.1 The concept of Quality Assurance as it relates to educational assessment;
- 3.2 Sharing experience on challenges and successes in educational assessment;
- 3.3 The issue of technology could be used as a control tool to enhance delivery of our products.

4.0 ISSUES RAISED IN THE KEYNOTE ADDRESS

The Keynote Address was given by Professor Ivo Leke Tambo, Secretary General, Ministry of Secondary Education, Cameroon. He highlighted the following issues:

- 4.1 Inclusion of learners of different backgrounds and situations in the school system.
- 4.2 The need for examination boards to always keep in view the cultural diversity of the populations that they serve, so as to avoid acts that smack of cultural bias.
- 4.3 Development of inclusive rather than exclusive assessment strategies by National Examination Boards.
- 4.4 Designing and implementing assessment systems that protect or enhance the quality of education and yet are inclusive of all learners, irrespective of differences in their location or gender, their ethnic, religious, linguistic or economic circumstances or their physical and mental abilities.
- 4.5 Assurance of culturally-diverse and gender-balanced materials and illustrations in examinations to give a fair chance to all candidates regardless of their gender or background.
- 4.6 The Provision of motivation for failed candidates.
- 4.7 The use of ICT to check the falsification of examination data and certificates.

5.0 OBSERVATIONS ARISING FROM PRESENTATIONS AND DELIBERATIONS

After the Minister and Secretary General set the tone for the conference, delegates engaged actively in very captivating presentation sessions and the reactions brought to the fore the following critical observations:

- 5.1 Use of ICT in examination management has developed fast and gained prominence in Africa;
- 5.2 Most aspects of examinations management could be revolutionized through a focused use of ICT;
- 5.3 The use of research to inform management of public examinations seems to have been relegated to the back seat;
- 5.4 e-Testing and Marking have the capability to reduce bias and enhance validity of measurement in multicultural settings;
- 5.5 Digital printing has the capability of reducing human intervention in the printing process and thereby reduces examination malpractices.

6.0 MAJOR RECOMMENDATIONS

- 6.1 Examination bodies should be sensitive to the cultural diversity of their populations so as to avoid acts that lead to cultural bias in their assessment.
- 6.2 Appropriate assessment tools should be designed by the examining bodies to cater for the diverse learning abilities and styles of candidates.
- 6.3 Item writing processes should recognize the need to be sensitive to language abilities, diversities and multicultural settings of candidates.
- 6.4 The threat on the integrity of examinations by emerging forms of examination malpractice due to the advent of new technologies needs to be confronted by concerted effort.
- 6.5 The use of ICT in management of examinations is a reality which should be embraced by Examination Boards and other bodies charged with the responsibility of educational assessment as a matter of urgency .
- 6.6 Examination bodies should develop media skills to enable them deal with crisis

and media misinformation.

- 6.7 Assessment institutions need to engage critical stakeholders like the media on issues about examinations.
- 6.8 Government and Programmers should, in the planning and delivery of education programmes, recognize cultural diversity and endeavour to create equitable learning and assessment opportunities for all children.

Signed:

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MRS. PATIENCE AYESU
President, AEAA
Yaounde, 28th August 2009

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MR. PAUL M. WASANGA
Executive Secretary, AEAA
Yaounde, 28th August 2009