

**THE KENYA NATIONAL EXAMINATIONS COUNCIL**

**CHALLENGES ASSOCIATED WITH IMPLEMENTATION OF CONTROL MECHANISMS IN  
PUBLIC EXAMINATIONS AND HOW THE KENYA NATIONAL EXAMINATIONS COUNCIL  
(KNEC) HAS HANDLED SOME OF THESE CHALLENGES**

**BY**

**DAMARIS MWANYUMBA (MRS)**

**AND**

**JANE GACHERI MUTWIRI (MRS)**

**A PAPER PRESENTED AT THE 27<sup>TH</sup> ANNUAL CONFERENCE OF THE ASSOCIATION FOR  
EDUCATIONAL ASSESSMENT IN AFRICA (AEAA) YAOUNDE CAMEROON  
AUGUST 24 – 28, 2009**

**CHALLENGES ASSOCIATED WITH IMPLEMENTATION OF CONTROL MECHANISM IN  
PUBLIC EXAMINATIONS AND HOW THE KENYA NATIONAL EXAMINATIONS COUNCIL  
(KNEC) HAS HANDLED SOME OF THESE CHALLENGES**

**JANE G MUTWIRI AND DAMARIS MWANYUMBA  
The Kenya National Examinations council, P O Box 73598 – 00200 NAIROBI**

**Abstract**

Public examinations are used as a realistic basis for gauging and evaluating the educational system and also for making important decisions about a learner. Therefore, at whatever level of assessment, public examinations have to be reliable, relevant, efficient and have equity. They also must be handled under secure conditions to ensure that no one obtains undue advantage. In a multicultural society, such as is the case in Kenya, if public examinations are to be relied upon for important decisions, control mechanisms have to be put in place for quality assurance.

This paper will examine the challenges associated with the implementation of control mechanisms that have been put in place by KNEC particularly in the administration and certification processes of public examinations and how these challenges have been handled.

Finally recommendations and suggestions on the way forward will be made.

## Table of contents

Abstract .....	ii
Abbreviations .....	iv
1.0 Introduction.....	1
2.0 Background information .....	2
2.1 Internal Environment.....	2
2.2 External Environment context.....	3
3.0 Challenges encountered in implementing control mechanisms.....	4
3.1 Increased candidature .....	4
3.2 Registration of Candidates .....	5
3.2.1 Incorrect Information: .....	5
3.2.2 Registration deadlines: .....	5
3.2.3 Registering candidates in more than one Examination center: .....	5
3.2.4 Revenue Collection .....	5
3.3 Irregularities in Examinations during Field Administration: .....	6
3.3.1 Collusion .....	7
3.3.2 Impersonation .....	8
3.3.3 Leakages .....	8
3.3.4 Access to unauthorized materials .....	9
4.0 Challenges experienced in catering for special needs .....	9
5.0 Monitoring of K nec examinations .....	10
6.0 Education equity .....	11
7.0 Challenges paused by school-based assessment in public examinations .....	11
7.1 Unreliable marks from the teachers.....	12
7.2 Lack of uniform facilities .....	12
8.0 Transportation challenges .....	12
9.0 Marking.....	13
10.0 Processing of examinations .....	13
11.0 Setting of grades .....	13
12.0 Way forward .....	14
13.0 Conclusion: .....	14
References .....	15

## **Abbreviations**

KNEC	Kenya national Examinations Council
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
PSE	Post School Examination
SBA	School Based Assessment
QMS	Quality Management System
ISO	International Organization for Standardization
PDE	Provincial Education Officer
DEO	District Education Officer
AEO	Assistant Education Officer
ICT	Information Communications Technology

## **1.0 Introduction**

Public Examinations are taken in this paper to be national external examinations which are administered to the public by examination boards in Kenya such as the Kenya National Examinations Council as opposed to internal examinations or tests that are given at institutional level or classroom level by the instructors or teachers. While Public Examinations are taken basically at the end of a learning cycle, internal examinations can be given weekly, monthly or at the end of term. Public examinations have existed since time immemorial and are used as a realistic basis for gauging and evaluating the educational systems and also for making important decision about a learner. The Kenya National Examinations Council has been mandated by the Government of Kenya to develop, manage and certify all the school and post school examinations except at the university level.

To fulfill this great responsibility, The Kenya, National Examination Council is committed to objectively evaluate learning achievements to enhance and safeguard nationally and internationally acceptable certification standards. This entails offering examinations that ensure validity, reliability, equity etc.

Public Examinations in Kenya have been used mainly for selection and certification purposes and because of this, public examinations have been found to create undue competition that has affected the teaching and learning process whereby so much time has been devoted to the preparation for examinations as opposed to covering the syllabus for the purpose of achieving the curriculum objectives. In recent years in Kenya, more attention is being given to school based assessment in order to strengthen the elements of evaluating the education system. This is because the school assessment allows measurement to be made over an extended period of time rather than a single time. The high levels of anxiety often provoked by external examinations are largely avoided and a more rounded view of each pupil's strengths and weakness detected early and shaped. Trends in performance for individual learners can be identified and allowances made if performance at a particular time is affected by ill-health, personal

or family stress or bad luck. The Kenya National Examinations Council includes a component of School Based Assessment in some of its examinations.

At whatever level of assessment, examinations have to be reliable, relevant, efficient and should promote equity. They also have to be handled under very secure conditions to ensure that no one obtains undue advantage. The Kenya National Examinations Council to this end has put in place various control mechanisms to ensure quality of examinations in a multicultural society such as Kenya. These control measures vary slightly from one examination to the other but on the whole, they are similar.

The paper will examine the challenges associated with the implementation of control mechanisms that have been put in place by KNEC particularly in the administration and certification processes of public examinations and offer suggestions on the way forward.

## **2.0 Background information**

### **2.1 Internal Environment**

The Kenya National Examinations Council is a small organization currently with a staff of 375. It is run as a Secretariat with all its functional Departments centralized in Kenya's capital city – Nairobi. KNEC does not have any regional offices of her own at the regional level. She relies heavily on civil service field officers who are mainly drawn from various ministries to assist in the conduct and administration of Public Examinations. Some of them are drawn from the education sector and security forces among others. These people are assigned duties for a fee. The major challenge posed by this arrangement is that even though these officers are briefed on the sensitivity of the national examinations; some of them do not quite take it to heart or do not have as great attachment to the examinations as KNEC staff would. Furthermore many lack experience in matters relating to examination administration.

Kenya is unique due to its cultural diversity. It is truly multicultural for it consists of 42 tribes. While this diversity is a great strength, it has however been occasionally

misused by politicians for political gain. This ultimately creates wrong attitudes and vices which negatively affect administration of examination.

## **2.2 External Environment context**

Kenya occupies an area of 582,646 square km and has a population of approximately 30 million people who come from 42 different ethnic communities. KNEC gives examinations after the primary school cycle, the secondary school cycle and post school cycle. The candidature for Kenya Primary Certificate Examination (KCPE) in 2008 stood at 695,732 and for Kenya Certificate of Secondary Examinations (KCSE) was 305,015 and Post School Examinations (PSE) 58,057.

The primary and secondary institutions are spread all over the country and some of them are quite inaccessible due to poor road network.

It is within such context that KNEC has come up with control mechanisms so as to maintain fairness and credibility in examinations. KNEC establishes standards or criteria for passing or failing in all examinations. This is a critical task in that it defines the final product. It would be disastrous to certify a candidate as having achieved a particular competence say

Typewriting Speed test of 100 wpm while in essence the candidate operates at 30 wpm. KNEC ensures that the standards set of education achievement are maintained so that graduates of the same level are similar over the years. In order to maintain the standards, KNEC has established procedures which have been entrenched into the various stages of its activities right from the development of the test items and papers to the final stage of certification of candidates. KNEC has adopted the quality management system (QMS) since 2008 and is ISO 9001-2008 certified. Everyone working for KNEC whether from within or without is expected to operate within the laid down procedures and guidelines. Similarly candidates wishing to be awarded KNEC certificates must meet the requirements of the regulations governing the examination. These include regulations relating to examination registration, pre-entry qualifications, administration and rules of award of certificates.

### 3.0 Challenges encountered in implementing control mechanisms.

Challenges in life are never the same and are usually not permanent because they spur one to look for solutions. So what may be a challenge now may not be tomorrow. But in the current dynamic world, challenges are inevitable and one has to be prepared to handle them. The challenges KNEC experiences in administration and certification of candidates keep changing and so do the control mechanisms. Following are some of the challenges KNEC is currently experiencing in administration and certification of candidates:

#### 3.1 Increased candidature

The candidature of various public examinations has been constantly rising especially for Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) and more so with the introduction of Free Primary Education in 2003 and Free or highly subsidized Secondary Education in 2008.

*The table below shows this increase and the resultant resource stretch for KNEC*

**Table 1**

YEAR	NO. OF CANDIDATES			HUMAN RESOURCE CAPACITY	FINANCIAL IMPACT						
	KCPE	KCSE	PS E	NUMBER	REVENUE (MILLION KSH)			EXPENDITURE (MILLION KSH)			
					KCP E	KCSE	PSE	KCPE	KCS E	PSE	HR
2008	5732	5,015	057	375							
2007	4918	6,239	338	363	219	865	251	351	638	105	387
2006	6451	3453	886	357	196	797	209	341	608	107	353
2005	1550	0665	772	351	200	816	139	306	600	148	200
2004	7747	2676	674	346	196	734	138	352	531	147	148

*Source: KNEC Examinations & Financial Reports*

The KNEC staff, in many occasions, has had to put in extra hours of work to meet the demand. On occasions, KNEC has had to hire extra casual/temporary staff to assist and of course this causes great financial stretch yet KNEC is not able to charge Examination fees at cost due to government controls. Occasionally, the hired staff have proved more expensive in that they have been in one way or another been found with misconduct of sort even before their contract has ended.

## **3.2 Registration of Candidates**

KNEC relies a great deal on its agents in the field and Heads of Institutions in registering of candidates for various examinations. Registering of candidates is a key exercise as it provides the base data from which all other subsequent activities rely. Apart from the data generated, KNEC is able to collect revenue to meet financial obligations. Some challenges have been experienced in this exercise:

- 3.2.1 Incorrect Information:** When candidates are for example registering for KCSE, they are required to write their KCPE index number. When some KCPE numbers are verified against the KNEC KCPE database, they fail to agree. Some candidates also shade the wrong subjects' codes and these of course means more time in data cleaning and also bring complication during examination supervision and processing of marks. Currently KNEC is posting registration data for the major examinations on the KNEC website as a feedback to allow the candidates to verify their registration details. The challenge of internet access is still a major one, but it is hoped that as more people get access this will go a long way in refining the registration data. The introduction of E-registration for the post school examinations has greatly improved the registration although the data is still not error free. It is hoped that the introduction of on-line registration will lead to further improvement
- 3.2.2 Registration deadlines:** Despite the fact that KNEC has set a normal deadline and late registration deadline (which attracts an extra fee) some institutions will still want to register candidates way after these deadlines and when this happens, and KNEC stands its ground, the culprits sometime, engage KNEC in negative publicity trail, sometimes introducing political dimensions which unnecessarily drain energy from the organization.
- 3.2.3 Registering candidates in more than one Examination center:** Some heads of institutions decide to register their non performing candidates as private candidates so as not to pull down their institution's performance mean. Such information is passed to the Directorate of Quality Assurance and Standards at the Ministry of Education for action and monitoring.
- 3.2.4 Revenue Collection:** Revenue collection from candidates previously was a major challenge but with the introduction of fees collection centers where the fees is banked

so as to facilitate speed and efficiency in revenue collection, a lot of the challenges have been surmounted. The challenge at the moment is reconciling the fees collection banking slips with the registrants.

### **3.3 Irregularities in Examinations during Field Administration:**

The main concern of field administration of examinations in KNEC is to ensure that uniform examination conditions are applied in every examination centre. This would ensure that the examination information obtained can be relied on since it is obtained from similar conditions ruling out any extraneous variables that would affect the set standards. One major task that KNEC does to ensure uniformity is to offer detailed written guidelines that spell out the role of each person involved in the conduct of examinations.

Each person involved in the conduct of examinations is expected to be briefed on every detail required and also given the written guidelines for reference if need be. KNEC has however experienced some challenges in doing this in that, the distances that need to be covered to perform the briefing are vast and some areas are quite inaccessible. KNEC does not have enough staff to cover the entire country. KNEC therefore does this in corroboration with the Ministries of Education through the District Education Officers and Area Education Officers. Once KNEC briefs the DEOs, they in turn brief the Supervisors and invigilators. Reports from the DEOs are that even those who do not attend the briefings on the scheduled dates are briefed by the AEOs.

Despite the efforts and costs involved in doing this task, some supervisors and invigilators compromise the security of the examinations by either being negligent or deliberately doing so for material gain.

Examinations irregularities are a vice that many Examinations Boards have to contend with and KNEC is no exception. There are many reasons why candidates or people are dishonest or cheat in examinations. In Kenya, Public examinations determine the next level of learning, training and job among others. So some people will do whatever it

takes and will work 24/7 planning on how to hack into the examination system to get unfair access to the examination. Year after year, KNEC has to cancel results for some of the candidates who have been found to be involved in examinations irregularities. Table 2 that follows shows a decrease in the number of irregularities over the years for KNEC KCSE Examinations, an indicator of KNEC's effort to control the vice. The ugly thing is that as soon as KNEC thinks that it has tightened the noose for one of them, another mutates that is more complex than the previous one. So it is a continuous exercise like the antivirus programs for the IT system hackers.

**Table 2 – KNEC – KCSE - Irregularity cases**

YEAR	KCPE No of centers involved		
	No of Centres in the country	No of Centres involved	Percentage (%) of Centres involved
2003	3,731	95	2.55%
2004	3,966	107	2.70%
2005	4,257	73	1.71%
2006	4,506	108	2.39%
2007	4,833	243	5.03%
2008	5,183	119	2.30%

Even though KNEC briefs its agents in the field on what is to be done, unfortunately, the right thing is not done all the time and this has put KNEC sometimes in very awkward situations. Following are some vices that are still a thorn in the flesh for KNEC:

### **3.3.1 Collusion**

Supervisors and invigilators occasionally have been negligent or are compromised allowing collusion take place in the following ways:

- A third party either through smuggling the examination paper from the examination room or otherwise performs the tasks and then gives the answers to the candidates either through holes on the wall or containers alleged to be carrying tea.

- While KNEC recommends sitting space of 1.22 meters between the candidates, some Heads of Institutions and some supervisors ignore this and thus give the candidates access to other candidates answers and sometimes may swap scripts to assist one another.
- While KNEC examinations regulations stipulate that Practical subject teachers need to do the practical as the students are doing their own, some teachers expose their results to the candidates giving them undue advantage. Where the supervisor is not vigilant and there are several groups doing the practical, information is easily relayed to the waiting group.

### **3.3.2 Impersonation**

This type of vice only occurs with full approval of the school administration since KNEC requires that the Head of the institution should only register those students who say for KCSE have been attending the school continuously for three years and should they be a transfer they produce evidence that the transferred candidate attended previous school continuously for three years. The Supervisors and invigilators are provided recent photographs of the candidates which they are supposed to check at the beginning of every paper. The challenge about impersonation is that it is very difficult to detect but when detected it really hurts!

### **3.3.3 Leakages**

Leakages occur when candidates gain access to the question paper or contents of the question paper before sitting for it. People have used all manner of methods to pass examination information. In multicultural society like Kenya, with 42 tribes and as many languages, examination information has been coded in different ways and if the invigilators are not vigilant, such information passes to the students. In KCPE examination for example which is objective, a grazing person has been found singing the answers in their mother tongue to the examinees. Lately, this has become even a greater threat with the advent of technology. While before KNEC would deliver the examinations to a central strong room (armories) sealed with security seals, and knew they were secure, not any longer. Today the seals have even been improved to deter tamper, given different colours for accountability, the bags have been reinforced and referenced by serial numbers that match the seals but this cannot compete with technology. It is amazing how the mobile phones and internet have been utilized to

move information from one candidate to the other. Some Institutions have been found to begin examinations late just hoping the examination will be leaked from the neighbouring school that starts earlier. These challenges have lead KNEC to ban mobile phones in examination centers. But this only is restricted the candidates. More compounding the issue is dynamism in the telecommunication industry and today certain gadgets plugged in the ears can receive mobile phone information from a certain radius. Well, KNEC is venturing into more control mechanisms to deal with irregularities. This year, KNEC has decided to have the KCSE examination done in the morning sessions only thus reduce the time between the papers, hopefully deny time to those bent on examination malpractices. KNEC also decided from the 2008 KCSE series to dispatch examination papers weekly to the provinces and daily within the capital city of Nairobi from KNEC premises. This will again reduce the time to plan leakages. A challenge closely related to this is the sale of fake question papers during examinations. This keeps KNEC on her toes as the media reports them as examination leakages and until the truth is established, the public takes it for gospel truth.

#### **3.3.4 Access to unauthorized materials**

Unauthorized materials are smuggled to examination rooms if proper frisking is not done or candidates can access materials through other avenues such as toilets if the supervisors or invigilators are not vigilant. Occasionally KNEC gets reports and such materials that the supervisors have confiscated. Occasionally, examiners at the marking centers have detected candidates who have handed in two scripts or a script with more than one hand writing. When investigated, such scripts have been found to be irregular.

#### **4.0 Challenges experienced in catering for special needs**

KNEC recognizes education needs for candidates with special needs. These include the visually impaired/low vision, deaf, physical disabilities and mental disabilities. KNEC caters for these groups of candidates yet maintaining the examinations standards. Every year, KNEC requires the Heads of Institutions to submit special reports to KNEC on candidates with special needs at registration including recent medical reports for the

purpose of verification of candidate's condition so as to adopt the examination appropriately. Unfortunately not all Heads of Institution oblige. At the moment KNEC has put in place a section for special needs examinations. Presently the target is to develop capacity in the field to handle those with disabilities. Eventually it will develop to handle other examinations as syllabuses are rolled out for them.

## **5.0 Monitoring of KNEC examinations**

This is an intervention mechanism where by KNEC, Ministry of Education and Teachers Service Commission (TSC) are sent to do on spot inspection on some sampled institutions countrywide as examinations are going on. It is an irregularity intervention among others. The Monitors use a prior-prepared questionnaire that allows one to check on subtle aspects relating to examination's reliability. They check aspects of supervision, invigilation environment and so on. The main challenge experienced in this exercise is the expenses involved. The number of monitors also is a drop in the ocean as shown on table 3. In some cases some of the monitors fail to hand in reports immediately for immediate interventions and some do not give back their reports at all. Another challenge that Monitors have experienced is hostility from some of the communities who feel they are interfering in the performance of their children in not allowing irregularities. Some of the communities believe that candidates who do extemporary well are shown examinations papers before hand. Occasionally KNEC has been accused for doctoring results to favor certain areas especially those from which powerful people in the Government come from which of course is untrue.

**Table 3 Number of monitors and number of institutions monitored in 2007/2008**

YEAR	TOTAL NUMBER OF MONITORS FOR THE PUBLIC EXAMINATIONS	NUMBER OF INSTITUTIONS	
		KCPE	KCSE
2008	185	20,288	4,833
2007	97	19845	5,183

*Source: KNEC Monitoring Reports*

## **6.0 Education equity**

Some regions in Kenya have lagged behind in terms of development partly occasioned by how national resources have been distributed since independence and also cultural bonds and lifestyles that have inhibited them from embracing modern learning. The government has put in place affirmative action to address such disparities by allowing students with lower marks into national schools and provincial schools for area affected. Unfortunately, parents from well to do areas have registered their children for examinations in these under privileged areas competing for the few slots. This of course has fuelled the reason to practices irregularities to the extent of planning to harm anyone who stops it in some cases. The inclusion of the National intelligence forces and a beefing up of security has greatly assisted deter examination malpractices. The Issue of equity in terms of resources is the responsibility of the Ministry of Education through the Quality Assurance and Standards.

## **7.0 Challenges paused by school-based assessment in public examinations**

As mentioned earlier in this paper the advantages of SBA in evaluating a learner's achievement cannot be underplayed. KNEC is aware of this and has in a number of examinations always incorporated a component of SBA in the final examination scores. KNEC provides detailed guidelines to the institutions for projects in order to provide a common minimum standard for all candidates and monitoring of these guidelines is carried by KNEC's agents to audit their implementation. The marks received from such

assessment are correlated with theory papers in order to normalize the marks after which they are scaled down to contribute a portion to the final grade.

**7.1 Unreliable marks from the teachers:** Teachers inflate the assessment marks by bending the assessment criteria provided and sometimes submit fake marks. Marks are not at times submitted on time or sometimes are not submitted at all.

**7.2 Lack of uniform facilities:** Institutions in Kenya are different in terms of facilities and thus assessment of learners achievement based on such scenario is subjective. The Ministry of Education through the Kenya National examinations Council is conducting SBA at various stages in the learning circle to determine the disparities in learning in the various institutions and put interventions instead of waiting until the learner's write their final examinations just to fail. Different Assessment instruments and Standards applied by various institutions makes comparison of scores obtained difficult and make the outcome subjective.

Inaccurate recording and transfers of SBA marks have always caused delays in processing of examinations' results. It has always been difficult to authenticate the candidates' marks given that some of the teachers are not honest. All the above challenges have resulted with inflated marks which do not correlate with the theory papers of the same in the final examinations. KNEC has decided to scale SBA marks using the theory papers.

## **8.0 Transportation challenges**

Prior to 2008, KNEC did single dispatch of examinations and District Education Officers would come to KNEC to pick them and be escorted by security officers and in some cases KNEC officer. This however has been changed in a bid to fight examination irregularities and examinations are now transported weekly to regions outside the capital city where examinations are dispatched daily. This certainly has increased transport costs and compounded logistics issues.

## **9.0 Marking**

KNEC pays special attention to this exercise to ensure reliable scores. Examiners are keenly identified, trained and sit for the examination for which they are to score to judge their content levels. Together with this, the inception of conveyor belt method of marking has gone a long way to ensure reliability of the scores. With conveyor belt method a candidate's script is marked by more than one person as opposed to the previous method where a candidate's script would be marked by one person. At the moment the challenge at hand is ensure electronic data capture for all examinations from the marking center. This will reduce the time for processing of results and also eliminate shading of mark sheets which when not correctly shaded make processing of results difficult.

## **10.0 Processing of examinations**

This is the exercise of compiling of all the candidates' scores of the entire examination. Processing of examinations can be complicated by incorrect registration data and poor or incomplete supervision report leading to marks overlaps or gaps which are challenging to account for. This is quite a challenge for KNEC even at the moment and ways are being sought including: e-registration, posting of registrant's data on KNEC website, electronic data capture from the marking centers, insisting on return of supervision reports before any payment is made to the supervisors and invigilators and so on.

## **11.0 Setting of grades**

This is done by Awards committees which are appointed by the Council and are responsible to set standards. These committees rely on KNEC set guidelines for awards. They basically rely on Chief examiners Reports, performance statistics and previous performance trends to set the grade boundaries. Some challenges may occur at this point where the performance varies greatly from previous performance or the results display some abnormality. This will necessitate further investigations which may even

lead to remarking of the script if need be. This of course is time consuming and expensive.

## **12.0 Way forward**

- 12.1** Enhance the use of SBA in examinations to reduce pressure to want to score high marks using unorthodox means.
- 12.2** De-centralize KNEC to regional offices for closer monitoring and immediate interventions where need be. Such officers will ensure accurate data at registration by their close follow-up of the same instead of relying on KNEC agents and this will enable the Council to have direct impact.
- 12.4** The Act governing KNEC needs to be reviewed in order to enhance penalties as a deterrent for examination cheats. Today we are witnessing a trend whereby those whose marks are canceled take KNEC to court. This is time consuming and expensive.
- 12.5** KNEC needs to mount up education campaigns to counteract negative perceptions created by unfounded political statements which dent KNEC's image.
- 12.6** There is need for KNEC (through feedback) and the Ministry of Education to provide uniform facilities in the learning institutions to enhance reliability so that no candidate is disadvantaged. This is more so in regard to practical examinations facilities and project work.
- 12.7** There is need to emphasis E-registration which KNEC has already embraced on a small scale. Currently the Government of Kenya has put great emphasis in ICT and we hope this will grow national wide to enable KNEC embrace E-registration.

## **13.0 Conclusion:**

This paper has discussed the various challenges faced by KNEC in implementing various control mechanism in the administration and certification in public examinations. It has addressed these challenges right from registration, field administration, processing and certification.

Whatever effective control mechanisms KNEC employs to deal with the ever mutating methods of irregular practices in examinations, somehow the culprits change tactics. The current poverty and unemployment levels pause a threat to this due to great competition for the

meager resources. The disparities in the allocation of resources in different regions in the country since independence and the realization of this by various communities create even a bigger challenge. There is dire need for equitable distribution of Educational resources with more emphasis on those regions that are more affected. KNEC has not only put in place the control mechanisms to ensure validity, reliability and equity in examinations, but vigilant to see that they are implemented as required and also replacing those that have ceased to be effective with others. The challenges facing KNEC are not peculiar to other Examining Boards and there is a lot that can be learnt from one another.

## REFERENCES

1. **Njabili Agnes F.** (1993) Public Examinations: A Tool for Curriculum Evaluation. Mture Publishers, Dar es Salaam.
2. Kenya National Examinations Council: Strategic Plan 2005 – 2010.
3. **Munavu Raphel M Prof.** (2001) Key Note Address at the Association for Educational Assessment in Africa – 19<sup>th</sup> Conference, held in Nairobi, Kenya.
4. **Wasanga Paul M.** (2006) Challenges facing management of National Examinations: A paper presented during the KESSAA Annual National Conference. Moi Sports Centre. Kasarani Nairobi.
5. **Sabari Joyce Karanu** (2007) Maintenance of standards in KNEC Examinations irregularities. A paper presented to Heads of Departments of Secondary Schools attending an induction course in Education Management at Murang'a Teachers College Kenya.
6. **Onyango P. Ochich & Joyce G. Ndege** (2006) Linking School Based Assessment with Public Examinations: The Kenya National Examinations Council Experience. A paper presented at the 24<sup>th</sup> Annual Conference of the Association for Education Assessment in Africa (AEAA) Ezulwini – Swaziland.
7. **Dan NOKrach O.** (2007) Public Examinations as perceived by Teachers in Uganda: Journal of the Association for Educational Assessment in Africa (AEAA).
8. Association for Education Assessment in Africa (AEAA): Conference Program & Abstracts (2001) at Grand Regency Hotel NRB. Kenya.
9. Kenya National Examinations Council yearly Financial Statements.