

CONFERENCE PROGRAMME

DAY	TIME	ACTIVITY	VENUE
Sunday 21st August 2022	08:00 – 17:00 hrs	REGISTRATION	Avani Victoria Falls Hotel
Monday 22nd August 2022	08:00 – 17:00 hrs	REGISTRATION	Avani Victoria Falls Hotel
	09:00 – 17:00 hrs	TRAINING WORKSHOPS: CORPORATE GOVERNANCE TRAINING PSYCHOMETRICS IN EDUCATIOAL ASSESSMENT TRAINING	Avani Victoria Falls Hotel
	18:00 – 22:00 hrs	WELCOME RECEPTION - COCKTAIL	Royal Livingstone Hotel

CORPORATE GOVERNANCE PRE-CONFERENCE TRAINING

Time	Activity	Speaker/Presenter
09:00 – 10:00 hrs	Welcome Remarks by Chairperson of the Local Organising Committee Self Introductions by participants	Mr Shadreck Nkoya
10:00 – 10:30 hrs	MID MORNING REFRESHMENTS, NETWORKING AND GROUP PHOTO	
11:00 – 11:30hrs	Module 1 – Overview of Corporate Governance	Amb Mumba S. Kapumpa
11:30 – 13:00 hrs	Module 2 – The Board: Leadership, Role, Qualities, Duties, Characteristics and Competencies	Mr Patrick D. Chisanga
13:00 – 14:00 hrs	LUNCH	
14:00 – 15:00hrs	Module 3 – The Role of the Chairperson, CEO and Senior Management Team (Distinction between Board and management Duties)	Amb Mumba S. Kapumpa
15:00 – 16:00hrs	Module 4 – Board Procedure, Board Committees and Conflict of Interest	Mr Patrick D. Chisanga
16:00 – 16:20hrs	AFTERNOON REFRESHMENTS	
16:20 – 16:30hrs	Presentation of Certificates – Amb Mumba S. Kapumpa and Mr Patrick D. Chisanga	Executive Secretary / AEAA President / Amb Mumba S. Kapumpa / Mr Patrick D. Chisanga / Prof. Zarko Vukmirovic
16:30 – 16:40hrs	Vote of Thanks – Participant	Dr Ibrahim Otieno
16:40 – 17:00hrs	Closing remarks- Executive Secretary	Dr Michael M. Chilala

PSYCHOMETRICS IN EDUCATIONAL ASSESSMENT PRE-CONFERENCE TRAINING

Facilitator: Zarko Vukmirovic

Time	Activity	Speaker/Presenter
09:00 – 10:00 hrs	Welcome Remarks by Chairperson of the Local Organising Committee Self Introductions by participants	Mr Shadreck Nkoya
10:00 – 10:30 hrs	MID MORNING REFRESHMENTS AND NETWORKING	
10:30 – 11:30hrs	Session 1 – Theoretical principles of IRT, including 1-PL, 2 PL and 3-PL dichotomous models – Application of IRT in test construction – Practice using IRT software for calibration of dichotomous items under 1, 2 and 3 PL models	Prof. Zarko Vukmirovic
11:30 – 13:00 hrs	Session 2 – Theoretical principles of Polytomous IRT models – Using IRT software for calibration of mixed item formats (dichotomous and polytomous) – Guidelines for item analysis reports and criteria for evaluation of item quality	Prof. Zarko Vukmirovic
13:00 – 14:00 hrs	LUNCH	
14:00 – 15:00hrs	Session 3 – Principles of constructing reporting scales using IRT – Test equating designs and procedures using CTT and IRT models	Prof. Zarko Vukmirovic
15:00 – 16:00hrs	Session 4 – Hands-on experience with equating: demonstration of equating procedure – Practical activity, work on individual projects – Discussion, questions and answers	Prof. Zarko Vukmirovic
16:00 – 16:20hrs	AFTERNOON REFRESHMENTS	
16:20 – 16:30hrs	<i>Presentation of Certificates – Zarko</i>	Executive Secretary AEAA President Amb Kapumpa Mr Chisanga Prof. Zarko Vukmirovic
16:30 – 16:40hrs	Vote of Thanks - Participant	Ms Kagiso Maule
16:40 – 17:00hrs	Closing Remarks – Executive Secretary	Dr Michael Chilala

DAY 1	TIME	ACTIVITY	
Tuesday 23 rd August 2022	07:45 – 08:00 hrs	Arrival of delegates	Avani Victoria Falls Hotel
	08:00 – 08:10 hrs	Arrival of EXCO Members Council and Invited Guests led by AEAA President	Avani Victoria Falls Hotel
	TIME	ACTIVITY	SPEAKER/PRESENTER
	08:15 – 10:00 hrs	Opening Ceremony	Guest of Honour President of the Republic of Zambia HE Mr Hakainde Hichilema
	10:00 – 10:30 hrs	REFRESHMENTS	
	10:30 – 11:15 hrs	KEY NOTE ADDRESS: 1 <i>21st century examinations in Africa for a complex, global world</i>	Professor Sarah Howie Stellenbosch University
11:15 – 12:00 hrs	<i>Plenary Session</i>	Dr. Moreetsi Thobega	

PARALLEL PAPER PRESENTATIONS – 12:00 – 12:20 hrs

Room 1 Chairperson-Nigeria	Room 2 Chairperson-Kenya	Room 3 Chairperson - Cameroon	Room 4 Chairperson-South Africa
<p>101 Comparative Effects of Mastery learning and Peer- Assessment Strategies on Ghanaian Senior High School Students' Achievement in Mathematics</p> <p align="center"><i>Dr Andrews Cobbinah Ghana</i></p>	<p>205 Technology As An Assessment Tool In Language Learning: A Case Study Of The UTME</p> <p align="center"><i>Lukuman Adeniyi Sangoyode Mary Essien Nwanyo Nigeria</i></p>	<p>302 Role of Kenya National Qualifications Authority (KNQA) in Streamlining Assessment and Certification of Qualifications in Kenya</p> <p align="center"><i>Dr. Eusebius J. Mukhwana and Dr. Winnie A. Bulimo Kenya</i></p>	<p>402 Making Large Scale Assessment Work For Candidates With Special Needs In Nigeria: NECO Approach</p> <p align="center"><i>Oladipupo Moses Oladele Nigeria</i></p>

12:20 – 12:40 hrs

<p>103 SESEMAT Pedagogical Approaches and Physics Teacher Effectiveness in Kigezi Sub-Region Uganda</p> <p align="center"><i>Mr. Tukamuhabwa Evaristo Dr. Bashir Kishabale Dr. Ali Baguwemu Dr. Grace Lubaale Uganda</i></p>	<p>202 Schools Compliance to Continuous Assessment Guidelines and Students' Final Academic Performance in Integrated Production Skills, Art at Uganda Certificate of Education</p> <p align="center"><i>Jovita Kobumanzi M Mary C Khwaka Uganda</i></p>	<p>308 Efficacy of Van Hiele's Model in Monitoring Learners' Understanding of Geometric Transformations</p> <p align="center"><i>Angel Mukuka Zambia</i></p>	<p>610 From Manual to Item Banking: A Case of the Examinations Council of Zambia</p> <p align="center"><i>Justine Kimena Zambia</i></p>
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12:40 – 13:00 hrs

<p>105 Challenges for enhancing the use of Information and Communication Technology in Teaching, Learning and Assessment Practices in Tanzanian Secondary Schools</p> <p align="center"><i>Saukwaeli E. Swai Tanzania</i></p>	<p>203 Management Functions and Quality Continuous Assessment of Fine Art Students At Ordinary Level In Kampala Secondary Schools (Uganda)</p> <p align="center"><i>Mary Khwaka Cajo Uganda</i></p>	<p>324 The Prevalence, Causes and Consequences of Exam- Malpractices in Addis Ababa Secondary and Preparatory Schools. A case of Ethiopia</p> <p align="center"><i>Ashenafi Tesfaye Ethiopia</i></p>	<p>412 Participatory Action Research Project on Family Needs: Parents of Children with Autism Spectrum Disorders (ASD) and Professionals' experiences with the available Education Services</p> <p align="center"><i>Nyoni Joachim South Africa</i></p>
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13:00 – 14:00 hrs

LUNCH

Room 1 Chairperson-Lesotho	Room 2 Chairperson-Malawi	Room 3 Chairperson-Swaziland	Room 4 Chairperson-Zimbabwe
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14:00 – 14:20 hrs

<p>116 Competency Based Learning: how to transfer assessment from knowledge based to competency based? Lessons from all over the world</p> <p align="center"><i>Anne Ngatia, Kenya Nico M.A. Dieteren Netherlands</i></p>	<p>209 Redefining Final Examination Assessment: The Way Forward For Zambia</p> <p align="center"><i>Pamela Mukulumwa Regina Mvula Zambia</i></p>	<p>322 A Comparative Study of the Challenges of the 2021 and 2022 UTME/ DE Registration Exercise: A Searchlight for other Examination Bodies in Africa</p> <p align="center"><i>Prof. Is-haq O. Oloyede Akinyele O. Ariyo Aminat O. Egberongbe Chidinma B. Ihedoro Nigeria</i></p>	<p>408 Teachers' competencies in using formative assessment to evaluate learners with visual impairment in primary schools in Kenya</p> <p align="center"><i>Dickens Owino Ogony Kenya</i></p>
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PARALLEL PAPER PRESENTATIONS – 14:20 – 14:40 hrs			
Room 1 Chairperson-Lesotho	Room 2 Chairperson-Malawi	Room 3 Chairperson-Swaziland	Room 4 Chairperson-Zimbabwe
<p>112 Teachers' Conceptualization of Authentic Printed Materials in the Teaching and Assessment of Intensive Reading in Secondary Schools in Bondo Sub-County, Siaya County</p> <p><i>Dr. Tobias O. Owiti</i> Kenya</p>	<p>207 Schools Systems Readiness To Outcome-Based Education A Case of Botswana</p> <p><i>Ms Kagiso Maule</i> Botswana</p>	<p>332 The Influence Of Assessing Children's Learning On Their Cognitive, Social And Emotional Development For The Five-Year-Olds In Uganda</p> <p><i>Dr. Deborah Rebecca Kyazze</i> Uganda</p>	<p>504 The Consequences Of Examination Malpractices In Public Examination In Edo State Nigeria</p> <p><i>Oladipupo Moses Oladele</i> Nigeria</p>
14:40 – 15:00 hrs			
<p>130 Modelling Professional Digital Competence of Teachers and Employability Skills of School Leavers in the 21st Century</p> <p><i>Ogbeiwi, Martin Osaro</i> Nigeria</p>	<p>210 Authentic Assessment of Science Practical Sessions in Diploma Teachers Education: A Case Study on Selected Diploma Teacher Education</p> <p><i>Joseph Ndunu Githinji</i> Kenya</p>	<p>325 Exploring the extent to which performance reports are used to inform teaching in Lesotho</p> <p><i>'Masantho Rakeketsi</i> Lesotho</p>	<p>410 Grade Nine and Twelve Examinations Results Loss: A Post Examination Writing Investigation in Selected Special Schools and Units in Chipata District-Zambia</p> <p><i>Joshua Phiri</i> Malawi</p>
15:00 – 15:20 hrs			
<p>104 Tracking the development of 21st Century Skills: A documentary review</p> <p><i>Okello Jimmy</i> Uganda</p>	<p>204 Management of Assessment in The Educational Landscape in Cameroon</p> <p><i>Professor Agborbechem Peter Tambi</i> Cameroon</p>	<p>327 Markers Knowledge on Content of Primary School Leaving Certificate Mathematics Items</p> <p><i>Fannie Anjiru Chilunga</i> <i>Trevor Zondala</i> Malawi</p>	<p>505 Evolution of Examination malpractices in Zambia: A Social, moral or Economic Dimensions</p> <p><i>Violet Muchelemba</i> Zambia</p>
15:20 – 16:00 hrs		AFTERNOON REFRESHMENTS	
16:00 – 16:20 hrs			
Room 1 Chairperson-Uganda	Room 2 Chairperson-Namibia	Room 3 Chairperson-Botswana	Room 4 Chairperson-Zambia
<p>111 A Situation Analysis of the Additional TEVETA Content in Home Economics Hospitality in teacher training and secondary school syllabi: A case study of the Copperbelt Province, Zambia.</p> <p><i>Pansho, M</i> <i>Kayumba, R</i> <i>Nkhoma, P.</i> <i>Mukuka J.</i> Zambia</p>	<p>707 Selected Findings from the Response to Educational Disruption Survey (REDS)</p> <p><i>Dr. Alec I. Kennedy</i> <i>Dr. Sabine Meinck</i> <i>Mr. Julian Fraillon</i> <i>Dr. Rolf Strietholt</i> Germany</p>	<p>311 Leveraging Technology in Assessment Feedback to Enhance Teaching, Learning and Decision-Making: A Case of Kenya's Technical Examinations</p> <p><i>Leah Kiratu</i> Kenya</p>	<p>509 The ICT Strategies for Curbing the Menace of Examination Malpractice in the Education System in Kenya</p> <p><i>Edwin Kubai</i> Kenya</p>

PARALLEL PAPER PRESENTATIONS – 16:20 – 16:40 hrs			
Room 1 Chairperson-Uganda	Room 2 Chairperson-Nigeria	Room 3 Chairperson-Botswana	Room 4 Chairperson-Zambia
113 Pre-Service Science Teachers' Chemical Ability And Item Difficulty <i>Dr. Asiana Banda - Zambia Frackson Mumba - USA</i>	713 Qualitative Insights on Experiences of Administering School-Based Assessment during Covid-19 Crisis at a Public Secondary School in Kitwe District – Zambia <i>Dingase E.Mtonga Zambia</i>	323 Aligning Assessment Feedback in Teaching, Learning and Decision Making at selected Secondary Schools of Lusaka. <i>David Nyimbili Zambia</i>	409 Assessing the Effectiveness of Educational, Assessment and Examinations Strategies Provided to Learners with Visual Impairment in Primary and Secondary Schools in Uganda. Case Study: Selected Schools in Western Uganda <i>Niyibizi Edna. Alenyo Daniel Dr Pamela Nizeyimana Uganda</i>
16:40 – 17:00 hrs			
107 Teacher Competency Assessment in the Upgrade Programme , Muran'ga Teacher's training college, Muran'ga County. Kenya <i>Elizabeth Obade Kenya</i>	710 The posttest Analysis of Ethiopian University Entrance Examination of History for preparatory schools or grade 12 students in the academic year of March 2020/21-A Covid_19 version <i>Endale Getachew Atile Ethiopia</i>	330 Competence Based Curriculum, Assessment And Feedback In Ugandan Secondary Schools. <i>Namigadde Salimah Uganda</i>	507 The Role Of Policy Structures in Ensuring Sustainable Integrity Systems in Students' Assessments in Uganda: A Case Of UNEB <i>Asobasi Immaculate Omal Uganda</i>
17:00hrs	END OF DAY 1 PROGRAMME		
19:00 – 22:00 hrs	DINNER – AVANI LAWNS		

DAY 2	TIME	ACTIVITY	SPEAKER/PRESENTER
Wednesday 24th August 2022	08:00 – 8:30 hrs	Arrival of Delegates	<i>Director of Programmes</i>
	08:30 – 09:15 hrs	KEY NOTE ADDRESS: 2 <i>The Washback effect of Examination on Teaching: Progressions, Retrogressions and Lessons for better Examination practices</i>	<i>Professor David Sani Mwanza University of Zambia</i>
	09:15 – 10:00 hrs	Plenary Session	<i>Chairperson – West Africa</i>
	10:00 – 10:20 hrs	MID MORNING REFRESHMENTS	

PARALLEL PAPER PRESENTATIONS – 10:20 – 10:40 hrs			
Room 1 Chairperson-Tanzania	Room 2 Chairperson-Uganda	Room 3 Chairperson-Namibia	Room 4 Chairperson-The Gambia
<p>109 Incorporating ICTs in Teaching and Assessment of Science and Technology. A case of ICT infrastructure deficient Primary schools in Lesotho</p> <p><i>Bonnye Mamolibeli Taolane Thuthukile Jita Lesotho</i></p>	<p>307 Reliability of School Based Assessment Scores for Junior Secondary School Examinations in Zambia</p> <p><i>Collins Chinkalata Justine Kimena Zambia</i></p>	<p>316 Making Assessment Results Count; Scaling Up Specific School-Level Behaviors and Practices</p> <p><i>Shakazo Mzyece Gwendoline Mulaisho Arisa Oba Zambia</i></p>	<p>406 Educational Assessments: How the Assessment Systems can respond to diverse Special Needs including the Gifted and Talented?</p> <p><i>Evans Lwimba Zambia</i></p>
10:40 – 11:00 hrs			
<p>118 Alignment of Curriculum, Pedagogy and Assessment to the 21st Century Skills: Implications for policy and practice for the Zambian 2013 Revised Curriculum</p> <p><i>Rachel Mabuku Kabeta Zambia</i></p>	<p>610 From Manual to Electronic Item Bank System: A Case of the Examinations Council of Zambia</p> <p><i>Justine Kimena Zambia</i></p>	<p>331 Using diagnostic assessments to inform remedial learning program in Jordan</p> <p><i>Zarko Vukmirovic, USA Lama Alnatour and Kinda Jaradat Jordan</i></p>	<p>405 Factors Affecting Formative Assessment Of Learners With Hearing Impairment In Kenya</p> <p><i>Epha Ngota Kenya</i></p>
11:00 – 11:20 hrs			
<p>110 An Investigation Of Adequacy And Utilisation Of Instructional Materials For Teaching And Learning Of 21st Century Skills In Selected Trades In Technical Colleges In Nigeria</p> <p><i>Prof. Ifeoma M. Isiugo Abanihe Dr. Mark Ugwoke Nigeria</i></p>	<p>709 Innovative Strategies For Aligning Teaching, Learning And Assessment For 21st Century Higher Education In Nigeria: A Post-Covid Analysis</p> <p><i>Hager Atisi Eremina Amakiri Ibrahim Ajala Nigeria</i></p>	<p>305 Challenges Of Summative Assessment In Technical And Vocational Education In Uganda</p> <p><i>Akol Mary Bernadette Uganda</i></p>	<p>510 Sustaining Integrity in Assessment through the Use of Computer Based Test</p> <p><i>Gloria T. Okeke Chidinma B. Ihedoro Justin K. Nyamson Nigeria</i></p>
11:20 – 11:40 hrs			
<p>125 Evaluating the alignment of assessment and 21st Century competencies in Robotics NC(V) level 4</p> <p><i>Katlego Lebashane South Africa</i></p>	<p>717 Early Grade Reading Assessment (2021 EGRA IN ZAMBIA)</p> <p><i>Munyongo Munkanta Lumba Zambia</i></p>	<p>303 Beyond classroom discourse: perspectives of dialogic pedagogy nurturing workplace readiness through oral assessment feedback</p> <p><i>Sindiso Zhou and Nhlanhla Landa South Africa</i></p>	<p>501 Sustaining Integrity Systems in large scale Assessment: National Examinations Council experience</p> <p><i>Prof Wushishi Dantani Ibrahim Oladipupo Moses Oladele Nigeria</i></p>
11:40 – 12:00 hrs			
<p>121 Integrating 21st Century Skills In The Curriculum, Pedagogy And Assessment In Secondary Schools</p> <p><i>Moses Mugizi Uganda</i></p>	<p>711 Acquisition of Digital Learning Pedagogies for Rural Elementary Schools in Sub-Saharan Africa; A Case Study of Luuka District, Uganda</p> <p><i>Karuhanga Innocent Uganda</i></p>	<p>332 Investigating the NAPE 2018 Cut Score Setting Using Rasch Analysis</p> <p><i>Lutalo Bbosa Sserunkuma Uganda</i></p>	<p>403 Assessment of competencies for learners with special needs at the foundation level at City Primary School Special unit, Nairobi County, Kenya</p> <p><i>Elizabeth Obade Kenya</i></p>

PARALLEL PAPER PRESENTATIONS – 12:00 – 12:20 hrs

Room 1 Chairperson-Kenya	Room 2 Chairperson-Zimbabwe	Room 3 Chairperson-Malawi	Room 4 Chairperson- Sudan
<p>108 An Analysis Of Pupil Absenteeism From Grade 12 Examinations In Nakonde Boarder Town In Zambia</p> <p><i>Audrey Muyuni Ireen Moonga Matildah Mulenga Zambia</i></p>	<p>714 Normalizing the Abnormality in Assessment at the Era of Coronavirus: The JAMB Experience</p> <p><i>Justin K. Nyamson</i></p> <p><i>Nigeria</i></p>	<p>326 Assessment of Students' Understanding of Specific Concepts in Selected Mathematics: The Case of the University of Zambia</p> <p><i>John Mwape Ndhlovu Zanzini Malambo Priestly Zambia</i></p>	<p>401 Making Assessment Work For Learners With Special Needs And Disabilities, Including Gifted And Talented</p> <p><i>Oludase Monday Moses Nigeria</i></p>

12:20 – 12:40 hrs

<p>133 The Validation Of The Mathematics Self Efficacy And Anxiety Questionnaire (MSEAQ) On The Zambian Sample</p> <p><i>Victor Chikampa Ireen Moonga Audrey Muyuni Zambia</i></p>	<p>407 Strides Made in making assessment work for learners with Special Education Needs in Zambia</p> <p><i>Lesa Mwansa</i></p> <p><i>Zambia</i></p>	<p>328 System -Level Support For And Utilization Of Classroom Assessment Data: A Case Of Secondary Schools In Cameroon.</p> <p><i>Kenneth Ngu Foncha Cameroon</i></p>	<p>511 Inter-Rater Reliability in the Marking of Primary Leaving Integrated Science and Mathematics Examinations</p> <p><i>Thomas Kagoro Florence Capuc Obong, Uganda</i></p>
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12:40 – 13:00 hrs

<p>136 Aligning Higher Education In Nigeria To 21st Century Skills Requirement: Jamb Assessment Practices As A Case Study</p> <p><i>Mohammed A. Babaji Grace O. Onoja Omotoyosi Adenle Nigeria</i></p>	<p>208 School Based Assessment Implementation at Selected Secondary Schools of Kitwe: Biology Teachers' Perspectives</p> <p><i>Boniface Lisuba</i></p> <p><i>Zambia</i></p>	<p>301 Eight Years of a Two-Tiered Curriculum: Lessons from Selected Secondary Schools in Zambia</p> <p><i>Dr. Abigail M. Tuchili</i></p> <p><i>Zambia</i></p>	<p>503 Teachers Lived Experiences of Examination Malpractices in a District of Western Province in Zambia</p> <p><i>Innocent Mutale Mulenga and Sian-ga Musilekwa</i></p> <p><i>Zambia</i></p>
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13:00 – 14:00 hrs

LUNCH

14:00 – 14:20 hrs

Room 1 Chairperson-Kenya	Room 2 Chairperson-Eswatini	Room 3 Chairperson-Zambia	Room 4 Chairperson-South Africa
<p>134 Exploring the use of assessment feedback in South African schools</p> <p><i>Dr. Gugulethu Nkambule South Africa</i></p>	<p>703 Impact of COVID-19 on the administration of school based assessments and learners' performance in final examinations in selected schools across Zambia</p> <p><i>George Hamusunga Charity Meki Kombe Karam Ali Besnart Simunchembi Zambia</i></p>	<p>319 Monitoring Classroom Use Of The Physical Science Public Examination Feedback Towards Supporting Scientific Reasoning In Eswatini</p> <p><i>Sibusiso Masuku Eswatini</i></p>	<p>411 Using the Job Stress Inventory to investigate the Special Educators' burnout, stress and attrition levels: implications for national examinations in Uganda.</p> <p><i>Daniel Alenyo Uganda</i></p>

PARALLEL PAPER PRESENTATIONS – 14:20 – 14:40 hrs			
Room 1 Chairperson-Kenya	Room 2 Chairperson-Eswatini	Room 3 Chairperson-Zambia	Room 4 Chairperson-South Africa
<p>132 An Evaluation of The Implementation of School Based Assessment – The Case of Science Practicals in Selected Secondary Schools in Lusaka District</p> <p><i>Fuli Nzima Zambia</i></p>	<p>705 Innovations in Educational Assessment in Nigeria: A Review of the Covid-19 Experience</p> <p><i>Fabian Onyeamachi Okoro Virginia Onyemowo Ella Godwin Bioli Aboi Nigeria</i></p>	<p>317 Improving Teachers' Pedagogical Content Knowledge for Teaching and Assessing 21st-Century Skills in Zambian Secondary Schools: A Biology Lesson Study</p> <p><i>Thumah Mapulanga Gilbert Nshogoza Yaw Ameyaw Rwanda</i></p>	<p>404 Grade Twelve National Examination Assessments Practices for Learners with Visual Impairments in Selected Schools in Mwense and Lusaka Districts, Zambia</p> <p><i>Ndume Muyoma Sarah Zambia</i></p>
14:40 – 15:00 hrs			
<p>127 Towards Competency Based Assessment in Kenya: context-based assessment of STEM subjects and 21st Century skills</p> <p><i>Anne Ngatia – Kenya Nico Dieteren, Pieter Smeets, Sjoerd Crans, Cito Netherlands</i></p>	<p>704 Need and Feasibility Of Online Examinations In Higher Institutions Of Learning In The Sub-Region: Lessons From The COVID-19 PANDEMIC</p> <p><i>Carol M. Mubisi Mwamba Chanda Gift Kaira and Charity Meki Kombe Zambia.</i></p>	<p>313 Investigating Differences In Performance Of Male And Female Candidates On Experiment And Descriptive Test Items In Agriculture And Biology Practical Papers At Malawi School Certificate Of Education</p> <p><i>Rabton Fukafuka Lungu Lawrence James Msiska Malawi</i></p>	<p>506 The Indispensability of Social and Economic Policies in Ensuring Sustainable Integrity System in Assessment</p> <p><i>Emoghene Edore Joseph Nigeria</i></p>
15:00 – 15:20 hrs			
<p>119 How teachers use the discourse of language of continuous assessment in the primary school science classroom in Lesotho</p> <p><i>Methalali Khoarai Lesotho</i></p>	<p>715 Educational Online Assessment In Selected Schools: Nigeria</p> <p><i>Rapheal-Amadi Vivian Ukachi Nigeria</i></p>	<p>306 Critical Analysis Of Assessment And Feedback Practices Within The Automotive Engine And Power Transmission System Practice Classroom</p> <p><i>Nakawala Lilian Uganda</i></p>	<p>612 Statistical Moderation for Botswana JCE Coursework Assessment</p> <p><i>Mr Boipuso Mosalalgotla Botswana</i></p>
15:20 – 15:40 hrs			
<p>114 How can National Law Exit-Examination contribute to the development of 21st century Human Resource Requirement? A case of Ethiopia</p> <p><i>Endale Getachew Habtamu Asfaw Reta Amenu Ethiopia</i></p>	<p>135 Investigating the impact of background capital in learning achievements through Differential Item Function analysis</p> <p><i>Austin Chimbalu Malawi</i></p>	<p>329 Associations of conditions for learning with student performance in Jordan</p> <p><i>Zarko Vukmirovic, USA Lama Alnatour and Kinda Jaradat Jordan</i></p>	<p>602 The use of assessment portal in the implementation of Competency Based Assessment in Kenya: successes and challenges</p> <p><i>Joseph Gitonga Nyaga Kenya</i></p>
15:40 – 16:00 hrs			
<p>128 The use of the assessment and results criterion as a lever to improve learner performance in private colleges</p> <p><i>K. Vani Chatty South Africa</i></p>	<p>618 The Use Of Modern Assessment Tools In Enhancing Learning In The 21st Century Secondary School Classroom In Nigeria</p> <p><i>Dorothy Chikaodi Inko-Tariah Nigeria</i></p>	<p>310 Using Results Of Public Examinations To Conceal The Learning Crisis In Cameroon; Applying Campbell's Law And Goodhart's Law To Understand The Phenomenon</p> <p><i>Kenneth Ngu Foncha Cameroon</i></p>	<p>624 Assessment of uptake of uptake of ICTs and other interventions to deliver online learning during the covid-19 pandemic: the case of institutions of higher learning in Zambia</p> <p><i>Dr Sidney Kawimbe Zambia</i></p>
16:00 – 16:20 hrs	AFTERNOON REFRESHMENTS		

PARALLEL PAPER PRESENTATIONS – 16:20 – 16:40 hrs			
Room 1 Chairperson-Nigeria	Room 2 Chairperson- Sudan	Room 3 Chairperson-Lesotho	Room 4 Chairperson-Zambia
129 Towards Competency Based Assessment in Kenya: assessment of skills in languages <i>Rachel Ngumbao</i> <i>Tobias Owiti</i> <i>Margreet van Aken</i> <i>Nico Dieteren</i> <i>Kenya/Netherlands</i>	716 The Impact Of 21st Century Skills And Covid-19 Pandemic On High Stake Assessment: The JAMB NEXUS <i>David A. Akanbi</i> <i>Grace Olima-William</i> <i>Olumuyiwa T.</i> <i>Oluwanishola</i> <i>Abeeb I. Adeyemi</i> <i>Nigeria</i>	314 Evaluating The Effective Utilization Of Assessment Feedback To Enhance Teaching-Learning In Senior Secondary Schools In FCT, Nigeria <i>Nwokoro Priscilla Uzochi</i> <i>Ihedoro Chidinmma Bridget</i> <i>Nigeria</i>	315 Utilisation Of Chief Examiners' Report At Primary School Level In Malawi <i>Gift Tembo</i> <i>Benard Thungwa</i> <i>Malawi</i>
16:40 – 17:00 hrs			
131 Assessment Of Currency Of Curricula Of Agro-Based Trades For The Teaching And Learning Of 21st century Skills In Nigerian Technical Colleges <i>Prof. Ifeoma M. Isiugo-Abanihe</i> <i>Dr. Mark Ugwoke</i> <i>Dr. (Mrs.) Irene Ovekairi Iluobe</i> <i>Nigeria</i>	622 The Use Of Automation In Assessment Delivery: The Role Of Jamb In Sustaining Integrity Systems In The UTME <i>Temitope C. Akintola</i> <i>Grace O. Onoja</i> <i>Omotoyosi Adenle</i> <i>Nigeria</i>	620 Resources and capability needs for learning and assessment in dynamic technological environments: Evidence from schools in Harare <i>Lucy Chamba</i> <i>Zimbabwe</i>	603 Evaluating the effect of Goodness of Fit Statistics on IRT Models using the 2019-2020 Unified Tertiary Matriculation Examination Economics Test <i>Ihedoro Chidinma B</i> <i>Aminat Egberongbe</i> <i>Nigeria</i>
17:00 hrs	END OF DAY 2 PROGRAMME		
19:00 – 22:00 hrs	CULTURAL NIGHT - BOMA		

DAY 3	TIME	ACTIVITY	SPEAKER/PRESENTER
Thursday 25th August 2022	08:00 – 8:15 hrs	Arrival of Delegates	
	08:15 – 09:00 hrs	KEY NOTE ADDRESS: 3 <i>Assessment for teacher learning: The case of Primary teacher Education (PrimTEd) assessment South Africa</i>	Professor Nicky Roberts University of Fort Hare
	09:00 – 09:45 hrs	Plenary Session	Mr. Dan N. Odongo
	09:45 – 10:30 hrs	Sponsor's Marketing Slot	
	10:30 – 11:00 hrs	MID MORNING REFRESHMENTS	

PARALLEL PAPER PRESENTATIONS – 11:00 – 11:20 hrs

Room 1 Chairperson-Uganda	Room 2 Chairperson-Kenya	Room 3 Chairperson-Nigeria	Room 4 Chairperson- Botswana
<p>117 Shift In The Education Policy Towards 21st Century Skills Requirements: Technical Vocational Education And Training (Tvet) Teaching, Learning And Assessment In Uganda</p> <p align="center"><i>Wanda Herbert Uganda</i></p>	<p>318 An Assessment of Institutional Protocols and Policies Governing Higher Degrees Theses Examination in Higher Educational Institutions in Zambia</p> <p align="center"><i>Austin Mwangi Marien Matafwali-Kanonka Zambia</i></p>	<p>609 Score And Item Response Based Assessment In A Dynamic Education System</p> <p align="center"><i>Betty Nalukenge Habaasa Uganda</i></p>	<p>616 Registration Processes Using Information Technology: A Case Of Undergraduate Students In South East, Nigeria</p> <p align="center"><i>Johnson Oluwaseye Adebisi, Ebenezer Olugbenga Owolafe, Florence Ijeoma Obini Ifeyinwa Vivian Ugochukwu Nigeria</i></p>
11:20 – 11:40 hrs			
<p>123 An Alignment Study between BEC Assessment tools and Assessment Standards: A Case of JCE Science Syllabus</p> <p align="center"><i>Dr. Oemetse Mogapi Botswana</i></p>	<p>201 How formative and Summative Assessments have helped in the Teaching of ICT in Zambia</p> <p align="center"><i>Henry Mutati Zambia</i></p>	<p>606 Investigating The Dynamics Of JAMB Information And Communication Technology Tools In Assessment Re-Engineering Through The Computer-Based Test Mode</p> <p align="center"><i>Adesipe Adekunle Enitolorunyan Nigeria</i></p>	<p>611 E-registration of candidates and e-payment of examination fees at Malawi National Examinations Board: the case of Zomba Urban and Zomba rural</p> <p align="center"><i>Nathan Phiri Thomas Dokotala Chimwemwe Zidana Malawi</i></p>
11:40 – 12:00 hrs			
<p>106 An Evaluation Of Students' Disposition To Innovative Item Types:A Quest For Paradigm Shift</p> <p align="center"><i>Aminat Olasunbo Egberongbe Nigeria</i></p>	<p>615 Drivers and Contextual Developments of Random Number Generation and Usage: Strengths, Challenges, Opportunities, and Threats for Uganda National Examinations Board</p> <p align="center"><i>Dr. Tony Muzaale Florence Obong Capuc Dennis Zami Atibuni Uganda</i></p>	<p>124 Analysis of learner attitude and perception towards Agricultural Science, and teacher content knowledge of the subject in Zambia</p> <p align="center"><i>Simwinga Simwinga Zambia</i></p>	<p>604 Evaluating the Effects of Deterministic Methods of Analyzing Missing Data on candidates ability Estimation Using Item Response Theory Model</p> <p align="center"><i>Akinyele O. Ariyo, Ihedoro Chidinma B., Nwokoro Uzochi Nigeria</i></p>

PARALLEL PAPER PRESENTATIONS – 12:00 – 12:20 hrs

Room 1 Chairperson- UK	Room 2 Chairperson-Malawi	Room 3 Chairperson-Nigeria	Room 4 Chairperson- Ethiopia
<p>102 Using Unified Tertiary Matriculation Examination (UTME) To Promote 21st Century Skills: A Case Study Of 2022 UTME Candidates In South-East Nigeria</p> <p><i>Johnson Oluwaseye Adebisi Ebenezer Olugbenga Owolafe Florence Ijeoma Obini Ifeyinwa Vivian Ugochukwu Nigeria</i></p>	<p>601 Comparing the Efficacy of Three Item Response Theory Based Test Equating Methods According to Different Sample Size and Ability Distributions</p> <p><i>Chidinma B. Ihedoro Patrick Onyeneho David Nweze Umahi Nigeria</i></p>	<p>621 Innovative Policies and Practices for the Development of the 21st Century Skills Among UTME/DE Candidates in Nigeria: The JAMB Experience-</p> <p><i>Akinyele O. Ariyo Adam A. Abdulhameed Nigeria</i></p>	<p>614 Impact Of Computer Based Testing (CBT) Training On Human Resources Development – A Case Study Of Joint Admissions And Matriculation Board (JAMB) Technical Staff Members</p> <p><i>Johnson Oluwaseye Adebisi Ebenezer Olugbenga Owolafe Florence Ijeoma Obini Ifeyinwa Vivian Ugochukwu- Nigeria</i></p>

12:20 – 12:40 hrs

<p>122 Change Readiness for Effective Teaching, Learning, and Assessment of the New Lower Secondary School Curriculum among Teacher Education Institutions in Uganda</p> <p><i>Dennis Zami Atibuni David Kani Olema Uganda</i></p>	<p>304 Contribution Of Assessment Feedback On Pupils' Learning Quality Within Classroom In Primary Schools In Uganda</p> <p><i>Florence Mary Agola Uganda</i></p>	<p>613 Transparency And Accountability In Public Governance: A Path Way To Cost Reduction In The Unified Tertiary Matriculation Examination (UTME)</p> <p><i>Johnson Oluwaseye Adebisi, Ebenezer Olugbenga Owolafe, Florence Ijeoma Obini Ifeyinwa Vivian Ugochukwu Nigeria</i></p>	<p>605 An Evaluation of Item Response Theory Models in Terms of Model Types, Test lengths and Sample Sizes: Perspectives on UTME Physics</p> <p><i>Dr. Akinyele O. Ariyo, Patrick Onyeneho Nigeria</i></p>
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12:40 – 13:00 hrs

<p>321 Open Distance and E-Learning (ODEL) Assessment Indicators for Quality Learning</p> <p><i>Evans Lifuka Zambia</i></p>	<p>617 Surmounting the Challenges Militating against the Proper Conduct of Computer Studies Practical Testing among Secondary Schools in Nigeria</p> <p><i>Emeokoro, Basil Oforbuike Nigeria</i></p>	<p>623 Role of ICTs in assessment</p> <p><i>Kanyi Gioko Kenya</i></p>	<p>608 The Use Of Technology To Aid The Conduct Of The Computer-Based Test By JAMB: The Autobot Experience</p> <p><i>Grace O. Onoja Buhari B. Aliyu Omotoyosi Adenle Kelechi O. Njoku Nigeria</i></p>
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13:00 – 14:00 hrs

LUNCH

TIME	ACTIVITY	SPEAKER/PRESENTER
14:00 – 15:30 hrs	General Assembly	AEAA PRESIDENT
	Official Closing Ceremony	Guest of Honour
	Presidency Handover	AEAA President
	Conference Communiqué	Executive Secretary
	Closing Speech	Guest of Honour
	Prayer and National Anthem	
15:30 – 16:00 hrs	MID AFTERNOON REFRESHMENTS GROUP PHOTO	
16:00 – 17:30 hrs	AEAA BUSINESS MEETING	
19:00 – 22:00 hrs	GALA DINNER - AVANI	

DAY 4	TIME	ACTIVITY
Friday 26th August 2022	09:00 – 15:00 hrs	EXCURSIONS

DAY 5	
Saturday 27th August 2022	DEPARTURE