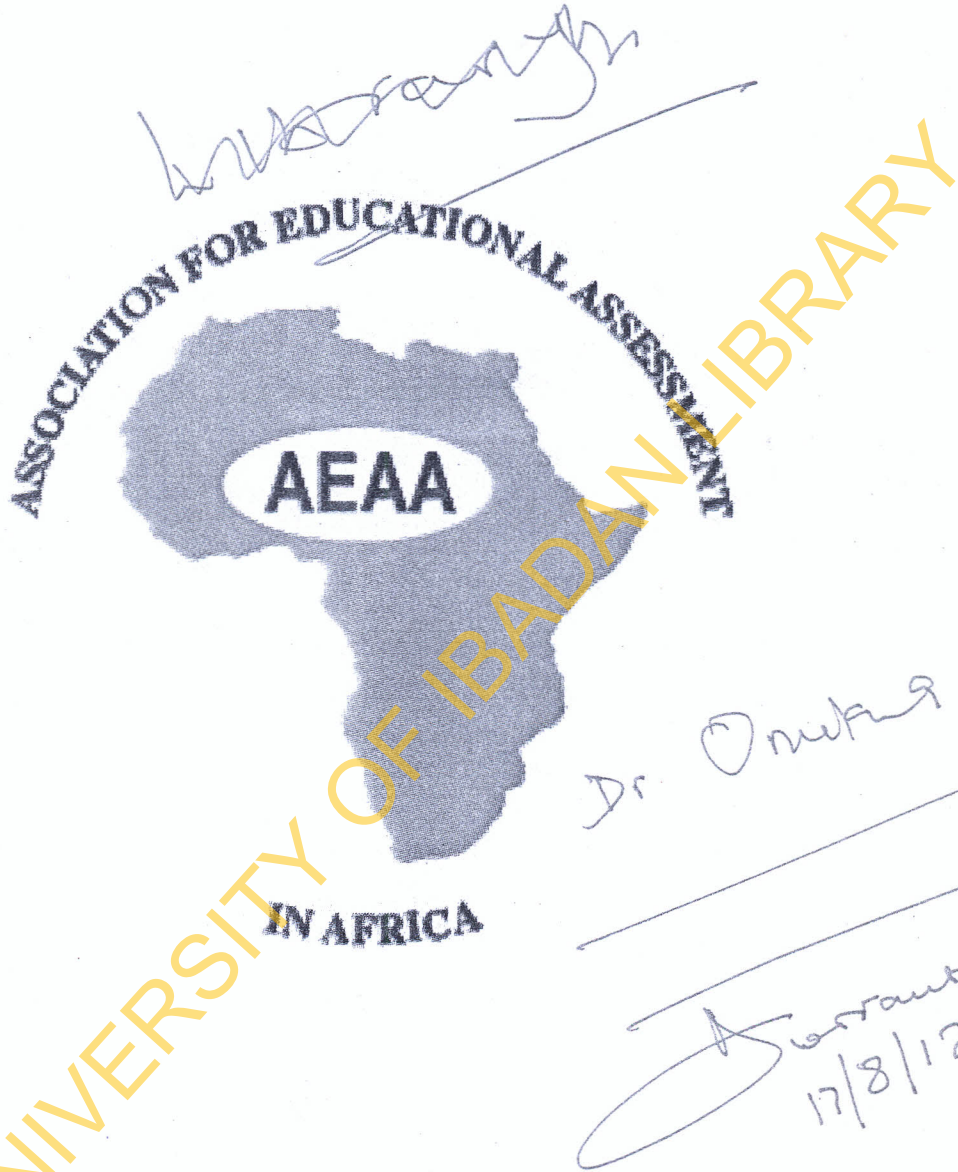


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## **Curtailing Examination Fraud for Improved Quality Assurance in the African Examining System**

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### **Abstract**

*The recurrent incidence of examination malpractices on the African continent particularly in Nigeria calls for drastic measures to arrest the situation. The study investigates the nature, causes, methods, and effects of examination malpractices and sought out how the quality of regional examining systems can be assured thereby. The study was a descriptive survey design using ex-post facto research type to collect data. The sample was made up of 80 teachers and 400 students, respectively. Data were analysed using percentages, graphs and charts. The findings were that examination malpractice occurs at all levels of the system in diverse ways: leakage of question papers in the process of setting, printing, packaging, storing, and distribution. Others included: impersonation, undue favoritism by invigilators of students, bribing or influencing examination staff, councils' allotment of choice examination centres termed "special" "miracle" centers and inflation or reduction of candidates' original scores by those who mark or grade the scripts. It was also discovered that students carry out examination malpractices by various means: desktop publishing and laptop publishing. Some of the causes of this examinational menace included greed, corruption, dishonesty, indolence and Lethargy, students' poor study habits, and compromise. The effects and the way out of this problem were discussed. Recommendations included stakeholders should summon the courage to apply appropriate sanction on the culprits, and all stakeholders must corporately fight against this vice. Communities, government, corporate bodies, and examining bodies should jointly build large examination halls across the nation and examining bodies should come together in the region to educate stakeholders, from time to time, on the appropriate teaching and learning techniques as well as conduct researches that will improve classroom interaction and preparation for the examinations.*

### **Introduction**

Examination is the common means of evaluating learning achievement in the African region. It is a process of evaluating for learning improvement. It is also meant to ascertain whether learners have mastered what they have been taught (Onuka & Durowoju, 2010). Examination is most often used for promotion, award, or certification. It is essential to mention that for an examination to efficiently or accurately measure students' performances, it must be reliable and valid. Reliability refers to the consistency of a test in measuring what it was intended to measure. An examination is said to be valid when it measures what it is purported to measure, that is, it accurately measures the cognitive domain it was intended to. The examination system has degenerated to an extent that its validity and reliability are being called to question because of the increasing incidence of malpractice. Therefore, examination is no longer regarded as a test for evaluating the performance or judging the scholastic attainment of students. The use of unethical and unfair means in examinations has become a trend in the educational system. According to Onuka and Durowoju, examination malpractice has become a 'norm' at all levels of education in many African countries. Some educational

stakeholders, especially students, have come to believe that the only means of passing an examination is to get involved in examination malpractices.

Examination malpractice is referred to as a deliberate, dishonest, or unethical deed contrary to official examination rules and regulations which make a candidate have an unfair advantage or disadvantage over others (Onuka & Durowoju, 2010). Examination malpractice is any unlawful or illegitimate act committed by a student on his own or in collaboration with others like fellow students, parents, teachers, examination officials, supervisors, invigilators, printers, and anybody or group of people before, during, or after the examination in order to obtain undeserved marks or grades. Wilayat (2009) asserts that the intensity and frequency of examination menace can be gauged from the fact that apart from the students, some parents, too, personally intervene and help their children in and facilitate cheating. Examination fraud has become a thriving business for the examination malpractice 'mafia'.

Examination malpractice is a "cancerous" problem, and it comes in diverse forms or nature. Onuka and Durowoju (2010) asserted that the nature of examination malpractice includes leakage of question papers in the process of setting, printing, packaging, storing, and distributing exam papers, impersonation, lateness of invigilators and supervisors to exam halls, lateness of students to examination hall, cheating, undue favoritism from invigilators to students, disclosing candidates identity on answer books, and bribing or influencing examination staff, invigilators, and examiners. Other forms of examination malpractices are allotment or choice of examination centers termed "special" or "miracle" centers, appointment of supervisors demanding for particular centers, leaking information about question papers, identification of invigilating staff and paper, smuggling answer books in or outside the examination centre, tearing of examination questions, tearing of examination answer sheets, writing of answers on the chalkboard during examination, dictating of answers during examination, and using of mobile phone during examination which was confirmed by a report from a national newspaper "*The Daily Nation*" dated 23<sup>rd</sup> June 2011, declared that during the Joint Admissions and Matriculation Board (JAMB), some candidates were caught receiving answers through text on their mobile phone.

The above report is proof that the use of mobile phones during examinations is increasing at an alarming rate. Furthermore, external assistance, copying another candidate's work, inadequate spacing of candidates, inflation or reduction of candidates' original scores by those who mark or grade the scripts, and buying questions from corrupt officials and bank officials contribute to examination irregularities. Wasanga and Ramani (2010) reported that Kenya National Examinations Council (KNEC) identified various forms of examination irregularities which include leakage of confidential advance science instructions, exposure of science practical results to candidates, inflation of project scores, impersonation, leakages and use of unethical teachers as supervisors or invigilators.

Other methods of examination malpractice mentioned by Adesina and Magaji in Fasasi (2006), include 'girraffing', deliberate extension of time by supervisors and invigilators; change of scores; buying and selling examination grades; buying prepared answers; trading sex for question papers, marks, and grades; collusion between candidates, collusion between candidates and officials, assault and intimidation; spying; submission of multiple answer scripts, use of coded or sign language, and multiple entry for the same examination among other tactics. According to Afolabi (1998), other means of examination menace are collusion, which involves exchange of answer scripts; passing notes for help from outside and inside the hall; delaying commencement of examination in one centre to obtain question paper from

nearby centre which has already started. Collusion also occurs when students give bribes to supervisors or threat on the lives and property of supervisors. Abba (1997) identified some methods like 'girraffing', contraband, bullet, super print, escort, missiles, pregnant biros and so on. Well known methods of carrying out of examination malpractices include; writing on the desk, lap, and sheet of paper; and use of cell phone, microchips, and desktop or laptop publishing.

Oredein (2006) reported that the reasons for examination malpractices can be categorised into psychological and sociological causes. The phenomenon of examination malpractice seems to be aggravated by the large scale and shameful involvement of dishonest and greedy teachers, school heads, parents, and all those who take part in examination administration (Ijaiya, 1998). The major factor that sustains examination misconduct or malpractice, according to Onuka and Durowoju, is that examination officials have little or no legal or political backing to punish offenders, irrespective of social economic class or status of the offenders while poor facilities in schools, poor attitude towards learning and schooling, lack of adequate classrooms and indiscipline are other factors that sustain examination on misconduct. Onuka and Durowoju further stressed that the police and judicial authorities in our nation are either corrupt and/or are unwilling to enforce the law basically because the political will to do so is lacking. It is observed that in Nigeria today the rule of law or constitution have no stronghold on citizens, especially those who have influential names, power, fame or wealth; They feel they are above the law. There are laws against examination malpractices, none of which has ever been applied to any such incident. The failure to exercise these laws is the main reason why examination malpractice is on the rise. For instance, in Nigeria, the number of schools involved in examination malpractices is increasing. In 2006, 324 secondary schools across the nation were blacklisted by the Federal Ministry of Education and derecognized as centres for conducting public examinations from 2007 to 2010. The distribution of the schools by zone that were found guilty of examination malpractice is shown in Table 1.

**Table 1: Rate of Examination Malpractice in Nigerian Secondary Schools**

Zone	No of schools involved	%
North-Central	54	16.6
North-East	08	2.5
North-West	12	3.6
South-East	48	14.8
South-South	116	36.0
South-West	86	26.5
Total	324	100.0

*Source:* Jimoh, B. O. (2009)

Conteh (2008) stated that the causes of examination malpractices in the Gambia are similar to the most unsophisticated methods found in Nigeria. He observed that in the Gambia, examination malpractices were almost absent, but in 2003 incidents of examination malpractices were recorded with no record of examination malpractice 2004. Yet, in 2005

examination malpractices started again in the forms of collusion and mass cheating. According to Conteh, many candidates in Gambia were involved in fraud of certificates and results falsification to enable them to process visas to travel outside the country as students. Due to fraudulent incidents, the British High Commission and the American Embassy, which process most of the visa applications, do not process any student visas without verifying their results first from WAEC. According to Bello (2002), then JAMB registrar, thirty (30) out of one hundred and sixty-six (166) examination towns in Nigeria were involved in cheating and malpractice while forty-five thousand four hundred and forty-eight (45,448) candidates seeking university admission in Nigeria had their results cancelled in 2002 because of rampant examination malpractice.

The negative effect of examination malpractices on national development cannot be over emphasized. Kan-Dapaah (2000) asserted that examination leakages and fraud damage the credibility of certificates awarded to students and also destroy the image of the nation. Oparaku (2005) contended that there are jobs, but the labour market is crowded with incompetent and unskilled youths and so called university graduates, who cannot deliver when employed. Derry (2004) attributed financial malfeasance and other forms of corruption in government and private organizations to examination malpractices. He further claimed that students who 'steal' their way to higher offices through examination malpractices would not find it difficult to engage in corrupt practices when they are employed. According to Nuraini (2008), examination malpractices hamper the creativity and resourcefulness of students. It also wreaks havoc on the social, religious, economic and political lives of a nation because these students who engage in examination malpractices engaged in jobs they are not suited for since the certificate they claim to possess are not merited. Considering the great havoc and setback examination malpractices have brought to every sector of this region, the eradication of examination malpractices in Nigeria and in Africa is highly imperative.

Conteh, and, Onuka and Durowoju agree that the measures for improving the quality assurance examination menace include; provision for legislation with stiff penalties for the culprits of examination malpractice; the revisiting of mass promotion policy; motivation of teachers by increased incentives and regular payment of salary in order to teach well with dedication; provision of adequate classrooms, libraries, laboratories, workshops, textbooks and other learning materials; abolition of illegal and mushroom schools and centres; regular monitoring and inspection of schools and examinations; adequate funding for education and examinations; improvement of students study habits and teacher's endeavour to cover the syllabus; re-teaching of difficult topics; honesty and involvement of high integrity invigilators, supervisors, and WAEC officials.

In view of the foregoing, it became imperative to investigate nature, causes, methods, and effects of examination malpractices. It also determined how the quality of regional examining systems can be assured.

### Research Questions

In this study the following two research questions were generated and addressed:

1. What is the perception of teachers and students about the nature, methods, causes, and effects of examination malpractices?
2. What are teachers' and student's perceptions about the measures for improving quality assurance in the African examining system?



## Methodology

This is a survey research adopting ex-post facto procedure to collect data because the researchers have no direct control over independent variables as their manifestations have already occurred (Kerlinger & Lee, 2000).

The target population for this study comprised of all public senior secondary school teachers and students in the two Ibadan educational zones of Oyo State of Nigeria. Two-stage sampling technique was used to randomly select Ibadan North and Akinyele Local Government Areas, respectively, from the two selected zones, from which 4 senior secondary schools each were also randomly sampled. From each of the schools, 10 teachers and 50 students were respectively chosen giving a total number of 80 teachers and 400 students.

The instrument developed for this study was Examination Malpractice and Quality Assurance Scale (EMQAS) the EMQAS was used for data collection, designed and validated by the researchers. The instrument consisted of two parts. Part; A was made up of bio-data while Part B consisted of five sections. The instrument was originally made up of seventy-eight (78) items to which the respondents had to indicate the degree of their agreement. These item were then reduced to 70 items as a result of the validation exercise. The initial scale was administered on 30 students who did not participate in the main study. The reliability was computed using Cronbach Alpha statistic yielding a reliability coefficient of 0.84. Factor analysis was used to compute validity coefficient which was 0.79. The items in the EMQAS were scored by collapsing the responses into two, namely agree, and strongly agree and were analysed using percentage counts.

The instrument was employed to collect data in the eight secondary schools chosen for the study. The school principals were informed about the administration of the instruments on their teachers and students and they gave their consent in support of the exercise. The Scale EMQAS was administered on the teachers and students, respectively.

## Results and Discussion

Data were scored and then collated and analyzed using percentages and graphs.

### Research Question 1

**Table 1: The Perception of Teachers and Students about the Nature of Examination Malpractice**

S/N	Nature of examination malpractice	Teachers	Students
1.	leakages of question papers in the process of printing	70%	30%
2.	leakages of question papers in the process of packaging	69%	36%
3.	leakages of question papers in the process of storing	59%	41%
4.	leakages of question papers in the process of distribution	68%	40%
5.	Impersonation	80%	49%
6.	Lateness of students to examination hall	72%	69%
7.	lateness of invigilators and supervisors to exam halls	30%	70%
8.	Cooperative mass cheating	90%	56%
9.	Cheating networking	70%	67%

10.	Undue favoritism from invigilators to students	50%	50%
11.	Bribing/influencing examination staff, invigilators and examiners (corruption).	68%	45%
12.	Illegal/creation of special choice of examination centres	73%	60%
13.	Appointments of supervisors demanding for particular centres	34%	66%
14.	Inadequate spacing of candidates	67%	45%
15.	Buying questions from corrupt exam officials and bank officials.	58%	50%
16.	Threat to or assault on examination supervisors or invigilators	80%	90%
17.	Double or multiple registration for the same examination	52%	69%
18.	Bringing in of dangerous weapons to the examination hall or surrounding of the examination hall	30%	45%
19.	Using of mobile phone during examination	60%	70%
20.	Leaking information about question papers	50%	69%

The results in table 1 confirm the findings of a similar investigation by Wilayat (2009) that some parents do personally get involved in seeking assistance for their wards to cheat and facilitate cheating in examinations by their wards. To corroborate this, Onuka and Durowoju (2010), Wasanga and Ramni (2010), and Conteh (2008) agreed that one prominent nature of examination malpractice includes leakage of question papers in the process of setting, printing, packaging, storing and distribution, while others include impersonation, lateness of invigilators and supervisors to exam halls, lateness of students to examination hall, leakage of confidential advance science instructions, exposure of science practical results to candidates, inflation of project scores, use of unethical teachers as supervisors or invigilators, cheating, undue favoritism from invigilators to students, disclosing candidate's identity on answer books, and bribing and otherwise influencing examination staff, invigilators, and examiners not only in Nigeria and Kenya, but also in the West African sub region.

It must be noted that the differences observed between the perception rates of the teachers and students are attributable to the fact that the students are often the beneficiaries of examination fraud while majority of the teachers are averse to examination fraud. Thus, a mechanism must be devised to counter malpractice traits in the examining system in order to ensure that the quality of the examining system on the continent is improved, as well as the entire educational system.

**Table 2: The Perception of Teachers and Students about the Methods of Examination Malpractice**

S/N	Methods of Examination Malpractices	Teachers	Students
1.	Smuggling in answer booklets into the examination hall	90%	92%
2.	Bringing chips answers written on tiny papers	80%	92%
3.	Tearing of examination answer sheets	30%	20%
4.	Writing answers on the chalkboard during examination by invigilators	20%	60%
5.	Dictating answers during examination	30%	70%
6.	External assistance from friends, parents and teachers	50%	67%
7.	Copying another candidate's work	90%	80%
8.	Inflation or reduction of candidates' original score by those who mark and grade the scripts	50%	40%

9.	Submission of two answer scripts	10%	20%
10.	Bringing in textbooks, notes and books into the examination hall	90%	83%
11.	Writing answers on examinees' laps	80%	93%
12.	Conversation with other students during the examination	92%	89%
13.	Writing answers on the desk	93%	91%
14.	Writing the mobile phone	77%	61%

The results as presented in Table 2 corroborate the findings of Adesina and Magaji in Fasasi (2006), who reported that methods of examination menace include girrafining, the deliberate extension of time by supervisors and invigilators; change of scores; buying and selling of examination grades; buying prepared answers, marks, and grades; collusion between candidates; collusion between candidates and officials; assault and intimidation; spying; submission of multiple scripts; use of coded or sign language; and multiple entry for the same examination, among other method. To confirm this, The *Nation*, dated June 23<sup>rd</sup> 2011, reported that during the JAMB meeting supervisors, coordinators, and invigilators colluded with candidates and examination racketeers to perpetrate examination malpractices, hence, undermining JAMB's efforts to enhance the integrity of the examination. Also, in consonance with the results are the findings of similar studies undertaken by Afolabi (1998) and Abba (1997) respectively that other methods involved in examination malpractices are collusion, which involves the exchange of scripts, and passing notes from outside and inside the examination hall to aid the perpetuation of examination fraud. These trends can be curtailed by spacing seating arrangement and possibly building examination halls in towns where examinations are held and each school be made, to build halls that are large enough to comfortably accommodate all the candidates they are presenting for examinations (Onuka and Durowoju, 2010).

**Table 3: The Perception of Teachers and Students about the Causes of Examination Malpractice**

S/N	Causes of Examination Malpractices	Teachers	Students
1.	Lack of self confidence/efficacy on the part of the examinees	90%	71%
2.	Inadequate preparation of examinees by teachers	27%	55%
3.	Peer influence	88%	78%
4.	Societal influence	40%	30%
5.	Parental support for malpractices	69%	67%
6.	Poor facilities in schools	98%	90%
7.	Poor attitude to learning	98%	66%
8.	Lack and non-use of teaching materials	68%	98%
9.	Lack of classroom spaces	69%	70%
10.	Indiscipline and corruption in the system	79%	68%
11.	Over emphasis on certificate at the expense of competence	99%	98%
12.	Inadequate preparation of examinees by parents	83%	71%
13.	Examination officials have little or no legal/ political backing to punish offenders irrespective of their class or status	90%	60%

The findings in Table 3 are in consonance with the result of Ijaya (1998), Onuka and Obialo (2004) and Onuka and Durowoju (2010), who observed that the principal cause of examination malpractices is that examination officials have little or no legal/ political backing to punish offenders irrespective of their social economic class or status. Proper enforcement of sanctions can only be proffered to offenders if examinations in Nigeria and, indeed, Africa would be put in check. In addition, Conteh (2008) found that the causes of the examination malpractices in the Gambia are similar to most of the unsophisticated methods employed in Nigeria which are also fast spreading to other countries on the continent.

**Table 4: The Perception of Teachers about the Effects of Examination Malpractice**

S/N	Effects of Examination Malpractices	Teachers	Students
1.	Cast aspersion on the authenticity of certificates	98%	69%
2.	Lowing educational standards	92%	58%
3.	Reduce the international acceptability of certificates resulting from examining system	89%	59%
4.	Militating against the country's goal of technological advancement	77%	38%
5.	Acts of dishonesty and corrupt practices by which culprits become hardened	69%	44%
6.	Reduction of value of certificates issued by institutions of higher learning	93%	52%
7.	Loss of students	82%	66%
8.	It could truncate the aspiration of the culprits of examination malpractices	88%	62%
9.	Absence of healthy competition among examinees	99%	88%
10.	Ineffective study and learning habit among students	91%	89%
11.	High cost of examination cancellation	78%	81%
12.	Poor work attitude in the work place.	67%	45%
13.	Failure in job performance	68%	56%
14.	Production of low quality professionals.	90%	69%
15.	Increase in rate of corruption at the work place	87%	68%

The findings corroborate the assertions of Kan-Dapaah (2000) and Derry (2004) that examination leakages and fraud, damage the credibility of certificates awarded to students and also destroy the image of any nation's educational system. They also attributed financial malfeasance and other forms of corruption in government and private organizations to examination malpractices. Furthermore, Nuraini (2008), Onuka and Durowoju (2010), and Oparaku (2005) asserted that examination malpractices hamper the creativity and resourcefulness of students and assertion also support, the finding in this section of the study. Implied in this revelation is that the examination malpractices occur in a networking form, hence, the difficulty in eliminating such malpractice from the system.

## Research Question 2

**Table 5: The Perceptions of Teachers and Students about the Measures for Improving Quality Assurance in the African Examining System?**

S/N	Quality Assurance measures in African Examining System	Teachers	Students
1	Provision of moderate class-size	99%	70%
2	Provision of sufficient and spacious classroom	96%	81%
3	Student internal evaluation should be regular and standardised	78%	56%
4	Constantly retrain teaches to update their knowledge	78%	70%
5	Reintroduction of school inspection	89%	70%
6	Teaching of effective students study habits	90%	81%
7	Building examination halls in examination towns	89%	87%
8	Strategising on how to assure quality in the examining system by all examining bodies of Africa	72%	45%
9	Embossing students pictures on their answer scripts	90%	45%
10	Embossing students picture on their certificates	92%	56%
11	Encouraging teachers to apply student –centred teaching and learning strategies	56%	80%

The above findings in Table 5 are in consonance with those of Conteh (2008), Onuka and Amusan (2008) and Onuka and Durowoju (2010) who submitted that the measures for improving quality assurance of examination and eliminating the malpractices included: provision of legislation with stiff penalties for charging perpetrators of examination malpractice the revisiting of a mass promotion policy; motivation of teachers by increasing incentives and regular payments of salary in order to teach well with dedication; provision of adequate classrooms, libraries, laboratories, workshops, textbooks, and other learning materials; abolition of illegal and mushroom schools and centres; regular monitoring and inspection of schools and examinations; adequate funding for education and examinations; and improvement of student's study habits. Onuka (2008) also offered panacea that are in tandem with taking measures to eliminate examination fraud and subsequently to improve quality assurance of the examining system. He submitted that there should be a three-dimensional security: pre-examination, examination-concurrent and post-examination security measures that will provide an almost foolproof examining system for the continent. Thus, this may require a continental examination fraud free mechanism to be devised and synergistically implemented.

## Conclusion

From the foregoing findings and discussions, it became apparent that examination malpractices rather than abating have become recurrent phenomena in the African education system, especially in Nigeria. The nature of examination malpractices continues to be more sophisticated each succeeding year. It can be inferred by nature that the menace is viewed by teachers and students in diverse ways, including undue favouritism from invigilators to students, corruption by examination staff, invigilators and examiners; existence of special or illegal examination centres, among other malpractice. Furthermore, the study found that the methods used to perpetuate examination fraud include bringing chips (answers written on tiny papers), tearing of examination answer sheets and dictating answers during examination.

This study equally discovered that the causes of examination malpractices are quite diverse, consisting of lack of self confidence on the part of the examinees; inadequate preparation of examinees by the system for the examinations; the influence of peer group pressure among other reasons. Consequently, the effects of the fraud on the educational system of the region are a lower premium of educational standards in some parts of the region, a lower rating of the quality of education by the international community, and a lower premium of the resulting certificates from the African examining system. The following were proffered as measures that could improve the quality assurance of examination systems if properly galvanised and utilised: constant comprehensive inspection of a school system; building of examination halls in various towns where examinations take place; and the embossment of students' passport photographs on the students' answer scripts and on their certificates. Synergy among African examining bodies in evolving a mechanism to curtail examination fraud would also improve the quality of the African examining system.

The implication of the study would mean that all stakeholders, namely, head-teachers, teachers, parents, educational planners, educational evaluators and learners, examining bodies, and students must network to frontally fight examining malpractice, and create enabling and healthy school and home environments for students to support effective learning. It also means that stakeholders must work in concerted efforts to put in place a mechanism that will assure the quality of the African educational system and permanently eliminate examination fraud in the region.

### Recommendations

Based on the foregoing the following suggestions were made:

1. Various stakeholders in the education sectors of African countries including civil society organisations, the religious leaders, examining bodies, and parents should jointly convene a conference to discuss strategies and ways of cooperating across countries to ensure that the examination malpractices is concertedly and frontally confronted and fought to a standstill. In fact, convocation of continental summit on the subject matter should be planned to devise a common front to curtail examination malpractice.
2. Non-governmental organisations should join the crusade to curtail examination malpractice by emulating the Orderly Society Trust (OST) to organise roundtable talks, workshops, conferences, and seminars on desirable, noble, and pure attitudes that will promote students moral behaviour and disabuse their minds from participating in examination malpractices which damage their reputation and jeopardise their future.
3. Parents and teachers all over the continent should teach by example through their own character of honesty, integrity, and hard work in order to ensure that the youths also imbibe the spirit of dignity, hard work, honesty, and integrity, which will in turn enable them to work hard and honestly, too, to curtail the incidences of examination malpractices in the region.
4. Employers of labour should scrutinize records of persons who apply for employment before considering them for jobs to ensure examination cheats are not given any place of pride by inadvertently employing them.
5. Examination malpractices should be seen as a serious crime as any other one like election rigging, theft, or robbery and therefore, culprits should be tried and dealt with decisively.

6. Parents and guardians all over Africa should provide the necessary learning materials for their children or wards to enable them to prepare adequately before the examinations, so that they will not be tempted to engage in examination fraud.
7. There should be synergy among examining bodies in Africa in the form of joint monitoring or observation of the conduct of examinations. The continental community should also get interested in the preparation for and conduct of examinations in a free, fair and credible manner which will restore confidence in our certificates by way of joint examination fraud elimination efforts can help ward off examination malpractice.
8. All examining bodies across the region should embrace biometric screening system to curb the examination fraud to sustain and raise the quality of African examining systems and our ensuing certificates.
9. The African examining system should be overhauled in terms of recruitment and posting of highly qualified people of impeccable character as both permanent and ad hoc staff, through a very rigorous selection system involving a pool of highly responsible, intelligent personnel from across the continent, as well as carry out a very thorough auditing of both ad hoc and permanent staff to detect fraudulent and corrupt personnel, who should be appropriately sanctioned.
10. African examining bodies should adapt Kenya examining body's KIE-IMS software for computerized assessment of candidates. This software which provides a facility for computerized Multiple-Choice Questions (MCQ) examination, and ensures automatic generation of candidate's scores immediately they finish their examination, could help reduce the fraud in African examining systems.

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