



EDUWATCH 2021

WASSCE GHANA

MONITORING REPORT

About Africa Education Watch

Africa Education Watch (Eduwatch) is an Education Policy Research and Advocacy Organization working with Civil Society Organizations (CSOs), Governments and the Private Sector to promote an equitable, accountable and responsive education system that assures of quality and equal opportunities for all. Working with partners in Ghana, Sierra Leone, Liberia, Kenya and Nigeria, we envision a continent with globally competitive human capital that drives economic and social development.

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EXECUTIVE SUMMARY

The West African Senior School Certificate Examinations (WASSCE) is an external assessment conducted by the West African Examination Council (WAEC) after three years of secondary education. The assessment is high-stakes, as it is critical to one's progression to tertiary level. One needs to secure between grades A1 and C6 to make the mark for tertiary entrance or drop out of formal education. The WASSCE 2021 monitoring was in two parts: a school level monitoring of the conduct of twenty (20) sampled papers in fifty (50) purposively selected examination centres and an online monitoring (monitoring of rogue websites and social media pages).

The school level monitoring revealed the growing incidence of a highly organized examination malpractice syndicate and its normalisation as a culture in many schools, with major stakeholders including students, teachers, heads of schools, parents, WAEC supervisors, invigilators and security officials playing key roles to sustain the practice for a pecuniary and non-pecuniary interest. Collective roles ranged from mobilizing cash from students one month prior to commencement of examinations, securing and solving questions for students through school WhatsApp platforms ahead of papers, providing security to enable cheating in examination centres, permitting the use of mobile phones in examination centres to openly dictating answers to students in some centres.

The online monitoring affirmed previous findings in our 2020 WASSCE Report suggesting a multi-million business enterprise built on leaked question papers from uncertain sources, and marketed to students, teachers and school owners using telegram, a social media platform which operates without a sim card or a static IP address making it virtually impossible to track down. There were over twenty (20) of such rogue platforms with a combined subscribership of over 200,000 members with questions sold for between GHC 30 and GHC 150 per paper.

This report covers the monitoring of twenty (20) papers in 50 purposively sampled examination centres during WASSCE 2021. Supposed questions from the papers were leaked unto various rogue social media pages on telegram between one (1) to one hundred and six (106) hours i.e. 5 days prior to the scheduled date for writing of papers, with eleven (11) confirmed to be the actual question papers that were written, while the remaining nine (9) were fake circulations. The eleven confirmed leaked papers are:

1. Foods and Nutrition 3 (Practical)
2. Further Mathematics (Elective Mathematics) 2
3. English Language 2
4. Physics 2 (Which was consequently rescheduled)
5. Biology 3 (Practical-Alternative A).
6. Core Mathematics 1
7. Core Mathematics 2
8. Economics 2
9. Chemistry 1
10. Integrated Science 1
11. Integrated Science 2

The online leakage manifested at the school level, as some students in all schools monitored had foreknowledge of the eleven (11) papers which were sold on social media platforms hours prior. In addition, English and Social Studies written questions from the National Board for Professional and Technician Examinations (NABPTEx) examination conducted by the Commission for Technical and Vocational Education and Training (CTVET) for Technical Institutes at the pre-tertiary level also leaked on the telegram platforms.

The report lays bare the high-stakes nature of our pre-tertiary external assessment system, where one can be deemed 'a failure' based on a 90-minute test after fourteen (14) years of schooling as a key driver of the demand for questions and examination malpractices, as candidates must pass at all cost. Also, the high cost of remedial schooling which is only available in the private sector for only parents who can afford, is partly accountable for the commitment of candidates, mostly backed by their parents to purchase phones and questions, pay for compromised invigilation, and pass at the first attempt. It again identifies the increased competition for pride among schools through WASSCE Ranking (League Table) and Key Performance Indicators for school heads as potential motivation for institutionalized cheating during the WASSCE, while acknowledging the universalized use of mobile phones in schools and access to social media by students (especially telegram and WhatsApp) as conduits for accessing the questions markets and answers.

In addition to the demand factors, and its facilitators, the major supply drivers remain the existence of consistent security gaps in WAEC questions supply chain which has culminated in a multi-million-cedi subsidiary industry - the 'apo' market, courtesy a telegram platform that could host over 200,000 subscribers for marketing. The business interests of the secret architects and engineers of this fraud, the quest to protect the images of institutions responsible for preventing the rot, and the urge to avoid the economic cost of cancelling papers, continue to motivate the impulsive denial of the existence and severity of what is not only obvious but pervasive by WAEC and the Ghana Education Service (GES), plus the inertia by Ministry of Education (MoE) over the years, leading to a growth in examination malpractice from a deviant to an institutionalized, well-coordinated and resourced machinery in many schools, with the active involvement of some staff of GES and WAEC's own external supervisors, backed by a million cedi questions marketing industry.

It concludes that, examination fraud, if unaddressed, will lead to the devaluation of WAEC's certificates in the local and international tertiary space and the world of work, and makes recommendations towards the digitization of the questions transmission process by removing the human elements involved in the selection, printing, sorting, packaging, transportation and storage of questions at depots, ahead of examinations, mounting CCTV surveillance systems in and around examination centres and reviewing the over emphasis on summative assessment or test based final examinations by increasing the threshold for internal assessment from the current 30%.

INTRODUCTION

A credible and effective assessment system is a prerequisite for quality education since most educational decisions for improved learning outcomes are informed by available data from students' assessment – either formative or summative. It is therefore imperative to ensure the information generated by an effective assessment system, is of sufficient quality and can meet the validity, reliability and usability criteria of a good assessment. This can only be achieved through effective monitoring and evaluation of the system to identify challenges, while mobilizing the requisite political and institutional will for a change in policies, practices, tools and structures that assures an effective assessment system. Besides, the system must be accountable and responsive by subjecting itself to external scrutiny by regulatory agencies and civil society.

Background

Ghana's public pre-tertiary external assessment system has severe accountability challenges of two forms; first, the external assessment system has an integrity deficit with perennial leakage in questions ahead of examinations spanning over a decade and worsening by the years, due to systemic security weaknesses within the assessment value chain, and the proliferation of internet, social media and mobile phone technology.

Secondly, WAEC, the institution that undertakes assessment of learners lacks a framework for accountable governance. It operates a virtual monopoly in the public assessment space with no regulation or effective accountability to the stakeholders in the education sector and the citizenry. These accountability deficits have created systemic inefficiencies and irresponsiveness of Ghana's public basic and secondary education external assessment system; with the credibility of certification at risk of falling short of local and international standards if nothing significant is done to remedy the situation.

To avert the credibility challenge Ghana's pre-tertiary external assessment system faces, there must be a policy level response that aims at creating an accountable assessment system that assures fairness, accountability and integrity in measuring learning outcomes. The role of Civil Society in achieving the required policy-response is crucial in view of the inertia that has greeted issues of examination fraud and malpractices in the past decade by successive governments.

To achieve this, Civil Society must continuously monitor to identify existing gaps and their dynamics, draw together streams of evidence of quality and accountability deficit from the examination value chain, document best practices for lessons and replication, while making innovative recommendations to transform the system to achieve credibility.

Objectives of the WASSCE 2021 Monitoring

Africa Education Watch (Eduwatch) monitored the conduct of the 2021 WASSCE across 50 examination centres and the social media space with the following objectives:

- a. To assess the progress made in strengthening the pre-tertiary external assessment system.
- b. To ascertain the existence of questions leakages in examination questions.
- c. To ascertain incidents of examination malpractices and irregularities at centres,
- d. To make recommendations to improve credibility, relevance and accountability in the conduct of pre-tertiary external assessments in the education sector.

METHODOLOGY

Sample Size and Sampling

A sample frame of one hundred (100) schools from which Eduwatch received information on alleged examination malpractices during the 2020 WASSCE was drawn, out of which fifty (50) schools which were examination centres were purposively selected based on our ability to undertake a successful entry and monitoring.

Tools

The mix method of research was adopted where quantitative and qualitative data collection instruments were developed and administered on google forms to collect data from schools and online. The instruments included a structured observation guide and a questionnaire. Audio and audio visual gadgets were provided to aid the process.

Scope

The scope covered suspected examination malpractices planning activities in schools one month ahead of the first paper and actions of students, teachers, security officers, WAEC supervisors and school heads and their assistants in the period before, during and after examinations.

Data collection methods

Fifty (50) undercover data collectors were recruited and trained to collect data through structured school level observation. They included invigilators, teachers, media personnel and security officials. Interviews were conducted with students, teachers, question marketers and other contacts within the school and examination system. Key Informant interviews were also conducted to gain deeper insights on issues and validate findings.

An online team of twelve (12) data collectors were in addition trained and deployed to purchase, receive and verify the credibility of questions sold on telegram pages while undertaking 24-hour monitoring of eighteen different social media pages where WASSCE 2021 questions were advertised and sold.

How were questions intercepted?

Our online team posed as candidates and registered with thirty (30) different telegram and WhatsApp pages where questions and answers were marketed. Questions were then sold for between GHC 30 and GHC 150, with Elective Mathematics being the highest priced questions. Cash was transferred to advertised mobile money accounts, after which the team got enrolled on paid platforms where question were delivered up to ten (10) hours before a paper.

Data storage

The proof of examination question leakage is always a tricky one. To prove a leaked question, one must provide:

- a. Evidence that the said questions were intercepted before the scheduled time for the examination.
- b. Evidence that a significant part or all the intercepted questions were the same that was written.

To satisfy this requirement, the online Monitoring Team created a private page on telegram where all intercepted questions were immediately deposited, thereby making it possible for anyone to be granted access later and verify the specific time and date questions were deposited on the platform. Unlike WhatsApp groups, it is possible for new additions unto a telegram channel to have access to all the historical data dating back to the day the group was created. Access to this page was restricted to ensure questions intercepted did not leak from our source. This information is already available at the Cyber Crime Unit of the Ghana Police Service.

Subjects monitored

Eduwatch field monitors monitored twenty (20) papers, including nine (9) core papers:

1. Foods and Nutrition 3 (Practical)
2. English Language 3 (Oral)
3. Financial Accounting 2 (Essay)
4. Further Mathematics/ Mathematics (Elective) 2 (Essay)
5. Biology 2 (Essay)
6. English Language 2 (Essay)
7. English Language 1 (Objective)
8. Physics 2 (Essay)
9. Biology 3 (Practical) (Alternative A)
10. General Mathematics/ Mathematics (Core) 2 (Essay)
11. General Mathematics/ Mathematics (Core) 1 (Objectives)
12. Government 2 (Essay)
13. Economics 2
14. Christian Religious Studies 2 (Essay)
15. Chemistry 2 (Essay)
16. Chemistry 1 (Objective)
17. Social Studies 2 (Essay)
18. Integrated Science 2 (Essay)
19. Integrated Science 1 (Objectives)
20. Integrated Science 3 (Alternative to Practical Work)

Time-frame

Data was collected from 8th August to 8th October 2021.

FINDINGS

The outcome of the monitoring is structured in two parts: school level monitoring and online monitoring.

School level Monitoring

The 2021 WASSCE began on 16th August 2021 in 763 examination centres across the country and ended on 8th October 2021. Eduwatch field monitors monitored the conduct of twenty (20) papers from fifty (50) centres across the country. The findings are presented below:

Payment of money by candidates to their schools or teachers for the purpose of acquiring questions or receiving assistance during the examination.

The monitoring sought to ascertain whether there were any monetary exchanges between students and school authorities to facilitate cheating in the examinations. Eduwatch monitors observed that payments were made by students in 6% of the sampled schools for purchasing examination papers while another 12% paid cash for relaxed invigilation. Due to the practice of dividing candidates into different classrooms in most schools without large examination halls, it was easy for a group of teachers to collude with the students for such material gains without other teachers being in the know.

Audio interviews with some students in selected schools during the examination session are available as evidence. In some private schools, it was observed that the exam malpractice fee was part of the school fees, as the assurance of questions was usually a guaranteed one. Part of the monies went to teachers who solved questions for sharing with students, immediately the questions leaked either the night before, at midnight or the dawn before the scheduled time for writing the papers. In instances where questions did not leak, such teachers received phone shots of the papers immediately the question packs were opened, after which they solved and transmitted them through WhatsApp platforms to the students who had phones in these examination halls.

At All for Christ SHS in the Bono Region, there was a designated WhatsApp platform "Integrity Vibes" for Invigilators. On this platform, questions were answered on half-paged pieces of papers and shared about 15-48 minutes into the start of each paper. The platform also had teachers from other schools, as questions and answers posted were printed/photocopied and circulated to students in the examination hall. The aforementioned is illustrated in Figure 1 below:

Figure 1: Analysis of the payment of money by students

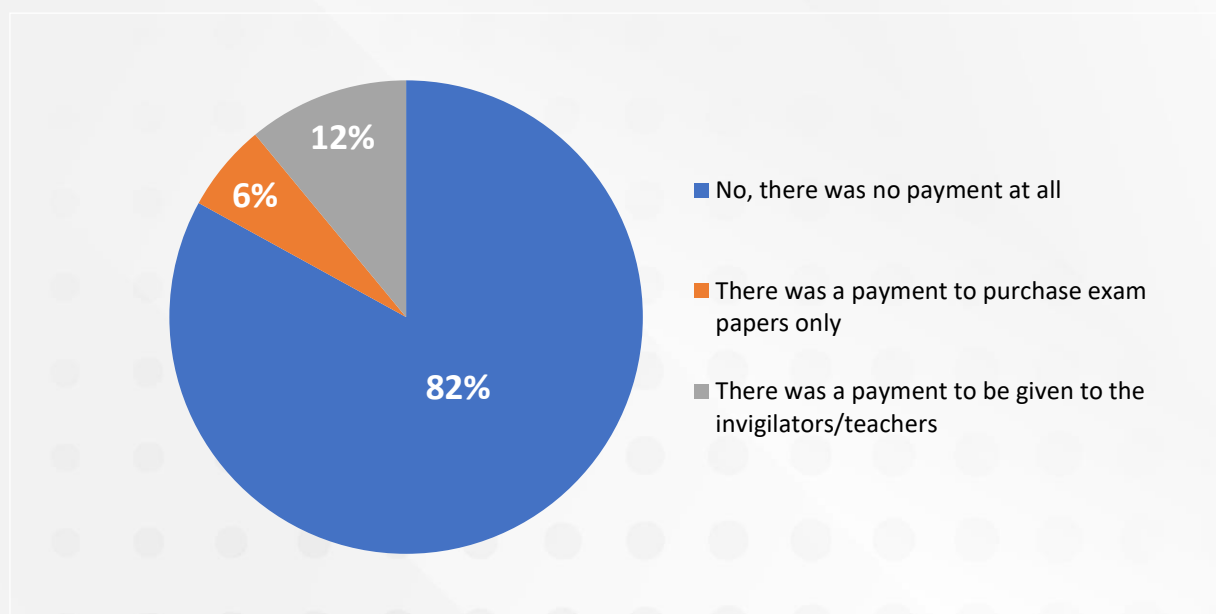


Figure 1: Payment of money by students

Source: Eduwatch WASSCE 2021 Field Monitoring

"The General Arts students are contributing GHC 20 each to raise an amount to reward a section of invigilators who throughout the exams allowed them to copy and also assisted them to bring in phones and foreign materials." - A monitor at Brakwa SHS noted.

In that same school, the monitor observed, "A teacher charged a section of students an amount of GHC 50 each for special classes with a promise to provide answers to the questions during exams. He fulfilled his promise by providing the answers".

The role of teachers in examination malpractice

At the heart of the institutionalized examination malpractices are some recalcitrant teachers who play key roles as invigilators and 'questions solvers'. For most subjects that did not leak, these invigilating teachers took snap shots with their phones and circulated them on designated WhatsApp platforms to enable stand-by subject teachers solve and return them either in hard copy or via WhatsApp platforms of students who already had their mobile phones in the examination centre. This was the commonest form of examination malpractice observed, with or without the presence of the external supervisor. In Kpando SHS for instance, some teachers were allowed to send solved questions to candidates during the Core Mathematics 2 paper.

Questions leakage in schools

In all the schools/centres monitored, it was noted that all the papers intercepted through the online monitoring did indeed leak in the schools. The candidates got access to the questions sometimes a night before, at dawn, or at least one hour to the start of the said papers. Some students confided in our monitors about having prior knowledge of the questions through some of their colleagues who purchased them from question dealers via telegram social media pages.

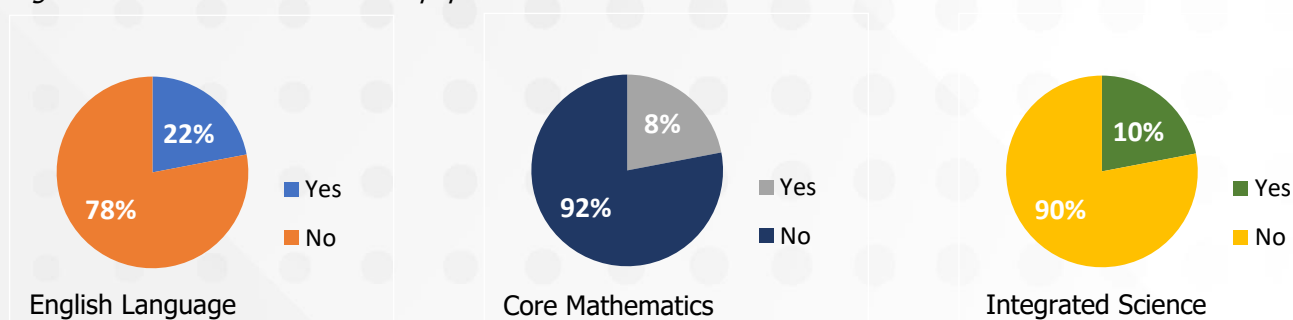
At Tepa SHS, our monitors reported that some teachers were seen discussing the Integrated Science Paper 2 with groups of students immediately after the midnight prior to the scheduled time for writing the paper. Our online team had earlier received a copy of the said paper at 11:00 PM on 5th October 2021 from a WhatsApp group titled 'Correct'.

As indicated in the methodology, to prove the specific times questions were intercepted, the online monitoring team created a private channel on telegram where all intercepted questions were immediately forwarded, making it possible for anyone to be granted access for verification of the specific time and dates they were posted. It must be emphasized that WAEC did not show interest in our invitations to have them join this telegram platform where leaks were assembled.

Delayed commencement of some papers

It was observed that in some schools, examination sessions started later than the scheduled time. For instance, 22%, 8% and 10% of schools/centres did not start the English Language 2, Core Mathematics 2 and Integrated Science 2 papers at the 8:30 AM scheduled time respectively. The variation in the delays ranged from 16 minutes to 43 minutes with some of the reasons being late arrival of supervisors (as in the case of Brakwa SHS), long distance coupled with poor road networks from the WAEC depot to the schools (as in the case of Komenda SHTS) and visits by Regional/District directors of education to schools/centres who in the process ended up spending part of the exam time interacting with the candidates.

Figure 2: Start of the examination paper on time



Source: Eduwatch WASSCE 2021 Field Monitoring

Opening of exam seal in the presence of candidates

Our monitoring sought to verify whether question packs were opened in the full glare of invigilators, security officials, and candidates, to satisfy a transparency and security requirement where the security, WAEC and school officials and candidates must confirm that the security of question have not been tampered with from the depots where questions are kept, to the examination centres.

The findings indicate that, at all examination centres monitored, question packs were opened in the full glare of all concerned, with no issue regarding security raised openly. This further suggests that leaked examination papers in these schools couldn't have emanated from their depots, giving credence to the fact that some schools and students bought their questions from the social media pages where our Monitoring Team bought theirs from between GHC 30 to GHC 150 per subject, some of whom claim to obtain their questions from WAEC's print house.

Biometric verification of candidates

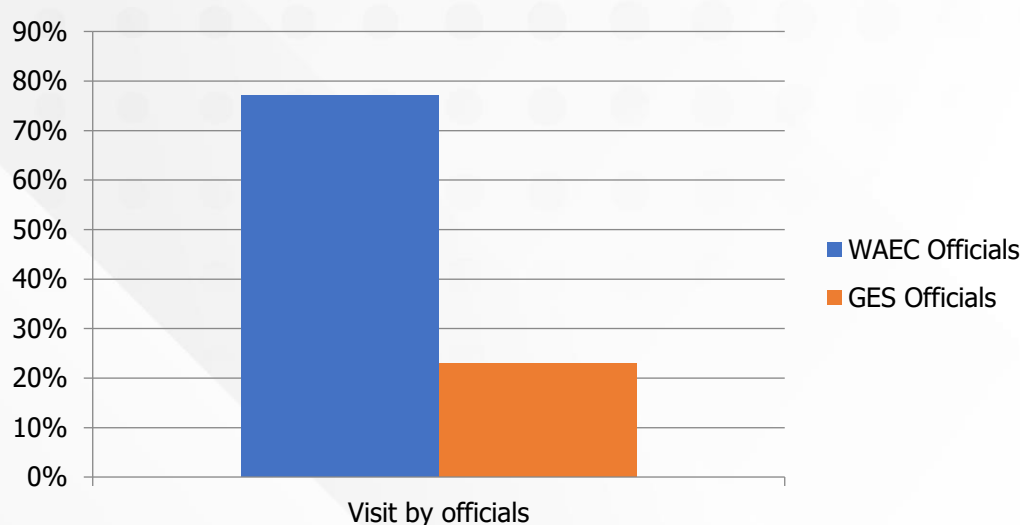
As part of WAEC's measures to curb the growing trend of impersonation, the Council in 2019 introduced biometric verification of candidates and this was expected to be implemented during the 2021 examination as well. In the 2nd update on the conduct of the WASSCE by the Council on September 15, 2021, it noted that the "...candidates are being verified with the use of biometric machines to flush out impersonation." In the schools monitored by Eduwatch, it was identified that most of the schools verified candidates using the biometric device; however, biometric identification was not done in three schools (i.e. Jachie SHS, Hohoe E.P. SHS and Komenda SHS) during the core papers. Candidates were, however, verified manually by the use of the registration list which bore candidates' names and pictures.

The presence of WAEC's external supervisors

External supervisors provide a crucial oversight role over internal invigilators who obviously may have an interest in the performance of their students. In an earlier press conference held by WAEC on 23rd August, 2021, when quizzed by journalists about the lack of external supervisors at some examination centres during WASSCE 2020, WAEC gave the assurance that they had adequate external supervisors to man all its examination centres. This concern arose out of Eduwatch's 2020 WASSCE Monitoring Report which identified the lack of external supervisors in many examination centres during examination sessions, a move which warranted a free-for-all cheating as many school invigilators were already compromised. Our monitoring therefore sought to verify whether WAEC was truly committed to ensuring the presence of its external examiners at all examination centres, during all papers.

Table 3 below presents an analysis of the presence of external supervisors during the four (4) core subjects. On the average, 88% of centres were visited by external supervisors from WAEC and GES while 12% of schools had no such visits. Of the visitors, 76% were from WAEC and 24% from GES district or regional offices. At the St Augustine's College, the WAEC external supervisor was only seen in two out of the four core subjects (English and Mathematics), while at Brakwa SHTS, the external supervisor from WAEC who was absent during most subjects, actually announced his absence and even gave prior notice of his next visit to the school, making it easier for some teachers to plan their cheating.

Figure 3: Presence of WAEC and GES Supervisors



Source: Eduwatch WASSCE 2021 Field Monitoring

Analysis of the presence of WAEC supervisors during malpractices

While the presence of WAEC's external supervisors in 88% of the centres was an indication of a commitment to exercise considerable external oversight on invigilation and the general conduct of exams, the fact that their presence rather encouraged institutionalized malpractices in some schools is a very disturbing integrity blot on WAEC's quality assurance processes. This suggests that the presence of external supervisors is of no considerable significance in some schools, as the 'watchmen' are the first to be compromised by school authorities. This is confirmed by WAEC in their statement of September 15, 2021, where they indicated the withdrawal and sanctioning of some supervisors due to collusion with school authorities and students to permit institutionalized cheating.

The compromising of WAEC's external supervisors at some centres makes a strong case for the introduction of surveillance technology to complement the corruptible human external supervision. Installing CCTV cameras with battery powered back up power in and around every examination centre, monitored by external agents is highly recommended.

Incidence of candidates implicated in cheating

Notwithstanding the pre-dominance of compromised invigilation in many schools, there was strict invigilation in some schools. Our team observed several instances where some students were caught engaging in different forms of examination malpractices such as sending foreign materials into the exam hall, smuggling of mobile phones and copying from each other during the examination. Such cases were recorded in nine (9) schools during the Core Mathematics 2 paper, seven (7) schools during the English Language 2 paper and four (4) schools during the Integrated Science 2 paper. At Great Faith SHS (Kumasi), four candidates were arrested for sending foreign materials into the examination hall during the Integrated Science 2 paper. In spite of these, no case of impersonation was noted in any of the schools monitored.

Use of mobile phones by candidates

In all schools monitored, candidates were seen openly using mobile phones on campus in spite of the ban on its use by the GES. These phones were tools for plugging unto social media pages where questions were either sold or shared for free. While it was possible for some to smuggle their phones into the examination hall due to collusion with invigilators, others faced strict invigilation, making it difficult to access their phones from the examination hall. In schools like Bekwai SHTS, it was observed that some students colluded with some invigilators to smuggle phones into the examination hall, in order to access solved questions on WhatsApp platforms.

Where it was impossible to smuggle phones due to the vigilance of external supervisors or invigilators, some students resorted to planting their phones at nearby locations to enable intermittent access during the paper. At Bishop Herman College for instance, our monitors reported that during the Core Mathematics 2 paper, some students placed their phones at vantage points around the examination hall/classrooms, so they could access answers on their WhatsApp groups at critical moments after the paper had commenced. Some candidates who sneaked out to access their phones were eventually caught.

The mobile phone is the principal tool for assessing leaked questions. This has increased the demand and level of innovation of students in acquiring and hiding mobile phones when they enter Form 3. Out of the 500 students interviewed by our monitors, there was not a single student who did not have a mobile phone with a telegram and WhatsApp application.

While the use of mobile phones with telegram applications installed was a culture for Form 3 students, information received from some schools like St Louis SHS which was not on our monitoring list, suggested that authorities were very strict in preventing their use on campus, making it very difficult for students to have foreknowledge of questions. In fact, it was reported during the examination period (before the written papers) that over a dozen candidates were suspended from the boarding house for possessing mobile phones on campus. The management of such schools deserve commendation for eschewing such high levels of integrity.

The voracious appetite for leaked questions

One key driver of examination questions leakage is the demand for questions, a culture built over time due to the following push and pull factors:

- a. High-stakes nature of our pre-tertiary external assessment system where one is deemed 'a failure' on account of a 90-minute examination after fourteen (14) years of schooling. Passing is a make or break issue for students and parents.
- b. Corrupted moral standards in society where the ends justify the means.
- c. Competition for pride among SHS through among others, the WASSCE Ranking.

These, coupled with the main supply factor; the greedy determination of some examination officials (whose responsibility it is to ensure credible examinations) to profit from questions sales by compromising security systems, continue to provide very fertile grounds for the sustenance of the fast growing demand for questions.

Our monitoring over the past two years reveals that many students have a deep belief that not having access to leaked questions puts them in a disadvantaged situation as it is a pervasive culture.

'For many students of today, one is not adequately prepared for WASSCE until they have a smart phone to hunt for questions, have foreknowledge of questions and/or connive with invigilators to permit cheating.'

This craze is aptly epitomized by the number of students who contacted Eduwatch and its monitors through WhatsApp/phonelines and social media platforms to negotiate for questions after Eduwatch announced the first leak on our Facebook page.

This became even more critical when the supposedly leaked questions for the Biology 2 Paper proved fake after candidates had paid cash to online dealers. They then turned their hopes to Eduwatch to negotiate for the remaining questions. Apart from thousands of WhatsApp messages, especially on the Eduwatch Official Line, there are audio recordings of many of such calls, including one from a supposed head prefect of a popular school in Kumasi who was desperate to get the right questions for students on their WhatsApp platform after the Biology 2 leak proved fake. Their psyche is, 'our colleagues in other schools have the questions, we will be disadvantaged if we don't have some; we must have some at all cost'. While the assumption may not be entirely true, any attempt to address the quagmire of examination fraud and malpractices must appreciate this dynamic.

The sense of entitlement of students to cheating, especially compromised invigilation was manifested in the several reported instances of rioting and threats to uncompromising invigilators after the examinations. At the Osei Tutu SHS in Ashanti Region, candidates destroyed the plantain farm of the Assistant Headmaster (Academic) for his strict invigilation, while at Nyinahini SHS also in Ashanti Region, the school's Boys dormitory was burnt down by irate candidates in protest over uncompromised invigilation by teachers.

At the Atta Mills SHS in the Central Region, some teachers who were invigilating received many threatening WhatsApp messages from candidates, with some reading: ***"If you want to live in peace, from now going you just be careful else you will regret. Stop playing with our lives, because you cannot use these few days to destroy our 3 years of being in school or else..."***

A change in student's attitude, perception and practices is key to sustain any reform aimed at improving the credibility of external examinations.

Findings from the Online Monitoring

Online Monitoring officially started on Thursday 19th August 2021, ahead of the commencement of the written papers. Telegram and WhatsApp pages monitored had over 200,000 subscribers, with the Legit WASSCE Telegram Page having over 60,000 of this total number. It was observed that some of these platforms occasionally changed the names of their channels to avoid detection.

Members of the Online Monitoring Team joined over thirty (30) free WhatsApp and Telegram Pages to observe proceedings before and during the examinations. This included the three (3) most prominent platforms with acclaimed statuses attained in the questions marketing business since 2013- Grandmaster's WAEC Link, Hot Stage and Legit WASSCE telegram Channels.

These platforms leaked eleven (11) out of the twenty (20) papers monitored, days and hours before the scheduled dates for the papers. They later circulated them on their FREE PUBLIC CHANNELS an hour or two to the start of the papers as a marketing strategy to win more VIP subscribers for subsequent papers. The three, together had over 100,000 subscribers on their free pages, while operating paid pages on WhatsApp and Telegram called "VIP Pages", where questions are leaked before or at the midnight/dawn for between GHC 30 and GHC 150.

The questions dealers cared less about the identity of their clients, neither were they interested in whether the buyer was a student or not. They constantly made it clear on their populous FREE platforms that interested persons should only text when ready to make mobile money payments to become VIP members in anticipation of questions. The Online Monitoring Team paid to join the VIP Pages of the three platforms, making mobile money transfers to order for fourteen (14) out of the twenty (20) papers monitored. The papers were:

1. English Language 1 & 2
2. General Mathematics 1 & 2
3. Social Studies 1 & 2
4. Integrated Science 1 & 2
5. Physics 1 & 2
6. Biology 1 & 2
7. Elective Mathematics 1 & 2

The papers were initially priced between GHC 30 and GHC 100 each at the beginning of the examinations. However, after the Elective Mathematics 1 & 2, which was a very successful leak, prices for the remaining papers went as high as GHC 150, requiring VIP members to top up/pay more.

In addition to the telegram platforms, the Online Monitoring Team further sighted and joined a designated WhatsApp platform "Integrity Vibes" for Invigilators of "All for Christ SHS" in Jaman North in the Bono Region. On this platform, questions were answered on half-paged pieces of paper and shared about 15-48 minutes into the start of each paper. According to our monitors in that school, the platform also had teachers from other schools. It was alleged that candidates paid for these services. We have since reported this platform to the Criminal Investigation Department of the Ghana Police Service for further investigations.

Outcome of Online Monitoring

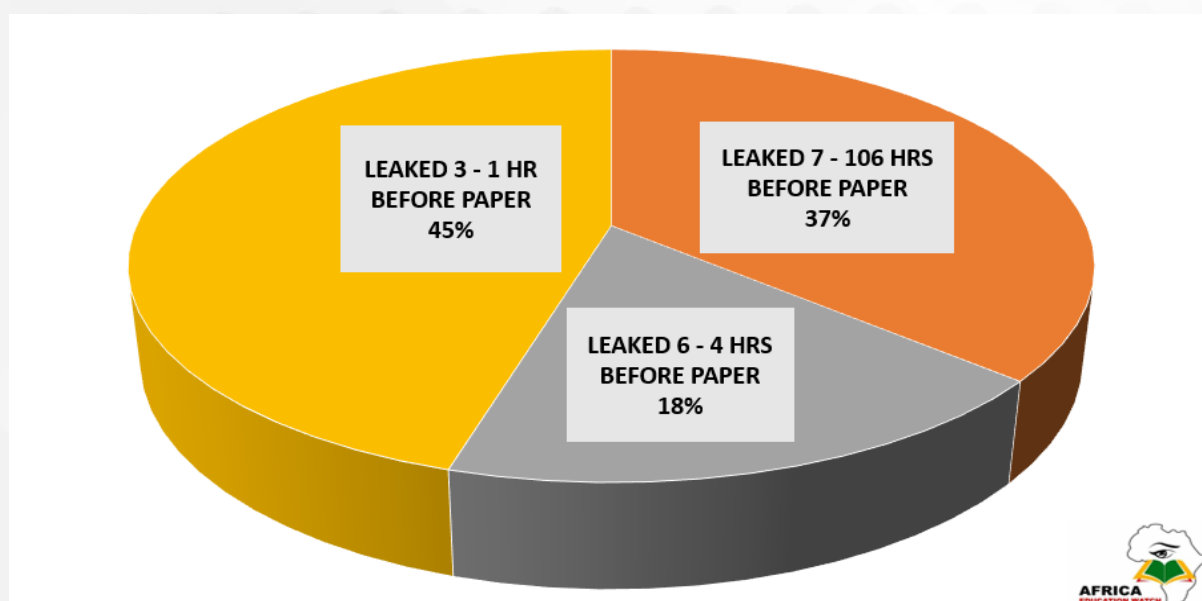
Out of the twenty (20) papers monitored, eleven (11) leaked successfully while the remaining nine (9) were recorded as fake leaks. The papers leaked before or after midnight, at the dawn of the scheduled day for examination or few hours before the paper. They were:

1. Foods and Nutrition 3 (Practical)
2. Further Mathematics (Elective Mathematics) 2
3. English Language 2
4. Physics 2 (Which was consequently rescheduled)
5. Biology 3 (Practical-Alternative A)
6. Core Mathematics 1
7. Core Mathematics 2
8. Economics 2
9. Chemistry 1
10. Integrated Science 1
11. Integrated Science 2.

Timing of leaks

As depicted in Figure 4, majority (45%) of the leaked papers reached our Online Monitoring Team between one (1) to three (3) hours before the scheduled time for the examination, followed by 35% arriving between seven (7) to one hundred and six (106) hours (5 days) prior to the exam. The smallest proportion of 18% arrived between six (6) to four (4) hours before the scheduled time for the commencement of papers. Out of the eleven (11) leaked papers from our sample of twenty (20), the English Language 2 and Integrated Science 2 papers were the two written papers that leaked earliest at 9:48 PM on 12th September, 2021 and 11:00PM on 5th October, 2021, the night before the scheduled time for writing the papers i.e. 8:30 AM on 13th September, 2021 and 8:30 AM on 6th October, 2021. For the practical papers, the Biology 3 Practical (Alternative A) Paper was intercepted at Faith SHS and five other schools in Ashanti Region on 12th September, 2021, five clear days before the scheduled date for writing the paper (17th September, 2021), even before our telegram dealers supplied to us.

Figure 4: Analysis of the timing of leaks



Source: Eduwatch WASSCE 2021 Field Monitoring

Implications of the timing of leaks

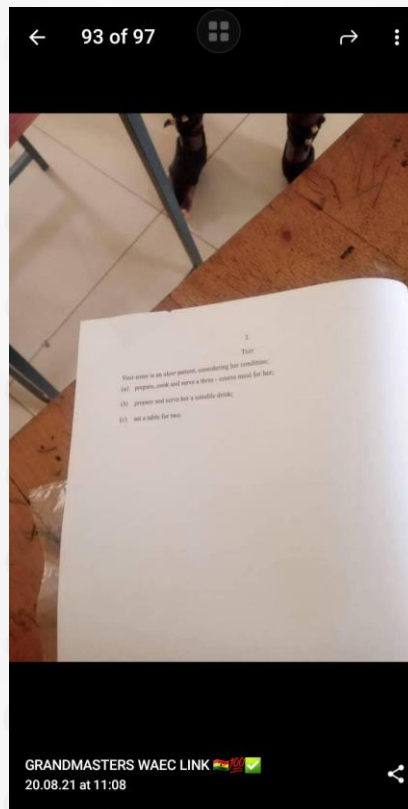
Since 2020, WAEC has consistently maintained that all our previous allegations of question leaks emanated from shots of papers taken minutes prior to the commencement of papers, when the papers are in the custody of schools. This persistent denial in the face of evidence of papers circulating on social media hours' prior, informed our decision to prioritize the records of times questions were being sold and received. This is because, an understanding of the source of leaks is only possible when one is certain about the time leaks occur.

For instance, if solved questions of the Elective Mathematics 2 paper were available before midnight, ahead of the morning scheduled for writing the paper, it certainly absolves school authorities for the leaks, since all question papers are kept at WAEC's depot till the morning of the paper. Having established this, it is necessary to undertake a surgical knife enquiry into the specific source(s) of questions leakages, from the pre-printing, printing, sorting, packing, transporting or storage at depots.

Details on Papers Monitored

1. Foods and Nutrition 3 (Practical)

On 20th August 2021, at 11:08 AM on the "Grandmaster's WAEC Link" Telegram Page, the Foods and Nutrition 3 scheduled for 1:30 PM was leaked. At 1:45 PM, 15 minutes after the start of the paper, the team confirmed the leakage to be genuine and later made a Facebook post to announce the first leak.



2. English Language 3 (Oral)

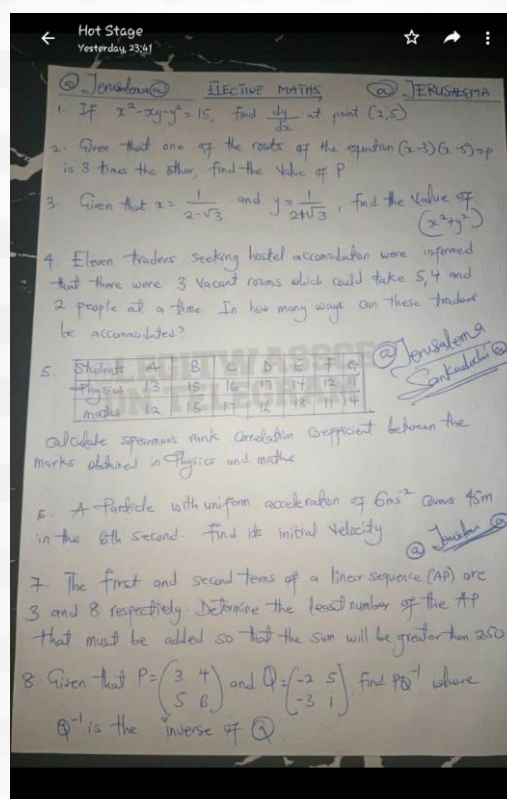
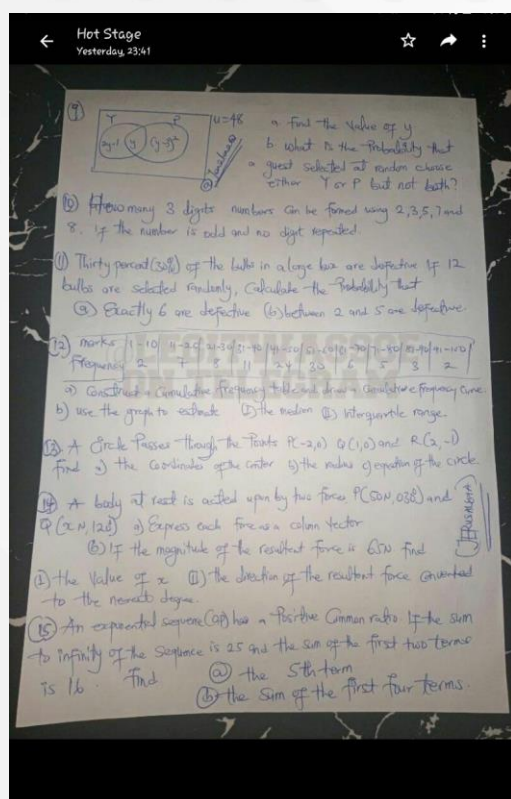
English Orals was scheduled for 8:30 AM on 1st September 2021. Ahead of the paper, three (3) sets of questions were sighted by the team, but none of them turned out to be an accurate leak. However, during the first session of the exams, Telegram and WhatsApp pages being monitored by the team were flooded with the actual set of Questions which was also going to be answered by the second set of students 30 minutes later. In all these, the team observed that the second set of students who sat for the English Orals exam benefited from this circulation, especially due to the lack of enforcement on the ban on mobile phones in Senior High Schools.

3. Financial Accounting 2 (Essay)

All questions circulated ahead of Financial Accounting 2 were fake and did not feature in the exams which commenced on 2nd September 2021 at the 8:30 AM. However, between 8:30 and 11:00 AM, halfway into the paper, answers to the actual questions were being circulated on Telegram pages and were also posted on the designated WhatsApp platform for Invigilators in All for Christ SHS.

4. Further Mathematics/ Mathematics (Elective) 2 (Essay)

Ahead of the scheduled time for the start of the paper (8:30 AM on 9th September, 2021), various sets of questions were circulating on different platforms and paid VIP Pages. At the end of the paper, the team confirmed that a two-paged set of handwritten questions in circulation way ahead of the start of the exams contained 11 out of the 15 questions that appeared in the actual paper. The only difference was that question numbers had been exchanged. These questions were first leaked on the Hot Stage VIP WhatsApp Platform at 11:41 PM on 8th September 2021, the night before; almost nine (9) hours to the scheduled time (8:30 AM) for the start of the Paper on 9th September 2021. The questions leaked for the second time on Grandmaster's VIP Platform at 1:43 AM in the morning; almost 7 hours to the start of the Paper. After the start of the paper, answers to the questions were as usual, posted on various paid and public WhatsApp and Telegram pages and the designated WhatsApp platform for Invigilators for onward distribution to students in the hall.

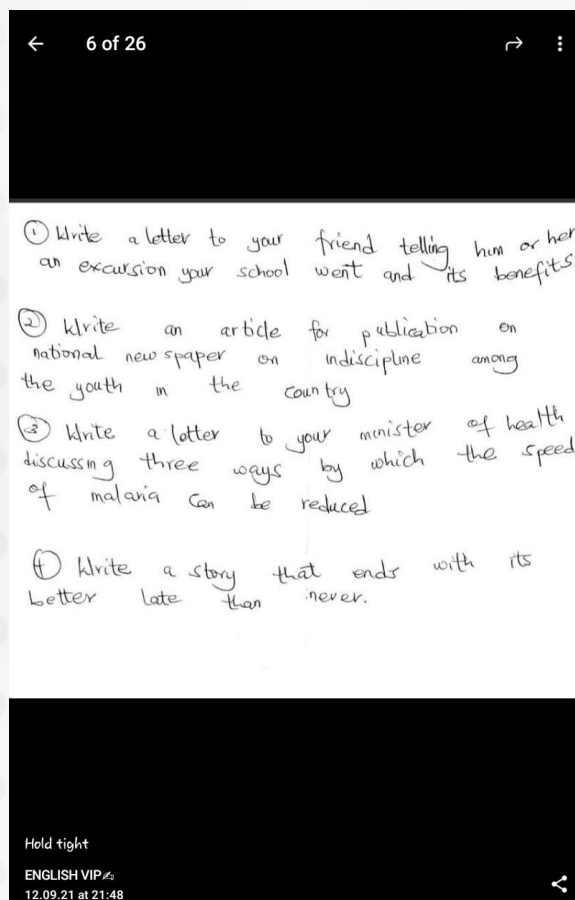


5. Biology 2 (Essay)

Per the Team's observation, until the morning of 10th September 2021 scheduled for the paper, only 1 set of questions were being circulated among the various paid platforms, which featured HOMEOSTASIS. These questions were alleged on Grandmaster's VIP Page to be Mock Exams Questions from Prempeh College. The team also noted that two (2) other sets of questions emerged on the morning of the paper between the hours of 3:00 AM and 5:00 AM. The team later confirmed all these questions as fake; not being the actual questions answered by students. However, solutions to the said actual questions were sighted on not less than 10 Telegram pages, and with the ban on mobile phones still not being enforced in many schools, students who were on these platforms would take advantage of any relaxed invigilation to access the solutions to the questions. Again, the Designated WhatsApp platform for Invigilators posted solved question papers.

6. English Language 2 (Essay)

The Online Monitoring Team confirmed that, a set of questions posted as snap shots on "Grandmaster's English VIP" Page at 9:48 PM on 12th September, 2021 contained four (4) of the five (5) essay questions that featured in the 8:30 AM English Language Paper 2 written on the 13th September. The questions in this picture were however written in basic English for easy comprehension of candidates instead of the actual text composition of the questions in the exams.



7. English Language 1 (Objective)

All objective questions sighted ahead of the start of exams were different from what actually featured in the exams. However, about thirty (30) minutes into the paper, solved answers to the objective questions were widely circulated on social media (to the benefit of students who managed to get their phones inside the exams hall). Answers to the Essay, Summary and Comprehension questions were posted on the designated Platform for Invigilators 48 minutes into the start of the exams.

8. Physics 2 (Essay)

WAEC re-scheduled Physics 2 & 1 and Business Management 2 & 1 originally scheduled for Wednesday, 15th September, 2021. In their statement of 15th September WAEC did not give any reason for the postponement. However, our Online Monitoring Team in collaboration with field monitors confirmed that questions that were scheduled to be answered by students that morning had leaked on "Grandmaster's Physics VIP" Telegram Page at 4:53 AM in the morning of the paper. Among the questions intercepted were questions culled from Archimedes principle, Simple harmonic motion and thermometric property in the Part II of the paper. Even though the leak was not as widespread as the papers that leaked the night before exam, Eduwatch commended WAEC for rescheduling the paper.

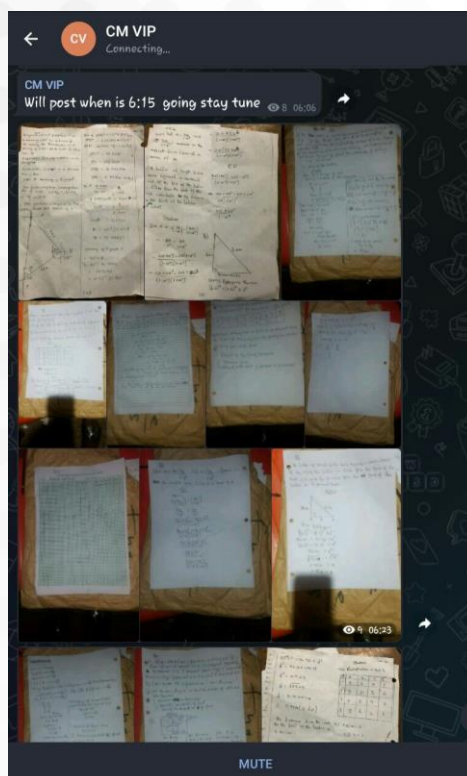
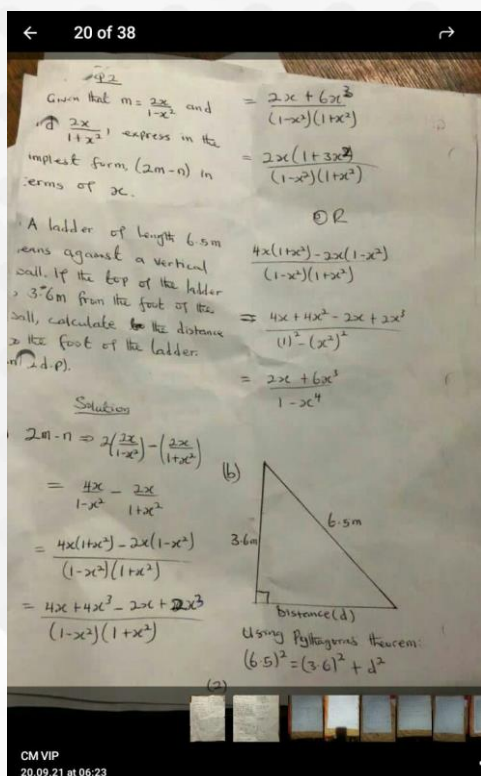
9. Biology 3 (Practical) (Alternative A)

Ahead of the paper scheduled for 17th September, 2021, our field monitors intercepted shots of some questions at 10:09 PM on 12th September 2021. Questions were first intercepted at Faith SHS in Ashanti, and later in many other schools in the Ashanti Region. The same set of questions were again circulated at 9:25 PM on 16th September, 2021, the night before the paper on several telegram pages. The Online Monitoring Team confirmed that all these questions were genuine leaks.

10. General Mathematics/Mathematics (Core) 2 (Essay)

From 5:17 PM on September 19th 2021, supposed questions for the Paper 2 had begun surfacing on Telegram and WhatsApp Platforms. However, the questions posted on "Grandmaster's Core Mathematics VIP Page" at 6:23 AM were the ones that were confirmed by the Online Monitoring Team as a genuine leak. The leak featured ten (10) questions out of the thirteen (13) that appeared in the actual questions. Our field monitors however reported that the questions landed in some schools much earlier.

Later that day, the designated WhatsApp platform for Invigilators of All for Christ SHS was dissolved. Our sources explained that the mobile phone of one of the teachers got seized by an external supervisor during the Core Mathematics Paper 2, hence the immediate deletion of the page by the administrator to clear any evidence of malpractice. The collapse of the platform according to our monitor was a precautionary measure to prevent the external officer from sighting the activities on the platform.



11. General Mathematics/Mathematics (Core) 1 (Objectives)

Questions for the Paper 1 scheduled for 20th September, 2021 at 2:00 PM, were posted at 1:03 PM on the "WAEC Update" Telegram Page and confirmed as the actual questions that were answered by students during the exams.

12. Government 2 (Essay)

Ahead of the government paper scheduled for 8:30 AM on 22nd September 2021, our Online Monitoring Team intercepted a snap shot circulating on some Rogue WhatsApp pages with content purported to be leaked Government 2 questions from one Dr. Kofi Asare of Eduwatch at 4:09 PM on 21st September 2021. Eduwatch immediately issued a disclaimer stating unequivocally that our Executive Director, Kofi Asare, does not deal in exams questions, and was in no way connected to the said image being circulated. Candidates and the General Public were therefore entreated not only to be weary of the activities of these miscreants, but also treat such publications with the contempt it deserved. The different sets of questions that circulated online prior to the start of the paper were all identified as fake. However, immediately after the actual papers were distributed after the start of the exams, all the Telegram platforms being monitored began posting similar answers to the questions.

13. Economics 2

Typed versions of the Questions and Answers for the Economics 2 paper were posted on the Legit WASSCE Platform at 7:14 AM on 23rd September, 2021, over an hour before the 8:30 AM schedule for the start of the paper. After comparing with the actual questions, the posts were confirmed to be a genuine leak, featuring all questions that were posed to students. It must be noted that the questions were neither printed nor handwritten, but typed and shared via the social media platform.

14. Christian Religious Studies 2 (Essay)

The Christian Religious Studies 2 questions posted ahead of the paper and intercepted by the Online Team were not the same as the ones that appeared in the exams. However, between 9:09 AM and 9:34 AM, solutions to the actual questions in the exams were being circulated on some Telegram Pages and addressed to students who had their phones in the examination halls or left the hall unaccompanied under the pretence of visiting the washroom.

15. Chemistry 2 (Essay)

The Team observed that, all the questions intercepted on social media platforms monitored ahead of the paper were fake and did not feature at all in the exams.

16. Chemistry 1 (Objective)

Ahead of the 3:00 PM schedule for the paper on 28th September, 2021, a set of questions were posted on "WASSCE BECE Updates" Telegram Page at 12:55 PM and tagged as being for students in Nigeria. The said questions appeared exactly in the exams for students in Ghana, with only the answers provided as different alphabet selections, i.e., option D for Nigeria was presented as option A for Ghana for the same question.

17. Social Studies 2 (Essay)

The Team observed that, all the questions intercepted on social media platforms monitored ahead of the paper were fake and did not feature at all in the exams.

18. Integrated Science 2 (Essay)

At 11:00 PM on 5th October, the team intercepted a set of Integrated Science 2 questions on a WhatsApp platform named "Correct". These questions were typed on paper with diagrams. The same set of questions were shared on Grandmaster's VIP platform between 1:52 AM and 1:57 AM on 6th October. This time, they were typed in text format. The actual paper written at 8:30 AM in the morning of 6th October had 60% of the questions that leaked at 11:00 PM the previous night; that is 15 sub questions out of the total 25 in the actual question paper. The leaked questions could not be found under any specific question number, but scattered through the various questions in the actual paper. Each substantive question had three (3) to (4) sub-questions. Out of the 6 substantive questions, the leaked questions featured at least two sub-questions under each substantive question of the actual paper.

19. Integrated Science 1 (Objective)

At 8:59 AM on 6th October, 2021, a set of Objective Questions were intercepted on the "Legit WASSCE" Telegram Page. These were later confirmed as the actual exam questions written by students at 10:00 AM.

20. Integrated Science (Alternative to Practical Work)

The practical questions intercepted by the Team on the "Grandmaster's Science VIP" Telegram Page at 10:29 AM on 6th October, 2021, ahead of the scheduled date for the paper, did not feature in the exams written later in the afternoon at 1:00 PM.

NABTEX

Under the NABPTEx exams, English Language leaked on "Social Zone" (formerly "Grandmasters WAEC Link") at 7:51 AM on September 10th, 2021 ahead of the 9:00 AM schedule, while Social Studies also leaked on "WASSCE DitoDito" Telegram Page at 7:09 AM on September 13th, 2021 ahead of the 9:00 AM schedule for the paper.

Key observations on the modus operandi of questions dealers.

After the Elective Mathematics paper, the Online Monitoring Team observed two techniques later adopted by the Questions Dealers to cover their tracks.

- a. Questions dealers no longer posted snapshots of question papers as was the case in the Foods and Nutrition 3 where the background of the picture could suggest a possible location within the questions delivery value chain where it could have been taken. They switched to using handwritten formats in sharing their questions, and mixed-up question numbers. Additionally, they also rewrote the questions not to seem verbatim as appeared on the question paper, but clear enough for students to understand.
- b. Questions dealers no longer posted all questions; they posted half of the questions and added answers. In the earlier papers, one could hardly find answers to questions floating on social media as much as was being observed in the ensuing papers. The dealers resorted to sometimes providing only answers to also dissuade the narrative of questions' leakages. In the case of the English Language 2 for instance, "Grandmaster's VIP Page" had answers tagged as number seven (7) for the summary question but had not posted any summary questions on the platform.

Lack of regulatory accountability at WAEC

WAEC continues to operate under no external regulation; it regulates itself by determining its own standards and enforces compliance. This practice flies in the face of public sector accountability. For instance, this year, WAEC in their own determination of the magnitude of social media spread of leaked papers, determined not to cancel the affected papers. In other jurisdictions like United Kingdom where a regulator sets and enforces these standards, including determining indicators for the cancellation or suspension of a papers, not only would ten (10) out of the twenty (20) papers monitored have been cancelled as in the case of in WASSCE 2021, but WAEC would have attracted sanctions for non-compliance.

This principled cancellation, when done repeatedly, without recourse to cost and image, would eventually diminish interest of students in the purchasing of leaked questions. This was the case when after re-scheduling the Physics paper, no one was prepared to pay for another set of questions. In fact, the rate dropped to as low as GHC 30 on some platforms.

Supervisors' Motivation

Invigilators and supervisors play a key role in enforcing rules and regulations to prevent examination malpractices. Their efficiency depends to a large extent on their level of integrity and motivation.

At present, WAEC pays external supervisors an amount of GHC 25 per session with invigilators earning GHC 14. This paltry amount, which is not even enough to cover transportation cost for many supervisors and invigilators, ends up being paid close to a year after the examinations. For example, the invigilators fees for the 2020 WASSCE which was held in August 2020 was only paid in July-August 2021.

The combined effect of the inadequate remuneration and delayed payment exposes some supervisors and invigilators to the financial influence of some school authorities to enable compromised invigilation.

Demand side analysis (drivers) of examination fraud and malpractices

The high-stakes nature of Ghana's pre-tertiary external assessment system, where one can be pronounced a failure based on a 90-minute test after fourteen (14) years in school is a key driver of the demand for questions and examination malpractices, as candidates must pass at all cost.

Under the current regime, summative assessments (final examinations) constitute 70% of the candidate's mark, with the remaining 30% ascribed to formative assessment in the classroom i.e. continuous assessment. Globally, there is a drift towards increasing the stakes at the school level (continuous assessment) through activity based and portfolio assessments while reducing formative assessment (final examinations). In Scotland for instance, many subjects are assessed on a 50:50 basis, reducing the high stress and anxiety levels final test examinations bring while making students more attentive and serious in school/class.

Another major motivator of examination fraud is the high cost of remedial schooling which is only available in the private sector for only parents who can afford. In rural communities where there are no such private remedial schools, students travel to urban centres to pay for accommodation and tuition fee for a year to access remedial tuition at a cost higher than the entire three-year subsidy enjoyed under the free SHS. For example, in 2020, the cost estimate of a one-year remedial course at Ideal College (tuition, boarding, feeding) for only three subjects amounted to almost GHC 7,200, an amount higher than the entire three (3) year fees of a free SHS graduate in that same year. Some parents therefore support their children with gadgets and financial resources to access questions and cheat with the aim of passing to avoid being one of the 50% of candidates who on the basis of history, are likely to re-sit a core or elective subject before progressing to tertiary.

The growing competition amongst schools for pride, due to the WASSCE Ranking (League Table), coupled with the newly introduced (three years ago) and well-intended Key Performance Indicators for school heads, is a potential motivation for institutionalized cheating in the WASSCE. The admission by WAEC that there is institutionalized cheating in some schools confirms that, there may be other reasons apart from the pecuniary motive for school authorities and teachers to have a common objective of assisting their students to cheat during final exam.

The role of the mobile phone

The mobile phone is the commonly used item in secondary schools, in spite of its ban. It has become a non-negotiable tool as part of the examination preparation process in many schools, with students acquiring new ones immediately current ones are confiscated by school authorities. As explained, apart from mobile phones being used to access the social media platforms on which question are sold, solved questions are also transmitted to students on WhatsApp platforms when they are in the examination hall. This means, in so far as students are emboldened both socially and economically to possess mobile phones in secondary schools, there is no way to block their access to leaked questions, or solved questions smuggled through WhatsApp platforms to the examination rooms.

Our engagement with school authorities points to the fact that, it is impossible to ban the use of mobile phones in secondary schools, as school authorities are overwhelmed by the sheer determination of students to purchase new ones immediately existing ones are seized. It is obvious that, teachers do not have the capacity and time to enforce that ban, bearing in mind their stressful teaching duties. It is therefore important for any effort to end examination fraud to focus on blocking the leak, rather than expecting the demand side of the equation to subside within a prevailing leaky system.

Supply side factors facilitating exam fraud and malpractices

In addition to the demand factors, and its facilitators, the major supply drivers are the existence of consistent security gaps in WAEC questions supply chain which has culminated in a multi-million-cedi subsidiary industry - the "apo" market, courtesy a telegram application that could host over hundreds of thousands of subscribers for marketing. The business interests of the architects and engineers behind this fraudulent activity, the quest to protect the images of institutions responsible for preventing the rot and cover up their challenges to escape accountability and responsibility, the desire to protect the image of Ghana's education system to the international community, and the urge to avoid the economic cost of cancelling papers, continues to motivate the impulsive denial by authorities, of the severity of what is not only obvious but pervasive. This under estimative posturing of WAEC and the GES, be it deliberate or unconscious, coupled with the inertia of the Ministry of Education over the past decade continues to fuel the growth of the examination fraud industry.

The conflicting relationship between GES and WAEC

Under the current arrangement, the MoE has contracted WAEC to assess Ghanaian students who were thought by the GES. At the secondary level, the ultimate performance indicator of the efficiency of the GES is the WASSCE pass rate, determined by WAEC. The Director-General of GES, whose mandate is to provide leadership in the delivery of teaching and learning services to among others, secondary school students sit on the WAEC board/committee. Thus, in the arrangement where WAEC ultimately conducts the major external test of the outcomes of GES's work, the presence of GES's Director General on WAEC's governing committee is seen by some as conflicting, more so when the GES is always in defense of WAEC when there are obvious reported question leaks.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Examination questions leakage and malpractices continues to grow from a menace into a sub-culture due to the high demand for questions by some students and their willingness to pay big, the assurance of profit to invigilators, teachers and supervisors, and the continued existence and preservation of security loopholes in WAEC's questions supply chain by some recalcitrant WAEC officials, agents and assigns. Unfortunately, years of persistent denial by WAEC and the Ghana Education Service has provided even fertile grounds for the practice to evolve from a misconduct by some students to an institutionalized, well-coordinated and resourced machinery in many schools, with the active involvement of some staff of the Ghana Education Service and some of WAEC's own external supervisors.

This cancer, if continuously unaddressed and underestimated, will lead to the devaluation or loss of recognition of WAEC's certificates in the local and international tertiary space and the world of work. The way forward, as identified in our WASSCE 2020 Report remains the digitization of the questions transmission process by removing the human element involved in the selection, printing, sorting, packaging, transportation and storing of questions at depots, ahead of examinations. Until the questions transmission system is digitized, and surveillance systems mounted in and around examination centres, nothing significant will change.

As with many institutional reforms, there is always resistance by the beneficiaries of the status quo, making change only possible if initiated from outside. Indeed, no real institutional change has ever been engineered and spearheaded from within, the reason Eduwatch and stakeholders owe it a duty to demand institutional reforms at WAEC, aimed at enhancing accountability and credibility of its examinations. These include an accountable regulatory framework, legal and operational reforms to achieve efficiency and enhanced security, improved relevance and credibility of the pre-tertiary assessment system.

Recommendations

1. A high level inquiry should be launched into the questions leakages that occasioned the 2021 WASSCE, with specific emphasis on ascertaining the exact source of leaks within the question supply chain.
2. To end the leakage, the questions distribution system should be digitized as explained in Eduwatch's Policy Brief Vol. 22. An end-to-end encrypted mail system should be developed for transmitting questions, thirty (30) minutes before every paper, with security printers installed at all centres. This will cut out the human elements involved from the printing, sorting, packing, transporting, and storage at depots.
3. To minimize examination malpractice, CCTV cameras should be installed at all examination centres, including their immediate precincts, and monitored by external agents.
4. To minimize the demand for questions, WAEC should reduce the percentage of marks emanating from final examinations to 50%, while increasing continuous assessment through activity based assessment from 30% to 50%. With this, students will be more serious at school academically, and disciplined. Systems should be instituted to prevent the abuse of scores discretion by teachers.
5. In the medium term, WAEC must consider activity based assessments, where assessment items are given to students ahead, to deflate demand and supply of "apo". In countries like Finland, there is 100% activity based assessment for external assessment. This would require training of examiners, markers and instituting systems to reduce score variations (inter-rater variability) due to the high level of discretion in marking and scoring analytical, applied activity based assessment. In such assessment, there is no failure, thereby reducing the high-stakes in test based assessment.
6. To reduce the high-stakes in final examinations, the nature of questioning must shift from cognitive assessments to aptitude based broad assessments which does not restrict but rather seeks to appreciate the lessons, perspectives and non-cognitive potentials of candidates.
7. To strengthen institutional accountability and enforce standards, establish a regulatory agency for the assessment sector. This regulator will set and enforce standards, impose sanctions for non-compliance, receive public complains and regulate the operations of all agencies in the pre-tertiary assessment space, including WAEC. An example of such a regulator is the Office of Qualification and Assessment (OfQUAL) in the United Kingdom.
8. To motivate supervisors and invigilators, WAEC must increase their fees and ensure prompt payment of same. The current GHC 25 per session for an external supervisor and GHC 14 for invigilators, which even ends up arriving close to a year after the paper, is a complete demotivator.
9. The introduction of another assessment body into the pre-tertiary assessment space to compete with WAEC is a discussion the Ministry of Education must have, as a way of enhancing quality.

8. To motivate supervisors and invigilators, WAEC must increase their fees and ensure prompt payment of same. The current GHC 25 per session for an external supervisor and GHC 14 for invigilators, which even ends up arriving close to a year after the paper, is a complete demotivator.
9. The introduction of another assessment body into the pre-tertiary assessment space to compete with WAEC is a discussion the Ministry of Education must have, as a way of enhancing quality.
10. WAEC should recruit and deploy adequate external supervisors to man every exam centre during every paper, and ensure they stay throughout, until the end of each session.
11. The WAEC Act must be amended to among others, remove the GES from its governing council. Members of WAEC's Governing Council should not have a direct interest in the outcomes of their assessment.

Appendix 1: DETAILS OF LEAKAGES

NO	DATE	SUBJECT PAPER & TIME	LEAKED	FAKE	PLATFORM LEAKED	TIME OF LEAK
1	20/08/21	Foods and Nutrition 3 (Practical)@ 1:00 PM	✓		Grandmaster's WAEC Link Telegram Page	11:08 AM
2	1/09/21	English Language 3 (Oral)		✓		
3	2/09/21	Financial Accounting 2 (Essay)		✓		
4	9/09/21	Further Mathematics/ Mathematics (Elective) 2 (Essay)@ 8:30 AM	✓		Hot Stage VIP WhatsApp Platform	11:41 PM on 8 th September
5	10/09/21	Biology 2 (Essay)		✓		
6	13/09/21	English Language 2 (Essay) @ 8:30 AM	✓		"Grandmaster's English VIP" Page	9:48 PM on 12 th September
7	13/09/21	English Language (Objective)		✓		
8	15/09/21	Physics 2 (Essay) @ 8:30 AM	✓		"Grandmaster's Physics VIP" Telegram Page	4:53 AM
9	17/09/21	Biology 3 (Practical) (Alternative A) @ 8:30 AM	✓		Faith SHS & 5 schools in Ashanti	10:09 PM on 12 th Sept. & 9:25 PM on 16 th Sept.
10	20/09/21	General Mathematics/Mathematics (Core) 2 (Essay) @ 8:30 AM	✓		"Grandmaster's Core Mathematics VIP Page"	6:23 AM
11	20/09/21	General Mathematics/Mathematics (Core) 1 (Objectives) @ 2:00 PM	✓		"WAEC Update" Telegram Page	1:03 PM
12	22/09/21	Government 2 (Essay)		✓		
13	23/09/21	Economics 2 @ 8:30 AM	✓		Legit WASSCE Platform	7:14 AM
14	28/09/21	Christian Religious Studies 2 (Essay)		✓		
15	28/09/21	Chemistry 2 (Essay)		✓		
16	28/09/21	Chemistry 1 (Objective) @ 3:00 PM	✓		"WASSCE BECE Updates" Telegram Page	12:55 PM
17	4/10/21	Social Studies 2 (Essay)		✓		
18	6/10/21	Integrated Science 2 (Essay) @ 8:30 AM	✓		"Correct" WhatsApp Page	11:00 PM on 5 th October
19	6/10/21	Integrated Science 1 (Objectives) @ 10:00 AM	✓		"Legit WASSCE" Telegram Page	8:59 AM
20	6/10/21	Integrated Science 3(Alternative to Practical Work)		✓		
	10/09/21	NABPTEX English Language @ 8:30 AM	✓		"Social Zone" (formerly "Grandmasters WAEC Link")	7:51 AM
	13/09/21	NABPTEX Social Studies @ 9:00 AM	✓		the "WASSCE DitoDito" Telegram Page	7:09 AM
TOTAL			TOTAL	13	9	

Appendix 2:

LIST OF SCHOOLS MONITORED

1. Beposoman Muslims SHS	2. Aggrey Memorial SHS	3. Ansong SHS
4. Toase SHS	5. Komenda SHTS	6. Bankoman SHS
7. Faith SHS	8. Yeji SHS	9. Swedru SHS
10. Tepa SHS	11. Accra High SHTS	12. Insaaniyaa SHS
13. Jachie Pramso SHS	14. Kikam SHTS	15. Edinaman SHS
16. Bishop Herman College	17. Kumasi High SHS	18. Ngleshie Amanfrom SHS
19. Zion College	20. Brakwa SHTS	21. Anfoaga SHS
22. Kpando SHS	23. Breman Esikuma SHS	24. Sokode SHTS
25. Presec – Osu	26. Bekwai SHS	27. Hohoe EP SHS
28. Mt. Carmel Girls SHS	29. Duadaso SHS	30. Dwenti SHS
31. Vakpo SHS	32. Suma SHS	33. Bodomasi SHS
34. Peki SHS	35. All for Christ SHS	36. DadieseAgric SHS
37. Techiman SHS	38. Tapaman SHTS	39. Akumandan SHS
40. Ghana Muslim Mission SHS	41. Kalpohin SHS	42. NafanPresby SHS
43. Sefa Bonsu Royal SHS	44. Effutu SHS	45. Methodist SHS – Brekum
46. St. Augustine’s College	47. Eguafo SHS	48. Oduko Boatemaa SHS
49. Adisadel College	50. Tamale SHS	

NOTES

NOTES

EDUWATCH 2021 WASSCE GHANA MONITORING REPORT

This report is published by
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