

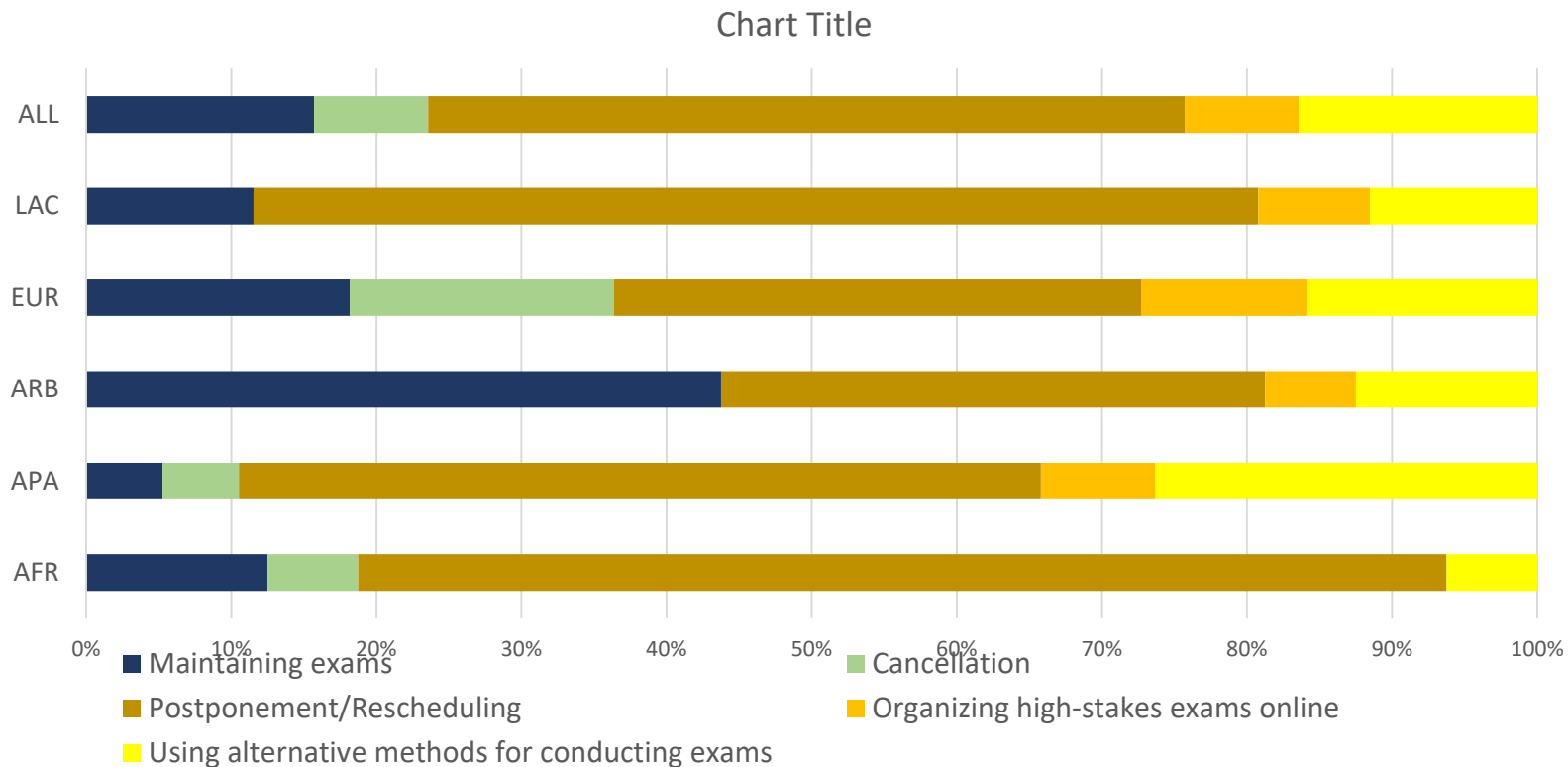
Assessing learning in the COVID-19 era and implications for the futures of education

- Learning assessment
- Global trends in learning assessment in the COVID-19 era
- ✓ Options for managing high-stakes exams and assessments (late March – early April 2020)
- ✓ Key findings from the UNESCO-World Bank-UNICEF 1st Survey on National Education Responses to COVID-19 (May – June 2020)
- ✓ Key findings from the UNESCO-World Bank-UNICEF 2nd Survey on National Education Responses to COVID-19 (September 2020)
- Prospects for the future

Learning Assessment

- Measuring and assessing learning are important for improving outcomes of learning
 - But complex to implement
- Different types of learning assessments:
 - Formative vs. summative
 - Classroom assessment vs. school assessment
 - National assessments vs. cross-national assessments
- Large-scale assessments provide comprehensive, representative data on learners, systems, structures and processes of teaching and learning, and learning outcomes.

Late March – early April 2020



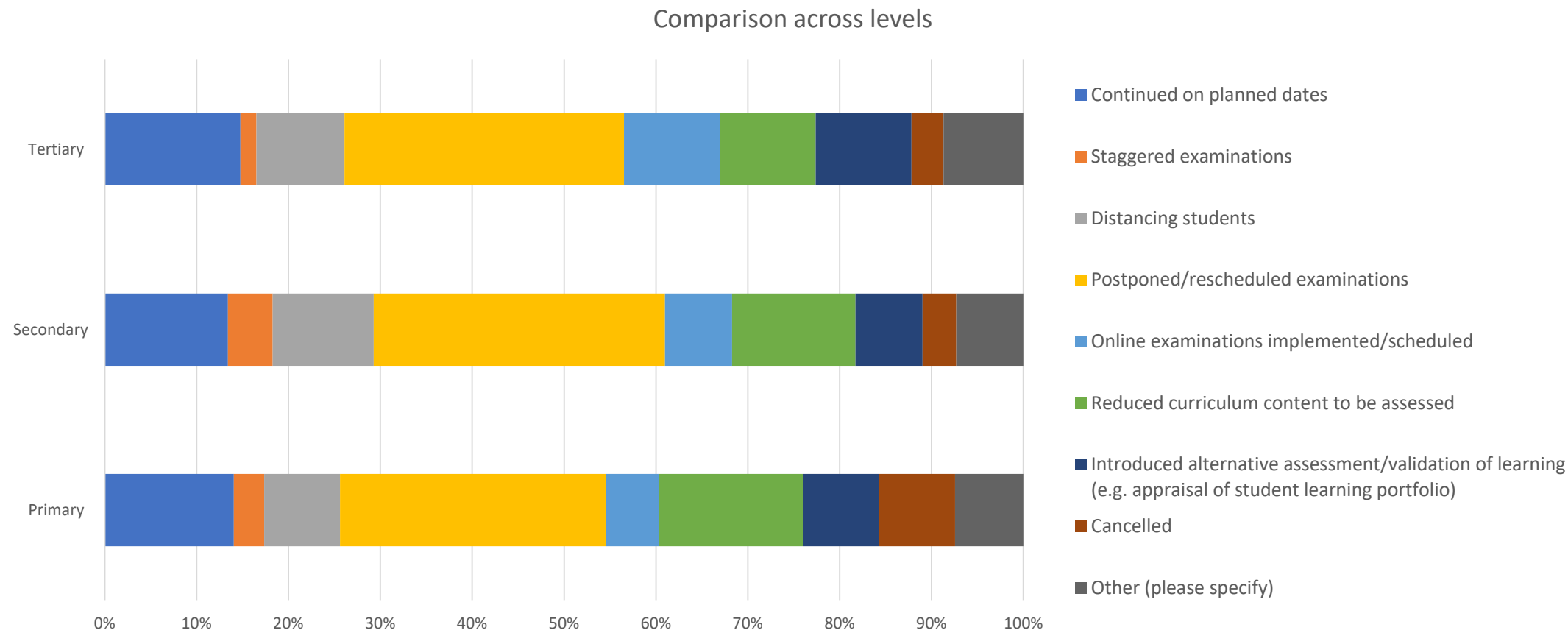
5 main options:

- ✓ Maintaining exams
- ✓ Postponement/Rescheduling
- ✓ Cancellation
- ✓ Organizing online exams
- ✓ Using alternative methods for assessing student learning

Postponement/rescheduling of examinations is the most common strategy adopted at that time

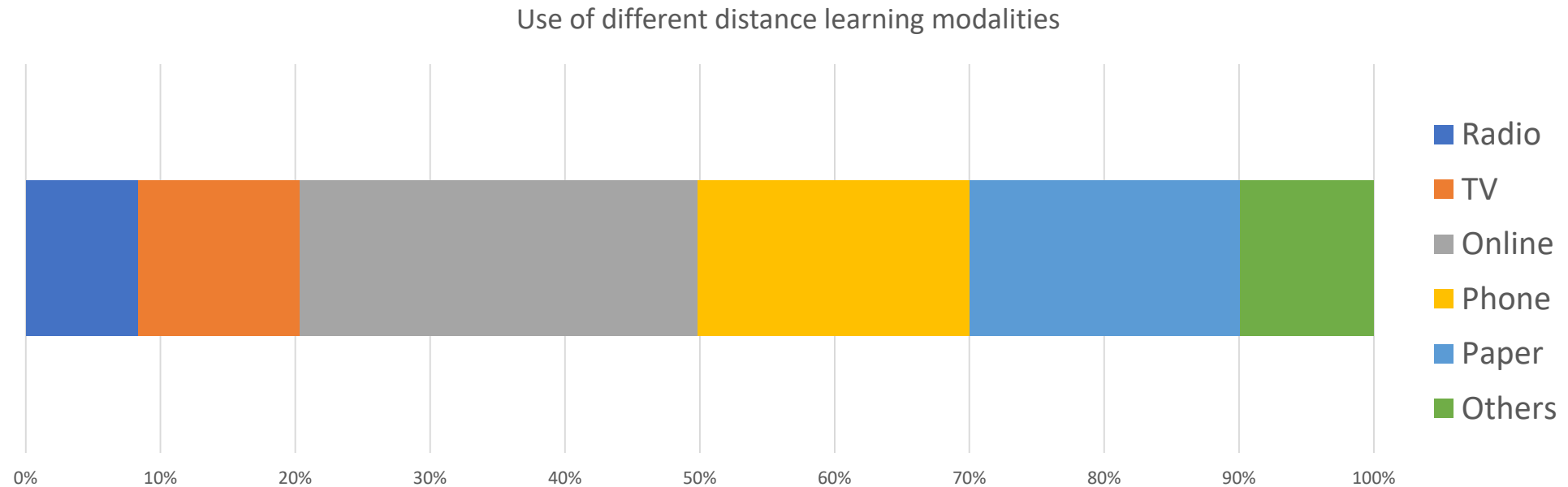
Source: UNESCO (2020). *An overview of national coping strategies on high-stakes examinations and assessments*

Options for managing high-stakes exams



Source: Compiled by UNESCO staff based on the results of UNESCO-World Bank-UNICEF 1st Survey on National Education Responses to COVID-19 (May – June 2020).

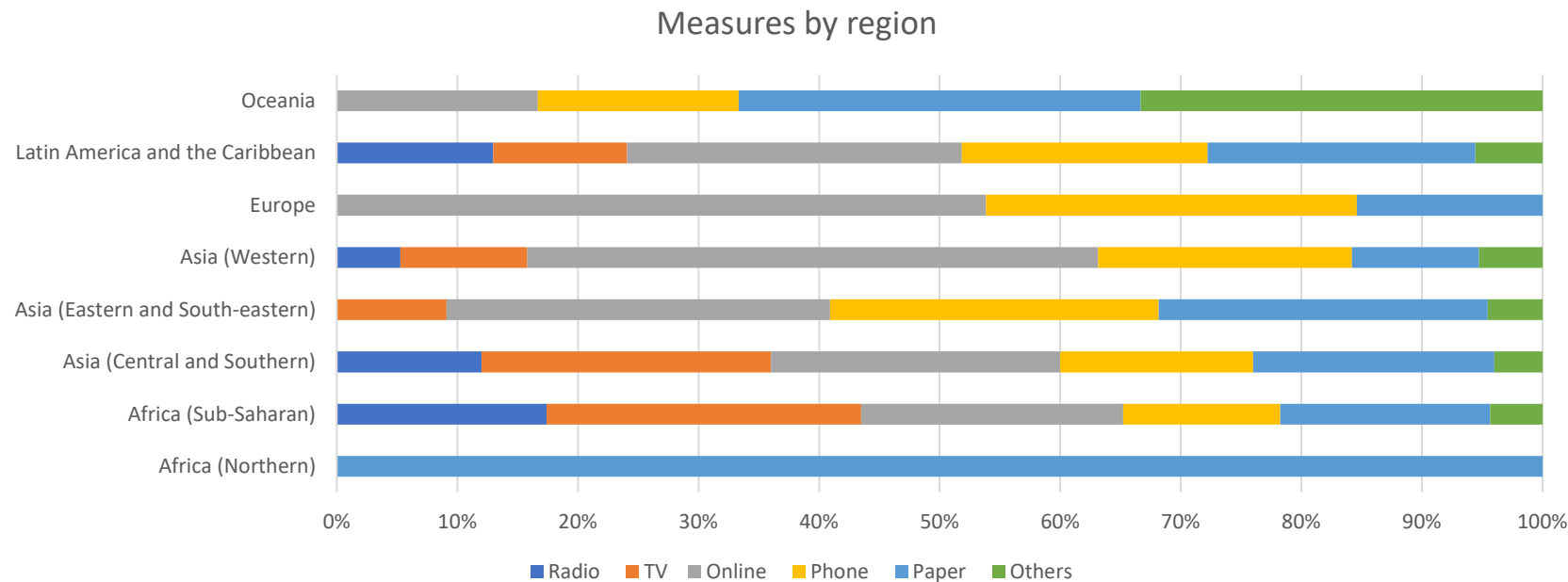
Measures taken to assess student learning from distance (1)



Top three measures:

- online learning platforms
- phone calls to students
- paper-based/take home materials

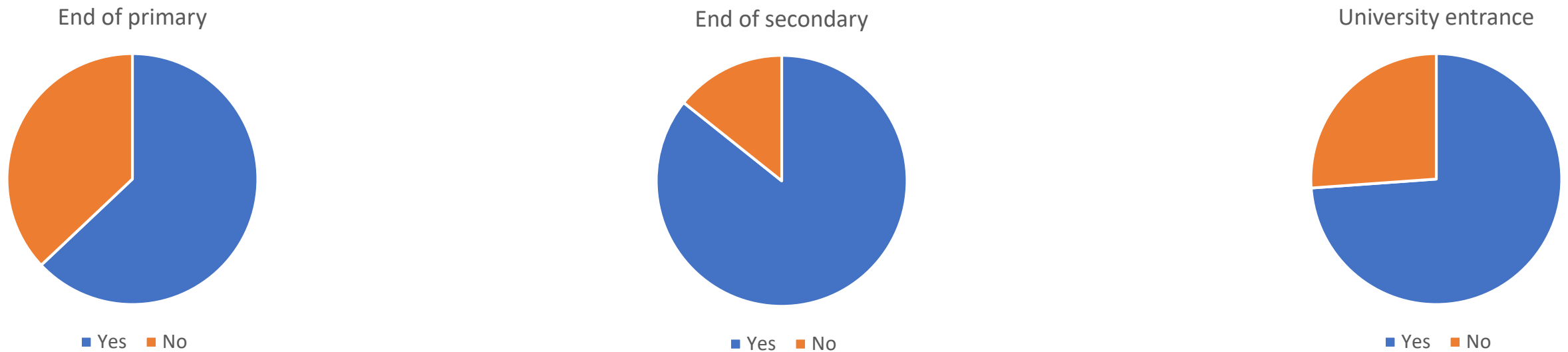
Measures taken to assess student learning from distance (2)



Top regions with online learning platform:

- Latin America and the Caribbean
- Europe
- Western Asia
- Eastern and Southeastern Asia

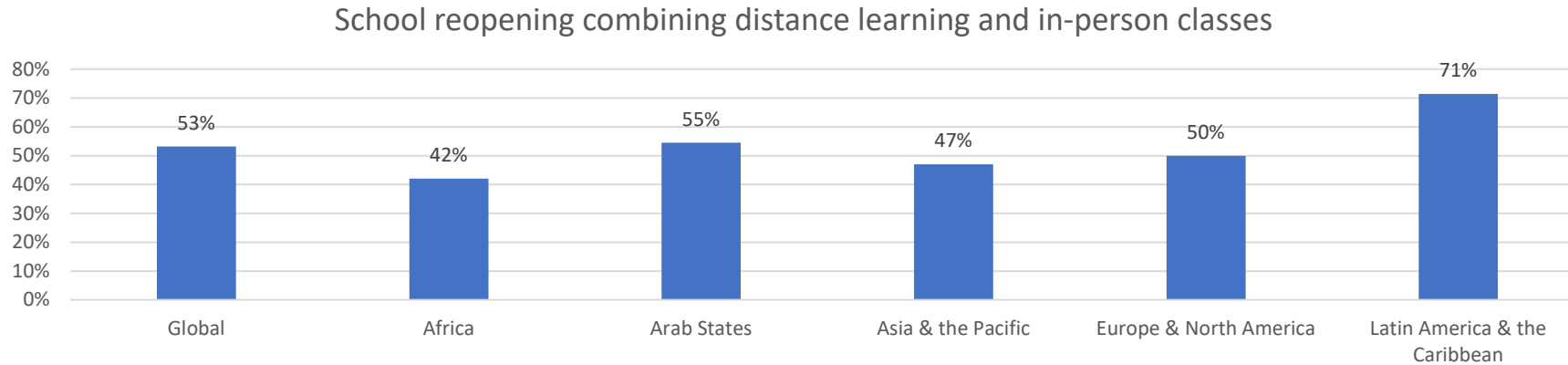
Prevalence of high-stakes exams



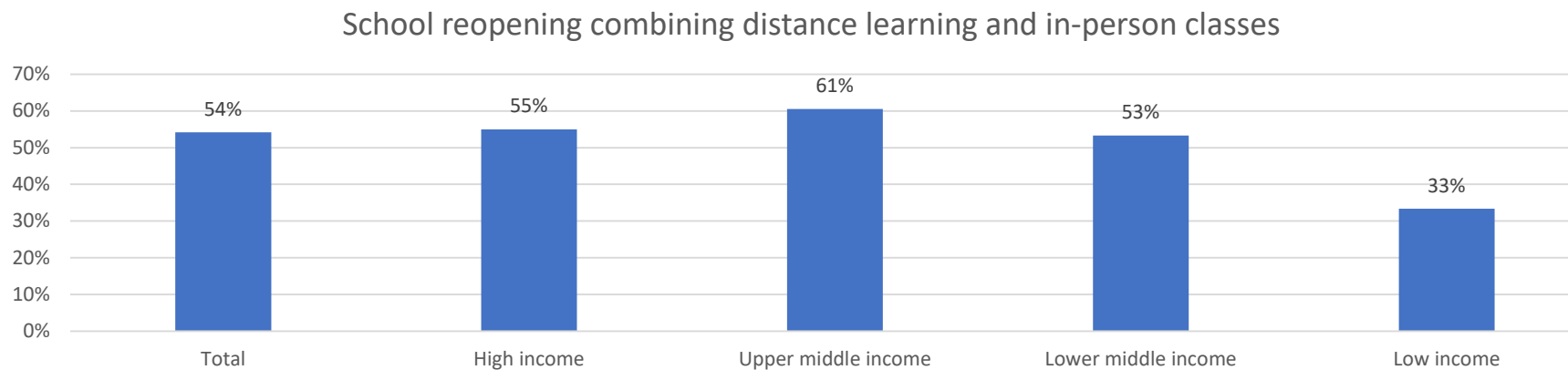
- High-stakes exams exist at all levels of education, and in at least 63% of the countries covered by the survey
- School leaving examination bears the highest stake

School reopening combining distance learning and in-person classes

By region

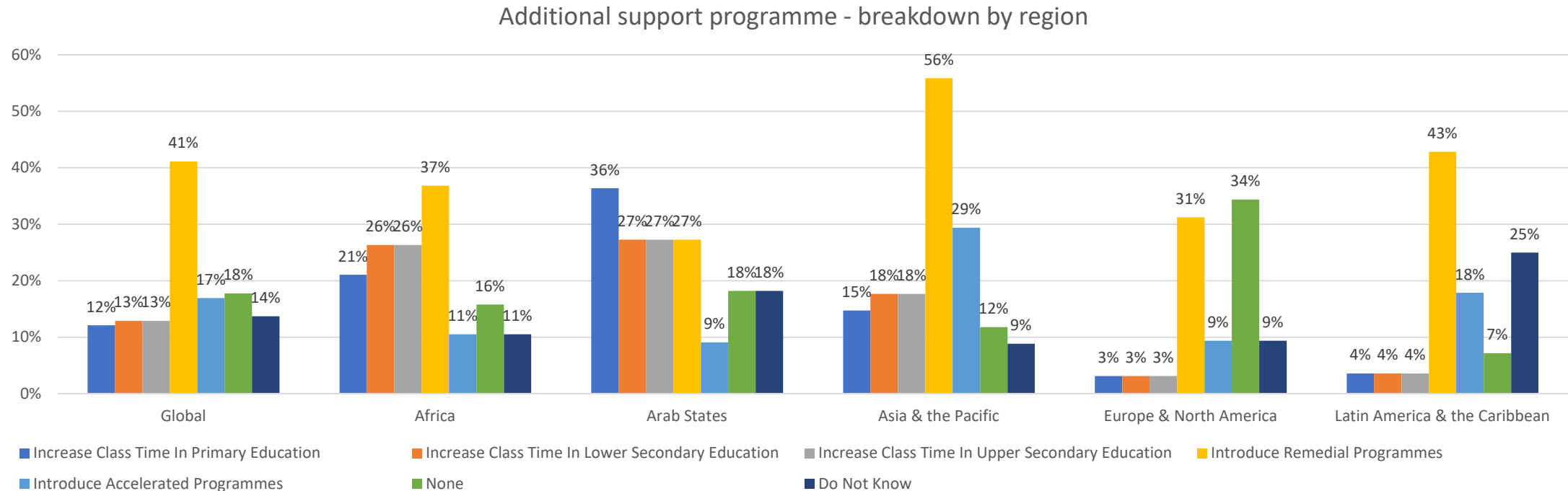


By income level



- More than half of countries surveyed reported **to organize hybrid learning** (distance + in-person classes) when schools reopen.
- The majority of countries opting for this modality is found in **Latin America and the Caribbean**, and **higher and upper middle income countries**.

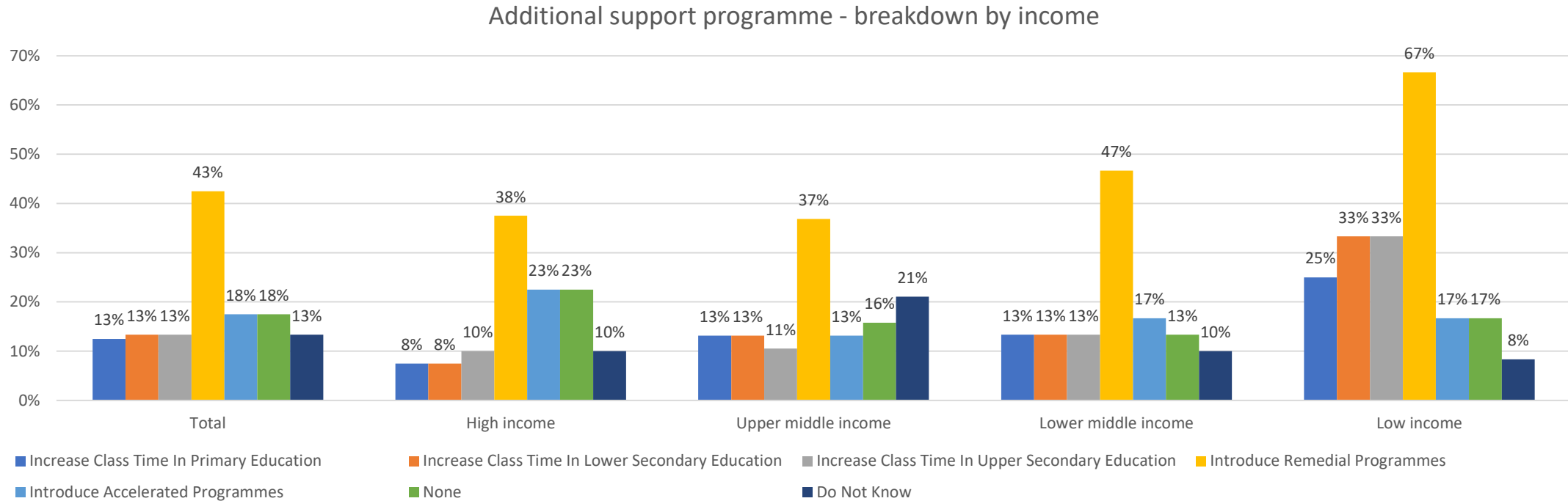
Additional support to mitigate learning losses when schools reopen (1)



- The most prevalent strategy is to introduce remedial programmes although the combination of adopted strategies differ from one region to another.

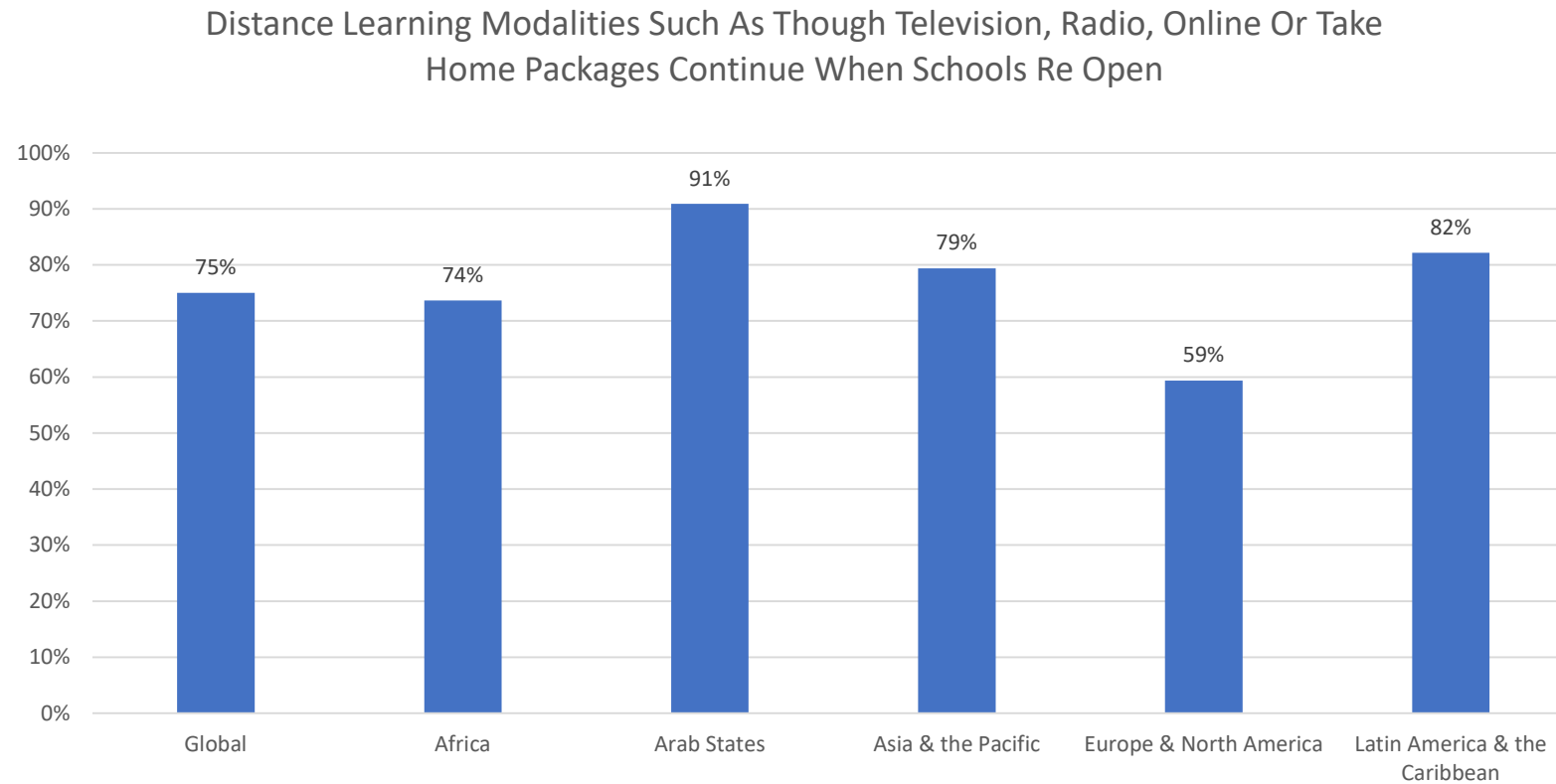
- Countries in Europe and North America and Latin America and the Caribbean regions are not in favour of increasing class time, in particular at the secondary level while countries in Africa and Arab States tend to compensate for lost in-class instructional hours by increasing class time consistently at all levels of education.

Additional support to mitigate learning losses when schools reopen (1)



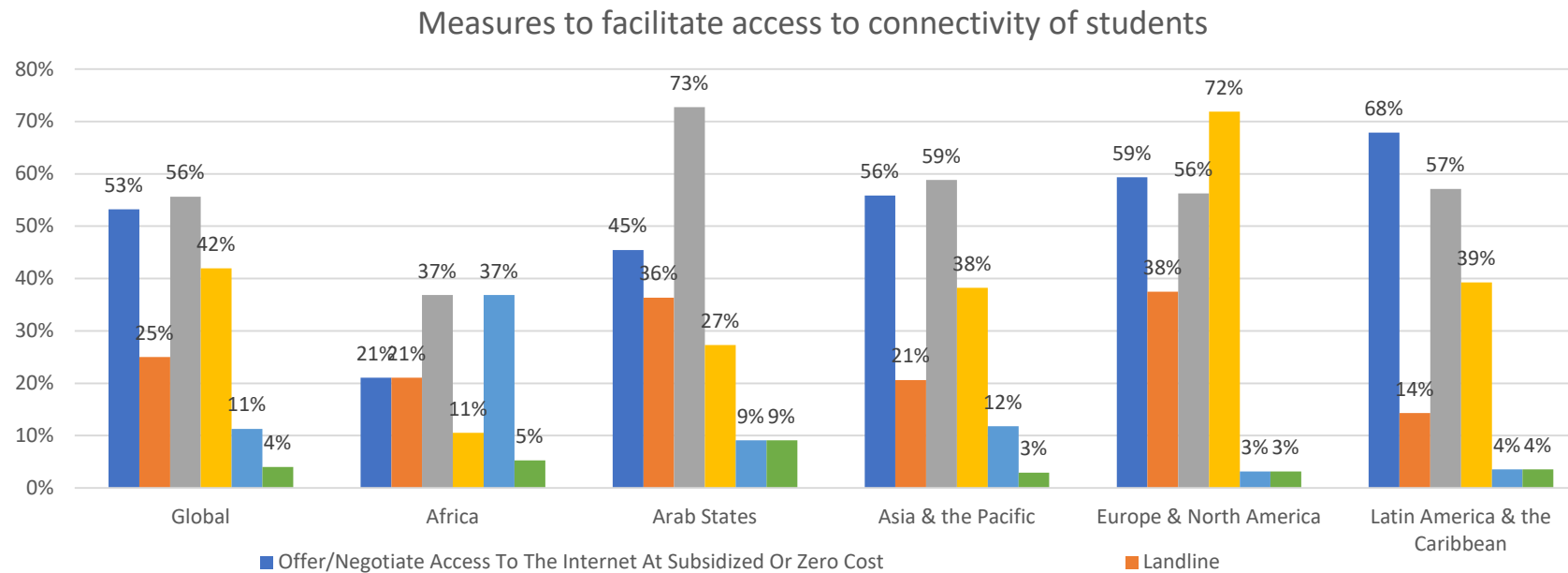
- The trends in choosing the strategies for mitigating learning losses (e.g. increasing class time, introducing remedial programmes) tend to be in reverse of the countries' income level, i.e. low and lower middle income countries take more actions to react to the learning loss than upper middle and high income countries.

Shift to distance learning modalities



- The majority of countries choose to continue with distance learning modalities
- For **Arab States**, **91% of countries** reported to continue with distance learning modalities

Measures to facilitate access to connectivity

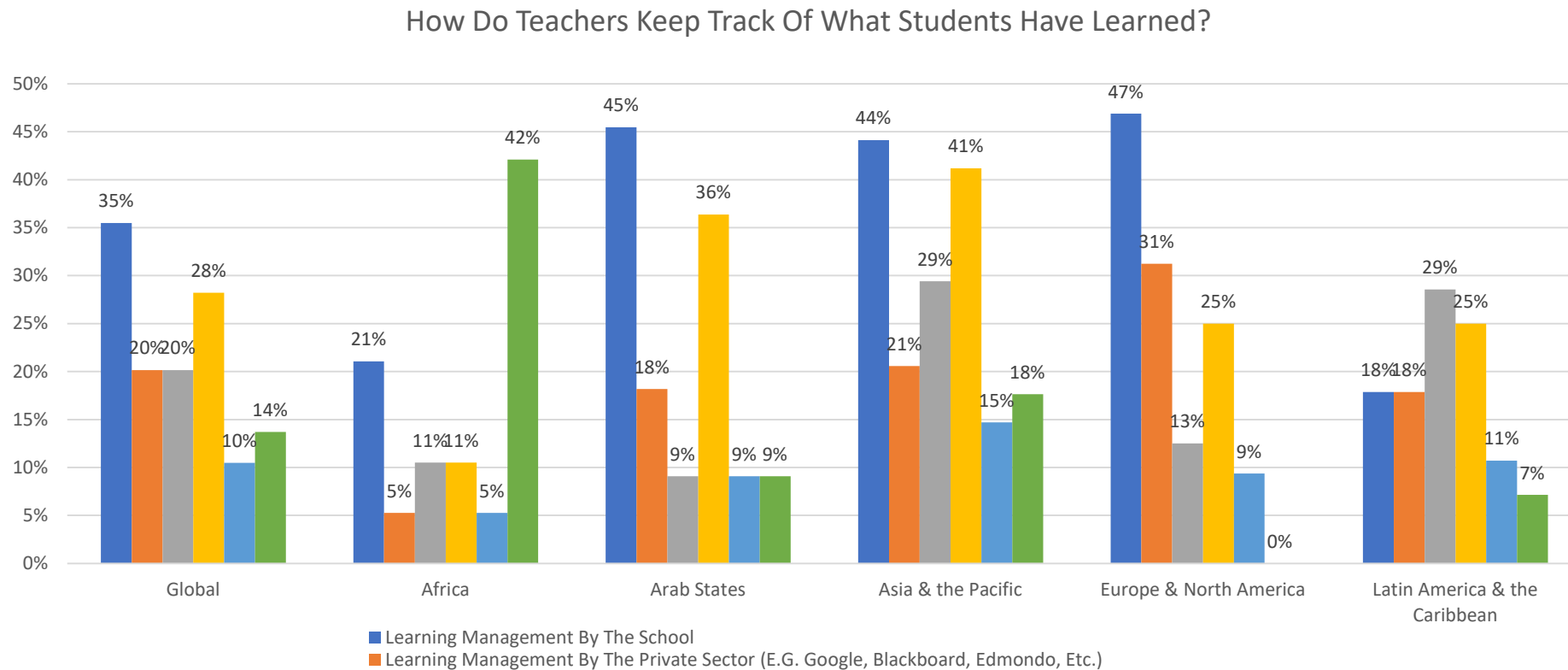


A variety of measures have been taken:

- Mobile phones
- Subsidized or zero cost for internet connection
- Landline

In **Arab States**, improving access to internet connection is mostly facilitated through the **use of mobile phones**

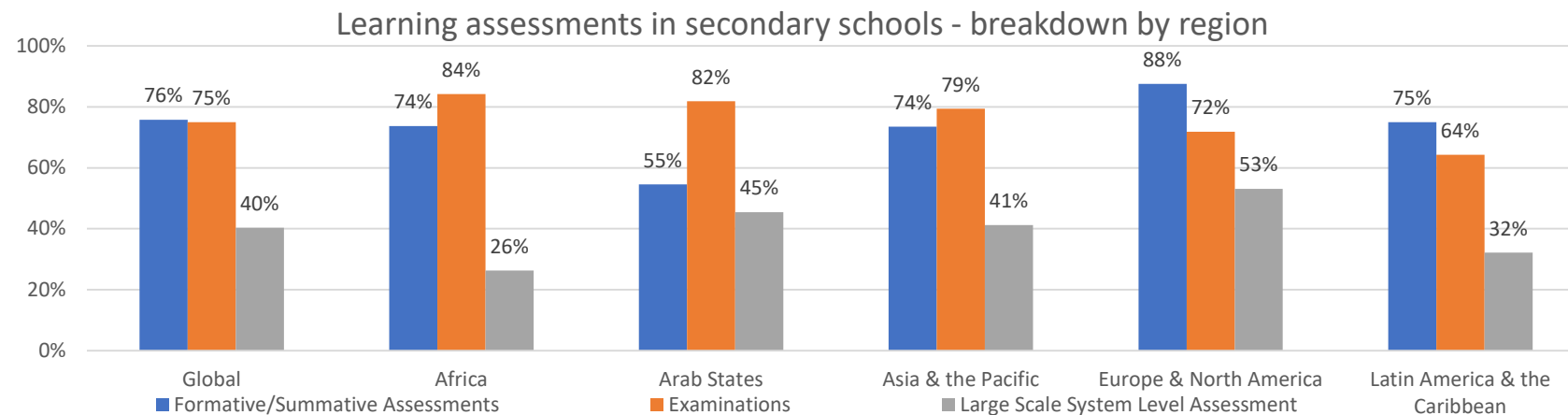
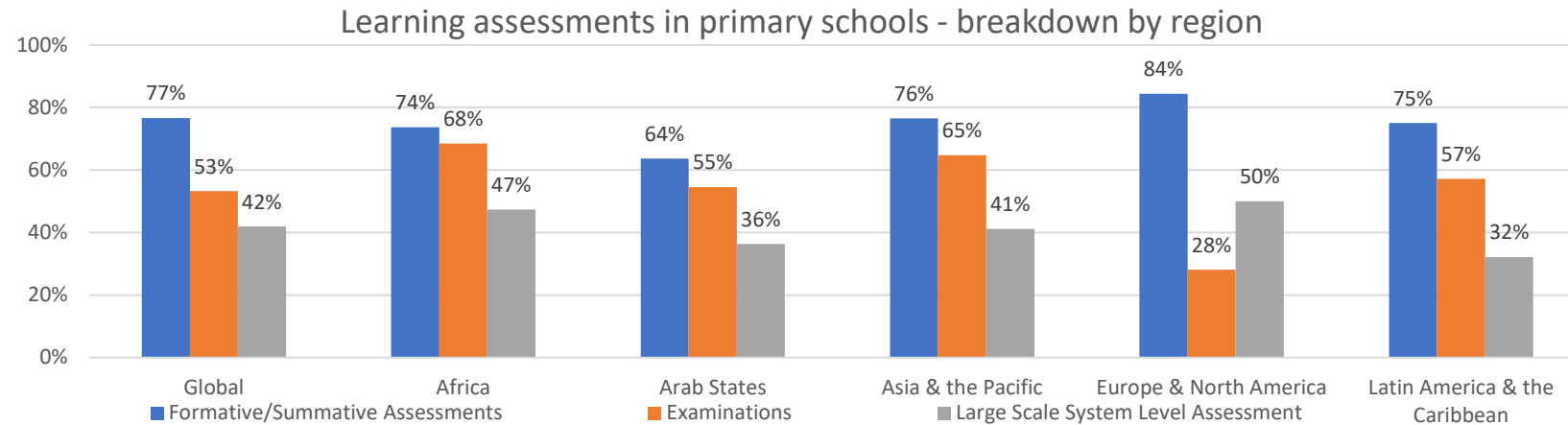
How do teachers keep track of what students have learnt?



The modalities by level of prevalence are:

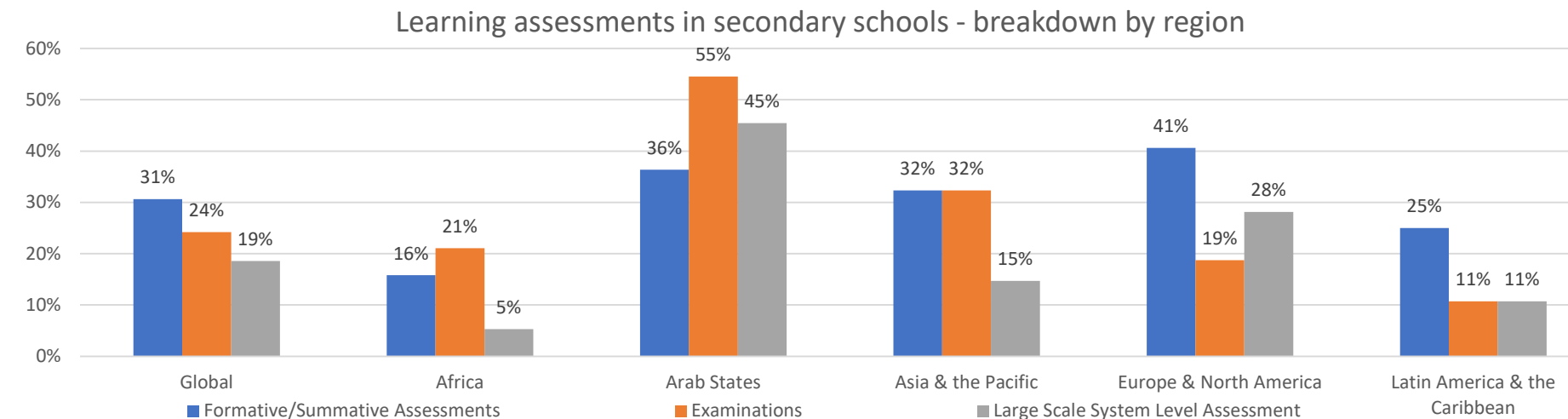
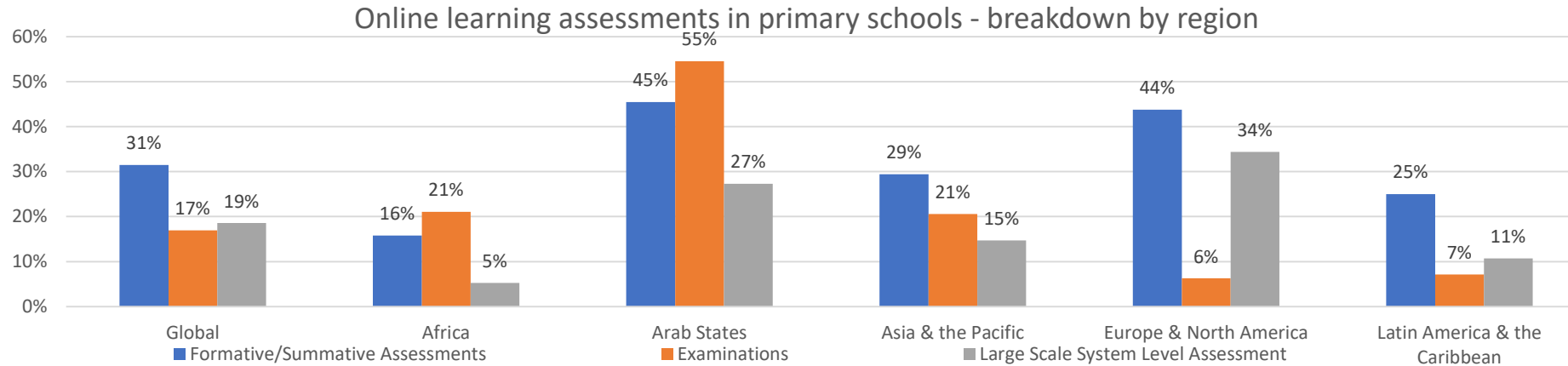
- Most common: Learning management by the school
- More common: Tracking students on paper
- Less common: Learning management by the private sector/tracking student on Excel or other spreadsheet

Learning assessment



- Formative/Summative assessments are commonly used at all levels, while examinations are used more at the secondary level than at primary level
- **In Arab States, exams are used predominantly at the secondary level**

Online learning assessment



Trends of formative/summative learning assessment and large-scale system level assessment going online are consistent for all levels of education

The COVID-19 pandemic has distinctly accelerated the transformation of distance teaching and learning and learning assessment

Digitalization is the trend to go, as reflected by

- ✓ enhanced digital skills required from learners
- ✓ the need for robust tools to continually assess student learning

Digital formative assessment can be a solution given its use for immediate evaluation of learners' progress and its potential to complement summative assessment in the long term

- ✓ Capturing diverse forms of learning
- ✓ Diagnosing and addressing learning gaps

Challenges of the digital gap but full potential to change the traditional pen and paper exam practices in terms of

- ✓ Making assessment continuous and accessible
- ✓ Making assessment more authentic
- ✓ Making assessment automated
- ✓ Enlarging the curriculum scope



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COVID-19 and the Futures of Education

Thank you!