Welcome to all of you to this UNESCO webinar!

During the session, you can ask questions in **English or French** via the Q&A function, indicating your name and country. We will try to respond to as many questions as time allows during the discussion later in the webinar.

Please note that the webinar will be recorded.
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| 13:00-13:10| **Welcoming Remarks and Introduction**  
*Mr. Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems, UNESCO* |
| 13:10-13:20| **School & University Closure and Options for Exams and Assessments**  
*Mr. Gwang Chol Chang, Chief, Section of Education Policy, Division for Policies and Lifelong Learning Systems, UNESCO* |
| 13:20-14:00| **Options for High-stakes Exams and Assessments: Country Experiences**  
- Dr. Xiaoting Huang, Director, Examinations, Assessment and Research, (HKEAA), Hong Kong Examinations and Assessment Authority, China  
- Dr. Karma El Hassan, Director, Office of Institutional Research & Assessment, American University of Beirut, Lebanon  
- Mr Ismael Mulindwa, Director, Basic and Secondary Education, Uganda  
- Prof. Anne H. Anderson, Non-Executive Director, Higher Education, UK National Commission for UNESCO  
- Mr. Hugo Labate, Director, Curriculum Agency, Argentina  
- Ms. Brigitte Trocme, Associate Deputy Director, Department for High School and Vocational Training, General Directorate for Education (DGESCO), Ministry of National Education and Youth, France |
| 14:00-14:20| **Questions and Answers** followed by a short discussion  
*Mr. Gwang Chol Chang, Chief, Section of Education Policy, Division for Policies and Lifelong Learning Systems, UNESCO* |
| 14:20-14:30| **Closing Remarks**  
*Mr. Sobhi Tawil, Head, Education Research and Foresight, UNESCO* |
Welcoming Remarks and Introduction

Mr. Borhene Chakroun
Director
Division for Policies and Lifelong Learning Systems
UNESCO
School & University Closure and Options for Exams and Assessments

Mr. Gwang Chol Chang
Chief
Section of Education Policy
Division for Policies and Lifelong Learning Systems
UNESCO
Managing high-stakes exams and assessments during the Covid-19 pandemic

School & University Closure and Options for Exams and Assessments
Global challenges

✓ Prolonged and massive school and university closure

✓ A shift to distance learning

✓ Exams maintained, cancelled, postponed or what?

• Pupils, students, learners ask
  • Teachers ask
  • Schools ask
  • Parents ask
  • Examination boards ask
  • MOEs ask
  • Policy makers ask
  • Media ask

✓ If maintained, same format and administration or how?

✓ If cancelled, how to assess and certify learning?

✓ If postponed, by when?

✓ What, how, when... ???

COVID-19 Education Response Webinar 4
Some clues for possible responses?

✓ UNESCO Survey on National Education Responses to the COVID-19 Crisis
  • 23 March 2020 – 31 March 2020
  • 47 education systems from 45 countries

✓ Global Overview of Options for High-stakes Exams and Assessments by countries and region - A Rapid Assessment
  • As of 2 April 2020
  • 85 countries and territories

✓ Examples of similar, relevant past experiences
  • Sudden, short-life crises (political protests, hurricanes, earthquakes, etc.)
  • Longer, more severe crises (civil wars, armed conflicts/disputes, epidemic diseases, etc.)
Higher-income -> rescheduling; lower-income -> alternative ways to exams; low-income -> remedial courses after school reopening

The most used measure in Latin America -> reducing learning contents
• Postponement/rescheduling is the common choice for most regions except LAC
• ARB appears to be the region where exams are maintained the most
For those countries with data available, while postponement/rescheduling is the dominant choice (except ARB where most exams are still maintained), opting for alternative ways is the trend to go.
Conclusions

✓ Postponement and rescheduling are common choices for exams under crisis situations and should correspond with the speed and scale of the outbreak.

✓ Financial cost, culture and complementarity of different strategies are among the likely factors for considering options for exams.

✓ If exams are to be maintained on schedule, organizing them online can be an option, though it is unlikely to be widely feasible, especially for resource- and infrastructure-constrained countries/areas.

✓ If exams are to be cancelled, alternative ways for administration, grading and certification should be made available, e.g. through research projects, continuous assessment based on results/progress of previous semesters;

✓ Schools, once reopened, should introduce remedial courses to offset for the interrupted learning of students.
Thank you

Learn more: www.unesco.org/education

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Managing high-stakes exams and assessments during the Covid-19 pandemic

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Vous pouvez poser des questions **en anglais ou en français** via la fonction Q&R, indiquant notre nom et votre pays. Nous transmettrons vos questions et répondrons à un maximum d’entre elles lors de la discussion plus tard dans le webinaire.

Please note that the webinar is being recorded.

Veuillez noter que ce webinaire est en train d’être enregistré.
Country experiences

Dr. Xiaoting Huang
Director
Examinations, Assessment and Research (HKEAA)
Hong Kong Examinations and Assessment Authority
China
Country experiences

Dr. Karma El Hassan
Director
Office of Institutional Research & Assessment
American University of Beirut
Lebanon
Managing high-stakes exams and assessments during the Covid-19 pandemic

*K. El Hassan, PhD.*  
*AUB, Beirut, Lebanon.*

**COVID-19 Education Response Webinar**

April 9, 2020
I. Country Strategies

Since suspension of classes, Lebanese government has adopted a 3-paths strategy involving distant learning and home-based teaching:

| Traditional ways of delivering learning like assigning readings and assignments and collecting them in hard copies |
| TV based learning where specific lessons are videoed and transmitted on local TVs with teachers explaining, demonstrating, and elaborating on lessons. |
| Online learning through various online platforms and learning management systems. |

The crisis came as a surprise to all and we were not prepared to handle it, we all had to move to online learning without having had needed training or exposure to resources and tools.
Country Strategies

- National exams in Lebanon they are normally done in June covering Grades 9 and 12.

- A decision was taken last week to postpone them to a date to be announced later depending how situation evolves.

- Different scenarios have been prepared depending on how and when situation evolves.

  Main problem faced in Lebanon is that students have NOT completed a good percentage of the curriculum due to several interruptions of the school year since October due to the events. At least two months of condensed instruction on a revised curriculum are needed to be able to get the qualifications needed, if on time or not is another question.

- With respect to university entrance exams, we don’t have one at country level and private universities have their own admission criteria with some using SAT. One or two universities have dropped SAT for this year, my institution has kept it for now, at least.
II. Considerations in Decision Making

- Equity issues, did all have equal chance in online teaching, access to materials and resources, etc.
- Was there an equal opportunity to learn for all students?
- Extent of completion of curriculum content, qualifications met.
- Calendar year, extent of extension possible without making students lose a year or miss opportunity to join universities (grade 12).
- If using online assessments, security issues, if secure, privacy and legal issues might arise.
Effective Approaches

1. Revisit curriculum and identify most relevant content to meet qualifications.

2. Use multiple classroom formative assessments and make use of the results for summative purposes.

Example:

Give assignments (papers, case studies, applications), students submit them online, score and give individualized feedback on assignment using track changes or other modes.

Students present orally to the whole class using a platform.

3. Conduct online tests using Moodle or other secure platforms using a pool of items, limited time, sequential item ordering, etc. Recommended to use open book/open notes exams and more of constructed free response and less on selected response items, however with strict timing for each (AP Exams).
4. There are some commercial e-assessment systems which ensure automatic online proctoring for remote testing and which locks down the browser to prevent cheating (for example Respondus).

The online proctoring prevents students from accessing programs and applications until they complete the exam. They are video monitored through their PCs webcam. Using video analytics and artificial intelligence, patterns and anomalies associated with unauthorized activities are automatically detected and flagged.

This is currently put on hold at our institution to clarify any possible legal issues.
Thank You

*Karma El Hassan, PhD.*
*Director, OIRA, AUB*

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Country experiences

Mr Ismael Mulindwa
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Country experiences

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United Kingdom
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Ms. Brigitte Trocme
Associate Deputy Director
Department for High School and Vocational Training
General Directorate for School Education (DGESCO)
Ministry of National Education and Youth
France
Closing Remarks

Mr. Sobhi Tawil
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