TALENT

Teaching and Learning
Educators' Network
For Transformation

http://www.unescoafrica.org/edu/index.php/fr/presentation

Reopen Schools and Formative Evaluations

suggestions to improve your organization

Dear Teacher,

Schools around the world are preparing to reopen and return to classroom activities. In a context of an unprecedented pandemic, it is important to collect information. In response to an unprecedented pandemic and updated information about the distance learning assessment during the COVID-19 pandemic in sub-Saharan Africa, TALENT conducted three surveys for representatives of the Ministry of Education in 49 countries. Between October 15th and November 3rd, 69 surveys were completed.

This document presents the key findings of the study and suggestions on how to organize classroom-based assessments to mitigate the impact of COVID-19 on students learning.

Enjoy the reading.

Transformation
Alternative
Gap Fear Protocols
Awareness Resources Empathy
Uncertainties Assessment
Support
Motivation Health Resilience
education Access Risk
Challenging
Remote
speed Safety Absence Compensation
Internet
Barriers Supervisors Protection
Distance Accompaniment
Curriculum Innovative
Evaluation Opportunity

KEY FINDINGS

1 DUE TO THE SCHOOL CLOSURE, STUDENTS FELL BEHIND MORE THAN TWO MONTHS OF A YEAR OF LEARNING

- Almost all (93%) of the countries that responded to the survey closed their schools due to the COVID-19 pandemic.
- The survey results show most countries closed their schools at least three months after the beginning of the school year. In 59% of countries, schools closed during the 2nd quarter and in 26% in the 3rd quarter.
- In 64% of the countries, the schools reopened starting a new school year (2020/2021), which meant that the 2020 school year was shorter. For 46% of the countries, at least one school term was lost in 2020.

2 COUNTRIES ORGANIZED HIGH AND LOW-TECH DISTANCE LEARNING STRATEGIES IN RECORD TIME. HOWEVER, THE LACK OF MONITORING OF THE BENEFICIARIES, ESPECIALLY AMONG THE VULNERABLE STUDENTS, COULD INCREASE INEQUALITIES, EVEN AFTER SCHOOLS REOPEN

- Among the survey respondents, 80% put in place tools to support student distance learning, including high and low-tech solutions.
- Radio and television have been widely used to reach students of all educational levels. Countries have also adopted high-tech programs, such as online websites, WhatsApp, social media and learning platform

KEY FINDINGS

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THE ASSESSMENT OF THE DISTANCE LEARNING ACTIVITIES HAPPENED DESPITE OF THE DIFFICULTIES AND LOW TEACHER TRAINING
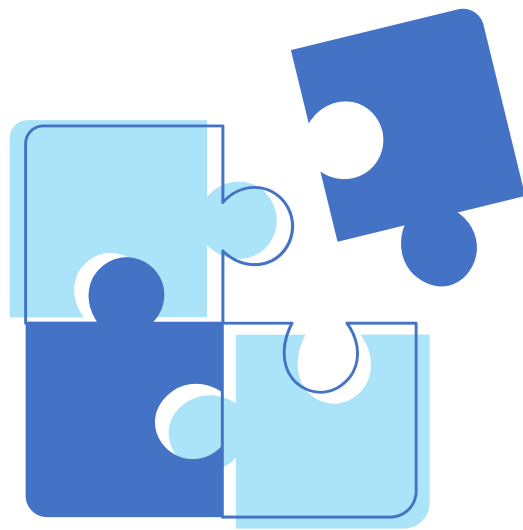
- 54% of the countries that offered distance learning programs did not use tools to assess students during the pandemic
- In 54% of the countries, the assignments were graded, which indicates that despite the difficulties to implement distance learning programs, schools continued to maintain evaluation policies.
- 52% of teachers did not receive training in distance learning.

4

SCHOOL SYSTEMS MAINTAIN END-OF-THE-YEAR ASSESSMENTS AND PASS OR FAIL STUDENTS' POLICIES, HIGHLIGHTING THE IMPORTANCE OF MONITORING RETENTION AND DROP-OUT RATES, ESPECIALLY AMONG VULNERABLE GROUPS

- While almost 1 out of 5 countries offered a simplified version of the exam either online or in-person, most conducted standard in-person assessments.

6 SUGGESTIONS FOR THE DIAGNOSTIC EVALUATION OF STUDENTS

1. PROMOTE A COLLABORATIVE ENVIRONMENT

Keep in mind the school closure's impact on students learning, especially among disadvantaged students. It is not a surprise that, after several months of closure, most children returned unable to recall the pedagogical material they had learned pre-COVID19. Share experiences with your colleagues and promote a collaborative environment to define strategies together on how help students to recover the learning curve.

2. CHECK FOR GUIDELINES OF CURRICULUM ADAPTATION

Check if there is in place a guideline about curriculum adaptation/ simplification due the COVID-19 pandemic. It is important to discuss this guideline in your school to align expectations about what the school principal and teacher. Keep in mind that it will not be possible to accomplish everything that was initially proposed, and that is important to find a good balance between review contents and teaching new contents.

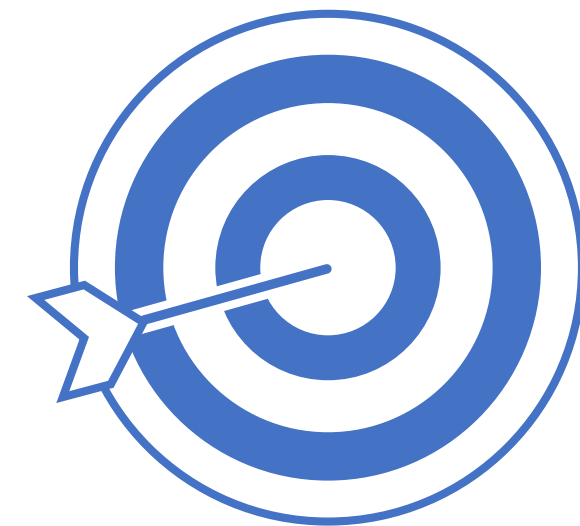# 6 SUGGESTIONS FOR THE DIAGNOSTIC EVALUATION OF STUDENTS

3. INVITE STUDENTS TO EXPRESS THEMSELVES

Organize a multiple strategy to know more about your students experiences during the look down. You can ask question like who access to the internet? Who did the distance learning activities? Who experienced a loss in the family? It is essential for re-planning and improve classroom-based assessments. Those opportunities will give you information to understand the difficulties and provide a tailored support of each of your students.

4. USE THE CLASSROOM-BASED ASSESSMENT MORE OFTEN

Keep in mind monitoring student performance is crucial to identify inequities in learning and students at risk of dropping out and effectively allocate resources to the most disadvantaged students and schools. Results from assessments are key inputs to develop effective remedial programs that target the lowest performing students. Also, it is important to diverse your formative assessments.

6 SUGGESTIONS FOR THE DIAGNOSTIC EVALUATION OF STUDENTS

5. DON'T PUT TECHNOLOGY ASIDE

The use of technology as an educational ally is an important gain and cannot be lost when returning to the classroom. So, why not consider digital resources when designing the assessment?

6 ATTENTION TO STUDENTS WHO DO NOT RETURN TO SCHOOL

In this case, it may be necessary to contact the family to understand what is happening and, if necessary, mobilize health professionals and social workers in order to guarantee the conditions for these children and adolescents to keep the learning process