

Schools2030 Global Forum

Session Learnings and Recommendations: Plenary 3

SESSION TITLE: Day 1 Closing Reflections and Keynote: *How might holistic learning assessments promote educational equity and inclusion for all?*

SPEAKERS: Nafisa Shekhova, Global Lead for Education and ECD, AKF; Dr. Saba Saeed, Programme Manager ITA Pakistan; Maurits Spoelder, Monitoring, Evaluation and Reporting Specialist, Education Cannot Wait

FOCUS AREAS: Assessment, holistic learning, equity, inclusion

KEY DISCUSSION POINTS:

- Understand when, what, why and how to assess to ensure equity and inclusion.
- Need to understand background and experiences of learners as well.
- Recognise the ecosystem of education and the wellbeing of teachers, parents and community.
- Those that are not in school or affected by conflict or crisis, or who feel unsafe on way to or in school, inclusivity starts with recognising why children may not be able to attend.
- Diagnostics for children in fragile or marginalised contexts cannot be the same as for those who are not.
- Assessment needs to be done on a formative basis, not at the end of the year. As there will be limited ability for teacher to act on this data. Ongoing assessments throughout the year needed.
- Self-reflection and group assessment can give insight in what the learners are doing.
- Assessments are still about exams, largely exclude a lot of learners and do not measure social and emotional wellbeing of learners.
- What knowledge skills attitudes and values are needed for different groups?
- Link between learning effort and grading – children may lean more heavily on work that assesses final grade as opposed to having a more holistic experience.
- How can we shift assessment to be something that is done also be the community or family? Better assessing of wellbeing? Researchers can assist with creating tools for this.
- Governments can be slow to embrace change, even when supportive

- On the shift created by COVID-19: showed the importance of technology in education, and the roles parents can play in education system – if parents can teach, how can we support them also to assess?

CONCLUSION:

- Technology and the role of parents in children's education and assessment are key in the post pandemic environment.
- Assessment must be ongoing and integrated effectively into the curriculum so that the results can be acted on more promptly.
- Assessments should include measuring holistic learning.
- The ability of children to self-reflect should be encouraged.
- Inclusivity in assessment requires understanding the contextual backgrounds of learners.

ACTIONS AND RECOMMENDATIONS:

- Find ways to integrate assessment more effectively into the whole year as opposed to standard end of year examinations.
- Develop opportunities for students and learners to reflect and self-assess.
- Work alongside parents to support their understanding of assessing holistic skills and the role they play.
- Encourage opportunities for assessors (teachers etc) to understand the situational needs/backgrounds of learners.