

SESSION 2

How Can We Address Inappropriate Behavior in Examination Programs?

READ Regional Workshop

**Maputo, Mozambique
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—m.w.m.—

"YOU CAN'T GO INSIR.
THE PAPER OF OUR MINISTER'S
DAUGHTER IS BEING SOLVED INSIDE
UNDER THE DIRECT SUPERVISION
OF HER MOTHER"

EXAMINATION
CENTRE



Which stakeholders are involved in an examination program?

**Examination
developers**

**Production specialists
(printing, transporting,
storing, and other)**

Teachers

**Political
authorities
and officials**

**Examination
administrators**

Which stakeholders are involved in an examination program?

**Examination
markers**

**Examination
data analysts**

Students

Parents

**School and
university staff**

Activity 1:

Identifying inappropriate behavior

- At your table, discuss the **types** of inappropriate behavior for different stakeholder group
- Complete the Activity Sheet “Identifying Inappropriate behavior”, providing at least two examples for each stakeholder group
- Select one team member to share the outcomes of your discussion with the room

Activity 2: Combating inappropriate behavior

- At your table, discuss **how** the inappropriate behaviors you identified in Activity 2 could be prevented
- Complete the Activity Sheet “Combating Inappropriate behavior”, indicating at least two preventative mechanisms
- Select one team member to share the outcomes of your discussion with the room

Issues to consider

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- Who might engage in inappropriate behavior?
- Why they might engage in it?
- What steps can be taken to address inappropriate behavior at various stages of the examination program?
- What resources are required to address inappropriate behavior?