

UNESCO and the problem of cheating in education

منظمة اليونسكو واشكالية الغش في التعليم

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Abstract:

Talking about education calls us to address the state's dealings with this sector, whether in terms of organization and planning, conditions and quality, and to raise a very important and sensitive point that causes anxiety for governments around the world, which is fraud in education.

Cheating in education is a disease that eats away at the bones of the entire educational system, as it leads to questioning the quality and seriousness of training and the availability of all elements in the individual to assume the tasks and positions assigned to him by virtue of the certificate obtained. This prompted UNESCO to sound the alarm and call for this phenomenon to be taken into account. Seriously and urge the governments of countries to intervene as quickly as possible.

Keywords : education, fraud, UNESCO, combat, artificial intelligence .

الملخص:

إن الحديث عن التعليم يدعونا إلى التطرق لتعامل الدولة مع هذا القطاع سواء من ناحية التنظيم والتخطيط، والظروف والجودة، وإلى أيضا طرح نقطة في غاية الأهمية والحساسية والتي تسبب أرق لحكومات العالم وهي الغش في التعليم.

إن الغش في التعليم مرض ينخر عظام المنظومة التربوية بالكامل، لما يؤدي به من التشكيك في نوعية التكوين وجديته ومدى توفر جميع العناصر في الفرد لتولي المهام والمناصب الموكلة له بحكم الشهادة المتحصل عليها، الأمر الذي دفع بمنظمة اليونسكو بدق نقوس الخطر والدعوة إلى أخذ هذه الظاهرة محل الجد وحث حكومات الدول إلى التدخل بأقصى سرعة.

الكلمات المفتاحية: التعليم، الغش، يونسكو، مكافحة، الذكاء الاصطناعي.

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Introduction:

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is an organization that seeks to promote human rights and the rule of law in all areas of its competence, with a focus on the right to education and the right to information. Thus, it supports the promotion of human rights and related instruments by monitoring their implementation, and builds capacities. reporting mechanisms and strengthens them; Assist Member States in reviewing and developing their national legal frameworks, and mobilize significant partnerships to address key issues related to the effective realization of rights, including through human rights education, and through research and analysis on with policies.

The phenomenon of cheating is one of the negative phenomena in academic tests. It is a deviant behavior despite its justifications. Academic cheating, whatever its form, style, or age stage in which it is practiced, has negative effects that affect the results of the evaluation, which is one of the pillars of the educational process. The issue was considered one of the mechanisms that play an effective role in developing a strict plan and inviting every part concerned in the educational function in order to improve education and reduce the phenomenon of cheating.

The rapid development of artificial intelligence (AI) is having a major influence on education. Advances in AI-powered solutions hold enormous potential for social good and the achievement of the Sustainable Development Goals. Transforming this potential requires systemic policy adjustments, rigorous ethical oversight, and deep engagement with practitioners and researchers around the world.

UNESCO has played a leading role in promoting dialogue and knowledge in all fields, in cooperation with key actors from the public and private sectors. A number of events and publications have raised awareness of the vast possibilities and implications of AI for education, and helped Member States begin to address complex challenges. In 2019, the relationship between AI and sustainable development was explored during “Mobile Learning Week,” the United Nations’ flagship event on information and communication technologies in education.

Which prompts us to think about studying this very sensitive topic by raising the following problem: How has UNESCO addressed the phenomenon of cheating in education in all its stages and forms? What procedures and mechanisms have you decided in this field? To what extent can artificial intelligence affect the educational process, and what is the organization’s position on it?

To answer this problem, we adopted the descriptive approach by studying the totality of social phenomena related to the educational process in order to understand and assimilate them, so that we can use them in the analytical approach through which we study the totality of relevant legal texts in order to search for the extent of their effectiveness, raise the quality of training, and reduce the phenomenon of cheating.

Our study addresses the following three axes:

- 1- UNESCO and education
- 2- UNESCO protects the right to education second main
- 3- UNESCO and education in the age of artificial intelligence

We concluded with a conclusion in which we presented the most important observations made by the topic, by mentioning the strengths and weaknesses, along with the most

important recommendations that we deem appropriate for the development and development of this topic.

1. UNESCO and education

In this topic, we address the topic of UNESCO's conceptual framework by talking about its definition and origin, and then we go back to its dealings with the phenomenon of education, especially in the field of quality.

1.1- Introduction to UNESCO

Before talking about the work that UNESCO is doing in the field of combating cheating in education, and addressing the various strategies used to help countries reduce this dangerous phenomenon, we should first look at this global organization, whether in terms of its establishment or its organs.

1.1.1- Establishment of the organization

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was established in 1945 after the end of World War II. It was intended to work to build a true culture of peace and to achieve intellectual and moral solidarity among human beings.

The organization currently consists of 193 member states ¹Therefore, UNESCO works to find educational tools to help people live as global citizens free from hatred and intolerance, and is keen to ensure that every child and every citizen benefits from quality education, by strengthening ties between peoples by promoting cultural heritage and the concept of equality between cultures, and the organization also strengthens scientific programs and policies as platforms for achieving development and ensuring cooperation, and constantly defending freedom of expression as a right and a basic condition for achieving democracy and development, and given its role as a laboratory for ideas, it helps countries adopt international standards, and prepares programs to promote the free circulation of ideas and the sharing of knowledge ²

1.1.2- The bodies formed by UNESCO

UNESCO is managed by two main bodies: The General Conference, which includes all member states, and the Executive Council, which includes 58 countries. The two administrative bodies of the organization meet regularly to ensure the smooth progress of the organization's work, to set its priorities, and to determine the goals of the secretariat, which is headed by the General Director.

The General Conference meets once every two years and sets the organization's policy for the next stages, while the Executive Council holds a session every six months to follow up

On the implementation of the decisions of the General conference. The General Director of the Organization works at the head of the organization's secretariat to implement the decisions of the General Conference and the Executive Council.

Member states have permanent delegations that represent them in most cases at the organization's headquarters in Paris, and work to follow up cooperation between their countries and the organization.

¹United Nations Educational, Scientific and Cultural Organization, UNESCO, 2009, p. 3.

²UNESCO, Document No. 37 AD / 4, 2014-2021 Medium-Term Strategy 2014, p. 5.

1.1.3- Councils and committees emanating from the General Conference

A group of councils and committees emerging from the body represented by the General Conference emerge from¹:

- The Headquarters Committee.
- The International Bureau of Education: It is considered the first international body in the field of education, established in order to promote peace through education. It was initially founded in 1925 in Geneva by a group of professors with a reputation as a private organization, and it was managed for 40 years by the famous Swiss psychologist. and the organization became an integral part of UNESCO in 1969 as an international center for comparative education, seeking excellence as a global center specialized in academic curricula²
- The Intergovernmental Council for the Information for All Program ; It works to improve technical and human resources for independent and pluralistic media in developing countries and countries in transition, and helps fund a range of projects from training workshops to the modernization of press agencies and radio broadcasters, often with the help of community media.
- The International Coordinating Council for the Man and the Biosphere Program.
- The International Council for the Hydrological Program.
- The Intergovernmental Committee to Promote the Return of Cultural Property to its Country of Origin or its Return in Case of Unlawful Appropriation.
- The International Executive Committee of the international campaign to establish the Nubia Museum in Aswan and the National Museum of Egyptian Civilization in Cairo.
- The Intergovernmental Program of the International Program for the Development of Communication.
- The Intergovernmental Council for the Management of Social Transformations Program.
- The Intergovernmental Bioethics Committee.
- The Governmental Committee for Physical Education and Sports.
- The Board of Directors of the UNESCO Institute.

2. UNESCO protects the right to education second main

The concept of “Education changes the course of life” At the heart of UNESCO's mission to build peace and eradicate poverty is the initiative to secure sustainable development.

2.1- Education and sustainable development

UNESCO believes that education is a human right that must be guaranteed to him throughout his life and with good standards. To perform this role, it seeks to provide global and regional leadership in the field of education, and to strengthen educational systems in various parts of the world, as well as to address contemporary global challenges through education. .

Since UNESCO is the only agency in the United Nations entrusted with a mission that includes all aspects of education, it works to develop all forms of education, starting with pre-

¹UNESCO, The Executive Board of UNESCO, doc n/ SCX/2022/BROCHURE/EXECUTIVE BOARD, 2022, p9.

²UNESCO, International yearbook of education, 1970, p 173.

school education and ending with higher education, including education and training in the technical and vocational fields, non-formal education and literacy.

In this field, the organization focuses on promoting equitable and comprehensive access to appropriate, quality education that develops knowledge and skills in areas such as global citizenship, sustainable development, human rights, gender equality, health, HIV and AIDS, as well as the development of technical and vocational skills, and for this purpose It cooperates with governments and a wide range of partners to enhance the effectiveness of educational systems through policy change¹.

The stages of a child's learning can be defined by early childhood, primary and post-primary stages, school levels and/or age. Accordingly, children and youth must be able to communicate in their mother tongue and in the primary language in which they learn. It is assumed that all education systems aspire to the goal of enabling children to master Reading efficiently, which means understanding and comprehending texts rather than decoding texts - moving from learning to read to reading to learn according to students' progress in school.

The basic skills necessary for learning to read are extremely important in modern society, and are also critical for comprehending and analyzing complex texts through a variety of media.² Basic skills are typically assessed in the early grades of primary school through third grade, and since 2005 more than 60 developing countries have measured children's basic reading skills in the early grades of primary school.

2.2- Challenges of learning in emergency situations second subtitle

The circumstances that force people to leave their homes and countries and migrate and seek refuge in other regions and countries can be extremely painful and traumatic, especially for children who have witnessed and suffered the experience of death, loss, violence, separation from family, and insecurity for long periods.

The damage is most severe when the child goes through this experience during the crucial periods of his brain development, which negatively affects learning because the areas responsible for regulating emotions and memory are affected, and the increased exposure to cumulative life stress causes the poorer spatial working memory to be compromised, as well as physical changes in body size. Different types of brain damage³, and trauma may also lead to behaviors that disrupt individuals' learning, such as introversion, tantrums, or delays in language development.

In this context, the crucial complementary role of education has become almost taken for granted and this role is increasingly recognized; Education can stimulate resilience, promote the social and emotional development of learners, and give children and communities or groups hope for the future.

In the event that schools are not available, the priority must be to secure safe access to education through the establishment of temporary learning places. Case studies on the child-friendly places initiative, which is implemented by intergovernmental organizations and civil society organizations in the Democratic Republic of the Congo and Ethiopia, Iraq, Jordan, Lebanon, Uganda, revealed that there is a positive relationship between enrollment; That is

¹United Nations Educational, Scientific and Cultural Organization, 2013, p. 9.

² UNESCO, The Executive Board of UNESCO, opcit, p 22.

³ De Bellis and Zisk, The biological effects of childhood trauma, 2014, in <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3968319/>, see 1/5/2024.

why guidance notes issued by UNICEF, the Global Education Group and national groups focus on best practices in constructing temporary learning spaces and implementing activities¹.

However, there are challenges that affect the teacher in emergency situations, as teachers are often not completely qualified in emergency situations, and they must work in difficult conditions. They not only provide education and academic support to students, but they also help students move to a new educational environment, and learn a new language and build positive relationships with peers from different cultural backgrounds, and learn how to deal with stress and control their emotions².

The Inter-Agency Network for Education in Emergencies "Teachers in Crisis Contexts" promotes comprehensive professional development for teachers in displacement contexts, including ongoing in-service training, coaching and peer learning, which increases the likelihood that teachers will have the knowledge and skills needed to deal with the challenges they face³.

2.3- UNESCO and the quality of education

Talking about the quality of education is one of the elements that countries focus on to raise its quality, and it is one of the topics that UNESCO includes in its agenda in order to draw attention to it, as well as to urge countries to take the necessary measures in this field and to also find the necessary mechanisms to activate it, and this is what we will study at this point.

2.3.1- The concept of quality education

Evaluating the educational process is one of the basic pillars of the educational process and the cornerstone of any development aimed at improving the teaching and learning process in any educational institution. It determines the degree of achieving the objectives of that process, contributes to judging the procedures and practices followed in it, and also determines the necessary information for decision makers regarding the inputs, processes and outputs of the educational process.

Quality is an administrative system based on a set of values and relies on employing data and information about employees in order to invest their qualifications and intellectual abilities at various levels of the organization in a creative manner, so as to achieve continuous improvement for the organization.

Quality in the educational field refers to a set of standards and procedures with the aim of implementing them, to continuously improve the scientific product, and also refers to the specifications and characteristics expected in this product and in the processes and activities through which those specifications are achieved, with the availability of integrated tools and methods that help educational institutions achieve satisfactory results⁴

Researchers also believe that the concept of quality has two interrelated meanings: One is realistic and the other is sensory. Quality, in its realistic sense, refers to the educational

¹UNESCO, Guidance Document 38, 2019, p. 7.

²Barlet, Dryden-Peterson, Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences, migration policy institute, 2015, p 06.

³ Amy S. Rhodes, The Path to Recovery: Education in Displaced Communities, Forced Migration Bulletin, Refugee Studies Center, No. 37, 2011, p. 38.

⁴Mohamed Abdel Fattah Shaheen, Adel Attia Rayan, Indicators of the quality of educational research from the point of view of academics and researchers in Palestinian universities, Journal of the Association of Arab Universities, Amman, General Secretariat of the Association of Arab Universities, N° 53, 2009, p. 473.

institution's commitment to applying real, recognized standards, such as rates of promotion and transition from one stage to another. As for the sensory meaning of quality, it focuses on the reactions of the recipients of the educational service, and expresses the extent of their satisfaction with the level of efficiency and effectiveness of the educational service¹.

As for the concept of quality, according to what was agreed upon at the UNESCO Education Conference held in Paris in October 1998, it stated that "quality in education has a multidimensional concept that should include all education functions and activities, such as: curricula, educational programs, scientific research, students, buildings, facilities and tools, providing services to the community, internal self-education, and setting internationally recognized comparative standards of quality"².

2.3.2- Quality in education as a mechanism to combat fraud according to the perspective of UNESCO

In response to UNESCO's ambitions related to achieving the fourth goal allocated to education in the 2030 Sustainable Development Plan, it called for the creation of national and global mechanisms for governance, monitoring and follow-up. The definition of quality in the field of education in this context raises a lot of controversy, but most of it is based on two important principles:

A – Cognitive Development among learners,

b- The role of education in promoting values and behaviors related to responsible citizenship and in achieving emotional and creative development³.

Actual progress towards achieving EFA needs to be assessed in terms of improving/expanding access to school education based on the degree to which students have acquired basic knowledge and life skills; In southern Africa, only a small number of children reach the 4th grade of primary school, let alone many of those who reach the 4th grade remain below the minimum standards set by the Southern and Eastern African Community to monitor the quality of education⁴.

Teachers have a significant impact on the quality of education and play a pivotal role in supporting the learning process and improving student's performance. The increase in enrollment rates in primary schools in many countries has led to a chronic shortage in the number of teachers. In addition to the above, in some areas where education systems have witnessed quick expansion, teachers were sometimes appointed with little qualifications, lacking knowledge of the subjects they taught, and the ability to impart this knowledge to learners using effective teaching methods.

In order to find international solutions to this issue, UNESCO, through its strategy for the period 2014-2021, included three priorities in this issue:

First priority; To address the problem of the shortage of teachers is through strengthening national institutional capacities, which requires focusing on teacher preparation

¹ Jaber Nassreddine, Noureddine Taourirt, Requirements for Quality Assurance of Higher Education in Algeria, Fourth Pedagogical Forum on Quality Assurance of Higher Education, Mohamed Khidir University, Biskra, on November 25/26, 2008, p. 103.

² Saliha Rakad, Implementing the quality system in Algerian higher education institutions, its prospects and obstacles - a field study in higher education institutions in eastern Algeria, doctoral thesis in economic sciences, Setif 1 University, Faculty of Economic, Commercial and Management Sciences, 2014, p. 38.

³ UNESCO, Policy guidelines on inclusion in education, doc/ ED.2009/WS/31, 2009, p 27.

⁴ United Nations Educational, Scientific and Cultural Organization, 2015, p. 23.

institutions and developing national capacities in the field of formulating, implementing and evaluating policies related to teachers.

Second priority; It is represented in contributing to improving the quality of teaching, as some Member States need special support to upgrade the professional qualifications of teachers working on temporary contracts, teachers in charge of community education, and assistant teachers, especially at the primary education stage. In addition to the above, there is a need to establish mechanisms that will help improve the quality of teaching. Existing teachers through extensive use of technology- enabled solutions.

Third priority; By enriching the global debate on teaching with comparative evidence, UNESCO continues to act as a clearinghouse for information and to document progress made in relation to teachers and teaching in various regions of the world ¹.

3. UNESCO and education in the age of artificial intelligence

The rapid development of artificial intelligence (AI) is having a major influence on education. Advances in AI-powered solutions hold enormous potential for social good and the achievement of the Sustainable Development Goals. Transforming this potential requires systemic policy adjustments, rigorous ethical oversight, and deep engagement with practitioners and researchers around the world.

UNESCO has played a leading role in promoting dialogue and knowledge in all fields, in cooperation with key actors from the public and private sectors. A number of events and publications have raised awareness of the vast possibilities and implications of AI for education, and helped Member States begin to address complex challenges. In 2019, the relationship between AI and sustainable development was explored during “Mobile Learning Week,” the United Nations’ flagship event on information and communication technologies in education.

3.1- Artificial intelligence used to improve education

Over the past decade, the use of AI tools to aid or enhance learning has grown exponentially², This trend has only increased following the closure of educational establishments due to Covid 19.

However, evidence remains scant on how AI can improve learning outcomes and whether it can help scientists and education professionals better understand how effective learning occurs³. Most claims about the revolutionary potential of AI in education are based on conjecture, speculation, and optimism.⁴

It also remains to explore the potential of AI for monitoring learning outcomes in different contexts and in assessing skills, particularly those acquired in non-formal or informal contexts. Artificial intelligence applications in education have been divided into three broad categories:

¹UNESCO, Education Strategy 2014-2021, op. cit., p. 45).

²Philip E. Holmes & Matt C. Howard, The duplicitous effect of organizational identification: applying social identity theory to identify joint relations with workplace Social courage and unethical pro-organizational behaviors, The Journal of Positive Psychology, volume 18, issue 5, 2022. P 788.

³Zawacki -Richter et al Artificial Intelligence in Education. Promise and Implications for Teaching and Learning, center for curriculum redesign, 2019, p 80.

⁴Selena Nemorin, towards decolonizing the ethics of AI in education, globalization societies and education, 2024, p55.

Those oriented towards the system, towards the student and towards the teacher¹ however, for decision-makers, UNESCO has proposed a set of four categories of emerging and potential applications, based on needs:

- (i) Education management and services;
- (ii) Learning and assessment;
- (iii) Empowerment of teachers and improvement of teaching;

(iv) Lifelong learning. Each of these categories is illustrated by a few cases. Let us also recognize that the proposed categories are each intrinsically linked to each other: applications of (AI) in the educational field may have the potential to meet needs in more than one area. For example, tutoring apps can be designed with the goal of helping both teachers and students.

3.1- The new pillars of education

Three pillars – reading, writing, and numeracy – form the foundation of all learning, but today's students need other basic skills and important non-cognitive skills, such as self-efficacy, increased understanding of concepts and good resilience, adaptability and flexibility skills.

Specifically human skills will be more important than ever in the new world that is taking shape before our eyes: critical thinking will be one of the first skills that education systems will have to transmit.

Currently, these essential skills can be learned in extracurricular activities where we learn about cooperation, goal setting and planning, for example. We develop discipline and team spirit by playing sports; creativity, by doing theater; critical thinking by organizing debates; empathy, by volunteering within an association.

The challenge consists of structuring this wide range of skills that young people must acquire, of legitimizing it within the education system and integrating it into school curricula, of defining how to evaluate student results in these areas which were not previously considered as part of school education and which will now have to occupy a place of first order.

One thing is indisputable, more than ever the future will require children to build mutual bonds and strengthen a sense of community, citizenship and collaboration based on empathy, which some consider to be one of the key skills for the 21st century.

Interpersonal skills are increasingly recognized as a crucial element for education systems around the world. Organizations such as UNESCO and the OECD are developing frameworks, standards and assessments in this area², including the concept of “global skills” intended to promote intercultural cooperation. In Australia, a series of general skills, such as critical and creative thinking and intercultural understanding, were included in the national education agenda in 2009, an example since followed by many states in the country.

3.1- The (AI) in the classroom

Taking over the most efficient national and international innovations from the private and public sectors, the Ministry of Education is studying the best support to provide to

¹Baker et al, a Qualitative Study Exploring Female College Students' Instagram Use and Body Image, cyberpsychology, behavior and social networking, vol 22, n 4, 2019, p100.

²Elfert, M., Ydesen, C, UNESCO, the OECD and the World Bank: A Global Governance Perspective. In: Global Governance of Education. Educational Governance Research, vol 24,202, p85.

education specialists to design and accelerate these innovative ideas. The goal is to find new, sustainable and scalable methods to improve the learning, abilities and success of our students.

(AI) has strong potential in education, provided it is used wisely and in accordance with the needs of educators. AI-based systems already exist that can support personalized learning that frees teachers from tasks, allowing them to focus on individual student needs and educational goals. These systems are able to track student engagement and progress, and, potentially, suggest content adjustments.

It is crucial that educators maintain control over the design and development of these systems. It is primarily up to teachers and school leaders, who will be trained for this purpose, to clearly define the place of (AI) in the classroom. Students must also participate in decisions in this area, and therefore be educated on its ethical aspects. Their future will depend on the policies and approaches we adopt today.

Automated writing assessment Rather than having students work on computers who receive adapted help in real time, automatic writing assessment (EAE, AWE in English)¹ uses natural language processing and other (AI) techniques to provide automatic assessment of writings.

In general, two approaches to automatic assessment overlap: formative assessment, which allows the student to improve their writing before submitting it for assessment, and summative assessment, which facilitates the automatic grading of student writings. In fact, most EAEs emphasize grading rather than feedback; they were designed primarily to reduce evaluation costs and can therefore be considered to fall under systems-oriented applications.

Likewise, these systems are incapable of evaluating the degree of creativity of a text. Even more worrying, the algorithms on which EAE is based are sometimes biased, particularly to the detriment of students from minorities, perhaps due to a different use of vocabulary and sentence structure. Summative EAEs also do not allow easy access to school and university assignments falling under deep fake,² those written by (AI) technologies relying on expertise in the field while imitating the student's personal style in writing. It is likely that these writings are very difficult to detect.

Finally, the use of (AI) to grade homework also does not recognize the correct value of correction. Even if this may be long and tedious, it can also be the best opportunity for a teacher to appreciate the skills of his students.

However, some student-facing EAs prioritize feedback that is designed to be actionable – to help the student improve in writing and to encourage quality methods, such as self-regulated and flexible, adaptive learning. – “metacognition”. EAE, both formative and summative, is currently used in many educational contexts, with programs such as Write to Learn, e-Rater or Turnitin. A related approach, using (AI) to compare a student's writing with a large corpus of previous student productions rated by teachers, has also been used to evaluate musical performances, for example with the Smart music program.

¹ Nicky hockly, Automated writing evaluation, *ELT Journal*, Volume 73, Issue 1, January 2019, P 84.

² Sanaa M. Khaled and Sami El Khatib, Summative assessment in higher education: a feedback for better learning outcomes, Conference paper in The International Arab Conference on Quality Assurance in Higher Education (IACQA' 2019) at Lebanese International University, June 2020, p 3

Reading and learning languages assisted by (AI) the design of reading and language learning tools increasingly calls on (AI) to seek improvement. For example, some tools use ITS-style route personalization combined with AI-driven voice recognition. Typically, speech recognition is used to compare student production with samples recorded by native speakers, to provide automatic feedback to help the student improve their pronunciation; other uses of machine translation include helping learners read educational resources in other languages¹ and making it easier for students from different cultures to interact with each other. Some systems, on the other hand, automatically detect and analyze reading skills to provide individual feedback to students. (AI) applications for reading and language learning include (AI) Teacher, Amazing English, Babble or Duo lingo. Intelligent robots the use of robots equipped with AI or “intelligent robots” in the field educational is also studied², particularly in environments.

Understanding (AI) and education: emerging practices and assessing the benefits and risks – (AI) and education: a guide for policy makers for children with learning disabilities or difficulties. For example, voice-controlled humanoid robots have been created for learners with autism spectrum disorders, providing predictable mechanical interactions rather than human interactions, which can be confusing for these learners. The objective is to develop communication and social skills³.

Another example is that robots allowing students who cannot go to school, whether due to illness or a humanitarian or refugee crisis, to access a classroom. Class. A third example is the use of humanoid robots, such as Nao or Pepper in kindergarten classrooms in Singapore⁴ to introduce young children to computer programming and other STEM subjects.

Conclusion:

We have recently known many types of education, such as comprehensive education, population education, progressive education, peace education..., so why not raise the issue of confidence education, which would contribute effectively to reducing the rates of cheating in exams, which seem to not change in the near future. The immediate perspective, towards comprehensive assessment that dispenses with exams... Educational concerns should not be limited to transmitting abstract knowledge. Rather, priority must be given to general maturity, which is self-knowledge and knowledge of the world surrounding the learner. Accordingly, we suggest:

- Encouraging the intelligence of discrimination and sensitivity that stimulates the knowledge of the whole person.

¹ Thuy thi nhu ngo, The effectiveness of automatic speech recognition in ESL/EFL pronunciation: A meta-analysis, Published online by Cambridge University Press, 13 April 2023, in <https://www.cambridge.org/core/journals/recall/article/effectiveness-of-automatic-speech-recognition-in-eslefl-pronunciation-a-metaanalysis/A915444CF252B61D14961D2FE733822D>

² Tony Belpaeme, Social robots for education: A review, SCIENCE ROBOTICS, Vol 3, Issue 21, 2018, p 4.

³ Kerstin Dautenhahn, The Negative Attitudes towards Robots Scale and Reactions to Robot Behaviour in a Live Human-Robot Interaction Study, Conference Paper, Conference: Proceedings of AISB09, 2009, in https://www.researchgate.net/publication/229060118_The_Negative_Attitudes_towards_Robots_Scale_and_Reactions_to_Robot_Behaviour_in_a_Live_Human-Robot_Interaction_Study

⁴ Graham, S, A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, vol 104, n 4, 2012, p 888.

-The factor of caution and being careful, which is considered the opposite of confidence, enhances awareness of the rights and duties of oneself and awareness of the rights and duties of others within the complex world of society. Hence the necessity of resisting feelings of caution and suspicion towards others and towards oneself.

-Trust is not an optional value in education. It means recognizing the existence of values in others, and allowing them to express and be open.

- Confidence must prevail over caution among students because they constitute daily confrontations for them and are part of their nature and personalities.

-One of the goals of modern education is the child's independence, which can only be achieved through self-confidence and trust in others.

Self-reliance enhances confidence.

All these capabilities that lie dormant within every human being, waiting for the opportunity to express themselves towards adults in order to achieve close communication from an individual to other individual, and reach a creative dimension, and then there is no need for anyone who has achieved this to use cheating in exams, or in various areas of life.

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