Latin American Laboratory for the Assessment of Quality of Education, LLECE and E2030

Global Alliance to Monitor Learning Steering Committee Meeting
11 May 2016
Washington, DC
SDG4 – Education 2030

- **LIMA Declaration**: learning assessment for the dimensions of quality

- **Incheon Declaration**: UNESCO will continue to lead and coordinate SDG4 – Education 2030

- **UNESCO General Conference**: UNESCO’s role in the implementation of the E2030 Agenda: “inclusion of the regional mechanisms on assessment of learning, as part of the E2030 follow-up instruments.”

- **SDG 4, E2030**: learning process is a great protagonist in this new agenda with teachers as its main driver
What is the LLECE?

- The Latin American Laboratory for Assessment of the Quality of Education (LLECE) was founded in 1994, in Mexico City.

- This consists of a network of national-level Directors of Educational Assessment in LAC, coordinated by OREALC/UNESCO Santiago.
LLECE: instrument to improve education quality

- New approaches on education quality and evaluation.
- Information about learning achievements and associated factors.
- Towards a culture of evaluation: Strengthening of capacities of the local evaluation units.
- Promote change in education to improve the learning process in schools.
- Alliances and coalitions/South-South Cooperation
LLECE participants

- **Until 2014:** 15 countries, plus the Mexican state Nuevo León.
- **2015:** Cuba, El Salvador, Venezuela and Bolivia
- Caribbean countries: next step
LLECE’s studies: who and what is assessed?

LLECE has conducted 3 studies:

<table>
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<tr>
<th>Study</th>
<th>Year</th>
<th>Grades</th>
<th>Maths</th>
<th>Science</th>
<th>Reading</th>
<th>Writing</th>
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<td>3 y 6</td>
<td>x</td>
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<tr>
<td>TERCE</td>
<td>2013</td>
<td>3 y 6</td>
<td>x</td>
<td>x obligatory</td>
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TERCE: the region’s most representative evaluation of learning outcomes in primary education

Maximize the use of TERCE's results to change and improve education

- TERCE Reports: Regional, National, Thematic
- Contributions to teaching: Reading, Writing, Mathematics and Natural Sciences
- TERCE BDD
- Policy recommendations based on TERCE
Functioning structure of LLECE

**Politically:** at ministry level

Take use of existing regional mechanisms and bring together decision-makers in education, such as:

- OAS (Institutional agreement)
- MERCOSUR education sector (rotative)
- CECC/SICA (rotative)
- CARICOM (rotative)

**Technically:** at national coordinators level

Offer more technical support to national coordinators.

- Widen its field of action in the implementation of the studies.
- Include one meeting of national coordinators per year.
LLECE’s studies: relation with other international evaluations

- Inter-agency coordination for the application of evaluations.
- Taking use of already existing resorts.
- Review the study’s reach in the region.
- Complement the studies’ results.
The future of LLECE: Agreements 2016 -2020

• Continue with the use and dissemination strategy of TERCE results

• Design and develop LLECE’s Fourth Regional Comparative and Explanatory Study (ERCE)

• Research for the Education 2030 Agenda: education quality in an integral sense

• Capacity building and improvement trainings that contribute to the strengthening of technical measurement and education evaluation teams
Thank you!

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