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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



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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



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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



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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



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LLECE participants

- **Until 2014: 15 countries,** plus the Mexican state Nuevo León.
- 2015: Cuba, El Salvador, Venezuela and Bolivia
- Caribbean countries: next stepd





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LLECE's studies: who and what is assessed?

LLECE has conducted 3 studies:

Study	Year	Grades	Maths	Science	Reading	Writing
PERCE	1997	3 y 4	x		x	
SERCE	2006	3 y 6	x	x optional 6°	x	x
TERCE	2013	3 y 6	x	x obligatory 6°	x	x



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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.



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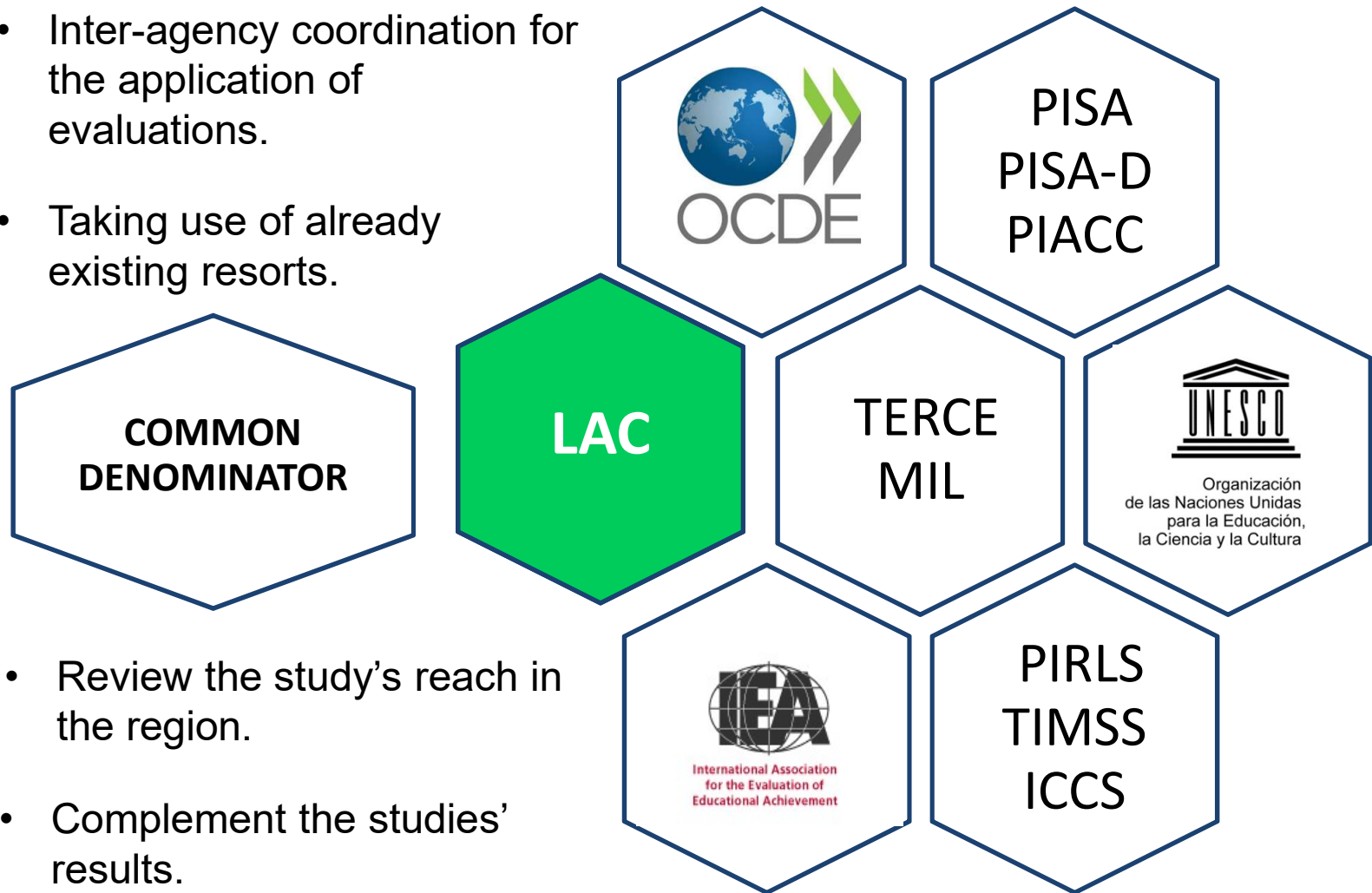
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LLECE's studies: relation with other international evaluations

- 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.



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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



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Thank you!



Laboratorio Latinoamericano
de Evaluación de la Calidad
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Atilio Pizarro: a.pizarro@unesco.org

UNESCO

**Regional Bureau of Education for Latin America and the Caribbean
National Office to Chile**