



# Latin American Laboratory for Evaluation of the Quality of Education

## Project Portfolio

Document for countries

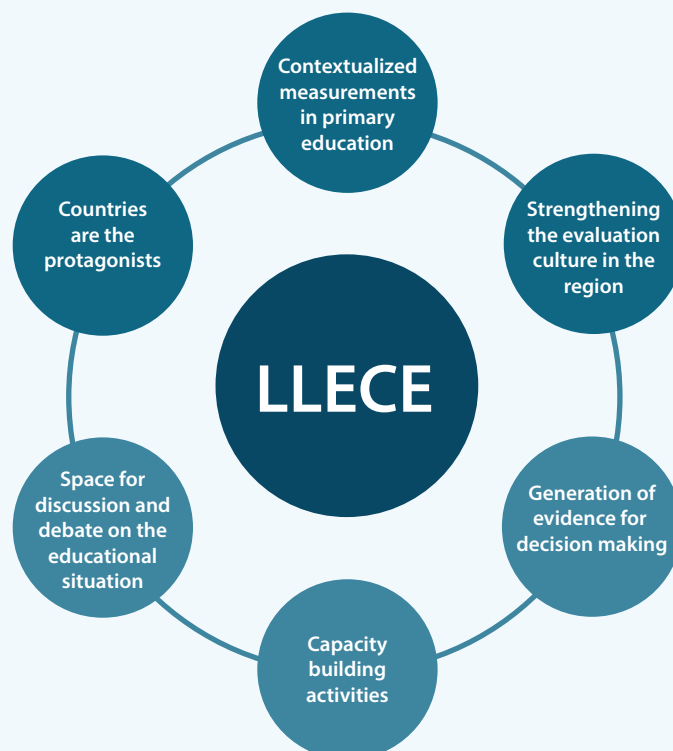
October 2022

### Why is it important to continue assessing?

- Because countries need to have clear information on student learning achievement.
- Because it is known, from various studies, that the COVID-19 pandemic and the prolonged closure of schools significantly affected student learning.
- For public policies to be relevant and support to meet their objectives and the 2030 Agenda, it is pertinent to know what teachers should focus on and adequately support them in their work in the classroom.
- The Latin American Laboratory for the Evaluation of the Quality of Education (LLECE) of the Regional Office for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago) invites you to continue participating in the Comparative and Explanatory Regional Study (ERCE). We will continue constructing and introducing innovative projects. We believe in the importance of evaluating and, with the data collected, taking improvement actions, especially after the pandemic, since countries require relevant information to promote the well-being and learning of each of their students without leaving no one behind.

# What is LLECE's role and why is it important for educational systems?

- The Latin American Laboratory for Evaluation of the Quality of Education (LLECE), coordinated by OREALC/UNESCO Santiago and founded in 1994, has developed and maintained **contextualized and comprehensive educational measurements** of the countries in the region.
- LLECE's purpose is to **improve primary school students' learning by monitoring their achievements and progress** concerning international programs, currently the 2030 Agenda.
- Since its inception, the Laboratory has assumed a relevant role in **fostering an evaluation culture in the region**, coordinating with the countries participating in its studies.
- The LLECE comparative and regional explanatory studies are the large-scale evaluations that bring together most countries in Latin America and the Caribbean. The purpose of the LLECE studies is to **generate evidence and inputs to inform educational policy decision-making**.
- The Laboratory works closely with the national teams to ensure the correct implementation of their studies, **installing technical capacities and developing collaboration networks between the different countries as a working premise**.
- The Laboratory responds to each context's suggestions and needs, **complementing national educational evaluation efforts** and supporting each country's actions to improve learning.
- Finally, the LLECE is a space for discussion and debate in which **the countries are the protagonists of reflection, analysis, and decision-making**. This element contributes to developing partnerships and actions to improve learning opportunities that provide greater well-being to each student in the region.



# 1. Why is it important to participate in the LLECE, especially the ERCE 2025?

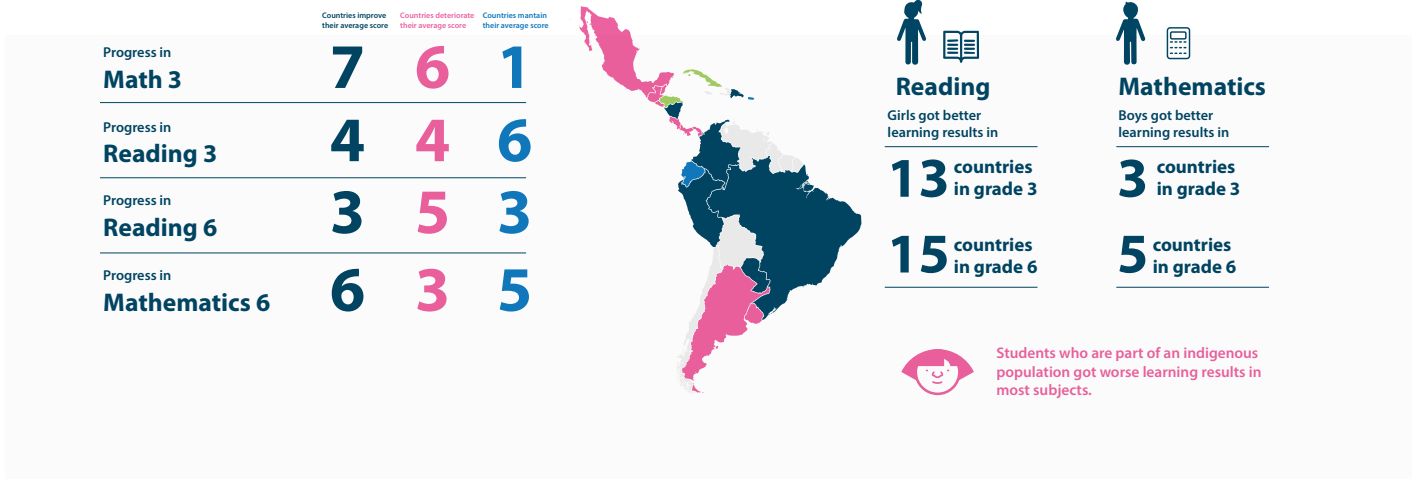
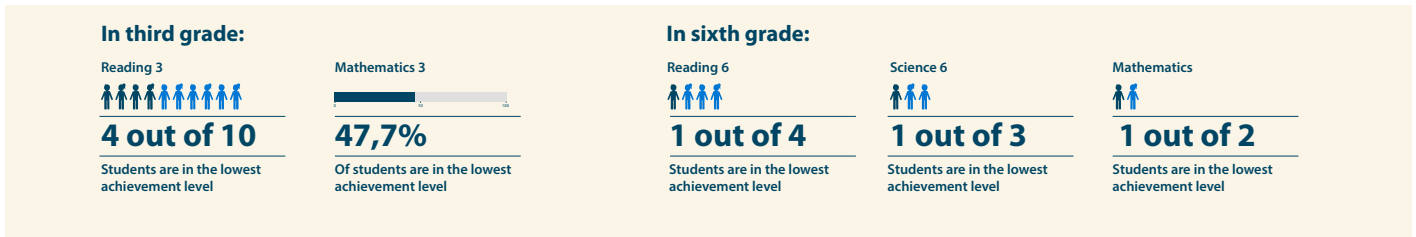
## Why the LLECE?

- Because the LLECE is actively built with the countries and led by UNESCO, the Laboratory also has a logic of work and cooperation based on regional **identity and its members' leading role in this space**.
- The LLECE has comparative and explanatory regional studies, which are one of the **primary sources of information for monitoring the progress of the 2030 Agenda goals, in particular goal 4.1 of Sustainable Development Goal 4 (SDG 4)**. Due to the valuable of its information and the high number of participating countries, LLECE studies have become key in the national and international evaluation agendas.
- Because the LLECE has the Comparative and Explanatory Regional Study (ERCE), which is the **region's main monitoring and evaluation mechanism**, participating in the studies allows for monitoring and reporting the progress of the 2030 Agenda.

## What characterizes the ERCE studies?

- The ERCE **focuses on primary education, with measurements applied in the third and sixth grades**. The study results generate evidence to take timely actions to benefit students' well-being and learning.
- The ERCE assessment framework is based on each country's national curricula in the region. This feature is the conceptual basis for constructing **study instruments that focus on evaluating fundamental skills** such as Reading and Mathematics and are complemented by other areas such as Science and Writing.
- The ERCE has evolved and, in its last measurement (2019), **incorporated a set of socio-emotional skills for the first time as part of its evaluation**. For this, the study's conceptual base was expanded, and innovations were made in the instruments available to the LLECE.
- Likewise, the ERCE has **instruments to define the context in which learning occurs**, with questionnaires of associated factors applied to teachers, principals, students, and their families.
- ERCE's evaluations investigate **factors that can be associated with improved learning and provide evidence** for decision-making in educational policies, aiming to impact learning achievement and improve the quality and equity of education.

## ERCE 2019 - Regional results summary



### Why participate in the studies?

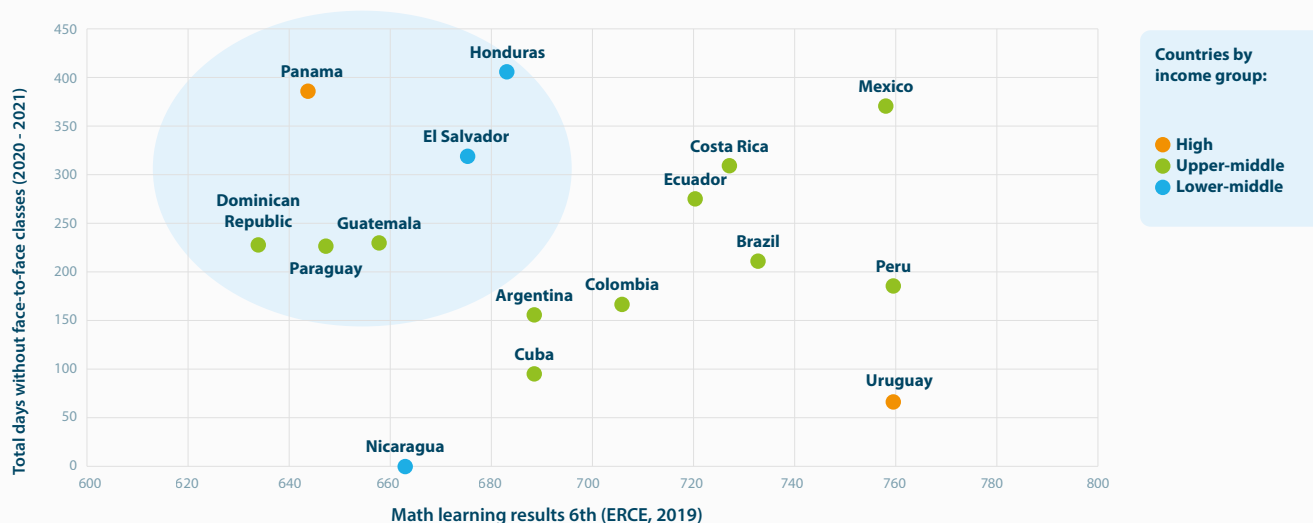
- The **comparability and periodicity are guaranteed in the LLECE studies** in the areas of Reading, Mathematics and Science. During the recent delivery of results, information on the latest application was presented, and comparable information between TERCE 2013 and ERCE 2019 was made available.
- The ERCE was last applied in 2019, a year before the COVID-19 pandemic and the educational disruption stemming from the massive suspension of in-person classes. The **ERCE 2019 is established as a baseline for future measurements**; as such, the LLECE proposes that the educational systems continue with efforts to prepare the ERCE 2025 and with an application to document learning results after the pandemic, the post-pandemic ERCE.
- The ERCE 2025 begins in June 2022 with the curricular analysis, which includes a survey of areas of the 2030 Agenda, such as Education for World Citizenship and Education for Sustainable Development. The 2025 version, in addition to the usual instruments, will include the measurement of socio-emotional skills.

## 2. Why participate in the post-pandemic ERCE?

- Because many countries in Latin America and the Caribbean kept schools closed for more than half of the academic year, **the countries that had already**

**underperformed in the ERCE 2019 remained without in-person classes for most of the time.**

### Learning outcomes measured by ERCE and number of days without face-to-face classes



Fuente: Elaboración propia con base a los datos del ERCE 2019 y el Instituto de Estadísticas de la UNESCO.  
 Nota: El total de días sin clases presenciales hace referencia al periodo comprendido entre 11/03/2020 y 31/12/2021.

- The prolonged closure of schools in the region and unequal access to the different modalities of distance education will have repercussions on student achievement. Therefore, it is **necessary to know the magnitude of learning losses to implement measures** and programs for student recovery.
- Because knowing **the state of learning in the countries and the different student groups is very relevant to measuring the effect of the pandemic**. In addition, it is essential to direct support to the most vulnerable populations and prevent inequalities from widening pre-existing gaps.
- Regional studies such as the ERCE post-pandemic complement national efforts to measure learning. Likewise, they make it possible to have **comparative metrics, which can provide information to generate actions for those educational systems that we were unable to continue with the national evaluations**.
- Because in a context where education is facing an unprecedented crisis worldwide -particularly in the Latin

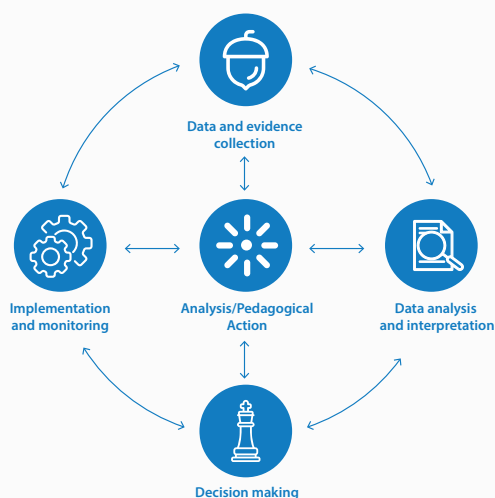
American and Caribbean region, which was already facing structural inequities-. It will be imperative to **re-establish the learning trajectories of the most vulnerable students**, particularly those who have not had access to distance education solutions.

- The ERCE post-pandemic will present **results in fundamental skills such as Reading and Mathematics**. While also offering instruments to investigate the context of COVID-19 and examine the **possible effects on students' socio-emotional skills**.
- Because the ERCE post-pandemic consists of a **reduced version of the regular LLECE studies, which will ensure comparability and quality** while offering optimized times of application, collection, and processing of information.
- To participate, it is necessary to sign the letter of agreement during the second half of 2022 since project implementation lasts 24 months.**

### 3. ERCE 2019 schools - For learning improvement

- ERCE 2019 schools - For learning improvement in third grade is an application tool for internal school use. Its primary purpose is to **provide teachers with specific and immediate information about each student's learning status.**
- This way, teachers and technical and administrative teams can **make decisions that fit their contexts and students' different learning trajectories.**
- Because this project provides information on the status of each student's learning achievement, this evidence allows knowing **what teachers do in the classroom is relevant and positively impacts the educational process.**
- Because this evaluation drives the professionalization of the pedagogical action, **focusing on fundamental learning outcomes.** Also, the results from the diagnosis define support actions in a way pertinent to each student.
- Because it allows decisions based on data and learning evidence, **the pedagogical action can impact the students' development and well-being.**
- Because for each student and student group, every teacher will receive information regarding the result of each question, question type, and skill status to appropriately support all children.
- **To participate, it is necessary to sign the letter of agreement during the second half of 2022 since project implementation lasts 24 months.**

#### ERCE 2019 schools - Scheme for learning improvement in third grade



The countries that participate in the LLECE projects will have multiple benefits and receive pertinent, timely information to implement educational policy measures and complement national efforts. The beneficiary countries will have access to the project databases and technical support for their use. With this, governments can research the current state of student learning.

Today, more than ever, educational systems throughout Latin America and the Caribbean need to know the magnitude

of the crisis and the level of compliance with the 2030 Agenda. To conduct this, learning assessment continues to be the key mechanism for generating information to drive interventions aimed at the recovery and improvement of learning in all children and young people in the region. In short, the evidence collected in the LLECE studies is essential to prioritize and focus investment in education, with the ultimate goal of protecting the educational trajectories of students and their comprehensive development.

### UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners and responding to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



### The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to **“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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