

ED/TLC/LTR/2015/12  
Original: English



United Nations  
Educational, Scientific and  
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**Consultation on National Assessments and  
Measuring Learning for the Post-2015 Education  
Agenda**

UNESCO Headquarters, 26-27 February 2015

**The benefits of regional assessments of achievement of learning  
outcomes**

**Mr Moritz Bilagher, UNESCO Santiago**

## Summary

OREALC-UNESCO Santiago channels its work on quality of education and its assessment through the Latin American Laboratory for Assessment of the Quality of Education (LLECE), a coordination network of national-level directors / units of educational assessment across the Latin America and the Caribbean region.

LLECE collaboratively produces Regional Comparative and Exploratory Studies (PERCE 1997; SERCE 2006; TERCE 2013), which open the way for discussion on issues impacting on education quality in the region. The Third Regional Comparative and Exploratory Study (TERCE), like its predecessors, delivers two crucial sets of information: (a) it reflects the average learning levels reached by the participating countries; and (b) it delivers data on the circumstances under which successful learning occurs.

However, LLECE has benefits beyond participation in a regional assessment, as the framework promotes South-South cooperation; as it includes an extensive programme of capacity development; engages in resource mobilisation; mobilises critical mass through debate; valorises and makes local knowledge available, and promotes the transferability of policies and good practices on the regional scale.

The region as a unit for assessment 'makes sense' as it has a shared language, culture, and manageable geography – on an intermediary level between global and national.

The presentation concluded by noting the following considerations for future reflection around the potential contribution of regional monitoring frameworks:

- Regional assessments can serve the dual purposes of being development and monitoring frameworks;
- There are opportunities for SSC arising from a high level of heterogeneity between country-level capacities;
- They provide a platform to consider the interactions between technical and political dimensions of learning assessments;
- They potentially provide the right balance between drawing expertise from 'outside' and 'learning by doing' by country teams;

However:

- Even on the regional level, there are issues faced that arise from linguistic heterogeneity: in LAC indigenous languages and Creole languages are spoken as well as Spanish, Portuguese, English and French;
- A model of 'multi-directional learning', where all countries can contribute knowledge, must be sought.



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# The benefits of regional assessments of achievement of learning outcomes



*Paris, 26 February 2015*

OREALC/UNESCO Santiago



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# World view 1





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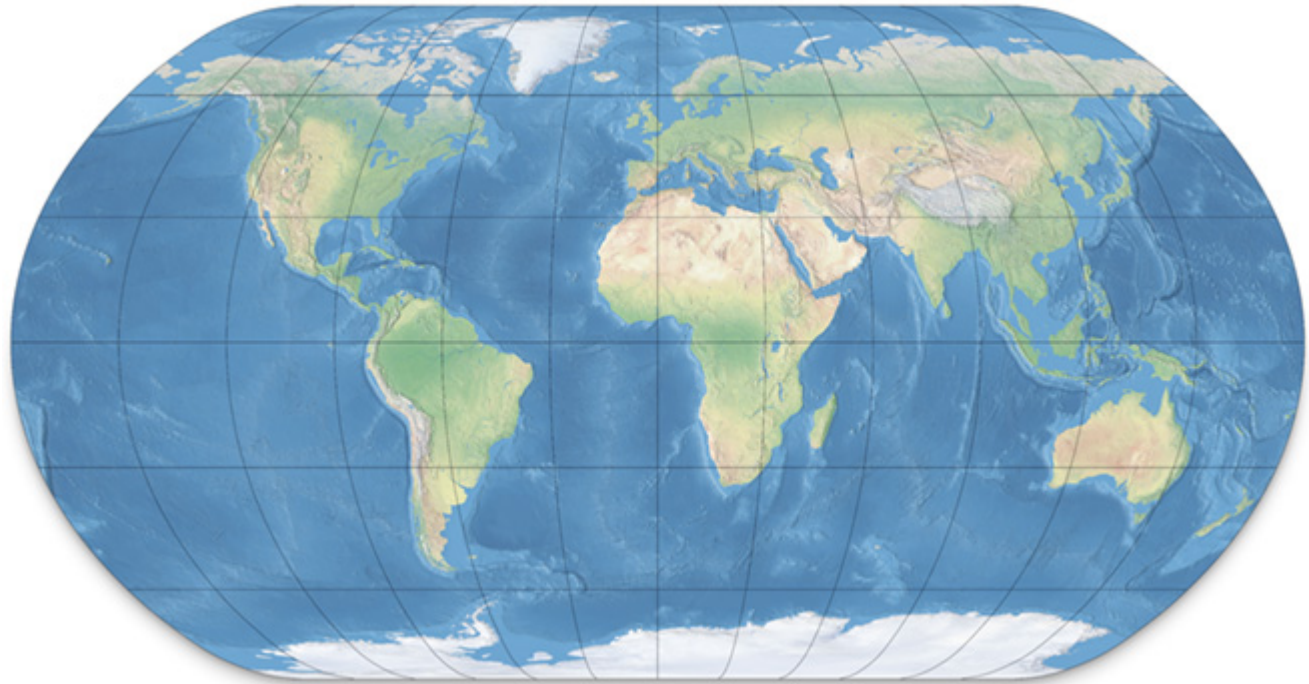
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# World view 2





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# Benefits

- Regional assessments are more than regional assessments: they are (south – south) cooperation programmes / projects, addressing issues such as capacity development, knowledge exchange, resource mobilisation, debate (3 levels of international cooperation)
- The region as a unit ‘makes sense’: shared language, culture, geography manageable - intermediary level between global and national (comparison)
- Plausibility of policy replication / transferability of policies at the regional level is relatively large
- Local knowledge: high response capacity to emerging issues



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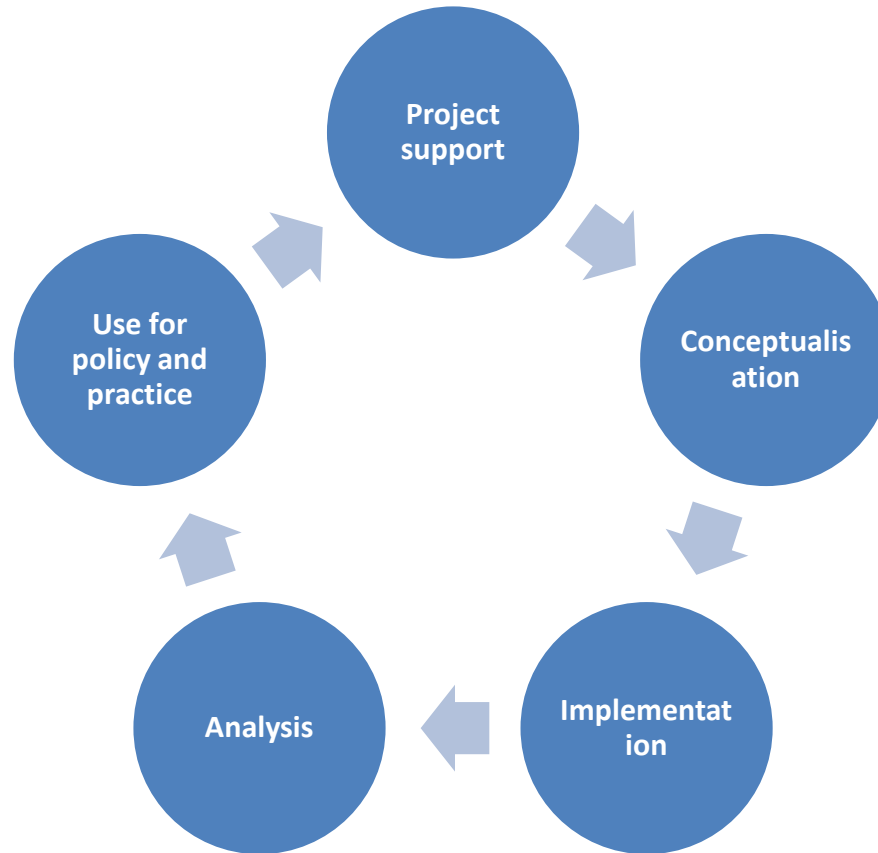
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# Assessment cycle





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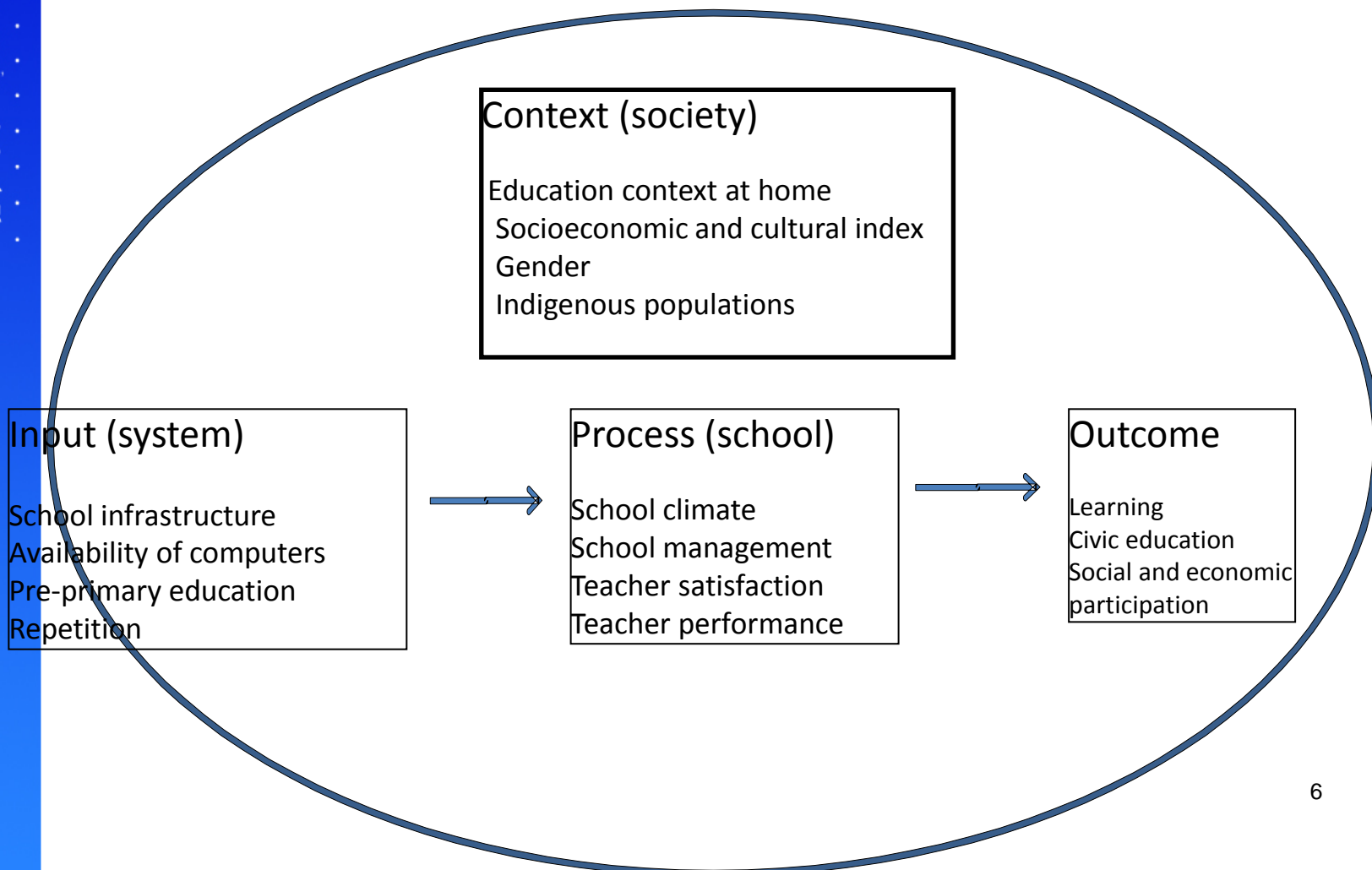
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# TERCE: Analytical – conceptual model CIPP







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# Reflections

- Regional assessments, often, are development projects as well as monitoring projects
- Large heterogeneity between country-level capacities can be an opportunity
- Tension between drawing expertise from 'outside' and 'learning by doing'
- Language is an issue: in LAC, indigenous languages and creole languages as well as Spanish, Portuguese, English and French (cf. SSA)
- Interaction between technical and political dimensions
- Multi-directional learning



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# Thanks

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