



United Nations
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Santiago Office
Regional Bureau for Education in
Latin America and the Caribbean

LLECE-ERCE

UNESCO's Large Scale Student Assessment Program in LAC

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1. What is LLECE?

1. What is LLECE?

LLECE is UNESCO's Latin American Laboratory for the Assessment of the Quality of Education located in the Regional Bureau for Education in Santiago, Chile.

The laboratory has as its main functions:

- ❖ The coordination of **regional studies** that measure student achievement and explore the variables associated to learning.
- ❖ Informing policies in the region to support learning.
- ❖ Strengthening countries' capacities to produce and use evidence regarding education quality.



2. What is ERCE ?

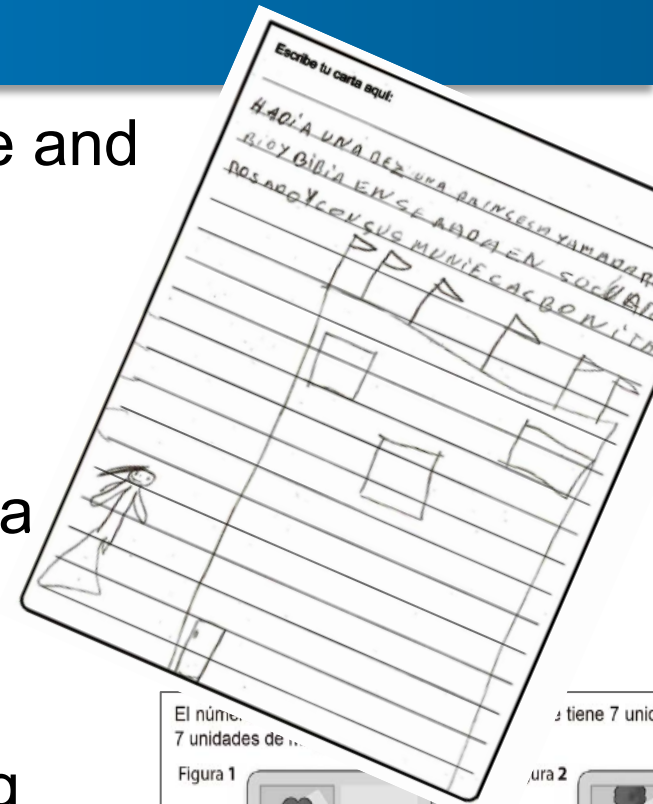
**Monitoring our progress,
understanding and using our results.**

1. What is ERCE?

ERCE is UNESCO's Regional Comparative and Explanatory Study.

It is a large scale assessment that tests primary students from all over Latin America in reading, mathematics and science.

The tests are designed to measure learning achievement, and study them in relation to characteristics of the students, their families, their teachers and their schools.



El número 7 tiene 7 unidades de ...


Figura 1  67071007


Figura 2  773



Figura 3  57470271

Figura 4  811

¿En qué figura está el documento que le corresponde a Matilde?

A) 1 C) 3
B) 2 D) 4



In which grades is it applied?

- Third grade (9 years old)
- Sixth grade (12 years old)



What areas does it evaluate?

- Reading • Math
- Writing • Science (6th grade only)



What are its focuses?

- **What students know**
 - Multiple choice and open ended questions in each area
- **In which contexts does learning take place**
 - Student questionnaire • Teacher questionnaire
 - Family questionnaire • Principal questionnaire



What is the innovation module?

- Measures social-emotional abilities
 - *Conscience and valuing of others*
 - *Self-regulation and self-management*
- Aimed at sixth graders

TARGET

4.1



FREE, EQUITABLE AND QUALITY PRIMARY AND SECONDARY EDUCATION

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Proportion of children and young people (a) in Grade 2 or 3; and (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

Study's strengths: SDG 4 mandate to monitor learning

Designed by UNESCO, for UNESCO: our tool to monitor the accomplishment of the 4.1 target of the E2030 Agenda in the region.

ERCE has almost 25 years of history

Its development started on 1995, with the creation of LLECE, and was first applied on 1997.

Since then, it has widen its reach, and now is being applied in Brazil and almost all spanish-speaking countries



	1997	2006	2013	2019
Countries	13	16	15	18

3. ERCE's potential for mobilizing the educational community



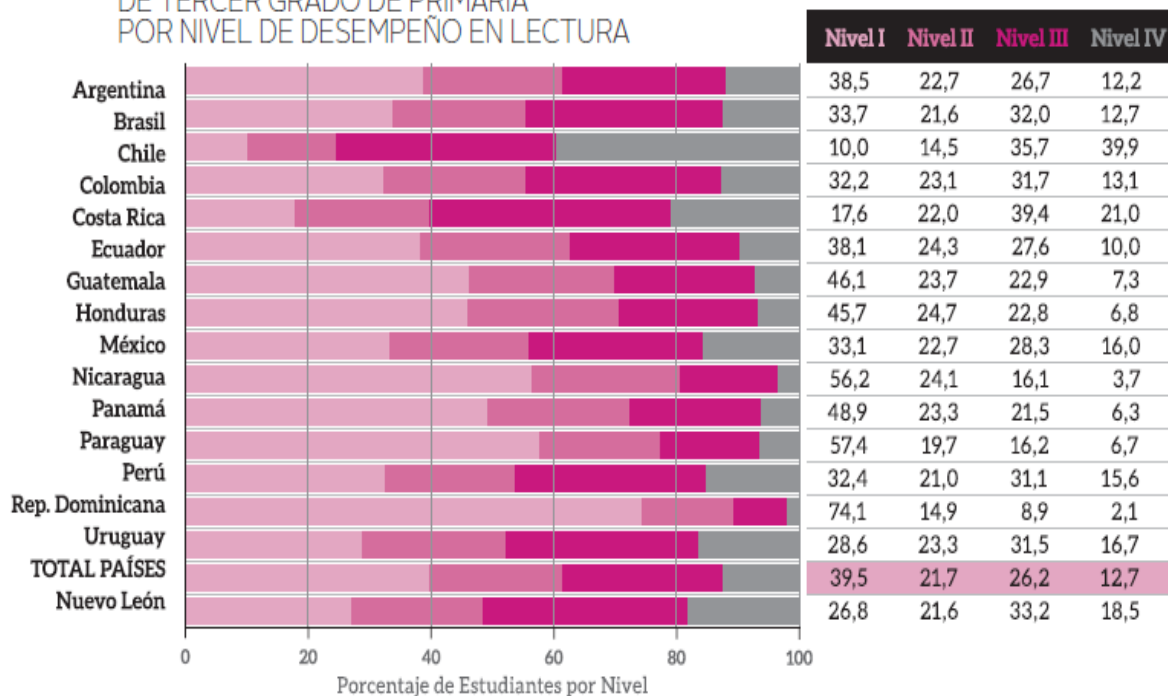
Other contributions and areas of research

Reporting our results

- Regional reports
- National report for each country
- Focus on achievement levels: what students know what they can do.



FIGURA 2:
DISTRIBUCIÓN DE ESTUDIANTES
DE TERCER GRADO DE PRIMARIA
POR NIVEL DE DESEMPEÑO EN LECTURA



Contributions and innovations: Products for different audiences

- Informing public opinion and guiding the design of public policy
- Pedagogical focus of the assessment
 - Dissemination of results in terms of levels of achievement.
 - Questionnaire for educators to provide insight into the elements of teaching that enhance learning.
 - Contributions to teaching.
- Installing and strengthening local assessment systems and technical capacities among national teams



ERCE 2019 areas of research

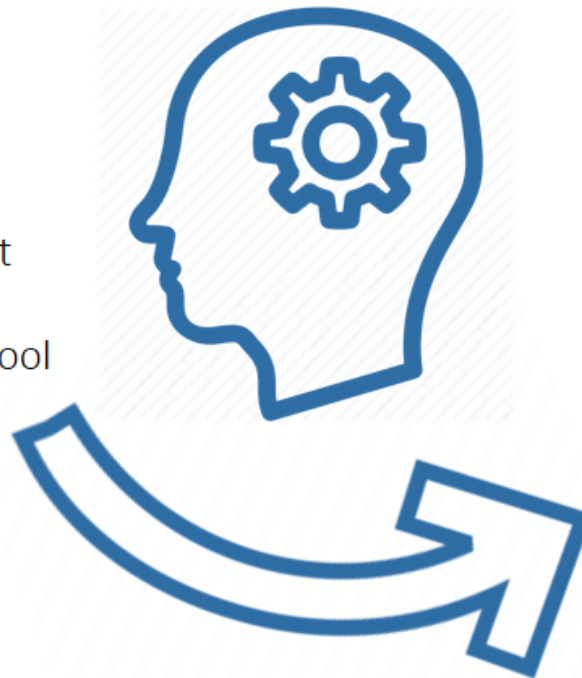
STUDENTS AND FAMILIES

- Socioeconomic level
- Academic background
- Parental academic expectations
- ICT use
- Minority membership
- Exposition to learning
- Gender
- Parental involvement
- Disposition towards learning



SCHOOL

- School context
- School environment
- Learning resources
- Leadership and school management
- School day



TEACHERS

- Preparation for teaching
- Pedagogical interaction
- Classroom management
- Professional responsibilities



4. Innovations



Innovations: Social emotional module

Aims of the social emotional module:

- Highlight the importance of the development of social emotional abilities in and of themselves, as key skills for living rich, integral lives, and relating with others in an increasingly diverse world.
- Analyze the relation between contextual factors and social emotional abilities.
- Inform about the relation between these scales and learning achievement tests.

Concept	Dimension
Conscience and valuing of others	Empathy.
	Accepting classmates that belong to different social groups.
Self-regulation and self-management	Self-perception of good behavior and effort.
	Self-perception of impulsivity and low frustration tolerance.

	I would dislike it a lot	I would dislike it a little	I would like it a Little	I would like it a lot
If students of other country came to your class, how would you feel?				
If a student with a disability (for example, blind, deaf or in a wheelchair) came to your class, how would you feel?				
If a student from an indigenous group or different ethnicity came to your class, how would you feel?				

Objective: Link ERCE and TIMSS/PIRLS scales in order to allow the reporting of ERCE results in TIMSS/PIRLS scores and vice versa.

- Increase the number of countries with comparable data for Indicator 4.1.1.
- In partnership with IEA and with the support of UIS and Bill and Melinda Gates Foundation.
- Participating countries: Chile, Colombia and Guatemala.
- First results: 2021.

How are we doing this?

- 6th grade students of three ERCE countries will have an additional day of testing, with the administration of Rosetta Stone booklets.
- Rosetta Stone booklets includes TIMSS/PIRLS and TIMSS Numeracy/PIRLS Literacy items.
- During 2018 a pilot study was implemented in Chile.
- Combined data from all students in both studies will be used to construct the “Rosetta Stone” concordance table for 4.1.1 Indicator.



5. Conclusions

Lessons learned and pending challenges

Learnings

25 years of LLECE: development of a comprehensive evaluation based on the curricula and associated factors

Towards a meaningful evaluation system of quality education for the region, its countries and educational communities

Strategic communication of the ERCE results





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Muchas gracias!!!



UNESCO

Education
2030 