

## **Request for Proposals (RFP)**

### **Evaluation of UNESCO's Latin American Laboratory for Assessment of the Quality of Education (LLECE)**

August 2019

*The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized agency of the United Nations (UN). Its declared purpose is to contribute to peace and security by promoting international collaboration through educational, scientific, and cultural reforms in order to increase universal respect for justice, the rule of law, and human rights along with fundamental freedom proclaimed in the United Nations Charter. In addition to Headquarters in Paris, it has nearly 50 field offices, employs about 2,000 staff*

For the past 25 years, UNESCO's Latin American Laboratory for Assessment of the Quality of Education (Laboratorio or LLECE) has been coordinating large-scale student assessment covering the majority of the countries of Latin America. The Laboratorio was last evaluated in 2009.

The evaluation will take stock of the contribution of the Laboratorio and its role in the area of large-scale educational assessments. The evaluation will be an input into strategic decisions and inform future actions of the Laboratorio.

UNESCO's Internal Oversight Service Office for Evaluation, in collaboration with UNESCO's Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago) **seek proposals** from qualified consultant(s) to conduct the evaluation described in the Terms of Reference (below). The contract will be issued in September 2019 with an expectation that the evaluation will be finalized by late January 2020. The estimate for the total number of days is 70.

#### **How to apply**

Interested candidates should submit their application by **Friday 6 September 2019, 23:59 CET** to [c.ibarguen@unesco.org](mailto:c.ibarguen@unesco.org). Please specify "Request for Proposal – UNESCO Evaluation of LLECE" in the email subject line.

The proposal should include:

- The entity/person/team who will conduct the evaluation. Include updated and abridged curriculum vitae.
- Describe how the evaluator/team cover *all* the qualifications as defined in the Terms of Reference with specific mention of experience in the area of educational assessment. (1-2 pages)
- A statement indicating what experience, practices, areas of expertise and/or specialization distinguish you/ your team and make you a good fit for this assignment. (max half a page)
- The overall cost of the assignment. Include the daily rates of the consultant (or team members) as well as other overheads or incidentals. Travel and daily subsistence allowance will be covered separately. (1 page financial proposal)
- Provide 2-3 executive summaries from recent evaluation reports.

# Evaluation of UNESCO's Latin American Laboratory for Assessment of the Quality of Education (LLECE)

## Background

1. The Latin American Laboratory for the Assessment of the Quality of Education (LLECE) or "Laboratorio." was established in 1995 by UNESCO's Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago). Its mission is to carry out regional large-scale student assessment studies.<sup>1</sup> Since its inception, member countries support LLECE by providing a financial contribution and participating in the different phases and implementation of the study through their Ministry of Education's evaluation offices or evaluation institutes. OREALC/UNESCO has a small technical team that coordinates the study and engages with technical and implementing partners involved in the different aspects of the study. Since 2011, LLECE is also supported by a High-level Technical Advisory Board (CTAN)<sup>2</sup>, that provides expert advice, strategic guidance and recommendations to inform technical decisions on issues such as sampling, test design, analysis of items, secondary analysis of associated factors, and reports. Recently, OREALC also established a Strategic Advisory Board for the Laboratorio, formed by a group of education experts and other strategic partners.<sup>3</sup> The purpose of this Board is to advise OREALC on the strategic direction of the Laboratorio and on its financial sustainability for the coming years.
2. The Laboratorio emerged in the context of the 1990s, a period in which many countries in the region were adopting educational reforms without sufficient and relevant information for their design and lacking a critical mass of resources to measure education quality. In this period, only a few countries in the region were conducting educational assessments.<sup>4</sup>
3. As a framework for regional cooperation in educational quality assessment, the Laboratorio has as an overall goal to measure student achievement and study the factors that relate to learning as a means to inform educational policy and, ultimately, the quality of education. The Laboratorio strives to reach this overall goal by:
  - a. coordinating the regional comparative studies including curriculum analysis of participating countries, construction and piloting of test items, development of survey instruments, test application and data collection, data analysis and reporting;
  - b. developing education assessment capacities in Ministries of Education or Evaluation Institutes; and

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<sup>1</sup> Large-scale learning assessments (LSLAs) are a form of national or cross-national standardized testing that provide a snapshot of learning achievement for a group of learners in a given year and in a limited number of learning domains. *The promise of large-scale learning assessments, Acknowledging limits to unlock opportunities*, UNESCO 2019.

<sup>2</sup> The CTAN consists of a group of world-renowned experts in educational assessment research such as Eugenio Gonzalez (ETS), Ralph Carstens (IEA), Wolfram Schulz (ACER) and Harvey Sanchez (Aleph).

<sup>3</sup> Participants include people from the UNESCO Institute for Statistics (UIS), the Inter-American Development Bank (IDB), the World Bank and UNICEF

<sup>4</sup> [http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Kit\\_TERCE.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Kit_TERCE.pdf)

- c. serving as a space to generate ideas, disseminate advances and foster regional discussions around education quality.
4. For UNESCO, learning assessment refers to a wide range of methods and tools used to evaluate, measure and obtain valid, reliable data about the context, resources, processes and results of learning.<sup>5</sup> It is about gathering information from multiple sources on what learners know and what they can do with what they have learnt. It helps compare results with set standards and objectives and to identify discrepancies and their possible causes.<sup>6</sup> Learning assessments can serve diverse purposes and needs, among them: inform teaching and learning practices, provide evidence for policy development and programme design, and ensure accountability for results.
  5. Since 1995 the Laboratorio has produced three comparative and explanatory regional educational assessments (PERCE 1997, SERCE 2006 and TERCE 2013) A fourth one, the Regional Comparative and Explanatory Study (ERCE 2019) is currently ongoing. The regional assessments are based on the national learning goals of each country. Each edition of the study begins with a thorough analysis of the school curriculum of all participating countries in the areas and grade levels that are part of the assessment. This in turn helps establish a common conceptual framework on the type of questions asked of primary school students across the participating countries.
  6. The Laboratorio is the most important and most ambitious student performance assessment study in Latin America. The regional studies have sought to guide educational debate towards the challenges faced in the region while also providing information on the gap in the achievement levels between students in different contexts, highlighting situations of inequity.
  7. The regional studies have been:
    - PERCE (1997)<sup>7</sup>. Obtained the first comparable data on learning achievement. Implemented in 13 countries<sup>8</sup> for students in the third and fourth grades in mathematics and reading. It represented a first step towards the creation of a culture of testing and accountability in Latin America.
    - SERCE (2006)<sup>9</sup>. It focused on skills in mathematics, reading, writing and natural sciences<sup>10</sup> for students in the third and sixth grades. The SERCE covered 16 countries and the Mexican State of Nuevo León.<sup>11</sup>

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5 [https://en.unesco.org/system/files/private\\_documents/learning\\_assessments\\_brochure-eng-web.pdf](https://en.unesco.org/system/files/private_documents/learning_assessments_brochure-eng-web.pdf)

6 [https://en.unesco.org/system/files/private\\_documents/learning\\_assessments\\_brochure-eng-web.pdf](https://en.unesco.org/system/files/private_documents/learning_assessments_brochure-eng-web.pdf)

7 First Regional Comparative and Explanatory Study.

8 Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Honduras, México, Paraguay, Perú, Dominican Republic, and Venezuela. There were a total of 54,589 test-takers in language and 54,417 in mathematics

9 Second Regional Comparative and Explanatory Study

<sup>10</sup> The science assessment in all versions of ERCE is applied only on sixth graders.

<sup>11</sup> Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, the Dominican Republic, Uruguay and Venezuela. The Mexican state of Nuevo León also joined as a sub-national entity

- TERCE (2013)<sup>12</sup>. The third edition included the participation of 15 countries and the Mexican state of Nuevo Leon.<sup>13</sup> It assessed the performance of students in third and sixth grades in mathematics, reading and writing, and natural sciences.<sup>14</sup> Through the questionnaires of associated factors, the study included an emphasis on the use of information and communication technology (ICT) and its association with student learning, and the implementation of national modules for those countries interested in analyzing issues of particular interest for their own realities.
  - ERCE (2019). The fourth study, currently ongoing, includes the participation of 18 countries and assesses the performance of students in third and sixth grade in mathematics, reading and writing, and science. Moreover, this version of the study includes a new module for the measurement of socioemotional skills among six graders, specifically focused on self-control and empathy.
8. The cycle of the ERCE is aligned with the three lines of work described in paragraph 3. The different phases of the study involve an active participation of the national teams located in the countries' agencies and ministries. In order to ensure that ERCE's implementation runs smoothly and complies with the quality standards expected of an international large-scale assessment, the Laboratorio collaborates closely with national teams. In the context of this collaboration, LLECE organizes capacity development workshops for members of national teams as a means to install capacities in national assessment systems.<sup>15</sup>
  9. The Internal Oversight Services (IOS) of UNESCO evaluated LLECE in 2008, as part of a larger evaluation on Measuring Learning Achievements. The LLECE section of the report evaluated UNESCO's support to the LLECE along nine dimensions.<sup>16</sup> Some of the main findings from the evaluation were that: i. The Laboratorio had led well the implementation of the SERCE, integrating improvements and innovations based on learning from the PERCE process. ii. The introduction of a Technical Consultative Committee was positive. iii. The members of the national network assessed highly the support from OREALC although OREALC rated low the support from UNESCO headquarters. iv. There were differences among countries in the degree of support they required to build their assessment capacities.
  10. The current operating costs of the LLECE amount to approximately US\$1 million/year partially financed through the contributions of the participating countries, which pay on a sliding scale an average of US\$ 19,000 per country per year. UNESCO headquarters does not allocate resources for LLECE, so mobilization of extrabudgetary resources from other donors is a main task of the coordination team. Donors have included the UNESCO

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<sup>12</sup> Third Regional Comparative and Explanatory Study

<sup>13</sup> Argentina, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru and Uruguay

<sup>14</sup> TERCE had the largest number of students of the three studies. A total of 195,752 students participated; of which 100,752 were in third grade and 95,000 in were sixth graders.

<sup>15</sup> See Annex 2 for a list of the capacity development workshops organized in 2018.

<sup>16</sup>: (1) administration and management, (2) information; (3) communication; (4) technical; (5) material; (6) finances; (7) human resources development; (8) organizational development; and (9) legislation and regulations.

Institute for Statistics (UIS), UNICEF, the Spanish Cooperation Agency (AECID) and the Fundación Santillana.

11. The Laboratorio is a mainstay of educational assessment in Latin America. This year will mark its 25th year of activity. Some countries have participated in all assessments and now have longitudinal data allowing appraisals going back almost 3 decades. Other countries have joined recently (for the fourth phase) and are in the process of generating a first batch of assessment results, such as the case of Bolivia.

### *2030 Sustainable Development Agenda*

12. SDG 4 promotes inclusive and equitable quality education. Specifically, Target 4.1 looks to ensure that, by 2030, “all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.” This target is monitored by indicator 4.1.1. to which LLECE studies provide data for the Latin American Region.
13. UNESCO Santiago is responsible for leading and monitoring the progress of the implementation of the roadmap designed for Latin America and the Caribbean towards the achievement in the region of the SDG4, detailed in the Education 2030 Agenda. High-level government officials at a Regional Meeting of Ministers of Education of Latin America and the Caribbean recognized this role in 2017.<sup>17</sup>
14. Large-scale learning assessments can provide data to better understand if students are learning, and if learning is equitable across all groups in society, which is key data for reporting on indicator 4.1.1. Learning assessments offer insights into progress made and challenges still present.
15. In Latin America, ERCE is the most representative learning assessment in primary and it is the only tool to provide comparative data across countries in these grades. In its fourth cycle, ERCE will provide data for indicators 4.1.1.a and 4.1.1.b for 18 countries.
16. In addition, the Laboratorio is currently developing a project with the International Association for the Evaluation of Educational Achievement (IEA) called “Rosetta Stone.” with the objective of generating comparative data between ERCE and IEA’s studies.<sup>18</sup> This will allow for a considerable increase in the number of countries in the world that have comparable data for indicator 4.1.1.

### **Rationale for the Evaluation**

17. For the past 25 years, the Laboratorio has been leading the implementation of a large-scale student assessment that covers the majority of the countries of Latin America. Notwithstanding, the Laboratorio has not been the subject of a dedicated evaluation since 2009<sup>19</sup>. The evaluation will allow taking stock of its contribution and role in the area of quality education in the Latin American region and highlight future opportunities and

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<sup>17</sup> E2030: Education and skills for the 21st century, Buenos Aires, Argentina, January 24 – 25, 2017.

<sup>18</sup> The name of the project refers, literally, to a conversion table. In this project, the table will allow to “translate” the scores of ERCE into scores of IEA’s two studies, the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS) or vice versa. This project is being funded by Bill & Melinda Gates Foundation, thanks to the efforts made by UIS.

<sup>19</sup> In 2008 an external evaluation was conducted by the University of Colorado and by the Universidad de Chile in 2009.

challenges. The evaluation will be an input into strategic decisions and inform future actions for the implementation of the Laboratorio's work.

## **Purpose**

### *Objectives*

18. The overall objective of the evaluation is to assess and better understand the value or worth that participating countries bestow on the LLECE.
19. The evaluation will also assess the contributions of the Laboratorio in terms of (i) providing reliable data on student learning and its explanatory factors; (ii) providing information to guide policy decisions at the national level; (iii) promoting a regional dialogue on curriculum and quality education; (iv) building capacities in national teams on student assessment.
20. In addition, the evaluation will:
  - Assess the Laboratorio's operation during the past 10 years, analyzing its evolution and identifying its strengths and weaknesses.
  - Examine the Laboratorio's alignment with UNESCO's goals and mission, exploring synergies with different programs within UNESCO.
  - Assess the extent to which its activities and purpose contribute to the accomplishment of the 2030 Agenda's SDG 4 in general, and target 4.1 in particular.
  - Examine LLECE's business model, funding mechanisms and country and headquarters contributions.
  - Review LLECE's contribution to the global reporting of indicators of SDG4 including its recent development of the collaboration project with IEA.

### *Use*

21. The evaluation will provide evidence to a number of stakeholder groups. Among them is the recently formed Strategic Advisory Group, supporting strategic direction to the LLECE. Other potential users of the evaluation are the Education Sector in UNESCO Headquarters, UNESCO's Executive Board, national technical teams and OREALC itself. The evaluation will provide different outputs (evaluation report, summaries, presentations) based on each audience's specific needs.

## **Scope and Evaluation questions**

22. The evaluation will be both retrospective and prospective, providing a synopsis of the performance of the Laboratorio in the past 10 years and recommendations on improvements to best achieve the Laboratorio's objectives in the future. Certain questions exploring the value or worth of the Laboratorio from the perspective of participating countries could take a longer time frame such as the full 25 years.
23. The evaluation will not focus on the effectiveness of individual countries in implementing the national assessments nor is it a technical evaluation on the soundness of the LLECE's educational assessment methodology or tools.
24. Key evaluation questions could include the following:

### *Relevance*

- a. To what extent is the Laboratorio known, valued and trusted by the countries in the region as a useful tool to strengthen their assessment systems and gather information to guide their policies? (perceptions of value from countries)
- b. To what extent is the Laboratorio an educational assessment process that is adequate and responds to the needs of the participating countries? (has responded to actual needs)
- c. To what extent is the Laboratorio consistent with the priorities established in the 2030 Education Agenda? (aligned with the UN Agenda)
- d. To what extent has the LLECE integrated considerations of gender and other vulnerable and minority groups that are a priority for participating countries? (aligned with gender priority)

### *Effectiveness*

- e. What have been the most salient and overarching results of the LLECE?
- f. To what extent have the outputs from Laboratorio (the three regional and comparative studies) influenced educational **programming** and/or **policy decisions**? (effective in influencing policy and decisions)
- g. To what extent has the Laboratorio developed capabilities in the national evaluation teams of participating countries?
- h. To what extent has the LLECE effectively supported the development of spaces for new ideas, disseminating advances and **fostering discussion** on quality of education? (effectiveness in advancing the agenda and discussion on quality education)
- i. Has the Laboratorio been effective in its technical role of supporting and coordinating the development of ERCE items including instruments, educational assessment tests and associated factors questionnaires?
- j. Has the Laboratorio been effective in its technical role of supporting and coordinating the gathering of empirical data?
- k. How well has the LLECE encouraged South-South cooperation?

### *Efficiency*

- l. Is the current configuration of the LLECE in terms of financial and human resources adequate for supporting their stated goals?
- m. Is the OREALC CT team based in Santiago receiving adequate support from UNESCO Headquarters?
- n. How does LLECE fit within a greater UNESCO work programme?
- o. How does the LLECE business model and costs compare with that of other large-scale assessment programs?

### *Sustainability*

- p. To what extent are the current financial and organizational configurations of the Laboratorio sustainable for its continuity as a regional tool and its implementation of future versions of the ERCE?
- q. What are the main improvements needed to ensure the Laboratorio's continuity as a regional tool and the accomplishment of future versions of the ERCE?

## Methodology

25. The evaluation approach will require a combination of multiple and complementary evaluative methods and strategies collecting both quantitative and qualitative data. The final methodology may include some or all of the methodological elements below. The specific methods will be further refined during the inception phase and in consultation with the evaluation reference group and IOS.
26. Desk review. The evaluation team will need to review a wide array of documents produced throughout the life of the LLECE. These include relevant budget and programme documents, minutes of meetings of the National coordinators meetings; previous reviews and evaluations and applicable Executive Board documents. It will also need to review relevant elements of the PERCE, SERCE and TERCE as well as any documentation produced by the High-level Consultative Technical Council (CTAN). An indicative list of documents is provided at the end of the ToR (Annex 1), however the evaluation team is expected to exercise due diligence in canvassing the relevant literature.
27. Reconstruction / refinement of a Theory of Change of the UNESCO's technical support to LLECE including the results chain and its underlying assumptions.
28. Semi-structured interviews (face-to-face and via Skype) with individuals from the different stakeholder groups. The evaluation team, supported by the evaluation reference group will develop a more precise list of these stakeholders during the inception phase. Some of these groups are:
  - LLECE's technical staff (past and present)
  - education sector staff in UNESCO headquarters and institutes
  - education officials and present and former national coordinators in the participating countries
  - members of the CTAN
  - members of the Strategic Board
  - implementing partners such as the Centro de Medición of Chile's Pontificia Universidad Católica, the Center for Comparative Education Policies of the Universidad Diego Portales<sup>20</sup> and the Center of Advance Investigation in Education (CIAE) of the Universidad de Chile.<sup>21</sup>

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<sup>21</sup> The former has been responsible for test development and analysis; the latter for development and analysis of the associated factor questionnaires

- funding agencies such as UNICEF, the Inter–American Development Bank (IADB), the Spanish Agency for International Development Cooperation (AECID), the Santillana Foundation.
  - academics and other experts involved in the area of educational assessment or working in assessment institutions, such as IEA, ETS or ACER.
29. Case studies. In consultation with the evaluation team, two case study countries will be selected. The case study will entail an in-depth examination on the modalities of Laboratorio support in the assessment process of that country. It will include a visit to the country and interviews with officials, as well as, if possible, with teachers and school officials from a subset of the schools that were part of an assessment. A possible selection rationale would be to select a country that has taken part in all assessments and a country that has more recently become part of the network.
  30. Benchmarking with other regional large-scale assessments. This will involve comparing selected business processes and performance metrics of LLECE to a selected large scale assessment. The benchmark could be other regional assessments or global exercises such as OECD's PISA, IEA's TIMSS and PIRLS and others.<sup>22</sup>
  31. Questionnaire(s) and/or survey(s) LLECE country representatives (national coordinators).
  32. Participatory workshop to steer the evaluation and to discuss preliminary findings, lessons learned and recommendations.
  33. Data collection, sampling and analysis must incorporate a gender equality perspective, be based on a human rights based approach, and take into consideration the diverse cultural contexts in which the activities are being implemented.

## **Roles and Responsibilities**

34. The evaluation will be managed by UNESCO's Internal Oversight Service (IOS) in close collaboration with OREALC.
35. The evaluator or evaluation team will need to have specific expertise in the substantive areas of evaluation and educational assessment and be based in the Latin American region.
36. OREALC will identify and establish an Evaluation Reference Group. The group the evaluation process and ensure the quality of associated deliverables.
37. The external evaluation consultant (or team) will conduct data collection and fieldwork and be responsible for the analysis of the data and the preparation of an inception report, a draft and a final report (in English and in Spanish). The evaluator will also prepare communication outputs such as infographics, powerpoints, or 2-3 page summaries for different audiences.

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<sup>22</sup> PISA is the OECD's Programme for International Student Assessment. Every three years it tests 15-year-old students from all over the world in reading, mathematics and science.

38. The evaluators will comply with United Nations Evaluation Group (UNEG) updated 2016 Norms and Standards for Evaluation, UNEG Guidelines for Integrating Human Rights and Gender Equality in Evaluations and UNEG Ethical Guidelines for Evaluation.
39. The evaluation team will be in charge for their own logistics: office space, administrative and secretarial support, telecommunications, printing of documentation, travel, etc.

### Qualifications of the Evaluation Consultant

40. The external evaluation team leader is expected to possess the following mandatory qualifications and experience:
- University degree at Masters level or equivalent in education, social sciences, political sciences, economics, or related field.
  - At least 10 years of project and/or programme evaluation at the international level or in an international setting; particularly of educational projects and programmes.
  - Proven experience, of at least 5 years, with large-scale educational assessments and in three different projects or institutions of evaluation.
  - Senior experience of at least 10 years in knowledge of and experience in applying qualitative and quantitative data collection methods, including case studies.
  - Understanding and knowledge of the UN mandates and its programming in relation to education in the framework of the Sustainable Development Agenda.
  - Bilingual in English and Spanish. Ability to read, interview and write a report in either language to the same level of proficiency.
  - No previous involvement in the implementation of the activities under review.
  - Experience with assignments for the UN.

### Deliverables and Schedule

41. The evaluation will commence in September 2019 and conclude in January 2020. The indicative timetable of key activities and deliverables is shown below.

Activity/ Deliverable	Indicative Timing
Request for Proposal	August 2019
Selection of external evaluation team; contractual arrangements completed	September 2019
Evaluation launch – Kick off meeting in Santiago	September 2019
Inception report	September 2019
National Coordinators meeting in Guatemala	Late September 2019
Data collection & analysis; visit to case study locations	October-November
Stakeholder workshop	December 2019
Draft Evaluation report	January 2020
Final Evaluation report and synthesis or other communication output(s)	January 2020

42. The evaluation will consist of four main deliverables: inception report, draft report, final report and summary communication outputs.
43. Initial meeting. The consultants will participate in an initial meeting in Santiago where they will meet with Senior Management from OREALC and further clarify the evaluation purpose, the questions the evaluation seeks to answer and how the clients foresees using the evaluation results. It will also be an opportunity to meet and interview the Technical Coordination Team (CT) and the partners from the Pontificia Universidad de Chile, Universidad Diego Portales and Universidad de Chile.
44. Visit to the Meeting of National Coordinators in Antigua Guatemala. This will be an opportunity for the evaluation team to meet and interview all national coordinators, one of the main data collection elements.
45. Visit to case study locations. The evaluation will integrate two countries as case studies. The evaluation consultant(s) will visit the countries and carry out key informant interviews with relevant officials involved both at the technical and political levels of the assessment. OREALC, IOS and the evaluation reference group will define selection criteria, consult and identify the case study locations.
46. Towards the final phases of the data collection and analysis, OREALC will coordinate a stakeholder workshop in Santiago where the consultant(s) will present initial findings for discussion
47. Main deliverables:
  1. Inception report: After initial discussions with OREALC, IOS and selected members of the reference group, the consultant/ team will prepare an inception report. This consists of a report with a theory of change and any adjustments to the questions or methods presented and timeline presented in the ToR. The inception report shall not exceed 10 pages.
  2. Draft evaluation report: The evaluation team will prepare a draft evaluation report. It will be circulated for comments among the evaluation reference group. IOS or OREALC will consolidate all comments for the evaluation team. The evaluation report will be drafted in English and translated to Spanish (or vice versa) and follow UNESCO IOS's Evaluation Report Guidelines. IOS will share with the evaluation team the guidelines and a detailed final report template in due course. The main body of the draft report **shall not exceed 30 pages**, excluding annexes.
  3. Communication output(s): The evaluation team will prepare a synthesis of the main findings from the evaluation. This might take different formats such as a power point presentation or slides, a 2-3 page brief or an infographic.
  4. Final evaluation report: The final evaluation report will follow the aforementioned structure. As part of the UNESCO IOS quality assurance processes, all evaluation reports are subject to review by an external expert to ensure compliance with quality standards (if it is corporate). The recommended actions from the quality assurance process will be addressed prior to finalization of the report.



## References

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## Annex 2

### List of selected LLECE activities, workshops and meetings in 2018

Preliminary versions of the ERCE 2019 instruments were used to test students' learning achievement in mathematics and science.	January 2018	
Meeting of the High Level Technical Advisory Council	February 2018	Washington DC
Workshop on data management and procedures for the ERCE field trial study	February 2018	Dominican Republic
Training delivered to specialists and technicians from the Northern calendar countries		
National Coordinators meeting	March 2018,	Mexico City
Linguistic adaptation process completed	April 2018	
Adaptation of instruments to the national contexts of southern calendar countries initiated.	April 2018	
Participation in the Latin American Congress of Educational Measurement and Evaluation COLMEE	May 2018	Uruguay
Cuba pilots ERCE	May 2018	
Colombia, Guatemala, Panama and Argentina complete the process of quality control of the instruments	May 2018	
Workshop on Data analysis of large-scale evaluations	May 2018	Bolivia
Workshop on data management and procedures for the ERCE field trial study and coding on	June 2018	Ecuador
40th Meeting of National Coordinators	September 2018	Peru
Workshop on the New Vision of Curriculum Analysis in Science and its Challenges	October 2018	Panama
Workshop on Data Analysis	November 2018	Argentina