



OECD Directorate for Education

Education Policy Implementation: Mexico

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OECD-MEXICO AGREEMENT TO IMPROVE THE QUALITY OF EDUCATION IN MEXICAN SCHOOLS

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Background: OECD Supporting Mexican Education Reforms

The OECD is collaborating with Mexico on the design and implementation of reforms for schools in Mexico. During this two-year project, the OECD Directorate for Education will support the Government of Mexico, Secretaría de Educación Pública (SEP), providing analysis, advice and communication on school leadership, teacher policy and assessment to assist Mexico in implementing education reform. The background to this joint effort is the *Alianza para la Calidad de la Educación*, the May 2008 agreement between the Mexican Federal Government and Mexican teachers represented by the National Union of Educational Workers.

Two International Steering Groups

As part of its collaboration with the government of Mexico, the OECD has established two steering groups, one on school leadership and teacher professionalisation policy and another to support parallel work on teacher incentives, stimuli and assessment. The members are senior representatives of the international education community who enrich the work of the Steering Groups through their different experience as academics, policymakers or representatives of international co-operation organisations.

OECD Steering Group on School Leadership and Teacher Policy in Mexico	OECD Steering Group on Evaluation and Incentives Policies in Mexico
Sylvia Schmelkes (Chair, Mexico)	Carlos Mancera (Chair, Mexico)
Inés Aguerrondo (Argentina)	José Luis Gaviria (Spain)
Cristián Cox (Chile)	Jorge Juárez (Mexico)
Ulf Fredriksson (Sweden)	Enrique Roca Cobo (Spain)
Ben Levin (Canada)	Halsey Rogers (The World Bank)
Peter Matthews (United Kingdom)	Lucrecia Santibáñez (Mexico)
Robert Schwartz (United States)	Susan Sclafani (United States)
Margarita Zorrilla (Mexico)	Margarita Zorrilla (Mexico)

The Steering Groups seek to combine Mexican and international expertise and capacity to provide independent advice and support on how to adapt lessons from international experience to the Mexican context as well as in the design and successful implementation of related policies in Mexico. Their purpose is to provide analysis, advice, support and liaison with relevant stakeholders in the areas of school leadership, teacher policy and evaluation internationally and in Mexico.



Project Specifics

The OECD Secretariat has established a list of deliverables with the government of Mexico in the areas of the agreement, including school leadership and social participation, teacher access and promotion, teacher training, teacher incentives and evaluation. These deliverables will be provided in the form of:

- **Analysis** of Mexican and international practices: Specific reports and visits to countries where specific approaches seem to work best and can have similar contextual issues.
- **Advice** and feedback on policy proposals: Feedback and advice/recommendations on proposals in the specific areas.
- **Communication** with stakeholders to promote reform: Organisation and support of relevant meetings and workshops to engage in discussions with national, regional, local, civil society or other key stakeholders.

Outputs and Calendar

<i>Analysis</i>	<i>Advice</i>	<i>Communication</i>
2008		
A comparative perspective on school leadership. A comparative perspective on teacher quality. Expert contributions on teacher incentives and stimuli. Best practices in designing and implementing policies in teacher incentives and stimuli.	Identifying and selecting competent teachers.	Organisation of the OECD-Mexico Joint Conference on the Quality of Education, 8-12 December 2008, in Mexico City, with the following sessions: a) School Leadership b) Teacher Quality c) Teacher Incentives and Stimuli



<i>Analysis</i>	<i>Advice</i>	<i>Communication</i>
2009		
<p>Social participation in education: a comparative perspective.</p> <p>Report on international practices on entrance and promotion mechanisms for teachers.</p> <p>Report on teacher training and development in Mexico in a comparative framework.</p> <p>A paper on different kinds of teacher incentive mechanisms.</p> <p>International workshops on teacher policy and school leadership and management.</p>	<p>Proposal on school leadership/management approaches in Mexico.</p> <p>Proposal on teacher entrance and promotion mechanisms in Mexico.</p> <p>Proposal on teacher training approaches in Mexico.</p> <p>Expert contributions advising how to operationalise the criteria of the Incentive Programme for Teaching Quality for 2009, on the basis of student performance.</p> <p>Advice on a pilot scheme design in 1-2 nominated or volunteer states. Expert contributions giving an appreciation of the use of the ENLACE assessment system within teacher incentive structures and proposals for how ENLACE might evolve.</p>	<p>Workshop on school management and social participation.</p> <p>Workshop on professionalisation of teachers.</p> <p>Workshop on teacher training and development approaches.</p> <p>Workshop on best practices for the establishment of student performance standards .</p> <p>Workshop to identify and operationalise what motivates Mexican teachers.</p>

Recent developments

[Visit to OECD by a high-level Mexican delegation](#) (including Mexican SEP representatives, State and Civil Society Representatives) to discuss the project and analyse experiences of OECD countries in implementing long-standing education reforms. Together with the Secretary-General, participants discussed the goals and explored the triggers and the main challenges of these reforms for Mexico and focused on the role of different actors, including unions and civil society. OECD representatives presented the activities and reports proposed for the 2009-2010 agreement to *Improve the Quality of Mexican Education*. The Mexican delegation continued on to a workshop in London to analyse English teacher development and school leadership practices and discuss with English authorities the challenges for Mexico and potential strategies to respond to these issues. Particular areas of focus were the role and professionalisation of principals and supervisors in England as well as their approach to school autonomy and community and social participation. **27 February and 2 March 2009**

[OECD expert team visit to Mexico](#) to study the areas of school management and social participation, teacher selection and recruitment, and teacher professionalisation. The purpose of the visit was to (a) reach a better understanding of current Mexico education policy reforms and the context; (b) analyse the key issues the Education and Training Policy (ETP) team is covering as part of OECD's agreement with SEP-Mexico; (c) prepare some preliminary lines of recommendation for further work; and (d) define how to shape the contributions of the *OECD Steering Group on school leadership and teacher policy in Mexico*.



The team, Francisco Benavides and Beatriz Pont (OECD) and Ines Aguerrondo (UNESCO, IPE), met with a range of representatives from SEP, Congress and Senate Education Committee Chairs, National Teacher Trade Union, parent associations, civil society representatives, independent advisors on the 2009 teacher entrance test, state representatives, parents, teachers, school directors and other school managers, among others. The team arrived at preliminary conclusions on: launching and operation of Education Councils of Social Participation; strengthening school leadership selection, training and definition of roles; the nationwide test to select teachers for vacancies and the creation of a federal independent unit to support and administer this test; the coherence and provision of teacher training and development, including the quality and relevance of initial and continuous teacher training; and the link of this teacher training with the "Carrera Magisterial".

22-27 March, 2009

First meeting of the OECD Steering Group on Evaluation and Incentives Policies in Mexico, Mexico City. The key outcomes of the Steering Group were (1) the finalisation of the roadmap for policy development and policy implementation in the fields of measuring educational quality and incentive structures; (2) recommendations concerning the design and implementation in 2009 of the new Incentive Programme for Teaching Quality. For this new programme, the Steering Group established six principles for the design and implementation for the system and also made specific recommendations for implementation in 2009 and beyond to ensure that this can be a stepping stone towards establishing an accountability system in Mexico. These principles tackle the importance of the participation of states in developing and piloting dimensions relative to the quality of teaching. They also address the need to achieve a greater understanding of what motivates teachers in order to foster an attractive work environment and facilitate career perspectives. This will contribute, for example, to better compliance with their professional needs to improve. It will also provide them with the necessary tools to assess their own professional development, and to work towards good performance and relative improvement of teachers and students, net of socio-economic factors.

27-27 March, 2009

Upcoming Events

Education Quality Standards and Assessment: OECD-Mexico Joint Workshop, 30 June-2 July, 2009, Hotel Fiesta Americana, Mexico City.

Second Meeting of the OECD Steering Group on on Evaluation and Incentives Policies in Mexico, 2-3 July 2009, SEP, Auditorium Benito Juárez, Mexico City.

First Meeting of the OECD Steering Group on school leadership and teacher policies in Mexico, 6-8 July 2009, SEP, Auditorium Benito Juárez, Mexico City.

Teacher selection and promotion in Mexico Workshop, 9 July 2009, Hotel Fiesta Americana, Mexico City.

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