



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, through the Ministry of Education (*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 (*Sindicato Nacional de Trabajadores de la Educación, SNTE*).

Recent developments (June-September 2009)

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

The “roadmap” that was established to guide the OECD-Mexico work on Incentives, Stimuli and Assessment notes the importance of establishing and operationalising a concept of educational quality on which to build an incentive system. This international workshop aimed to help develop such standards by providing international evidence of best practices in establishing and monitoring education quality standards.

The workshop was attended by around 120 participants, including representatives from federal and state education ministries and civil society organisations, as well as Mexican and international experts. SNTE was also represented during the workshop. The workshop examined international practices in establishing student performance standards, assessment strategies to monitor progress in meeting these standards and how they can be used in teacher incentive schemes. The conclusions of the workshop were summarized under four headings: 1) defining quality education, 2) assessment policies for basic education in Mexico, 3) teacher incentive policies for basic education in Mexico and 4) next steps.

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

The second meeting of this Steering Group focused most of its discussion on the proposed 2008-09 teacher incentive/reward programme. The Steering Group reviewed and commented on a proposed model for analyzing ENLACE results as the basis for this programme, noting that the main recommendations for the model established at the Steering Group’s first meeting had been taken into account. Some technical issues remained and these were noted. The Steering Group also noted the importance of transparency and good communications concerning the incentive programme as well as the importance of state/local variations.



The meeting also reviewed the outcomes of the workshop on “Education Quality Standards and Assessment” and considered terms of reference for further expert papers as part of this strand of the OECD-Mexico project.

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

The first meeting of this Steering Group focused on understanding and discussing school management and teacher policy issues in Mexico through discussions with key Mexico policy makers from SEP, representatives from the states, academics and analysts, representatives from civil society, teachers and others. More specifically, the topics covered included: 1) school management and social participation, 2) teacher selection and recruitment and 3) teacher education and professional development in Mexico.

Based on previous analysis and on discussions at the meeting, the Steering Group agreed on a set of preliminary recommendations and a plan of action and calendar of events for the coming year. The preliminary recommendations define the need to place Mexican schools and students at the centre of education policy making focused on improving student achievements. This calls for the need to:

- Revise the role of school supervisors and school leaders to focus on improving school results and to advance the role of school councils.
- Develop more coherent teacher policies: this includes implementing measures such establishing standards that define “good teachers” to be used by teacher education institutions and in selection processes; establishing transparent and efficient accreditation mechanisms and ways to allocate teachers in order to provide schools with the best teachers and school leaders; and ensuring high-quality continuing teacher training.

The agenda and presentations of this meeting are available on www.oecd.org/edu/calidadeducativa

OECD-Mexico Workshop on International Perspectives on Teacher Certification and Selection Mechanisms, 9 July 2009, Hotel Fiesta Americana, Mexico City

Mexico is currently planning structural changes to improve teacher selection and recruitment processes. This workshop explored different approaches countries have adopted to select and recruit teachers and offered an opportunity to reflect on the Mexican recent experiences in this area. OECD presented a report on “*International Evidence on the Nature and Effectiveness of Methods of Teacher Selection and Recruitment*”. Speakers from Chile, Argentina, Sweden the United States and Mexico made valuable contributions. The workshop brought together more than 60 people, including participants from SEP and SNTE, senior representatives from 17 Mexican States and academics.

The workshop was extremely timely. Two days later, the Mexican Government created a new federal evaluation body (*Órgano de Evaluación Independiente con Carácter Federalista*, OEIF), to develop the test for selecting and recruiting teachers. Many workshop participants were named members of the new organisation. Workshop conclusions highlighted the need to look at international practices and maintain a long-term perspective. Evidence shows that most high-performing schools have some type of selection test at some point, but that this is not the only way to select teachers and there are other methodologies to gauge teacher competence. Many systems start to gauge teacher potential in initial training through more rigorous methods, to ensure that they have the best pool of teacher candidates and that they are well supported at the outset of their careers.

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OECD Review Visit to Mexican States to Learn about State Level Assessment and Information Systems, 8-11 September 2009

The visit to Chiapas, Nuevo Leon, Aguascalientes, and Veracruz focused on state-level institutions responsible for:

- Evaluation and assessments, including criteria used for student and teacher performance (Chiapas, for example, has a state-level evaluation institute).
- School-level information and statistics that would be used to determine/confirm teachers, principals, and schools subject to awards and potential future incentives.
- Relevant teacher or school award programs or incentives.
- Bodies responsible for school supervision and assistance to teachers and schools.
- Relevant coordinating bodies between federal and state systems within the same state (some states have separate deputy-ministries while others have a unified ministry for basic education at the state level).

The findings from the visit will assist OECD in designing the workshops, studies, and expert contributions programmed for 2009 and 2010.

Upcoming Events, October-December 2009

Visit to the OECD by Mexico Minister of Education, Mr. Alonso Lujambio, 6 October 2009

The Minister will meet with Senior OECD representatives to exchange information on OECD Education work relevant to Mexico and to discuss the OECD-Mexico Agreement to Improve the Quality of Education in Mexican Schools.

OECD-Steering Group on School Management and Teacher Policy Meeting and Review Visit, Mexico, 19-24 October 2009

This review visit is intended for the Steering Group to meet with key stakeholders and gather information to develop its recommendations on school management, teacher selection and recruitment and teacher training and development. Two additional experts, Andrew Hobson from the UK and Hunter Moorman, from the United States of America, will join the Group for the events.

OECD-Mexico Workshop on School Management and School Leadership and launching of the publication "*Mejorar el Liderazgo Escolar*", (23 October 2009, Mexico DF)

The workshop aims to define and develop a set of key priorities for school leadership policy in Mexico by 1) analysing international practices in school leadership, 2) discussing Mexico's current approaches and challenges to school leadership and 3) exploring how international practices can provide elements to enrich Mexico policies on school leadership.

Steering Group on Evaluation and Teacher Incentives Policies, 1-4 December 2009

OECD-Mexico Workshop: What motivates teachers? and launch of international report "Motivating Teachers: International practices for incentives and stimuli", 1-4 December 2009

OECD-Mexico International Conference on Policies to Improve the quality of Education in Mexican Schools, date to be confirmed



Members of the OECD Steering Groups

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

New OECD Staff

Elvira Berrueta Imaz, Support	Marlene Gras Marin, Analyst, based in Mexico
Alejandro Gómez Palma, Analyst	Diana Toledo Figueroa, Analyst, based in Mexico

Project Staff, OECD Directorate for Education

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Education and Training Policy Division <i>Team working on school leadership, teacher selection and professionalisation</i>	Indicators and Analysis Division <i>Team working on evaluation and teacher incentives</i>
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