



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 has collaborated with Mexico on the design and implementation of education reforms to improve the quality of education in schools. During this two-year project, the OECD Directorate for Education has supported the Government of Mexico, through the Ministry of Education (*Secretaría de Educación Pública, SEP*), providing analysis, advice and communication on school leadership, teacher policy, evaluation and incentives to assist in implementing reforms. The background to this joint effort is the *Alianza por la Calidad de la Educación*, the 2008 agreement between the Mexican Federal Government and the National Union of Educational Workers (*Sindicato Nacional de Trabajadores de la Educación, SNTE*).

Meetings and Workshops (July-September 2010)

OECD-Harvard Seminar for Leaders in Educational Reform: *Module 3 - Implementing Reforms in Mexico*, Mexico City, 28-29 June 2010.

More than 40 participants from Mexico, who participated in the Chile and the Ontario modules, came to work on this final one focused on implementation of the OECD recommendations. The seminar required active participation of all engaged. The High Level Working Group (HLWG) from SEP (which was created since the last visit to Mexico of OECD officials in 22 March 2010 to examine the implementation of our recommendations) presented some of the work they have already done, and the OECD organised State groups to discuss their implementation strategies.

OECD Steering Group on School Leadership and Teacher Policy in Mexico meeting, Mexico City, 30 June – 2 July 2010.

This final meeting of the Steering Group focused on the preliminary recommendations, reviewing and identifying implementation stages, preparing the process of ‘knowledge transfer’ to Mexican stakeholders and developing key messages. The Steering Group also aimed to get feedback on the process of the OECD to support reform and taped short interviews for a promo video.

OECD Steering Group on Evaluation and Teacher Incentives Policies meeting, Mexico City, 30 June – 2 July 2010.

The meeting of the Steering Group reviewed several elements to further develop OECD’s advice and recommendations to Mexico: the results of the study focusing on the state-level teacher evaluation practices, including improvement efforts using the ENLACE assessment; the expert paper on the characteristics, constraints and opportunities to further develop the ENLACE assessment in the context of identifying groups of students, schools, and teachers eligible for performance-based rewards; and the operational design of SEP recently launched teacher recognition program that considered a number of the recommendations provided to SEP in 2009.

Based on these discussions, as well as the parallel meetings held during those days with representatives from the national teachers’ union (SNTE) and SEP’s working group, the Steering Group determined the structure of the final report to be presented to SEP in October 2010 with recommendations on key policy

issues. The meeting also confirmed that an updated Spanish edition of the OECD report on methods to identify the value-added of schools will be produced for Mexico (see below).

Meeting of OECD Steering Groups – SEP high level Working Group, Mexico City, 1 July 2010.

This Working Group is composed of high officials from SEP including 5 Director-Generals. This was a very important meeting to start what we call “Knowledge transfer” to the Mexican stakeholders who have to decide the best way to take our recommendations on board. During this meeting, the OECD made a presentation of the initial recommendations and discussed with the Working Group how to support them in designing the specific plans of action and process of implementation

Workshop for PEC Coordinators on the OECD Recommendations for Mexico on School Leadership, School Management and Social Participation, Washington , The World Bank, Washington D.C., 23 July 2010

This work took place in the context of a new phase of co-financing started for PEC between the World Bank and SEP (2010-2013), and where also new guidelines will soon take effect for the school year 2010-2011. The draft operation guidelines will aim to align key elements from the OECD recommendations elaborated by the *OECD Steering Group on School Management and Teacher Policy in Mexico*. During this workshop, the OECD presented to participants the OECD recommendations on School Leadership, Management and Social Participation. Participants then explored possible pathways to apply the OECD recommendations to the specific context in which the **Quality Schools Programme (Programa Escuelas de Calidad, PEC)** operates in Mexican states.

SEP- OECD Workshop on Teaching Standards and Portfolios, Mexico City 7-8 September 2010

Around 60 high-level policy makers from SEP, states authorities, SNTE leaders, researchers and leaders of the some civil society organisations participated at this workshop that has a main goal to know more and exchange information and implementation ideas about the educational standards and portfolios as evaluation tools.

Several initiatives from Mexico were introduced, in particular the project on standards currently being developed by the Under-Secretariat of Basic Education (SEB); and the use of portfolios in some initiatives in *Normales* (initial teacher education institutions; DGSPE) and as part of the evaluation of some teachers training courses on the curricular reform organised by the General Directorate of Teacher Continuous Education (DGFCMS). Lorena Meckes (researcher at the Centro de Estudios sobre Políticas y Prácticas Educativa, UC): , Yulan Sung (leader of the teacher evaluation Project: Docentemas, MIDE UC) and Francisco Benavides (OECD policy analyst) introduce an international perspective and present the OECD recommendations and the Chilean experience regarding the use of standards within the education system and portfolios as evaluation tools.

This was the last workshop of the OECD-Mexico Agreement and it was planned as a thematic follow-up session of the Module of Teacher Professionalisation of the OECD Harvard Seminar for Leaders in Education Reform (held in Santiago Chile, January 2010)

OECD-Mexico Agreement closing events, Mexico City 19-20 October 2010

Meeting of Secretary-General Angel Gurría and the OECD delegation, with the Minister of Education, Alonso Lujambio, Mexico City, 19 October 2010

The OECD Secretary-General and Minister Lujambio had an open dialogue regarding the OECD recommendations to improve the quality of basic education in Mexico. The Secretary-General delivered to the Minister the reports presenting the OECD recommendations and consideration.

Closing Ceremony of the OECD-Mexico Agreement: Presentation of the reports and results achieved, Mexico City, 19 October 2010

The aim of this event was to have a formal conclusion of the OECD-Mexico Agreement and to present to the Mexican education community the major findings reflected in the OECD reports. Among the 200 participants, there were state authorities, legislators, union leaders, civil society representatives. The Secretary-General presented the reports and Minister Lujambio welcomed the initiative, formally announcing a follow-up for reflection.

Working meeting with the States' Education Ministers, Mexico City, 19 October, 2010

The Mexican Minister of Education of Mexico, SEP policymakers and education representatives from 18 participated in this meeting. The main aim was to present to education state authorities the specific content of the OECD recommendations and to provide a space for reflection and exchange with the authors on areas of opportunity for improvement in the national education system.

Working meeting with the National Committee of the Teacher Trade Union SNTE, Mexico City, 20 October 2010

The Mexican Minister of Education SEP policymakers; Rafael Ochoa (SNTE Executive Secretary General) and 20 other members of the SNTE National Committee participated in this meeting, and OECD Director for Education Barbara Ischinger, Beatriz Pont and Alejandro Gomez presented the key findings. The aim of this meeting was to present the recommendations to the leaders of the Teachers' Union and to obtain their reactions and official positions *vis-a-vis* the recommendations.

Working meeting with federal legislators, Education Committees, Mexico City, 20 October, 2010

The Mexican Minister of Education, 5 High level SEP policy makers; 14 legislators from the Education Committee participated in this meeting. The recommendations were presented to the Education Committee. Legislators expressed support for the consultative process that this work has adopted, and presented examples by which they had been able to participate, engage and give opinions. Particularly, their participation in the OECD-Harvard Seminar for Leaders in Education Reform and further consultation meetings with them to develop the recommendations. Participants welcomed the initiative and encouraged the OECD to help identify the legislative issues for the implementation of the recommendations.

Working meeting with civil society organisations, 20 October, 2010

28 organisations were represented in this meeting. The goal was to present the conclusions of the OECD work. In general, they welcomed the reports and the discussion was mainly focused on the role of civil societies in education reform. Some representatives expressed their interest in being part of the "guiding coalition" (Recommendation 15) that may support the implementation of some of SEP's initiatives, while others underlined their role at encouraging several initiatives at the state level.

Released Publications

Improving Schools: Strategies for Action in Mexico, October 2009

The aim of this report is to help authorities in Mexico and other OECD countries to strengthen their education systems. It focuses on policies to improve teaching, school management and leadership across schools so as to improve children's attainment in basic education. The report develops a comparative framework of the key policy levers for successful schools and school systems and adapts it to the context and reality of Mexico.

Placing **Mexican schools and students' success at the centre of education policy making**, fifteen recommendations constitute an action-oriented policy agenda for schools, directors and teachers to receive better support to accomplish their tasks in Mexico. The report suggests first developing a long term education strategy with a small number of clear, high priority, measurable goals focused on improving student attainment, reducing dropout rates, ensuring timely graduation (*egreso oportuno*) and reducing inequalities across the education system. It then proposes a set of recommendations that concentrate on consolidating a quality teaching profession and on improving school effectiveness through leadership, management and social participation:

- Enhancing the role of teachers requires setting clear standards of practice; ensuring high quality initial teacher preparation (ITP) programmes; attracting better candidates; professionalising the recruitment, selection and evaluation of teachers; and linking teachers and their professional development more directly to schools' needs.
- Strengthening leadership and management requires setting clear school director standards; providing training; professionalising recruitment; supporting school autonomy; and ensuring social participation. Schools also need to be better supported with stable sources of funding that respond to their specific needs.

The strategy presented in this report has been developed by the OECD *Steering Group on School Management and Teacher Policy in Mexico*, composed by well known international education experts¹. The report has been written after careful analysis of: a) the current situation and key challenges faced in Mexico; b) empirical research and international best practice knowledge that can be contextualised for Mexico; and c) continuous exchanges with Mexican education stakeholders, through a series of workshops, and review visits international and to Mexico throughout 2009-2010.

To find out more or to purchase this publication please check:

http://www.oecd.org/document/39/0,3343,en_2649_39263231_46098983_1_1_1_1,00.html

Establishing an In-Service Teacher Evaluation and Incentives Framework: Considerations for Mexico, October 2010

Improving student *learning*, increasing *equity* in educational opportunities, and ensuring *value* for the investment in education are challenges faced by Mexico as well as other OECD and non-OECD countries. Towards this end, the publication presents the key findings, advice and recommendations to Mexico, developed from the work of the *Steering Group on Evaluation and Teacher Incentives* and invited experts, on issues of **accountability**, **measures of student learning and growth**, assessments of the **value-added of schools**, and **teacher evaluation and incentives**. Because there is no single model of education reform that can serve to guide all of the reform efforts in Mexico, the recommendations draw on experiences from over 20 countries, focusing not only on *what* policy changes may be introduced but also on *how* policy reforms may be effective, given local conditions, constraints and opportunities facing education

stakeholders at different levels of the system. The report thus provides six key policy dimensions that can be used to support education reform processes in Mexico and other countries.

La medición del aprendizaje de los alumnos: Mejores prácticas para evaluar el valor agregado de las escuelas, October 2010

This report in Spanish presents a detailed discussion of the benefits, characteristics and design issues of value-added modelling at the school level. All students, regardless of socio-economic, ethnic or linguistic background, should have the same opportunities to learn and achieve at higher levels. Although student performance has been shown to be highly correlated with family background, results from assessments and evaluations should reflect the true contribution to students' learning and not the socio-economic context of the school or its students. This is where value-added methods can prove valuable. Given the large diversity of educational contexts in Mexico, value-added models can offer a more accurate measure of student growth and school performance. Current efforts by SEP and state educational authorities regarding the presentation and use of ENLACE results are a good starting point and could be built upon with value-added results for schools. The challenges involved in designing, planning and implementing an assessment system for accountability and school improvement that uses value-added modelling are presented in this report that was updated and edited specifically for the Co-operation Agreement by the *Steering Group on Evaluation and Teacher Incentive Policies*.

Media Coverage

99 notes related to the Closing Events and the Publications in a week.

"El informe que la OCDE entregara a la SEP sugiere acciones para mejorar la calidad de la educación nacional" (The OECD report for SEP suggests actions to improve the quality of national education) Metro, Mexico 19 October 2010.

"Acepta Calderón recomendaciones. El Presidente Felipe Calderón hizo suyas las 15 recomendaciones que formulo la OCDE para mejorar la calidad de la educación" (Calderón accepts recommendations. The President Felipe Calderón took ownership of the 15 recommendations suggested by the OECD to improve the quality of education). Reforma, Mexico 20 October 2010

"OCDE: México debe crear un sistema para evaluar e incentivar a los docentes" (OECD: Mexico must create a system to evaluate and incentivise teachers). La Jornada 41, Mexico 20 October 2010

"Urge Gurría a SEP mejorar la educación" (Gurría urges SEP to improve education). MO el Norte, Mexico 20 October 2010.

"México necesita un indicador que mida calidad de enseñanza: expertos" (Mexico needs an indicator that measures the quality of education: experts). La Crónica de hoy, Mexico 21 October 2010.

"Consejos de la OCDE sólo con reformas" (Advice from the OECD only with reforms). La Razón de México, Mexico 22 October 2010.

For more information regarding the media coverage of the closing events, please check:

www.oecd.org/edu/calidadeducativa

Did you know that: The publications related to the OECD-Mexico Cooperation Agreement alone got slightly **more than 50% of the press coverage** relative to the OECD activities?

In total the OECD week got for the OECD 69 press notes and 99 radio and TV notes which means almost 4 hours on the air (3,46'17") excluding the broadcasting of the event. During the week several interviews were given by OECD officials: 3 by the SG for a total of 34'22" on air, one of which was in the news program with highest rating in Mexico and 2 by José Antonio Ardavin for a total of 16'36". Additionally most of the OECD participants in the Mexico Encounter participated in interviews with ForoTV, transmitted the following day.

EVENT	PRESS NOTES	RADIO AND TV NOTES	TOTAL
Presentation of the final recommendations of the <i>OECD-Mexico Agreement to Improve the Quality of Education of Schools in Mexico</i>	40	59 (2.23'02")	99
Lunch on Labour Reform in Mexico	3	1	4
Mexico Encounter "Building Futures"	22	24 (52'06")	46
Commemoration in Mexico of OECD 50th Anniversary	15	17 (21'09")	33
TOTAL	69	99	182

Videos

Video on *Improving Schools: Strategies for Action in Mexico*:

All the experts from the Steering Group in School Leadership and Teacher Policy and some of the OECD Analysts involved in this project present some of the OECD recommendations to Mexico to improve the quality of education in Mexican schools

This video was created with the help of the Federal Administration for Educational Services of the Federal District. All images were filmed in the educational centres where legal authorization for this purpose was granted

We would like to thank Buñuelos Production, and specially Ivan Porras for preparing this video.

To watch this video in English please check <http://www.youtube.com/watch?v=4nYrj7AZ5D8>
And in Spanish <http://www.youtube.com/watch?v=sNmoaslLo48>

Video on *PISA and Education Reforms in Mexico*

This series of five short films will look at the context for Mexico's performance and progress as measured by PISA. It will provide an easily accessible overview of key changes to the educational system, the debate around the reforms, and the strategies employed to achieve outstanding learning results, especially regarding effective teaching and effective school leadership. This will include contributions from Ministers Lujambio and Martínez, headteachers, teachers and other educational experts and will provide insights into classroom practice,

Related events

CLASE 2010, Mexico City, 25-27 October 2010

The Action in Education Leaders' Summit 2010 (*Cumbre de Líderes en Acción por la Educación*) was one of the most important education events held by civil society in Mexico concerning the future of education, with the potential to become a driving force for a new educational debate in the country. The event was organised by *Compromiso Social por la Calidad de la Educación*, a large compound of stakeholders interested in education. The discussions were about the situation of education in Mexico and the ways and means to improve it.

Mr. Bernard Hugonnier, Project Leader and Deputy Director of the OECD Directorate for Education gave a key note speech on the reforms advocated by the OECD. Julie Belanger, from OECD, presented the main traits of TALIS and Jose Antonio Ardavin, Head of the OECD Mexico Centre also gave a closing speech where he touched upon the OECD recommendations to improve the quality of education in Mexican schools.

Encuentros en Mexico, Construyendo Futuros, Mexico City, 19-22 October 2010

This event with a an academic, scientific and social international scope aimed to define the posible and feasible regulations for the future development of Mexico in a Global context. Among the participants: 80 international specialists from different domains (Science, Politics, Tecnology, Teaching, Arts) came together to share and reflect on current national and international education practices as well as looking for new ways to make things happen and which can be published, evaluated and monitored.

Congreso Nacional de Formación y Actualización Docente: Retos, Perspectivas y Experiencias Exitosas, Monterrey, Nuevo León, 21-22 october 2010

Marlene Gras and Diana Toledo Figueroa, OECD Analysts, participated in this event to present the recommendations elaborated in the final publications relative to the *OECD Mexico Project to Improve the Quality of Mexican Schools*, which had been presented two days before to the President of Mexico: *Improving Schools: Strategies for Action in Mexico*, and *Establishing a Framework for Evaluation and Teacher Incentives: Considerations for Mexico*. The overall event was attended by about 2000 persons, and this was the first state where the dissemination of the recommendations took place after the presentation of the report. The recommendations were very well received by the audience and many questions were made touching issues such as: continuous training, evaluation, socioeconomic background of Mexico compared to other countries, structural challenges, and PISA.

OECD Education: Publication of results of latest PISA survey, 7 December 2010

How have 15-year old students performed in the 64 economies that took part in the latest OECD PISA (Programme for International Student Assessment) tests? For the first time, this edition of PISA will show how student performance in each country has evolved over time by comparing the reading, mathematics and science results with previous PISA surveys from 2000, 2003 and 2006.

Secretary-General Angel Gurría, together with U.S. Secretary of Education Arne Duncan and U.S. Ambassador to the OECD Karen Kornbluh, will launch the report in the US at an event in Washington, at 09.00 a.m. local time. **A news conference will take place in Mexico City with OECD PISA analyst Marlène Gras Marin and head of the OECD Mexico Centre Jose Antonio Ardavin at the OECD Mexico Centre, 11.00 a.m. local time.**

Presentation of the OECD “Latin American Economic Outlook 2011, Washington D. C., 6 December 2010

Presented by the Secretary-General, as part of the Organization of American States Cátedra de la Americas lecture series, organised jointly with the ,Organization of American States. Washington D.C., USA. **The report will also be presented in Mexico on 8/12 December with the OECD Mexico Centre**, and again on 13/12 in Madrid, Spain, with the Casa de Américas.

Related publications

Strong Performers and Successful Reformers in Education: Lessons from PISA for Mexico, December 2010

On 28 November 2007, President Calderon presented the Mexican government’s main strategies, objectives and performance targets in education. The first performance target established by President Calderon’s administration was to raise student performance substantially to reach a combined country average of 435 score points in the Programme for International Student Assessment (PISA) in reading and

mathematics by 2012. This volume presents a summary of the trends in Mexico's performance in PISA and considers them in relation to the PISA target established by the Mexican government. Trends regarding access to education by 15-year-olds and equity as indicated by the impact of socio-economic background on students' performance are also examined.

The report shows that the performance gains that Mexico has achieved since President Calderon established the PISA performance target have been significant and Mexico seems well on track to meet its 2012 target. In addition, the report reviews Mexico's performance compared to other countries in the OECD, the G20, and to similar economies to also highlight that improvement is still needed. Based on a comparison of Mexican schools, the report also shows that relatively higher performance is not dictated by socio-economic background. The report concludes by drawing together evidence from PISA and an examination of a selection of today's highest performing education systems in order to provide a long-term perspective for educational improvement in Mexico.

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 (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)

Project Staff, OECD Directorate for Education

Bernard Hugonnier, Deputy Director, Project Leader
 Beatriz Pont, Coordination

<p>Education and Training Policy Division <i>Team working on school leadership, teacher selection and professionalisation</i> Deborah Roseveare, Head Beatriz Pont, Senior Analyst Francisco Benavides, Analyst Diana Toledo Figueroa, Analyst, Mexico Elvira Berrueta Imaz, Support</p>	<p>Indicators and Analysis Division <i>Team working on evaluation and teacher incentives</i> Andreas Schleicher, Head Michael Davidson, Senior Analyst Alejandro Gómez Palma, Analyst Marlene Gras Marin, Analyst, Mexico Isabelle Moulherat, Support</p>
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