

# Foreword

Education is the basis for a successful future of our societies. Equally, teachers are the building blocks of the success of a country's education system. Indeed, a well developed system combines many different elements, including national curricula and standards, the management and performance of schools, the quality, motivation and perspectives of teachers, and an effective education evaluation system. But teachers are key and therefore many governments are putting more emphasis on their role.

This report, *Establishing a Framework for Evaluation and Teacher Incentives: Considerations for Mexico*, examines both the design and gradual implementation of effective policies on teacher evaluation and incentives. Together with its sister publications, *Improving Schools: Strategies for Action in Mexico* and *Evaluating and Rewarding the Quality of Teachers: International Practices*, it presents a comprehensive policy strategy for Mexico's educational reform project.

Mexico has seen impressive progress by raising student enrolment, and more recently by building a solid institutional framework for the evaluation of learning outcomes. But more needs to be done.

First, Mexico has to further improve its teachers' workforce. In order to move from *adequate* to *good* and then from *good* to *great* in its education performance, Mexico will need to put teachers on par with other professions in terms of status. A comprehensive reform package to attract the best graduates to become teachers and to develop them into effective instructors will require improving pedagogical practices through better training and recruiting practices, reforming the reward and pay system, and putting in place the proper and differentiated incentives.

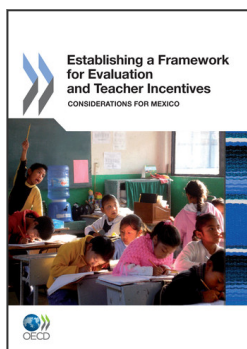
Second, Mexico has to focus on "three E's" and install a more Effective Education Evaluation system. The success of educational efforts needs to be measured by the learning outcomes of students. The use of further assessment and evaluation tools, while strengthening the existing system, will be crucial. These tools need to be increasingly performance-based, link information between teaching and learning outcomes better, and be part of a comprehensive and well-aligned instructional learning system.

We encourage the Mexican government to undertake the necessary reforms by: *a)* further developing its assessment system focused on student learning outcomes; *b)* strengthening its teacher policy, including taking the necessary steps towards teacher evaluation; and *c)* ensuring all actors are committed and motivated to improve performance. The OECD stands ready to help with the implementation of Mexico's comprehensive reform agenda.

This report was prepared under the guidance of the OECD Steering Group on Evaluation and Teacher Incentive Policies in Mexico, a group of internationally renowned experts and OECD analysts, chaired by Carlos Mancera. The following members of the Steering Group and invited experts contributed to the report: José Luis Gaviria, Jorge Juárez Barba, Enrique Roca Cobo, Halsey Rogers, Lucrecia Santibáñez, Susan Sclafani, Margarita Zorrilla, Leonel Zúñiga, Mathew Springer and Eva Baker. The report was produced under the auspices of the Indicators and Analysis Division of the OECD Directorate for Education under the responsibility of Alejandro Gomez Palma, Marlene Gras, Andreas Schleicher, Michael Davidson, William Thorn, Elisabeth Villoutreix, Isabelle Moulherat, Niccolina Clements and Marika Boiron.



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**From:**  
**Establishing a Framework for Evaluation and  
Teacher Incentives**  
Considerations for Mexico

**Access the complete publication at:**  
<https://doi.org/10.1787/9789264094406-en>

**Please cite this chapter as:**

OECD (2011), "Foreword", in *Establishing a Framework for Evaluation and Teacher Incentives: Considerations for Mexico*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264094406-1-en>

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