

Symposium

Mexico's Education System in the 21st Century



Participant's bios

DAY 1 (Thursday, September 18, 2014)

1501 International Affairs Building, Columbia University, 420 West 118th Street

Introduction and Welcome 9–9:30am –David Madigan (Vice-President School of Arts and Sciences, Columbia University) and Sergio López Ayllón (Director General, CIDE).

David Madigan is Professor of Statistics, Executive Vice President and Dean of Faculty of Arts and Sciences at Columbia University. He received a bachelor degree in Mathematical Sciences and a Ph.D. in Statistics, both from Trinity College Dublin. Madigan's research includes Bayesian statistics, text mining, Monte Carlo methods, pharmacovigilance and probabilistic graphical models. He has worked for AT&T, Rutgers University, the University of Washington and is the former Editor-in-Chief of Statistical Science. He is also an elected Fellow of the American Statistical Association and of the Institute of Mathematical Statistics.

Sergio López Ayllón is the General Director of CIDE and Professor-Researcher at CIDE's Legal Studies Division. He completed a bachelor degree and a Ph.D. in Law at UNAM and has been an undergraduate and graduate professor at CIDE, El Colegio de México, UNAM, ITAM, Universidad Iberoamericana and Tecnológico de Monterrey. He is member of the International Academy of Comparative Law, the Research Committee on the Sociology of Law, and a level III member of Mexico's National System of Researchers (SNI), among other institutions. His research at CIDE has focused on accountability, access to information, sociology of law, justice administration and the economic analysis of the judicial system.

1. Education in the 21st Century: Cognitive and Non-Cognitive Skills (9:30-11:30)

Moderator: Blanca Heredia (PIPE/CIDE)

1.1 Cognitive and Non-Cognitive-Skills: The Role of Evaluation in Improving Educational Outcomes.

Andreas Schleicher (OECD/PISA), TBC

1.2 The Importance of Educational Adaptability. Henry M. Levin (Teachers College)

1.3 From Education to Employment: How Can We Make It Work? Mona Mourshed (McKinsey)

Discussant: Martin Carnoy (Stanford University)

Blanca Heredia is responsible of the direction of PIPE/CIDE and Professor-Researcher at CIDE's International Studies Division. She is also cofounder of BHR Consultores (Education consulting group). She received a bachelor's degree in International Relations from El Colegio de México and a Ph.D. in Political Science from Columbia University. She has been the Academic Secretary at CIDE, director of OECD's Mexico Center for Latin America, consultant at the World Bank, and the Inter-American Development Bank. She has been a Visiting Professor at Georgetown University, Northwestern University, and Universidad Complutense de Madrid. Her research is mainly focused in social entrepreneurship and the intersection between education and economic growth.

Andreas Schleicher is Special Advisor on Education Policy to OECD's Secretary-General and Deputy Director for Education. He provides strategic oversight for the Program for International Student Assessment (PISA), the OECD Survey of Adult Skills (PIAAC), the OECD Teaching and Learning International Survey (TALIS), and the development and analysis of benchmarks on the performance of education systems (INES). He holds a degree in Physics from the University of Hamburg and a Master of Science from the Department of Mathematics of Deakin University. He was

Symposium

Mexico's Education System in the 21st Century



director for analysis at the International Association for Educational Achievement (IEA) and he is the recipient of numerous honors and awards, including the Theodor Heuss Prize.

Henry M. Levin is the William Heard Kilpatrick Professor of Economics and Education at Teachers College, Columbia University. He is also the David Jacks Professor Emeritus of Higher Education and Economics at Stanford University and the Director of the National Center for the Study of Privatization in Education. He has a bachelor's degree in Marketing and Economics from New York University and a Ph.D. in Economics from Rutgers University. His areas of specialization are economics of education, economics of human resources, urban economics, public finance, and education policy. He has worked with the Center for Advanced Studies in the Behavioral Sciences, the University of Tel Aviv, the Beijing University, the Chinese University of Hong Kong, and the Russell Sage Foundation. He has served in Fulbright Professorships at the Universidad Autónoma de Barcelona and Universidad Autónoma Metropolitana (Mexico).

Mona Mourshed leads the global Education Practice of McKinsey & Company. She received a bachelor of arts in Development Studies from Stanford and a Ph.D. in Economic Development from MIT. She has led projects supporting school systems and vocational and higher education institutions in Asia, Europe, South America, the Middle East, and the United States. She was a founding member of McKinsey's Dubai office in 2000 and was the first woman elected partner in the region. She has also been a juror for the WISE Prize for Education and sits on the steering council of the Center for Education Innovations.

Martin Carnoy is Professor of Education at the Stanford Graduate School of Education. He is a labor economist with interest in the political economy of the educational system. He specializes in comparative analysis, applied econometrics, economics of education, international comparative education and race, inequality, and language in education (RILE). He holds a bachelor's degree in Electrical Engineering from the California Institute of Technology and a Ph.D. in Economics from the University of Chicago. He has also been a consultant for the World Bank, the Inter-American Development Bank, the Asian Development Bank, UNESCO, IEA, OECD, UNICEF, and the International Labour Office.

2. Defining the Contours of the Contemporary. (12:00-13:30)

Moderator: Regina Cortina (Teachers College)

2.1 The educational Project of the Post-Revolutionary Authoritarian Regime. Carlos Ornelas (UAM-Xochimilco)

2.2 Education and the Transition to Democracy in Mexico. Jorge Javier Romero (UAM-Xochimilco)

2.3 The Wakening of Civil Society. David Calderón (Mexicanos Primero)

Discussant: Soledad Loaeza (El Colegio de México)

Regina Cortina is Professor of Education at Teachers College, Columbia University. She has an undergraduate degree from Universidad Iberoamericana (Mexico) and a Ph.D. in Education from Stanford University. Her current research explores European aid to education in Latin America and its strategic importance for the field of international and comparative education. Dr Cortina studies the role of education in international development and poverty reduction, particularly focusing on ways in which greater opportunities can be created for marginalized groups.

Carlos Ornelas is Professor of Education and Communication at the Universidad Autónoma Metropolitana (Mexico). He has been Professor at UNAM, Visiting Professor at CIDE, Universidad Iberoamericana, Tecnológico de Monterrey, Harvard Graduate School of Education, and Columbia's Teachers College. He holds a Ph.D. in Education from Stanford and is the author of several books like "Política, poder y pupitres: crítica al nuevo federalismo educativo" and "El

Symposium

Mexico's Education System in the 21st Century



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sistema educativo mexicano: la transición de fin de siglo".

Jorge Javier Romero is Professor-Researcher at the Department of Politics and Culture of the Universidad Autónoma Metropolitana (Xochimilco) and Visiting Professor at the Program of Drug Policy of CIDE (Región Centro). He has a bachelor's degree in Political Science from Universidad Autónoma Metropolitana (Iztapalapa, Mexico), a master's degree in Political Science from UNAM, and a Ph.D. in Political Science from the Universidad Complutense de Madrid. He has been an advisor at the Federal Electoral Institute of Mexico, member of the editorial committee of the magazine Nexos, and has collaborated with the local government of the state of Campeche. His most recent research focuses in the institutional agreement of Mexico's education system and the drug policy of the Mexican state.

David Calderon is co-founder and General Director of Mexicanos Primero, a citizen advocacy initiative that aims to ensure the right of young people to a quality education through rigorous research, communication and outreach efforts. David's diverse experience in education was formed through his early work in indigenous communities of Mexico, the Colomoncagua refugee camp in Honduras, the Rebibbia prison in Italy, and middle and high schools in Mexico City. He went on to study philosophy at the National Autonomous University of Mexico (UNAM) and social sciences in Florence, Italy. His teaching and research work in higher education institutes in Mexico and the United States has focused on the fields of applied ethics, cultural change, public policy, and citizen participation. His latest publications include a study of early childhood development, research on the relation between education spending in Mexico and young people's right to learn, as well as an independent report comparing the efforts of Mexican states to promote inclusive education. David has served as a member of varied groups, including the Social Advisory Committee of the National Institute for Educational Assessment and Evaluation (INEE), the Executive Council of the Latin American Network of Civil Society Organizations for Education (REDUCA), and the Technical Advisory Group for the United Nations Global Education First Initiative.

Soledad Loeza is a full time Professor-Researcher at the International Studies Center of El Colegio de México and holds a master's degree in International Relations from the Ludwig-Maximilian University and a Ph.D. in Political Science from Sciences Po Paris. She has also been a visitor professor at UNAM, Universidad Autónoma Metropolitana, ITAM, Universidad Iberoamericana, Sciences Po Paris, Oxford University, University of Salamanca, Instituto Ortega y Gasset, London School of Economics, Columbia University, and Colorado College. She was a Fellow at the Radcliffe Institute for Advanced Studies of Harvard University, the Rockefeller Center (Italy), and at the Kellogg Institute of Notre Dame University. Since 2010, she has been member of the Advisor Council of International IDEA.

3. Education Goals for a New Century: International, National and Individual Dimensions (15:00-17:00)

Moderator: Claudio Lomnitz (Columbia University)

3.1 Tensions and Possibilities: International, National and Individual Aspects of Education in the 21st Century. Martin Carnoy (Stanford University)

3.2 Inclusive Education: a Necessary Gene Pool for the Survival of the Mexican Nation. Ricardo Raphael (CIDE)

3.3 Democratic Citizenship, Youth Identity, and the Failed Promise of Mexican Secondary Education Reform. Bradley A. Levinson (Indiana University)

Discussant: José Merino (ITAM and Data4)

Claudio Lomnitz is Professor of Anthropology at the Department of Latin American and Iberian Cultures at Columbia University. He received his Ph.D. in Anthropology from Stanford University and works on history, politics, and culture of Latin America, particularly of Mexico. He is former editor of *Public Culture* and, prior to joining Columbia University, Lomnitz was distinguished Professor of Anthropology and Historical Studies at the New School of Social

Symposium

Mexico's Education System in the 21st Century



Research. He has also taught at the University of Chicago and New York University.

Martin Carnoy is Professor of Education at the Stanford Graduate School of Education. He is a labor economist with interest in the political economy of the educational system. He specializes in comparative analysis, applied econometrics, economics of education, international comparative education and race, inequality, and language in education (RILE). He holds a bachelor's degree in Electrical Engineering from the California Institute of Technology, and a Ph.D. in Economics from the University of Chicago. He has also been a Consultant for the World Bank, the Inter-American Development Bank, the Asian Development Bank, UNESCO, IEA, OECD, UNICEF, and the International Labour Office.

Ricardo Raphael de la Madrid is an Associate Professor at CIDE's Public Administration Division and the coordinator of the Master in Journalism and Public Affairs of the same institution. He has a bachelor's degree in Law from UNAM, a master in Political Science from Sciences Po Paris, a master in Public Administration from the School of National Administration (France), and is a Ph.D. candidate in Political Economy and Comparative Politics from Claremont Graduate University. He has collaborated with some political parties and, as journalist, he hosts a TV show of political analysis and publishes regularly in Mexican newspapers.

Bradley A. Levinson is Professor of Education at the Department of Educational Leadership and Policy Studies and Adjunct Professor of Anthropology and Latino Studies, both at Indiana University. His interests include student culture and identity formation at the secondary level in Mexico and the United States; civic and citizenship education for democracy, especially in Latin America; the sociocultural practice of policy formation and implementation; critical social theories in education; transnational migration and education; and ethnographic research methods. He has a bachelor's degree in Anthropology from University of California, Santa Cruz and a Ph.D. in Anthropology from the University of North Carolina, Chapel Hill.

José Merino is Professor of Political Science at ITAM. He has a bachelor's degree in Political Science and International Relations from CIDE and is a Ph.D. candidate in Political Science at New York University. He is partner at Data4 (data analysis group) and works as a private consultant and editorialist. His main research interests are political economy, crime, violence, and fertility. He is currently working on the relation between the ENLACE scores and the violence in the immediate surroundings of schools.

4. Mexican Youth and Education (17:30-19:00)

Moderator: Lucrecia Santibañez (Claremont Graduate University)

4.1 High School in Mexico: A "Bottleneck?" Miguel Székely (CEES)

4.2 Higher Education and Employment in Mexico: Beyond Accepted "Truths". Blanca Heredia and Alberto Serdán (PIPE/CIDE)

4.3 The Talent Gap in Mexico and its Economic Costs. Blanca Heredia (PIPE/CIDE) and Edgar Franco (Stanford University)

Discussant: Javier Elguea (Fundación Carlos Slim)

Lucrecia Santibañez is an Associate Professor of Teaching, Learning and Culture at the School of Educational Studies of Claremont Graduate University. She has a master's in Economics, a master in Latin American Studies and a Ph.D. in Education, all from Stanford University. She was an Education Economist at RAND Corporation and has been published by Economics of Education Review, Teachers College Record, Review of Educational Research, Well-Being and Social Policy and Revista Mexicana de Investigación Educativa. Her research focuses on school based management, parent engagement, school leadership, and teacher labor markets. She is currently developing a new

Symposium

Mexico's Education System in the 21st Century



research agenda focusing on English language learners.

Miguel Székely is an economist from ITAM. He has a master's degree in Public Policy from ITAM and a Ph.D. in Economics from Oxford University. He has been professor at ITAM and El Colegio de México and has collaborated with the World Bank, the Inter-American Development Bank, CEPAL, PNUD and the OECD. He has also worked at the ministries of Public Education and of Social Development. His main interests are poverty, inequality, and exclusion in Mexico and Latin America.

Blanca Heredia is responsible of the direction of PIPE/CIDE and Professor-Researcher at CIDE's International Studies Division. She is also cofounder of BHR Consultores (Education consulting group). She received a bachelor's degree in International Relations from El Colegio de México and a Ph.D. in Political Science from Columbia University. She has been Academic Secretary at CIDE, director of OECD's Mexico Center for Latin America, consultant at the World Bank and the Inter-American Development Bank, and Visiting Professor at Georgetown University, Northwestern University, and Universidad Complutense de Madrid. Her research is mainly focused in social entrepreneurship and the intersection between education and economic growth.

Alberto Serdán is an Associate Professor at PIPE/CIDE and holds a bachelor's degree in Administration from UNAM and a master's in Social Policy and Administration from the Goldsmiths College of the University of London. He has worked in many civic organizations like Fundar, Propuesta Cívica, Coalición Ciudadana por la Educación, and Mexicanos Primero. His main interests include education, civic involvement in public interest affairs, public policy with a human rights perspective, public budgets, social public expenditure in Mexico and its electoral implications.

Edgar Franco is a graduate of the Stanford Public Policy program and the Stanford School of Education, where he earned an MA in International Education Administration and Policy Analysis from Stanford University. He also holds a dual BA in Economics and Political Science from Instituto Tecnológico Autónomo de México (ITAM). He is interested in the analysis and evaluation of social policy in general and educational policy in particular. His recent research examines the factors related to the change in standardized tests scores in Mexico; he is also conducting an evaluation of teacher incentives programs. In the Program of Poverty and Governance, Edgar studies the impacts of violence related to Mexico's war on drugs over human capital.

Javier Elguea is General Coordinator of Social Wealth in Telmex, President of the Education Institute of the Carlos Slim Foundation, President of Instituto Tecnológico de Teléfonos de México, and Director of the Telmex Lab at MIT's Media Lab. His professional interests include economic, social, and technological aspects of international development. He holds a bachelor's degree in Communication Sciences from Anáhuac University and two master's degrees and a Ph.D. from Stanford. He has also held visiting faculty positions at Stanford, Harvard, Santa Clara University's Center for Science, Technology and Society, and El Colegio de México. He also held a MacArthur Fellowship.

Symposium

Mexico's Education System in the 21st Century



DAY 2 (Friday, September 19, 2014)

408 Zankel Building, Teachers College, 525 West 120th Street

5. Institutional Re-engineering and the Need for a New Pedagogical Model. (9:00-11:30)

Moderator: Henry M. Levin (Teachers College)

5.1 Mexico's Education Reform: Advances and Challenges. Rodolfo Tuirán (Subsecretaría de Educación Media Superior, SEP)

5.2. Educational Evaluation and the Ends of Mexican Education for the 21st Century. Sylvia Schmelkes (INEE)

5.3 Mexico's Education Reform: A View from the Legislative. Sen. Juan Carlos Romero Hicks (Comisión de Educación del Senado de la República)

5.4 Advancements and Challenges in the Implementation of the Education Reform from a Local Perspective: the Case of Querétaro. Fernando de la Isla Herrera (Secretaría de Educación de Querétaro)

Discussant: Robert Kaufman (Rutgers/Columbia University)

Henry M. Levin is the William Heard Kilpatrick Professor of Economics and Education at Teachers College, Columbia University. He is also the David Jacks Professor Emeritus of Higher Education and Economics at Stanford University and the Director of the National Center for the Study of Privatization in Education. He has a bachelor's degree in Marketing and Economics from New York University, and a Ph.D. in Economics from Rutgers University. His areas of specialization are economics of education, economics of human resources, urban economics, public finance, and education policy. He has worked with the Center for Advanced Studies in the Behavioral Sciences, the University of Tel Aviv, the Beijing University, the Chinese University of Hong Kong, and the Russell Sage Foundation. He has served in Fulbright Professorships at the Universidad Autónoma de Barcelona and Universidad Autónoma Metropolitana (Mexico).

Rodolfo Tuirán is currently Mexico's Under-Secretary for upper secondary level at the Secretariat of Public Education. He is an economist, sociologist and demographer, and holds a Ph.D. in Sociology from the University of Texas at Austin. He is the author of 29 books and more than 200 articles focused on socio-demographic topics. He is former Under-Secretary of Higher Education and has collaborated with several public Mexican institutions including the Ministry of Social Development and the National Council of Population (CONAPO) and he has worked as Professor and researcher at El Colegio de México, FLACSO, ITAM and he has coordinated the Ph.D. Program of Social Sciences with specialty in Population Studies at El Colegio de México and the Exchange Academic Program between El Colegio de México and Johns Hopkins University.

Sylvia Schmelkes is the Head of the Council of the National Institute for Educational Evaluation (INEE) and she has worked in the Secretariat of Public Education, IPN, the Center of Educational Studies, the OECD's Center for Educational Research and Innovation, and the Research Institute for Education's Development at Universidad Iberoamericana. She received a bachelor's degree in Sociology and a master's in Educational Research, both from Universidad Iberoamericana. Her research is focused in adult education, education's quality, and intercultural education. In 2008 she received the Comenius Medal from UNESCO for her career as a researcher.

Juan Carlos Romero Hicks is currently a Federal Senator and President of the Education Commission at Mexico's Senate. He also belongs to the Science and Technology Commission, the Foreign Affairs Commission and the Bicameral System of the Congress' Libraries. He received a bachelor's degree in Industrial Relations from the University of Guanajuato and holds two master's degrees in Social Sciences and Business Administration from the Southern Oregon State College. He is the former Governor of the state of Guanajuato, Director of the National Council of Science and Technology (CONACYT) until 2011 and was Dean and Professor at the University of Guanajuato.

Symposium

Mexico's Education System in the 21st Century



Fernando de la Isla Herrera is currently the Secretary of Education of the state of Querétaro. He has a bachelor's degree in Mechanical Engineering from the Universidad Autónoma de Guadalajara and a master's degree and Ph.D. in Administration from the Universidad Autónoma de Querétaro. He was the General Coordinator of Basic Education of Querétaro and Dean of the Technological University of the same state. He is also an active member of the Technical Committee of administration of the Center of Engineering and Industrial Development (CIDESI) and is counselor of the Universidad Autónoma de Querétaro.

Robert Kaufman is Professor of Political Science at Rutgers University and Adjunct Professor at the Department of Political Science of Columbia University. He received a bachelor's degree and a Ph.D. in Government from Harvard University, and has worked as Visiting and Adjunct Professor at Harvard, Yale, Princeton, Oxford and the University of Pennsylvania. He specializes in comparative politics and is currently researching on democratization and social policy reform in Latin America, Eastern Europe, and East Asia. He has written widely on authoritarianism and democratic transitions in Latin America and the political economy of economic reform.

6. Evaluation and Education: What Should We Evaluate, How and for What Purpose? (12:00-13:45)

Moderator: Ricardo Raphael (CIDE)

6.1 What Kind of Evaluation? For What Purpose? Angela Valenzuela (University of Texas, Austin)

6.2 Evaluating Teachers. Jonah Rockoff (Columbia University Business School)

6.3 Educational Evaluation in the Mexican Context. Manuel Gil Antón (El Colegio de México)

Discussant: Lucrecia Santibañez (Claremont Graduate University)

Ricardo Raphael de la Madrid is an Associate Professor at CIDE's Public Administration Division and the coordinator of the Master in Journalism and Public Affairs of the same institution. He has a bachelor's degree in Law from UNAM, a master's in Political Science from Sciences Po Paris, a master's in Public Administration from the School of National Administration (France), and is a Ph.D. candidate in Political Economy and Comparative Politics from Claremont Graduate University. He has collaborated with some political parties and, as a journalist, he hosts a TV show (Spiral) and publishes in some Mexican newspapers.

Angela Valenzuela is Professor in both the Educational Policy and Planning Program within the Department of Educational Administration at the University of Texas at Austin and holds a courtesy appointment in the Cultural Studies in Education Program within the Department of Curriculum & Instruction. She also serves as the Director of the University of Texas Center for Education Policy. Her previous teaching positions were at Rice University, the University of Houston, and the University of Guanajuato. She served as co-editor of the Journal of Qualitative Studies in Education, as well as Anthropology and Education Quarterly, and is also the new Director of the National Latino Education Research Agenda Project (NLERAP). She has a Ph.D. in Sociology of Education; Race & Ethnic Relations from Stanford University.

Jonah Rockoff is an Associate Professor of Finance and Economics at Columbia University's Business School and Research Associate at the National Bureau of Economic Research. His main interests center on the finance and management of public schools. His most recent research focuses on systems for hiring new teachers, the effects of No Child Left Behind on students and schools, the impact of removing school desegregation orders, and how primary school teachers affect students' outcomes in early adulthood. He received his Ph.D. in Economics from Harvard University and a bachelor's degree in Economics from Amherst College.

Manuel Gil Antón is Professor-Researcher at the Center of Sociological Studies of El Colegio de México. He has a bachelor's degree in Philosophy from Universidad Iberoamericana, a master's in Social Sciences with special focus on Sociology from FLACSO, and a Ph.D. in Sciences from CINVESTAV. His main interests are in sociology of education;

Symposium

Mexico's Education System in the 21st Century



actors, processes and structures of higher education; epistemology of social sciences, and methodology of social investigation. He is currently researching the inequality in the access to higher education; the evolution and development of the academic work in Mexico, and the reconfiguration of the academic profession.

Lucrecia Santibáñez is an Associate Professor of Teaching, Learning and Culture at the School of Educational Studies of Claremont Graduate University. She has a master's in Economics, a master's in Latin American Studies and a Ph.D. in Education, all from Stanford University. She was an Education Economist at RAND Corporation and has been published by Economics of Education Review, Teachers College Record, Review of Educational Research, Well-Being and Social Policy, and Revista Mexicana de Investigación Educativa. Her research focuses on school based management, parent engagement, school leadership, and teacher labor markets. She is currently developing a new research agenda focusing on English language learners.

7. Round Table on the Ends of Mexican Education for the 21st Century (15:00-17:30)

Moderators: Blanca Heredia and Ricardo Raphael

- Mónica Caudillo (NYU)
- Diego Luna (Teachers College)
- Ismael Martínez (CIDE)
- Ana Razo (CIDE)
- Daniela Rubio (CIDE)
- Vanía Salgado (Teachers College)
- Marisol Vázquez (CIDE and Teachers College)
- Vicente García (Teachers College)

Blanca Heredia is responsible of the direction of PIPE/CIDE and Professor-Researcher at CIDE's International Studies Division. She is also cofounder of BHR Consultores (Education consulting group). She received a bachelor's degree in International Relations from El Colegio de México and a Ph.D. in Political Science from Columbia University. She has been Academic Secretary at CIDE, director of OECD's Mexico Center for Latin America, consultant at the World Bank and the Inter-American Development Bank, and Visiting Professor at Georgetown University, Northwestern University, and Universidad Complutense de Madrid. Her research is mainly focused in social entrepreneurship and the intersection between education and economic growth.

Ricardo Raphael de la Madrid is an Associate Professor at CIDE's Public Administration Division and is the coordinator of the Master in Journalism and Public Affairs of the same institution. He has a bachelor's degree in Law from UNAM, a master's in Political Science from Sciences Po Paris, a master's in Public Administration from the School of National Administration (France), and is a Ph.D. candidate in Political Economy and Comparative Politics from Claremont Graduate University. He has collaborated with some political parties and, as journalist, he hosts a TV show of political analysis and publishes in some Mexican newspapers.

Mónica Caudillo completed her bachelor's degree in Political Science and International Relations at CIDE and is currently a Ph.D. student at the Department of Sociology of New York University. Her areas of interest are demography, gender, family, violence and criminology. She has collaborated with Fundación IDEA (C230), CIDE, and the Program of Gender Equality of the Mexican Supreme Court of Justice.

Diego Luna is a Ph.D. student in the Measurement, Evaluation and Statistics program at Teachers College, Columbia University, where he also works as a teaching assistant in the psychometrics and statistics courses. He holds a bachelor's degree in Psychology and a graduate degree in Statistics from UNAM, and studied abroad at UCLA. As part

Symposium

Mexico's Education System in the 21st Century



of his professional experience in the field of Educational Assessment and Psychometrics, he worked as summer intern at the Research and Development division of Educational Testing Services, and in the admission and diagnostic test development division of the General Direction of Educational Evaluation at UNAM.

Ismael Martínez is a Ph.D. student of Public Policy at CIDE. He received a bachelor's degree in Economics from the Universidad Autónoma de Nuevo León and a master's degree in Public Administration from CIDE. He has worked at CEPAL and the Federal Auditor. His research is mainly focused in the processes of teachers' initial education, program evaluation and education policy, and the use of TICs in education.

Ana Razo is a Ph.D. candidate in Public Policy with specialization in Educational Policies at CIDE. She holds a master's degree in Business Administration from Santiago de Compostela University and a bachelor's of science in Industrial Engineering from CETYS. She has worked for the Secretariat of Public Education and the ministries of Public Health and of Economic Development in Baja California. She is currently a researcher at PIPE/CIDE.

Daniela Rubio is an Associate Professor and the Executive Coordinator at PIPE/CIDE. She has a bachelor's degree in International Relations from Tecnológico de Monterrey and a master's in International Education Policy Analysis from Stanford University. She is founding member of Teach for Mexico and has collaborated with Fundación IDEA, the Institute for Education Policy & Practice of Stanford, and as a research assistant to Martin Carnoy. She has also worked as volunteer at public schools in Australia, Ireland, United States and Mexico.

Vania Salgado is a Ph.D. student in the International and Comparative Education program with specialization in Economics from Teachers College, Columbia University. She is also a consultant at the Global Partnership for Education, and has worked for the World Bank and the Inter-American Development Bank. She has a bachelor's degree in Political Science and Ibero American Studies and a master's degree in Development Economics, both from Sciences Po Paris. She also holds a Master of Education with a major in International Educational Development from Teachers College, Columbia University. Her main interests are in teacher evaluation, educational evaluation, and international aid to education.

Marisol Vázquez is an Associate Professor at PIPE/CIDE and the General Director of BHR Consultores. She holds a bachelor's degree in Political Science and International Relations from CIDE and is a Ph.D. candidate in International and Comparative Education with specialization in Economics and Education from the Teachers College, Columbia University. Her research is focused on explaining why certain schools located in marginalized Mexican communities can achieve high scores in standardized assessments like ENLACE and PISA. She has worked for the OECD in its Mexican and French centers and for the Ministry of the Interior in Mexico. In the private sector, she has developed many projects focused on public policy implementation and quantitative methods in education.

Vicente García is a Ph.D. candidate in Economics and Education at Teachers College, Columbia University. He also holds a master's in Applied Economics from Colegio de la Frontera Norte and a bachelor's in Economics from Universidad de las Américas. He has worked as researcher, analyst, advisor and consultant at the World Bank, has also collaborated with UNESCO, the Mexican Secretariat of Public Education (basic and secondary education) and the Mexican Presidency. His areas of expertise include economics of education, economic development, program evaluation, labor economics and poverty reduction.