

Handout 3

Annex IX to the Memorandum of Understanding

ANNEX IX TO THE MEMORANDUM OF UNDERSTANDING ON EDUCATION BETWEEN THE GOVERNMENT OF THE UNITED MEXICAN STATES AND THE GOVERNMENT OF THE UNITED STATES OF AMERICA

Activities for the Period 2012-2014

The Secretariat of Public Education of the United Mexican States (SEP) and the United States Department of Education (ED), hereinafter "the Parties," Express their wish to deepen and strengthen the working relationship established through the Memorandum of Understanding on Education between the Government of the United Mexican States and the Government of the United States of America, signed by the Parties, respectively, on August 17 and 8, 1990, hereinafter "the Memorandum."

Pursuant to the Memorandum, including Article IV.B., the Parties plan to continue joint efforts in the field of education during the period 2012-2014 as described in this ninth Annex.

To strengthen joint activities that aim to achieve greater mutual understanding and improve education in each country, the Parties plan to continue to cooperate at the federal level and encourage joint activities at the state, local and institutional levels.

In accordance with the general principles laid out in the Memorandum, the Parties intend to continue to promote cooperation in the following areas of mutual interest:

- 1. Elementary and Secondary Education** -The Parties intend to continue to promote collaboration and information sharing among federal and state education officials through activities that are intended to improve the education of children who move between Mexico and the United States . The Parties also intend to continue working together to facilitate the transfer and enrollment in school of these students in order to help ensure the continuity of their education. Finally, the Parties intend to continue to share information to help improve

Background and Overview of a Binational Migrant Student

educational opportunities for these students, including U.S. born students of Mexican descent who return to Mexico and have limited proficiency in the Spanish language and have had limited exposure to Mexican culture and history.

For children of seasonal and temporary agricultural workers or youth who are themselves such workers in particular, the United States plans to encourage the activities described in the paragraph above through mechanisms that include the Binational Migrant Education Initiative and school district use of the U.S.-Mexico Binational Migrant Student Transfer Document, which facilitates the expeditious transfer of kindergarten through twelfth-grade student records between schools in Mexico and schools in the United States.

2. **Higher Education** – The Parties intend to continue promoting the academic mobility of students, teachers and university professors, as well as institutional collaboration. The Parties also intend to promote increased participation in academic exchanges within the context of the "100,000 Strong in the Americas" initiative, led by the United States Department of State, which seeks to significantly expand international study and understanding in the Western Hemisphere. The Parties also acknowledge the value of partnerships with and among high schools and institutions of higher education in both countries, as well as public-private partnerships that can co-finance exchanges. The Parties also support the exchange of experiences in the area of open education resources and distance education at the postsecondary level. Finally, the Parties recognize the value of the U.S.-Mexico Commission for Educational and Cultural Exchange (COMEXUS), the Fulbright Teacher Exchange Program and other exchanges in promoting the improvement of English language teaching in Mexico and Spanish language teaching in the United States.

3. **Other Areas of Cooperation** – During the term of this Annex, the Parties may decide to carry out other activities or exchange information in other areas of mutual interest, including, but not limited to, areas such as adult education; educational technology; indigenous education; safe schools; second language

learning; special education; Science , Technology , Engineering and Mathematics (STEM) education; and teacher development and exchange.

4. **Verification of Academic Documents** -The Parties recognize the potential benefits of the verification of public academic documents by informal means that ensure confidence regarding the origin of such public documents. Examples of such informal means of verification might include online validation, the exchange of information between educational authorities or institutions, and other mechanisms that can help confirm the validity of academic documents. This recognition of the potential benefits of informal means of verification does not, and is not intended to , supersede the laws, regulations or policies of subnational governments or individual institutions.

The objective of the aforementioned is to simplify procedures for the recognition of partial or complete programs of study, the awarding of academic credits, and other processes related to the mobility of students, academics and researchers.

Signed in duplicate, in the Spanish and English languages.

**FOR THE SECRETARIAT OF PUBLIC EDUCATION OF THE UNITED
MEXICAN STATES:**



José Ángel Córdova Villalobos
Secretary

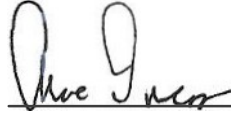
Mexico D.F.

Place

20 de noviembre de 2012

Date

FOR THE UNITED STATES DEPARTMENT OF EDUCATION:



Arne Duncan

Secretary

Washington, DC

Place

November 8, 2012

Date