

THESIS ABSTRACT

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The first chapter will consist of a detailed description of the Cooperation Agreement, contextualizing it with the EU-Mexico former relations and the troubles both countries encountered before signing it, especially the Democratic Clause which presented a big issue for the Mexican government.

The second chapter will go through Mexico's indigenous education status and the laws that improved the coverage, quality, and access to schooling. I will also present some national statistics comparing the non-indigenous with indigenous children's access to education, quality of public schools, and academic achievement .

The third chapter will be about the EU's education guidelines for Mexico, explaining both projects, in which budgetary line they fall in, the funding process, and the actors involved: Non-Governmental Organizations (NGOs), Ministry of Education; and the way these projects work. All of this is in order to understand EU-Mexico's cooperation on indigenous childrens' education, how it is carried out, and the participation of different level actors.

The fourth chapter will deal with the assessment of the projects; this is a crucial point for evaluating the impact on the population, the spill-over effect and the accuracy of these very specific projects for the receiving communities. It is also important for further project implementation in similar subjects and populations, in order to improve the outcomes, avoid the mistakes and learn more about the needs of these communities. It is

based on a series of interviews, one to one questionnaires that I designed according to my knowledge of the projects and the research I did on the needs for education.

For the last part of the fourth chapter I will develop proposals for assessing the projects, always taking into account the EU's main directives on these kinds of co operational projects, in order for the help to reach more people and be more effective taking into account the situation of the already finished projects.

Finally a series of conclusions will be part of the final chapter. The main finding is that there is no official qualitative or quantitative assessment from the EU, the EC, the NGO's or any of the actors involved. This is a very important asset that has to be constructed, and asked for in every cooperation project in order to learn from the mistakes and improve the quality of the EU-Mexico joint work. I will emphasize the need for assessment and creation of a publicly available database to make the most of the Agreement, the money, the people involved and the reputation of this kind of co operational project; and for them to be measurable and respectable.