

EDUCATION AT A GLANCE 2013

MEXICO

Attainment rates are steadily increasing...

Mexico has the highest average annual rate of growth of first-time upper secondary graduation rates among OECD countries for which information is available. Between 2000 and 2011, upper secondary graduation rates grew by 3.6% annually. Based on these patterns, it is estimated that 49% of today's young Mexicans will graduate from upper secondary education. By comparison, in 2000, it was estimated that 33% of young Mexicans would attain that level of education (Table A2.2a).

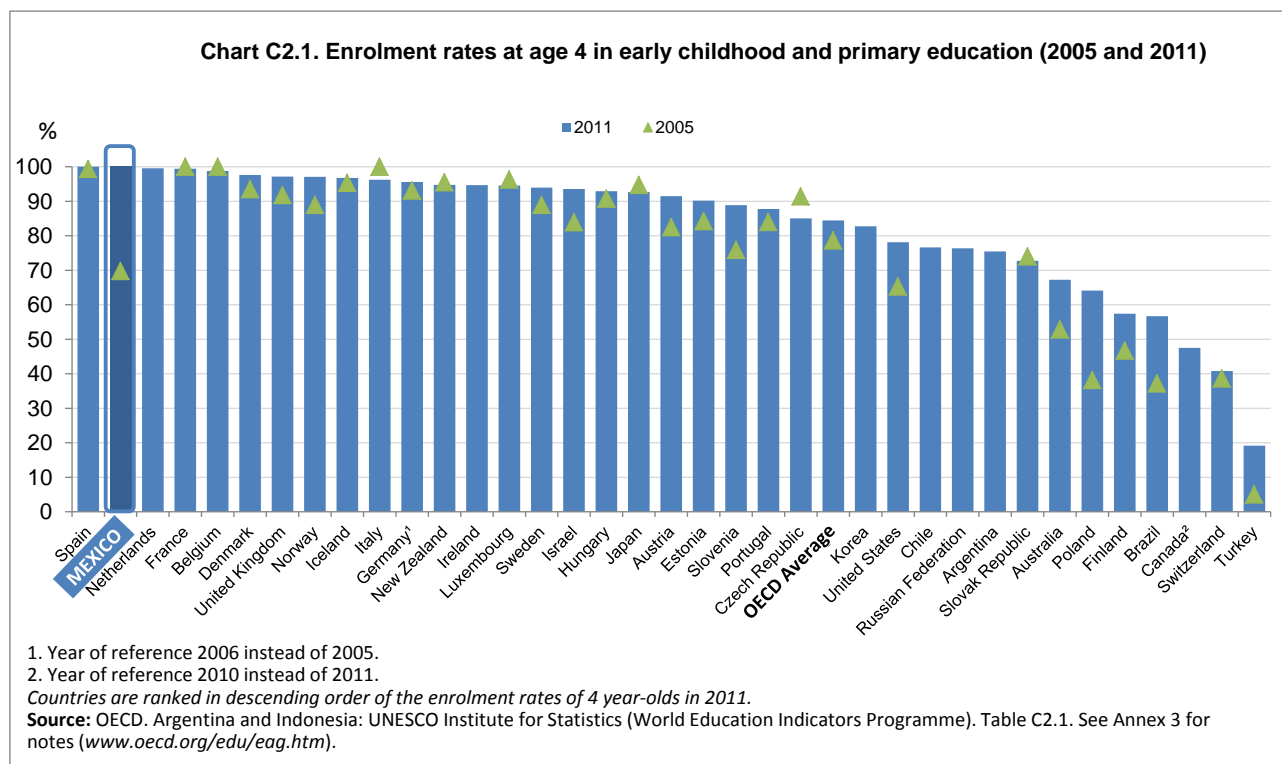
Younger Mexicans are attaining higher levels of education than older generations. At 44% the proportion of 25-34 year-olds with at least an upper secondary qualification is almost twice that of 55-64 year-olds with the same level of attainment (23%). A similar evolution can be seen at the tertiary level. Only 12% of 55-64 year-olds have attained a tertiary education while 23% of 25-34 year-olds have done so (Table A1.4a).

Even if this proportion of tertiary graduates is still far below the OECD average of 39%, tertiary attainment levels increased by 6 percentage points between 2000 (17%) and 2011 (23%) and are now higher than those in Austria (21%), Brazil (13%), Italy (21%) and Turkey (19%) (Tables A1.2a and A1.4a).

...and virtually all 4-year-olds are now enrolled in education.

The proportion of 4-year-olds enrolled in education in Mexico has increased significantly since 2005, when 70% of 4-year-olds were enrolled. In 2011, virtually all 4 year-olds were enrolled in education (A 2002 reform made pre-primary education compulsory as of the academic year 2008-09). Mexico devotes 0.6% of its GDP to early childhood education, on par with the OECD average (Table C2.2).

Participation in early childhood education has long-lasting benefits: the OECD Programme for International Student Assessment (PISA) finds that 15-year-old students who had attended at least one year of pre-primary education perform better in reading than those who did not, even after accounting for socio-economic background.



Mexico's overall investment in education remains close to the OECD average...

One way of looking at spending on education is in relation to a country's national wealth. In 2010, 6.2% of Mexico's GDP was devoted to expenditure on educational institutions, slightly below the OECD average (6.3%), but higher than the proportion of GDP spent on education in Australia (6.1%), Brazil (5.6%), the Russian Federation (4.9%), Spain (5.6%) and Switzerland (5.6%) (Table B2.1).

Between 2005 and 2010, expenditure per student by primary, secondary and post-secondary non-tertiary educational institutions increased by 4%. Although this rate of increase is far lower than the OECD average of 17% (Table B1.5), expenditure on educational institutions at these levels represented 4% of GDP in 2010 – higher than the OECD average of 3.9% of GDP, higher than the proportion of GDP in Canada (3.9%), Chile (3.4%), Spain (3.3%), and equal to that in the United States (Table B2.1)

During the same period, expenditure per student by tertiary educational institutions increased 5%, also below the OECD average increase of 8%, but greater than the increase seen in Australia (1%), Denmark (2%), the Netherlands (2%), the Slovak Republic (3%) and Slovenia (4%) (Table B1.5). Expenditure on educational institutions at this level represented 1.4% of GDP in 2010, below the OECD average of 1.6%, but greater than the proportion of GDP spent on tertiary education in Brazil (0.9%), Spain (1.3%) and Switzerland (1.3%), and equal to that seen in the United Kingdom (Table B2.1).

...yet expenditure per student is low...

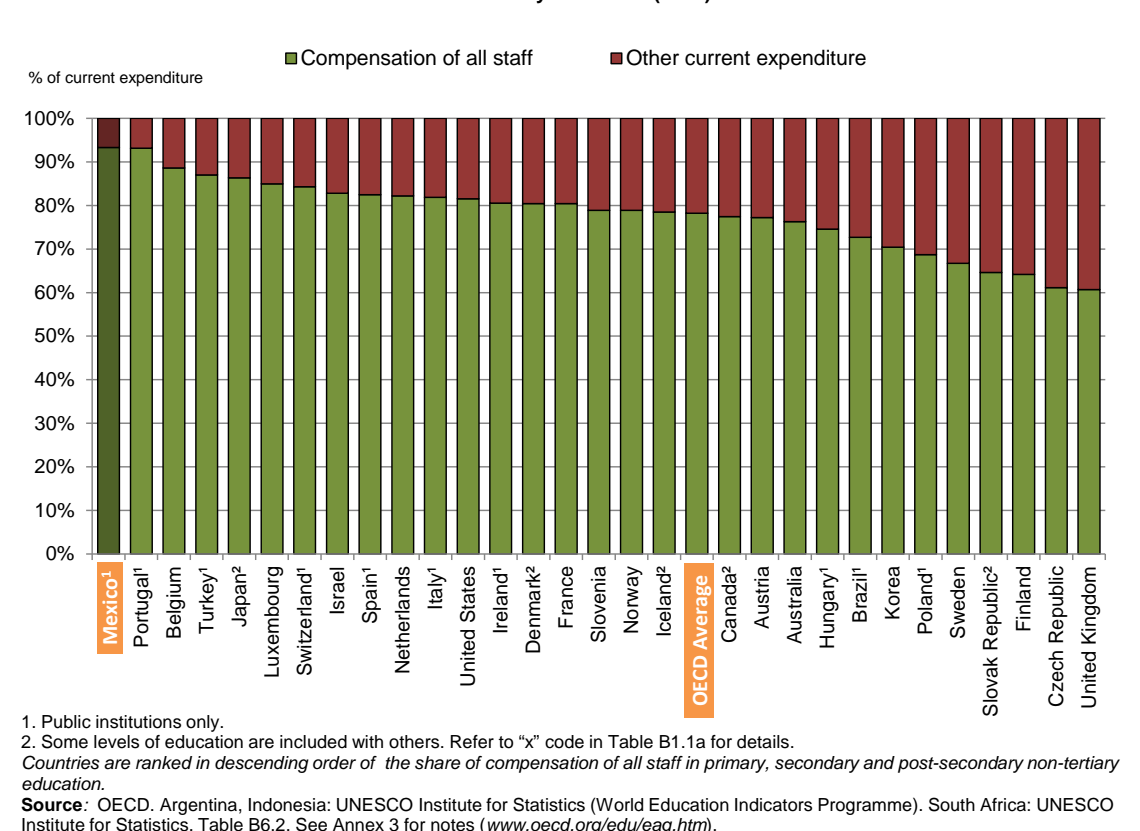
Given the size of Mexico's youth population, increasing expenditure on education does not translate into more spending per student. Annual expenditure per primary student is 15% of GDP per capita, expenditure per secondary student is 17% of GDP per capita, and per tertiary student, annual

expenditure jumps to 52% of GDP per capita. The average annual expenditure per student from primary through tertiary education is 20% of GDP per capita – well below the OECD average of 28% of GDP per capita (Table B1.4).

... and most resources are spent on staff compensation.

Mexico devotes 83.1% of its education budget to teachers' salaries and 93.3% to compensation of staff all together – the highest proportions among OECD countries (the OECD averages are 62% and 78.2%, respectively) (Table B6.2). Some 87.2% of spending on primary education is allocated to teachers' salaries (the highest proportion among OECD countries), while 78.1% of spending on secondary education is devoted to teachers' salaries (the second highest proportion after Portugal, which allocates 82.9% of spending on secondary education to teachers' salaries). By comparison, the OECD average proportions allocated to teachers' salaries are 61.8% at the primary level and 62.0% at the secondary level (Table B6.1).

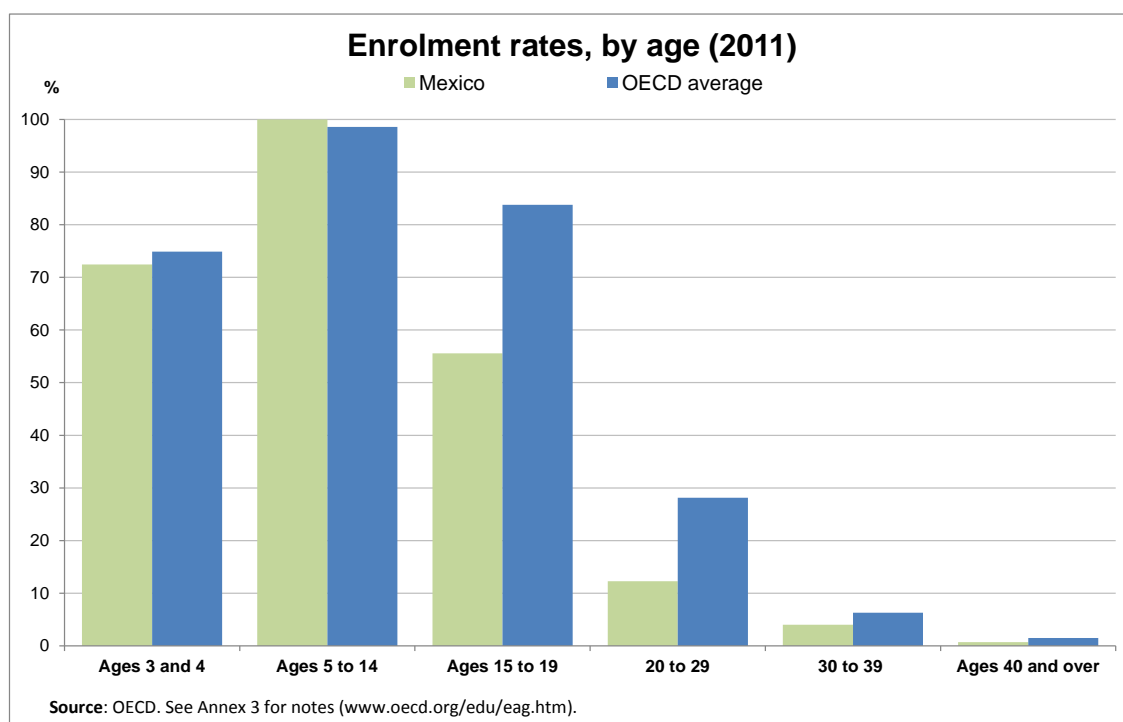
Chart B6.1. Distribution of current expenditure by educational institutions for primary, secondary and post-secondary non-tertiary education (2010)



Despite improvements, participation rates, particularly after compulsory education, are low...

Most Mexicans (64%) have attained below upper secondary education. The proportion of adults who have attained at least upper secondary education (36%) is one of the smallest among OECD countries, only slightly above those in Portugal (35%) and Turkey (32%) and considerably below the OECD average of 75% (Tables A1.2a and A1.4a).

Mexico has the lowest enrolment rates among 15-19 year-olds (56%) among OECD countries, even though it has the largest population of this age group in the country's history. (Mexico is changing coverage of compulsory education to include upper secondary education in the 2012-13 cycle, with the aim of attaining universal upper secondary education by 2022. Data in this edition of *Education at a Glance* do not reflect this change.) While the proportion of 15-19 year-olds who are enrolled in education grew by 14 percentage points since 2000, it is still lower than the OECD average of 84% and that of other Latin American countries such as Argentina (72%), Brazil (77%) and Chile (76%) (Tables C1.1a and C1.2).



Within four years of leaving compulsory schooling, more than two-thirds of students have left the education system entirely. Some 64% of 16-year-olds are enrolled in upper secondary education, while 37% of 18-year-olds are enrolled in education (20% in upper secondary school and 17% in tertiary education). Only 27% of 20-year-olds are enrolled in education (3% in upper secondary school and 24% in tertiary education) (Table C1.1b).

Only 12% of the country's 20-29 year-olds participate in education – three percentage points higher than the participation rate in 2000 and less than half the rate seen among the same age group in Argentina (28%) and Chile (27%) and across of OECD countries (28%) (Tables C1.1a and C1.2).

...which increases the risk of disengagement from both education and the labour market...

In 2011, some 66.1% of 15-29 year-olds in Mexico were not in education and 24.7% of that age group were neither employed nor in education or training (NEET) (Table C5.3a). Mexico has the third highest proportion of NEETs of this age group among all OECD countries, after Turkey (34.6%) and Israel (27.6%). Within this population of young adults, the proportion of NEETs increases with age: 18.9% of 15-19 year-olds, 27.2% of 20-24 year-olds, and 29.5% of 25-29 year-olds are NEET. However, the

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proportion of NEETs among 15-29 year-olds shrinks with educational attainment: 27.6% of young adults with below upper secondary attainment, 18.9% of young adults with upper secondary education, and 16.8% of young adults with tertiary education are NEET (Table C5.4d).

The sharp rise in the proportion of NEETs seen in most OECD countries during the first years of the economic crisis (2008-11) was not observed in Mexico. In contrast to other OECD countries, the proportion of NEETs in Mexico has remained stable for more than a decade (24.6% in 2000, 24.9% in 2005, and 24.7% in 2011) (Table A5.3a), which indicates that a structural flaw is at the root of the problem.

Table 1. Trends in the percentage of the young population neither in education nor employed in Mexico (1997-2011)

Age group	Gender	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
15-29	TOTAL	25.4	25.2	24.1	24.6	24.6	24.2	24.8	24.2	24.9	24.2	24.2	23.9	24.8	24.6	24.7
	MEN	6.6	6.5	5.3	6.2	6.0	6.4	6.9	6.8	8.8	8.7	9.1	9.0	10.7	11.0	11.0
	WOMEN	42.6	42.7	41.6	41.7	41.7	40.6	41.6	40.4	39.8	38.2	37.7	37.5	38.1	37.6	37.8
	Ratio % of women to % of men	6.5	6.6	7.8	6.8	7.0	6.4	6.0	5.9	4.5	4.4	4.1	4.1	3.6	3.4	3.4
25-29	TOTAL	30.3	30.6	30.1	30.2	31.0	30.6	31.0	30.3	31.5	30.1	30.6	29.5	30.4	30.1	29.5
	MEN	4.6	5.2	4.3	4.2	4.7	4.8	5.2	5.5	7.5	7.9	7.8	7.8	9.7	10.4	9.9
	WOMEN	52.9	53.5	53.5	52.9	54.1	52.6	53.1	52.1	52.5	49.2	49.5	48.2	48.9	47.7	47.3
	Ratio % of women to % of men	11.4	10.4	12.4	12.6	11.5	11.0	10.2	9.5	7.0	6.2	6.3	6.2	5.1	4.6	4.8

Source: OECD, Tables C5.4a, C5.4b and C5.4c

...especially among young women.

While women and men spend similar amounts of time in education (an average of 5.0 years and 5.2 years, respectively), based on current patterns, 15-29 year-old women are expected to spend more time as NEET (5.7 years) than in education. By contrast, men are expected to be NEET for 1.7 years (Tables C5.1a, b, and c).

Indeed, the proportion of women who were NEET in 2011 (37.8%) is more than three times larger than the proportion of men who were (11%) (Tables C5.3a and C5.3b); and the proportions grow as this population ages. While the proportion of male NEETs does not exceed 12% in any age group, more than a quarter of women aged 15 to 19, 42% of women aged 20 to 24, and almost half the women (47.3%) aged 25 to 29 are NEET. Studies based in the *Encuesta Nacional de la Juventud* (2010) indicate that most young NEET women are housewives, suggesting that the gender gap may be largely related to cultural matters, such as early marriages and pregnancies. Being neither employed nor in education or training has serious adverse repercussions on employability later on, self-sufficiency and gender equality (Tables C5.4b and c).

In Mexico, higher educational attainment does not necessarily imply lower unemployment rates.

Employment rates in Mexico tend to be above the OECD average for people with below upper secondary attainment (62% in Mexico compared with the OECD average of 55%), and below the OECD averages at higher levels of attainment (for people with upper secondary or post-secondary non-

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tertiary education, the employment rate is 71% in Mexico compared with the OECD average of 74%; for tertiary-educated people, the employment rate is 79% in Mexico compared with the OECD average of 83%) (Table A5.3a). Meanwhile, employment rates among women are substantially lower than those among men, especially at lower levels of attainment. Some 42% of women with below upper secondary education are employed compared with 87% of men with the same level of education (Tables A5.3c and d, and Tables A5.4c and d).

In 2011, Chile and Mexico were the sole countries where unemployment rates were higher (5.4% and 4.8%, respectively) among tertiary-educated adults than among those who had attained an upper secondary education (5.0% and 4.4%, respectively) and among those who had attained a below upper secondary education (4.4% and 4%, respectively) (Table A5.4a).

Even if younger Mexicans have higher levels of educational attainment, they are more vulnerable to unemployment. Some 5.8% of 25-34 year-olds with upper secondary or post-secondary non-tertiary qualifications are unemployed compared to 4% of 35-44 year-olds with the same level of attainment. Meanwhile, 7.2% of tertiary-educated 25-34 year-olds are unemployed compared with 3.4% of 35-44 year-olds with a tertiary education (Table A5.5c).

Other findings

- Based on current patterns, 15-29 year-olds in Mexico are expected to spend 5.1 years in education. This one of the shortest amounts of time in education among OECD countries – slightly longer than in Brazil (5.0 years) and Turkey (4.8 years) and 2 years less than the OECD average (7.1 years). Mexico is also one of three countries, together with Turkey and the United Kingdom, where 15-29 year-olds are expected to spend more time in employment (6.2 years) than in education and training (5.1 years); and Mexican 15-29 year-olds are expected to spend 3.7 years neither employed nor in education or training (NEET). This is the third longest period of being NEET after Israel (4.1 years) and Turkey (5.2 years), equal to that in Spain, and higher than the OECD average of 2.4 years (Table C5.1a).
- Compared with all other OECD countries, Mexico has the highest student-teacher ratios at all levels of compulsory education. In early childhood education, the ratio is more than 25 pupils per teacher, far higher than the OECD average of 14.3 pupils per teacher (Table C2.2). The ratio is even higher – 28.1 students per teacher – in primary education, and highest – 29.9 students per teacher – at the secondary level (Tables D2.2 and D2.3).
- The number of teaching hours per year at the secondary level is one of the highest of countries with available data. Only in Argentina, Chile and the United States (and Scotland for upper secondary education) are secondary teachers required to teach more hours than in Mexico. In addition, Mexico's primary level teachers have the largest percentage of working time at school. (Table D4.1).

Please note: all Tables, Charts and Indicators are found in *Education at a Glance 2013*

(www.oecd.org/edu/eag.htm)

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Key Facts for Mexico in EAG 2013

Table	Indicator	Mexico		OECD average		Rank among OECD countries and other G20 countries**
Educational Access and Output						
	Enrolment rates	2011	2005	2011	2005	
C2.1	3-year-olds (in early childhood education)	44%	23%	67%	64%	29 of 36
	4-year-olds (in early childhood and primary education)	100%	70%	84%	79%	2 of 36
C1.1a	5-14 year-olds (all levels)	100%		99%		1 of 38
	Percentage of population that has attained below upper secondary education	2011	2000	2011	2000	
A1.4a	25-64 year-olds	64%	71%	26%	34%	3 of 35
	Percentage of population that has attained upper secondary education	2011	2000	2011	2000	
A1.4a	25-64 year-olds	19%	14%	44%	44%	34 of 36
	Percentage of population that has attained tertiary education	2011	2000	2011	2000	
A1.3a A1.4a	25-64 year-olds	17%	15%	31%	22%	32 of 36
	30-34 year-olds	20%		39%		32 of 34
	25-34 year-olds	23%	17%	39%	26%	32 of 36
	55-64 year-olds	12%	7%	24%	15%	32 of 36
	Entry rates into tertiary education	2011	2000	2011	2000	
C3.1a	Vocational programmes (Tertiary-type B)	3%	1%	19%	16%	26 of 32
	University programmes (Tertiary-type A)	34%	24%	60%	48%	33 of 36
	Graduation rates	2011	2000	2011	2000	
A2.1a	Percentage of today's young people expected to complete upper secondary education in their lifetime	49%	33%	83%	76%	27 of 27
A3.1a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	21%	m	39%	28%	25 of 26
Economic and Labour Market Outcomes						
	Unemployment rate of 25-64 year-olds - Men and Women	2011	2008	2011	2008	
A5.4b	Below upper secondary	4.0%	2.4%	12.6%	8.8%	34 of 35
	Upper secondary and post-secondary non-tertiary	4.4%	2.9%	7.3%	4.9%	28 of 36
	Tertiary	4.8%	3.3%	4.8%	3.3%	14 of 36
	Unemployment rate of 25-64 year-olds - Women	2011	2008	2011	2008	
A5.4d	Below upper secondary	3.7%	2.3%	12.2%	9.5%	34 of 35
	Upper secondary and post-secondary non-tertiary	4.6%	3.3%	8.0%	5.7%	30 of 35
	Tertiary	4.9%	3.8%	5.1%	3.6%	14 of 36
	Average earnings premium for 25-64 year-olds with tertiary education*	2011 or latest year available		2011		
A6.1	Men and women	m		157		m
	Men	m		162		m
	Women	m		161		m
	Average earnings penalty for 25-64 year-olds who have not attained upper secondary education*	2011 or latest year available		2011		
A6.1	Men and women	m		76		m
	Men	m		77		m
	Women	m		74		m
	Percentage of people not in employment, education or training for 15-29 year-olds, by level of education attained	2011	2008	2011	2008	
C5.4d	Below upper secondary	27.6%	26.9%	15.8%	14.4%	3 of 34
	Upper secondary	18.9%	16.7%	16.2%	13.6%	12 of 34
	Tertiary	16.8%	15.3%	13.3%	10.6%	9 of 34

Key Facts for Mexico in EAG 2013

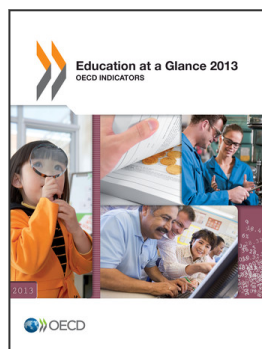
Table	Indicator	Mexico		OECD average		Rank among OECD countries and other G20 countries**
Financial Investment in Education						
	Annual expenditure per student (in equivalent USD, using PPPs)	2010		2010		
B1.1a	Pre-primary education	2280 USD		6762 USD		31 of 32
	Primary education	2331 USD		7974 USD		33 of 34
	Secondary education	2632 USD		9014 USD		32 of 34
	Tertiary education	7872 USD		13528 USD		27 of 33
	Total expenditure on educational institutions as a percentage of GDP	2010	2000	2010	2000	
B2.1	As a percentage of GDP	6.2%	5.0%	6.3%	5.4%	18 of 33
	Total public expenditure on education	2010	2000	2010	2000	
B4.1	As a percentage of total public expenditure	20.6%	23.4%	13.0%	12.6%	1 of 32
	Share of private expenditure on educational institutions	2010	2000	2010	2000	
B3.2a	Pre-primary education	16%		18%		14 of 28
B3.2a	Primary, secondary and post-secondary non-tertiary education	17%	14%	8%	7%	4 of 31
B3.2b	Tertiary education	30%	21%	32%	23%	13 of 30
B3.1	All levels of education	20%	15%	16%	12%	9 of 29
Schools and Teachers						
	Ratio of students to teaching staff	2011		2011		
D2.2	Pre-primary education	25 students per teacher		14 students per teacher		1 of 31
	Primary education	28 students per teacher		15 students per teacher		1 of 35
	Secondary education	30 students per teacher		14 students per teacher		1 of 36
	Total intended instruction time for students (hours)	2011		2011		
D1.1	Primary education	4800 hours		4717 hours		14 of 31
	Lower secondary education	3500 hours		3034 hours		10 of 31
	Number of hours of teaching time per year (for teachers in public institutions)	2011	2000	2011	2000	
D4.2	Pre-primary education	532 hours		994 hours		28 of 29
	Primary education	800 hours	800 hours	790 hours	780 hours	16 of 31
	Lower secondary education	1047 hours	1182 hours	709 hours	697 hours	3 of 30
	Upper secondary education	848 hours	m	664 hours	628 hours	3 of 31
	Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2000 = 100)	2011	2008	2011	2008	
D3.4	Primary school teachers	112	108	120	120	13 of 23
	Lower secondary school teachers	112	109	116	116	12 of 22
	Upper secondary school teachers	m	m	117	118	m
	Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education	2011		2011		
D3.2	Pre-primary school teachers	m		0.80		m
	Primary school teachers	m		0.82		m
	Lower secondary school teachers	m		0.85		m
	Upper secondary school teachers	m		0.89		m

* Compared to people with upper secondary education; upper secondary = 100.

** Countries are ranked in descending order of values.

Note: Enrolment rates above 100% in the calculation are shown in italics.

'm': data is not available.



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