

## EDUCATION AT A GLANCE 2015

*Education at a Glance: OECD Indicators* is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 34 OECD countries and a number of partner countries.

### Mexico

This Country Note focuses on six major topics covered in the 2015 edition of *Education at a Glance: OECD Indicators*. These topics are: educational attainment, skills and participation in the labour market, equity in education and the labour market, financing of education, the teaching profession, tertiary education (based on the new ISCED 2011 classification), and early childhood through upper secondary education.

The table *Key facts for Mexico in Education at a Glance 2015* presents a summary of figures for Mexico and the OECD average.

#### Educational attainment, skills and participation in the labour market

*In Mexico, enrolment rates and educational attainment have been increasing substantially in upper education, but they are still low compared to OECD and partner countries.*

From 2005 to 2012 the population of 25-34 year-olds in Mexico that had achieved upper secondary education increased by 8 percentage points, from 38% to 46%. Nevertheless, this is much lower than the OECD average of 83%. Only one in three adults aged 25 to 64 had attained that level of education. Mexico is expanding the enrolment of the 15-19 year-olds: the percentage of students as a percentage of the population of this age group increased from 48% to 54% between 2005 and 2013. Despite this, in 2013, Mexico was one of only two OECD and partner countries (the second country was Colombia) where less than 60% of 15-19 year-olds were enrolled in education.

*Adults with higher levels of education are more likely to be employed than adults with less education. In addition, the relative earnings of graduates increase with the level of education, in Mexico even more than in most OECD countries.*

Irrespective of the age group, employment rates are about 5 to 9 percentage points higher for tertiary graduates than for adults with only upper secondary education who, in turn, have employment rates 6 to 12 percentage points higher than those with below upper secondary education as their highest level of attainment.

**Table 1. Employment rates by educational attainment and age group (2014)**

	25-34	35-44	45-54	55-64
<b>Tertiary</b>	78	85	82	65
<b>Upper secondary</b>	71	76	76	60
<b>Below upper secondary</b>	65	68	64	53

Source: OECD. Table A5.3a.

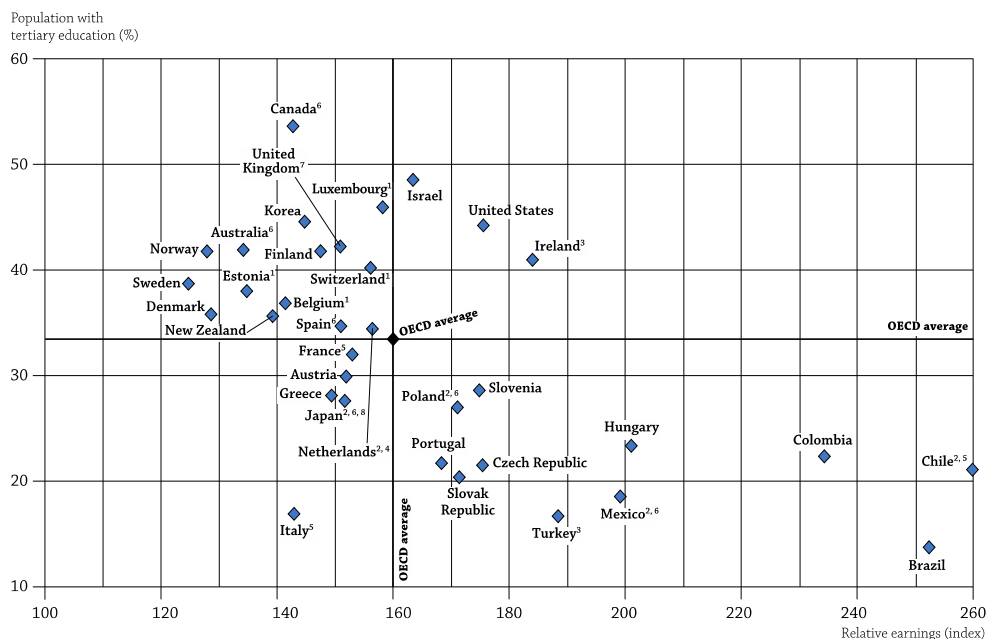
See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink  <http://dx.doi.org/10.1787/88893328500> (Education at a Glance 2015)

In addition, a tertiary graduate in Mexico earns twice as much as an adult with upper secondary education as his or her highest level of attainment, and this latter person earns almost twice as much as a worker with below upper secondary education, on average. These differences are much larger than the OECD averages.

**Figure 1: Relative earnings of tertiary-educated workers and their share in the population (2013)**

25-64 year-olds with income from employment; upper secondary education=100



**Note:** All tertiary includes short cycle tertiary, bachelor's, master's, doctoral or equivalent degrees. Data on educational attainment refers to year 2014 or latest available year.

1. Belgium, Estonia, Luxembourg, Switzerland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

2. Chile, Japan, Mexico, the Netherlands, Poland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED-97 classification.

3. Ireland, Turkey: Earnings net of income tax.

4. The Netherlands: Year of reference 2010.

5. Chile, France, Italy: Year of reference 2011.

6. Australia, Canada, Finland, Japan, Mexico, Poland, Spain: Year of reference 2012.

7. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as partial level completion of upper secondary education.

8. Japan: Data on educational attainment exclude short-cycle tertiary education at the tertiary level.

Source: OECD. Tables A1.3a and A6.1a.

See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933283719> (*Education at a Glance 2015*, Chart A6.4)

## Equity in education and the labour market

*Women are fairly represented at all levels of tertiary education, but they are still much more likely than men to be neither in employment nor in education or training (NEET).*

Women are fairly represented at all levels of tertiary education, including the doctoral level, where almost half of new graduates in 2013 were women. About a third of the students in engineering, manufacturing and construction were women, five percentage points above the OECD average. However, this figure shows that, as in other OECD countries, women are still under-represented in this field of study.

The difference between the percentages of women and men who are NEET is slowly shrinking. Nevertheless, the share of young women who are NEET is still considerably larger than that of men. Between 2000 and 2012, the proportion of 20-24 year-old women who were NEET shrank from 46% to 39%, whereas the proportion of men who were NEET increased from 6% to 10% (the OECD average fell from 22% to 19% for women, and rose from 14% to 16% for men).

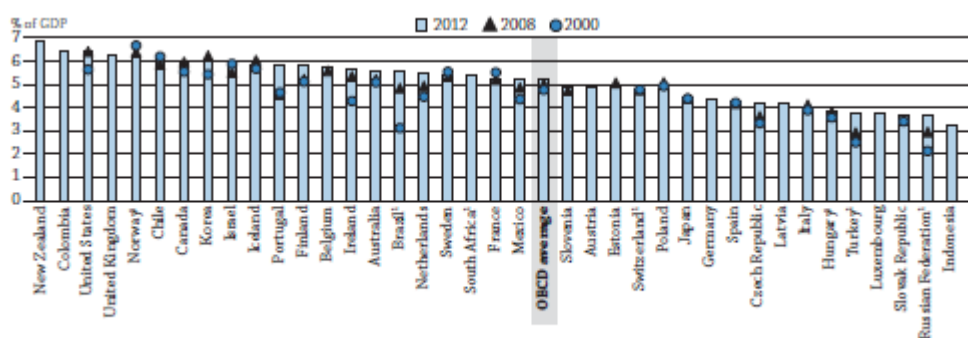
## Financing of education

*Mexico spends a similar share of its GDP on education as other OECD countries, but expenditure per student remains low in absolute terms.*

Mexico's expenditure on primary to tertiary education as a percentage of GDP has increased from 4.4% in 2000 to 5.2% in 2012, which are similar proportions to the OECD average. In 2012, Mexico spent 3.9% of its GDP on primary and secondary educational institutions (just above the OECD average of 3.7%; which includes also the post-secondary non-tertiary educational institutions) and 1.3% of GDP on tertiary educational institutions (just below the OECD average of 1.5%).

**Figure 2: Expenditure on primary to tertiary education institutions as a percentage of GDP (2000, 2008 and 2012)**

*From public and private sources, excluding undistributed programmes*



1. Public expenditure only (for Switzerland, in tertiary education only; for Norway, in primary, secondary and post-secondary non-tertiary education only).

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions in 2012.

Source: OECD, Table B2.2.

See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink  <http://dx.doi.org/10.1787/888933283964> (Education at a Glance 2015, Chart B2.3)

Between 2005 and 2012, annual expenditure by primary and secondary educational institutions increased by 19% in Mexico, while the number of students increased by 7%. As a result, expenditure per student increased by 11% (the OECD average, which includes post-secondary non-tertiary education, was 21%). Over this period, most of the countries with below OECD average expenditure

per student showed substantial increases in expenditure per student, from +55% in Turkey to +110% in Brazil.

At the tertiary level, Mexico's total expenditure rose by 35% during the same period, just above the growth rate of enrolments (33%, one of the highest rates among OECD countries). This led to a small increase in expenditure per student (1%, compared to the OECD average of 11%).

In absolute terms, Mexico's annual expenditure per student is similar to Turkey's, and it is one of the lowest among OECD countries. In 2012 Mexico spent USD 2 600<sup>1</sup> per student (the OECD average was USD 8 200) in primary institutions, USD 3 000 in secondary institutions (the OECD average was USD 9 500), and USD 8 100 in tertiary institutions (the OECD average was USD 15 000).

Hence, in Mexico expenditure per student by tertiary institutions for all services (including R&D activities) was about three times higher than expenditure per student in primary education. This was a similar ratio as observed in Brazil and Turkey, and it was much higher than in other OECD and partner countries (the OECD average for the ratio of expenditure per student by tertiary and primary institutions was 1.8).

*Only a small fraction of total expenditure on primary through secondary education was devoted to capital expenditures in 2012.*

In 2012, capital expenditure represented only 2.5% of total expenditure on public primary and secondary educational institutions in Mexico (Capital expenditure refers to spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of school buildings). This is smaller than in the other seven countries reporting data on public institutions only (Brazil, Colombia, Ireland, Portugal, South Africa, Switzerland and Turkey; the average for these countries, which includes post-secondary non-tertiary educational institutions was 7.1%). Capital expenditure as a percentage of total expenditure on tertiary education was 6.8% in Mexico, closer to the average for this group of countries (11%).

Mexico spends a larger proportion of current expenditure on education on compensation for teachers than any other OECD country. In 2012, some 81% of current expenditure at the primary and secondary levels went to compensating teachers (the OECD average, which includes post-secondary non-tertiary level, was 62%). Some 62% of current expenditure at the tertiary level goes to compensating instructors (the OECD average is 40%).

## The teaching profession

*Student-to-teaching-staff ratios are high in Mexico, but there is a large difference between the ratios in public and private schools.*

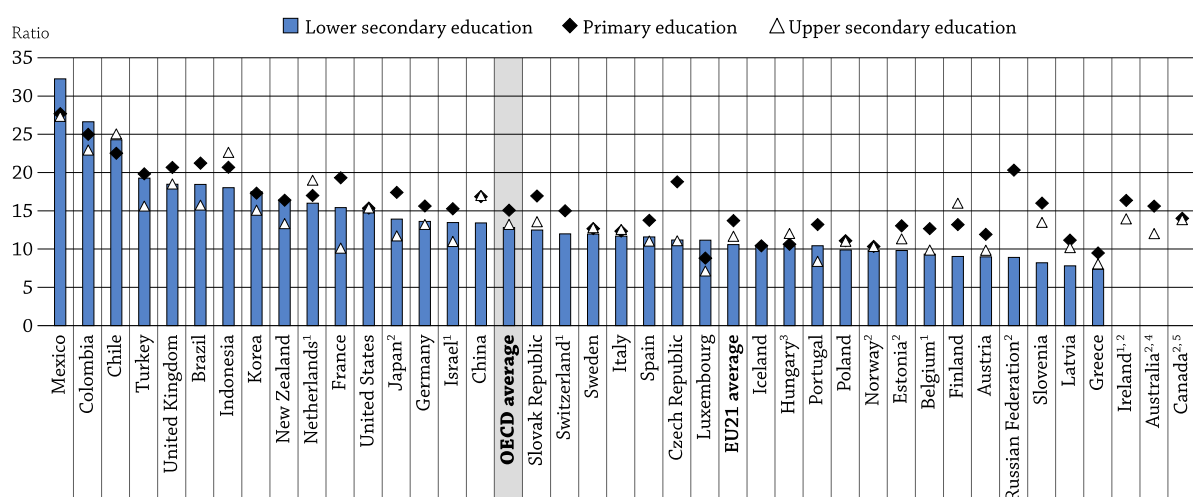
In 2013, there were 32 students per teaching staff in Mexican lower secondary schools – the highest ratio among OECD and partner countries, and more than twice as high as the OECD average. Student-to-teaching-staff ratios in primary and upper secondary education were also higher in Mexico than in any other OECD or partner country.

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<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

This high ratio is estimated to be the most important factor explaining the difference in salary cost of teachers per student between Mexico and other OECD countries. In turn, the salary cost of teachers per student is a significant component of total expenditure per student. In 2013, it was lower in Mexico than in any other OECD country at the lower secondary level of education and the second lowest at primary level. For example, in Mexico, the salary cost of teachers per student was around USD 1 100 in lower secondary education (this cost rose by around USD 100 since 2005), compared to USD 3 200, on average, across OECD countries.

**Figure 3: Ratio of students to teaching staff in educational institutions, by level of education (2013)**



1. Public institutions only. For Israel, public institutions only for upper secondary education. For Belgium, data does not include independent private institutions.

2. Some levels of education are included with others. Please refer to "x" code in Table D2.2 for details.

3. Includes data on management personnel.


4. Includes only general programmes in upper secondary education.

5. Year of reference 2012.

Countries are ranked in descending order of ratio of students to teaching staff in lower secondary education in 2013.

Source: OECD, Table D2.2.

See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink  <http://dx.doi.org/10.1787/888933284432> (Education at a Glance 2015, Chart D2.2)

However, in private educational institutions, the students-to-teaching-staff ratio is much lower: 19 students per teaching staff in lower secondary schools and 15 students per teaching staff in upper secondary schools, compared to the G20 average of 13 students per teaching staff at both levels of education. For every teacher in public institutions, there are almost 20 students more than for a teacher in a private institution, on average – the largest difference between the two types of schools among OECD and partner countries.

In 2013, about one in ten primary and lower secondary students in Mexico were enrolled in private educational institutions as were about one in five upper secondary students. These percentages are similar to the OECD averages of 10% (primary), 14% (lower secondary) and 19% (upper secondary).

*Teachers' salaries vary widely.*

Mexico is among the OECD and partner countries in which the differences in teachers' salaries based on years teaching and qualifications can be most substantial. For example, in 2013 teachers at the top of the salary scale in primary and lower secondary education earned more than twice as much at

their colleagues who had just started their teaching careers (on average across OECD countries, teachers at the top of the salary scale earned around 1.7 times the starting salary).

*Mexico has a comparatively good gender balance in its teaching force.*

In 2013, about one in two lower and upper secondary teachers was a man, as was about one in three primary teachers. Across OECD countries, 18% of primary teachers, 32% of lower secondary teachers and 42% of upper secondary education teachers were men.

### **Tertiary education: Short cycle, bachelor's, master's and doctoral programmes**

*Entry rates in Mexico are lower than the OECD average, especially at the master's and doctoral level; and less than 1% of Mexico's students go abroad to study.*

Only about one in five 25-64 year-olds and one in four 25-34 year-olds in Mexico have a tertiary degree. The proportion of tertiary-educated 25-34 year-olds increased by 8 percentage points between 2000 and 2014, from 17% to 25%, whereas it increased by 15 percentage points (from 26% to 41%), on average across OECD countries.

In Mexico, 38% of young people are expected to enter tertiary education in their lifetime (the OECD average is 67%). The difference between the OECD average and Mexico is evident at the most advanced levels of tertiary education. About 4% of young people in Mexico are expected to earn a master's degree in their lifetime (the OECD average is 22%) and less than 1% is expected to complete a doctoral programme (the OECD average is 2%). Entry rates are also low short-cycle tertiary programmes: 3% of young people in Mexico are expected to enrol in this type of programme compared to 18% on average across OECD countries, 49% in Chile and 16% in Colombia.

About 28 000 Mexican students were enrolled abroad in 2013 – half of them in the United States. This represents about 0.8% of national students, a smaller proportion than the OECD average (1.6%) or than the proportion of Chinese national students enrolled abroad (2.1%), but comparable to the proportions of students from Indonesia, Chile and South Africa.

In the same year, about 8 000 students came to Mexico to study, a negligible share of total enrolments. Many tertiary education experts believe that a period of education abroad is a way for students to improve their employability in a global labour market. Even if students remain abroad after their studies, they may establish social and business links between their home and host countries.

*Many students in Mexico graduate from engineering, manufacturing and construction*

In 2013, Mexico had one of the largest shares of graduates in social sciences (44% of students) and engineering, manufacturing and construction (22%) of all OECD countries, to the extent that two out of three students were enrolled in one of these two fields. By comparison, on average across OECD countries, 34% of graduates studied social sciences and 14% studied engineering, manufacturing and construction.

### **Early childhood through upper secondary education**

Nearly 90% of 4-year-olds in Mexico are enrolled in early childhood education, 4 percentage points above the OECD average, but only 44% of 3-year-olds are (the OECD average is 74%).



The ratio of pupils to contact staff (teachers and teachers' aides) in early childhood educational development and pre-primary education is the highest among OECD countries: 25 pupils per contact staff – two to three times higher than that in other OECD countries. Partly because of this, expenditure on early childhood education as a proportion of GDP is lower in Mexico (0.6%) than the OECD average (0.8%).

*Instruction time is determined by law.*

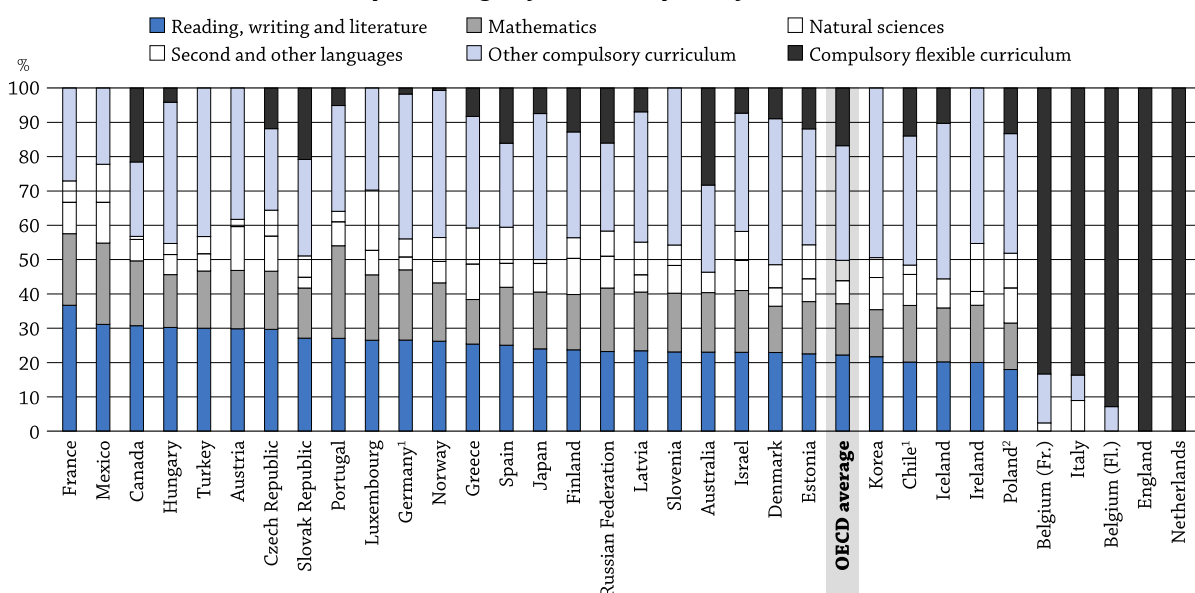
The time that primary education students spend learning each subject is entirely determined by legislation in Mexico and in seven other OECD countries. In contrast, in other countries there is some flexibility for schools or public authorities in choosing how to allocate part of the compulsory instruction time among different subjects.

Within the eight countries in which the allocation of instruction time is entirely determined by legislation, primary students in Mexico devote the second largest proportion of their compulsory instruction time (78%) to four core subjects: reading, writing and literature; mathematics; natural sciences; and second and other languages. By contrast, much less time is devoted to physical education and health, and arts education than in other countries (4% for both subjects in Mexico compared to 10% on average across the other seven countries where learning times are entirely determined by legislation).

The situation is similar in lower secondary education, although at this level of education the percentage of time devoted to physical education and health, and arts education in Mexico is slightly higher (6% in both cases) and a substantial proportion of time (11%) is devoted to the study of technology.

**Figure 4: Instruction time per subject in primary education (2015)**

*As a percentage of total compulsory instruction time*




1. Year of reference 2014.

2. Excludes the first three years of primary education for which a large proportion of the time allocated to compulsory subjects is flexible.

Countries are ranked in descending order of the proportion of instruction hours devoted to reading, writing and literature.

Source: OECD, Table D1.3a.

See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink  <http://dx.doi.org/10.1787/888933284408> (Education at a Glance 2015, Chart D1.2a)

*Annual public school inspections are relatively common.*

A comparatively large proportion of Mexico's public schools (80% of primary schools and 50% of lower secondary schools) undergo an inspection each year. Of the countries with available data, only in Israel, the Netherlands and Spain (and Ireland, at the lower secondary level) do a higher percentage of schools undergo annual inspections. While school inspection in Mexico is expected to focus only on compliance with rules and regulations, in the majority of OECD countries, school inspections may also focus on such issues as financial management, the quality of instruction and instructional material, and the satisfaction of students, parents and staff.

## References

OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.


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## Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

For more information on **Education at a Glance 2015** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:   
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## Questions can be directed to:

Gabriela Ramos  
Special Counsellor to the Secretary-General, Chief of Staff  
and Sherpa  
[Gabriela.ramos@oecd.org](mailto:Gabriela.ramos@oecd.org)  
**Telephone:** +33 1 45 24 89 00  
**Twitter:** @gabramosp

## Country Note Author:

Gabriele Marconi  
Directorate for Education and Skills  
[Gabriele.Marconi@oecd.org](mailto:Gabriele.Marconi@oecd.org)

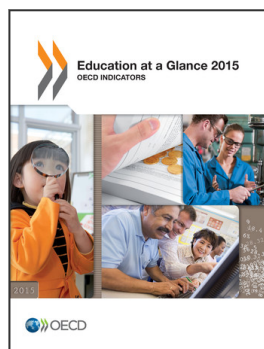


## Key Facts for Mexico in Education at a Glance 2015

Table	Indicator	Mexico	OECD average
<b>Educational Access and Output</b>			
	<b>Enrolment rates</b>	<b>2013</b>	<b>2013</b>
C2.1	3-year-olds (in early childhood education)	44%	74%
	<b>Highest educational attainment level of 25-64 year-olds</b>	<b>2014</b>	<b>2014</b>
A1.4a	Below upper secondary	66%	24%
	Upper secondary or post-secondary non-tertiary	15%	43%
	Tertiary	19%	34%
	<b>Highest educational attainment level of 25-64 year-olds (disaggregation at tertiary level)</b>	<b>2014</b>	<b>2014</b>
A1.1a	Short cycle tertiary	1%	8%
	Bachelor's or equivalent	18%	16%
	Master's or equivalent	**	11%
	Doctoral or equivalent	**	1%
	<b>Entry and graduation rates</b>	<b>2013</b>	<b>2013</b>
C3.1	Percentage of today's young people expected to enter tertiary education at least once during their lifetime	38%	67%
A3.1	Percentage of today's young people expected to graduate with a bachelor's or equivalent degree in their lifetime	22%	36%
<b>Economic and Labour Market Outcomes</b>			
	<b>Unemployment rate of 25-64 year-olds</b>	<b>2014</b>	<b>2014</b>
A5.4a	Below upper secondary	3.5%	12.8%
	Upper secondary and post-secondary non-tertiary	4.4%	7.7%
	Tertiary	5%	5.1%
	<b>Average earnings premium for tertiary-educated 25-64 year-olds (upper secondary = 100)</b>	<b>2013</b>	<b>2013</b>
A6.1a	Short cycle tertiary	**	125
	Bachelor's or equivalent	**	157
	Master's, Doctoral or equivalent	**	214
	All tertiary	199	160
	<b>Percentage of people not in employment, education or training (NEET) for 15-29 year-olds</b>	<b>2014</b>	<b>2014</b>
C5.2b	Men	9.4%	13.2%
	Women	35.1%	17.9%
<b>Financial Investment in Education</b>			
	<b>Annual expenditure per student (in equivalent USD, using PPPs)</b>	<b>2012</b>	<b>2012</b>
B1.1a	Primary education	2632 USD	8247 USD
	Secondary education	3007 USD	9518 USD
	Tertiary (including R&D activities)	8115 USD	15028 USD
	<b>Total expenditure on primary to tertiary educational institutions</b>	<b>2012</b>	<b>2012</b>
B2.2	As a percentage of GDP	5.2%	5.2%
	<b>Total public expenditure on primary to tertiary education</b>	<b>2012</b>	<b>2012</b>
B4.2	As a percentage of total public expenditure	18.4%	11.6%
<b>Schools and Teachers</b>			
	<b>Ratio of students to teaching staff</b>	<b>2013</b>	<b>2013</b>
D2.2	Primary education	28 students per teacher	15 students per teacher
	Secondary education	30 students per teacher	13 students per teacher
	<b>Average actual teachers' salaries</b>	<b>2013</b>	<b>2013</b>
D3.4	Pre-primary school teachers	**	37798 USD
	Primary school teachers	**	41248 USD
	Lower secondary school teachers (general programmes)	**	43626 USD
	Upper secondary school teachers (general programmes)	**	47702 USD

The reference year is the year cited or the latest year for which data are available.

\*\* Please refer to the source table for details on this data.



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