

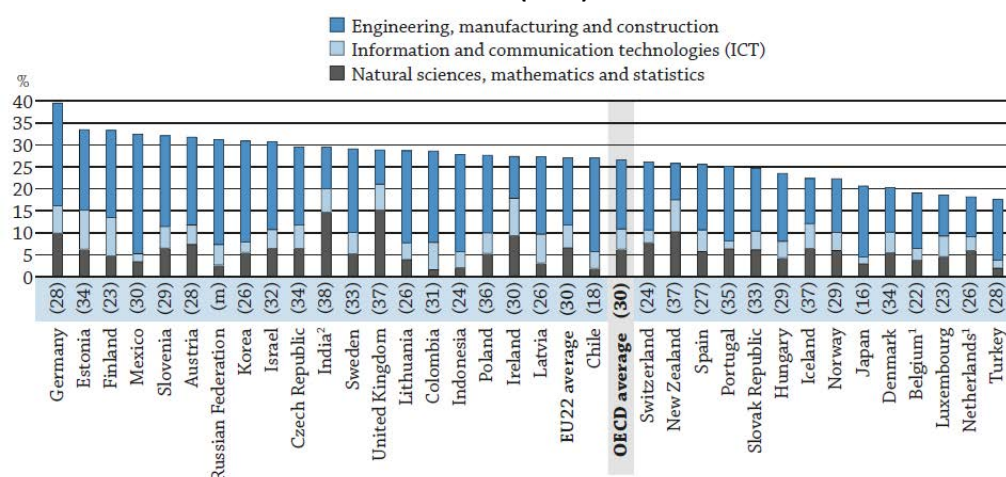
## EDUCATION AT A GLANCE 2017

*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 35 OECD countries and a number of partner countries.

### Mexico

- **Mexico has one of the largest shares of students entering science-related tertiary education across OECD countries.** In 2015, 32% of new entrants to tertiary education chose the science, technology, engineering and mathematics (STEM) fields of education, 5 percentage points more than the OECD average, placing Mexico in the top six OECD countries for this measure.
- **Mexico increased enrolment in early childhood education among 4-year-olds to 89% in 2015**, on a par with the OECD average of 87%, although enrolment rates for 3- and 2-year-olds still lag behind most OECD countries.
- **Recent education reforms have boosted technical education in Mexico, helping young people to engage in training while completing their studies** although enrolment rates are still below OECD average. In 2015, 15% of 15-19 year-olds in Mexico were enrolled in vocational upper secondary education programmes, representing over one-third of the total enrolment at the upper secondary level.
- **Teachers' salaries have improved in recent years in Mexico.** Between 2005 and 2015, statutory salaries of pre-primary and primary teachers increased by 12%, and by 13% for lower secondary teachers, double the average increase among OECD countries overall. However, teachers' salaries are still low compared to other OECD countries except for upper secondary teachers.

**Figure 1. Distribution of new entrants to tertiary education, by STEM field of study and share of women in these fields (2015)**



**Note:** The number in parentheses corresponds to the share of female new entrants in STEM (science, technology, engineering and mathematics) fields of study.

1. Excludes new entrants at doctoral level.

2. Year of reference 2014.

Countries are ranked in descending order of the share of new entrants to tertiary education in STEM fields.

**Source:** OECD/UIS/Eurostat (2017), Table C3.1a. See Source section for more information and 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/10.1787/888933558306>

## Students are increasingly interested in science-related fields of study

- In 2016, Mexico had a larger share of tertiary-educated adults with degrees in business, administration and law than most OECD countries: 35% of 25-64 year-olds, compared to 23% on average across OECD countries. Engineering, manufacturing and construction were the next most popular, with 16% having studied these fields, slightly below the OECD average of 17%, followed by education, studied by 15% of tertiary-educated adults, 2 percentage points above the OECD average.
- Business, administration and law fields of study are still the most popular fields among new entrants to tertiary education. In 2015, 31% of new entrants chose these fields, a share which is below only Colombia (39%), Luxembourg and Turkey (both 37%) and well above the OECD average of 23%.
- Due to the increasing competitiveness of the global economy and the labour market, Mexico has been placing great importance on increasing the number of students and researchers in science and engineering. In 2016, one-quarter of tertiary-educated 25-64 year-olds in Mexico had a degree in one of the science, technology, engineering and mathematics (STEM) fields, the same as the OECD average (25%). Recently, however, new entrants to these fields of study have overtaken the OECD average. In 2015, 32% of new entrants to tertiary education had chosen STEM fields, a share which is in the top four for OECD countries and 5 percentage points higher than the OECD average of 27%.
- Employment rates align with this new trend, and are higher for tertiary-educated adults who studied information and communication technologies (ICT) and engineering, manufacturing and construction (both at 83%) than for business, administration and law (80%). However, the employment rate for those who studied natural sciences, mathematics and statistics is 75%, below the rates for the other STEM fields.
- In 2015, Mexico's share of women among new entrants to tertiary STEM (32%) is slightly above OECD average (27%). Women make up 49% of new entrants to degrees in natural science, mathematics and statistics, similar to the OECD average of 50%; 28% in ICT, compared to 19% on average; and 27% in engineering, manufacturing and construction, above the OECD average of 24%. Mexico has recently joined the OECD initiative "NiñasSTEM Pueden" which invites Mexican women with prominent careers in scientific and mathematical disciplines to motivate girls and inculcate the STEM spirit through workshops, talks and videos.
- Mexico had more women students in the non-STEM fields of education, although still below the OECD averages. In 2014, 74% of new tertiary entrants to programmes in the education field were women, below the OECD average of 78%. Social sciences programmes had 65% women, and health and welfare programmes 66%, also below the OECD averages of 64% and 76% respectively.

## Mexico is widening access to high-quality early childhood education

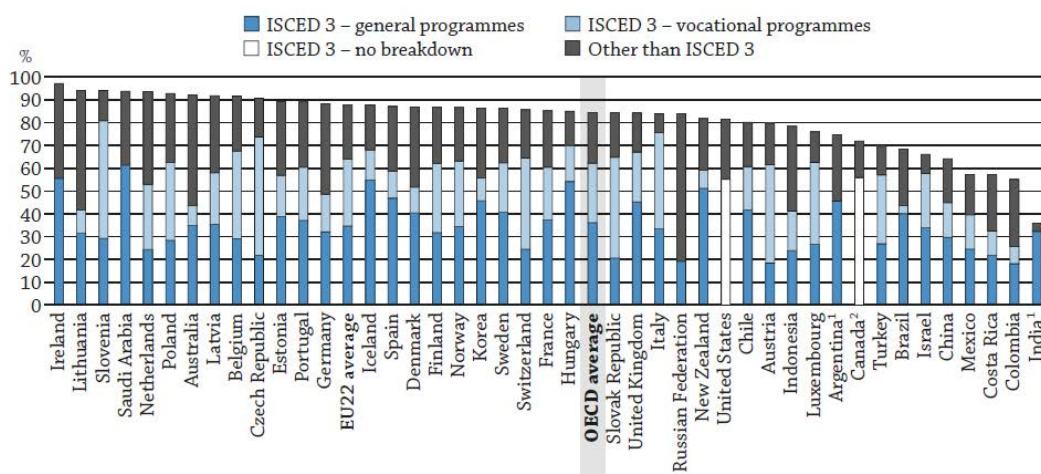
- Early childhood education and care plays a significant role in children's cognitive development and later school performance. Over the past decade, Mexico has caught up in terms of enrolment in early childhood education for 4-year-olds. In 2005, 69% of 4-year-olds were enrolled in pre-primary education (ISCED 02, *Educación Preescolar*), 7 percentage points below the OECD average. However, by 2015 Mexico's enrolment rate for this age group was 89%, above the OECD average of 87%, as well as other Latin American countries such as Argentina (81%), Brazil (79%), Colombia (81%) and Costa Rica (59%). Mexico experienced the sixth largest increase in enrolment rates for 4-year-olds among OECD countries, after Australia, Chile, Korea, Poland and Turkey, and double the OECD average increase over this period.
- However enrolment rates among other age groups still lag behind most OECD countries. In 2015, 46% of 3-year-olds in Mexico were enrolled in early childhood education overall (both early childhood development and pre-primary programmes). This share is below the OECD average of 78%, but it is above some countries such as Costa Rica (5%), Turkey (9%) and Ireland (38%). The gap is even larger among 2-year-olds: only 5% were enrolled in early childhood educational development programmes (ISCED 01, *Educación Inicial*) in Mexico, compared to the OECD average of 39%.
- Despite these low enrolment rates, Mexico has high ratios of children per staff member in early childhood education. In 2015 the average ratio was 21 pupils for every staff member (teachers and teachers' aides), the highest among OECD countries (OECD average, 11).

- A large share of children in Mexico attend public pre-primary institutions rather than private ones. In 2015, 86% of children who were enrolled in pre-primary education attended public institutions, 20 percentage points above the OECD average. However, for early childhood development programmes, a larger share of students are enrolled in private institutions. Nearly two-thirds of these programmes are run by independent private institutions in Mexico.
- Spending on early childhood educational institutions is still low in Mexico but a large proportion is covered by public funds. In 2014, Mexico spent USD 2 668 in PPP terms per student overall on early childhood educational institutions, well below the OECD average of USD 8 858. Despite the fact that total spending on early childhood educational institutions as a share of gross domestic product (GDP) is slightly below the OECD average (0.6% compared with 0.8%), public funds make up 84% of this expenditure, 2 percentage points above the OECD average.

## Access to the labour market can be improved by vocational education and training programmes

- As part of Mexico's current policy of promoting technological education, boosted by its recent education reform, the government has taken steps to increase the participation of young people in programmes that offer them technical training while they complete their upper secondary education. These programmes allow them to continue on to higher education or into the labour market if needed.
- As a result of this policy, 15% of 15-19 year-olds in Mexico were enrolled in vocational upper secondary education programmes in 2015, against the OECD average of 25% (Figure 2). This represented over one-third of Mexico's total upper secondary enrolment, compared with an OECD average of 46%.
- Mexican students graduate from vocational upper secondary programmes relatively young, at an average age of 18, 4 years younger than average for OECD countries. In 2015, 21% of adults were expected to graduate from vocational upper secondary programmes over their lifetime, below the OECD average (44%) but above other OECD countries such as Canada (5%) and Korea (16%) or Latin American countries such as Brazil (6%) and Costa Rica (7%).
- In 2014, annual expenditure per upper secondary vocational student was USD 4 489 in Mexico, slightly above the expenditure for general programmes of USD 4 280. A similar trend is also seen across OECD countries, where expenditure per student is higher for vocational programmes than for general programmes (averaging USD 10 454 and USD 9 645 respectively). However, expenditure per student in vocational programmes in Mexico is less than half the OECD average for this educational level.

Figure 2. Enrolment rates of 15-19 year-olds, by programme level and orientation (2015)



1. Year of reference 2014.

2. Excludes post-secondary non-tertiary education.

Countries are ranked in descending order of total enrolment.

Source: OECD (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and 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/10.1787/888933558192>

## Increasing educational attainment can improve labour-market outcomes but tertiary attainment is still limited

- A large share of adults has not attained an upper secondary education in Mexico. In 2016, 53% of young adults (25-34 year-olds) only had below upper secondary education, and 63% among 25-64 year-olds. These figures are higher than the OECD averages of 22% of 25-64 year-olds and 16% of 25-34 year-olds.
- Despite the large proportion of young adults without upper secondary education, this share has fallen by 10 percentage points over the past 16 years: 63% of young adults in Mexico had not attained upper secondary education in 2000.
- Over the same period, the share of young adults who completed upper secondary education increased from 20% to 25%, and the share completing tertiary education rose from 17% to 22%. If current patterns are maintained, 26% of young people in Mexico are expected to graduate from a tertiary degree at some point in their lifetime.
- Despite these improvements in educational attainment, only 17% of 25-64 year-olds in Mexico had attained tertiary education in 2016, the lowest share across OECD countries. This is 20 percentage points lower than the OECD average (37%) but higher than in some partner countries, such as Brazil (15%), China (10%), India (11%), Indonesia (10%) and South Africa (12%).
- In Mexico, as in most OECD countries, the employment rate of adults tends to increase with educational attainment. In 2016, the employment rate was 65% for 25-64 year-olds with a below upper secondary education (OECD average, 57%), rising to 70% and 80% for those with upper secondary and tertiary education respectively. Both rates are close to the OECD averages of 75% and 84% respectively. Employment rates increase sharply with tertiary attainment levels: from 70% for those with short-cycle tertiary qualifications to 80% for those with bachelor's or equivalent degrees and around 85% for master's or doctoral or equivalent degrees.
- Relative earnings also increase with the level of educational attainment and are considerably higher in Mexico than in most other OECD countries. Adults in Mexico with a tertiary degree earn on average over twice as much as adults with upper secondary education as their highest qualification. This is the second highest earnings differential among OECD countries after Chile, and similar to other Latin American countries such as Brazil, Colombia and Costa Rica. These earnings differentials also increase sharply with increasing levels of tertiary education in Mexico. Adults with a short-cycle tertiary degree earn 30% more than those with an upper secondary education, but those with a master's or doctoral degree, earn almost four times as much as those with upper secondary education.

## Sustainable funding is needed to provide high-quality education

- Although expenditure on educational institutions in Mexico grew from 2013 to 2014, it remains low in absolute terms. In 2014, Mexico spent USD 3 703 per student on educational institutions from primary to tertiary level, considerably below the OECD average of USD 10 759. This is the lowest expenditure level across OECD countries, as well as other Latin American countries with available data, such as Argentina (USD 4 240), Brazil (USD 5 610) and Chile (USD 5 135), but is higher than Colombia (USD 3 245). There are also differences across educational levels: expenditure in tertiary educational institutions was USD 8 949 per student, over three times the expenditure in primary educational institutions of USD 2 896 per student. This is the highest differential across all countries with available data, which on average spend 1.9 times as much per tertiary student than per primary student. Mexico's ratio is a similar ratio to the one observed in Brazil and Turkey.
- Despite its low expenditure per student, expenditure on educational institutions makes up a comparatively high share of both Mexico's GDP and total government expenditure. In 2014, total expenditure in primary to tertiary educational institutions in Mexico amounted to 5.4% of GDP, above the OECD average of 5.2% but slightly below other Latin American countries, such as Argentina (5.6%), Chile (5.5%) and Colombia (5.7%). Similarly, expenditure on education made up 17.3% of total government expenditure in Mexico, the second highest share across OECD countries after New Zealand (18.7%) and 6 percentage points above the OECD average.
- Private sources contribute a significant share of expenditure on educational institutions, particularly households. In 2014, private sources accounted for 21% of expenditure on educational institutions from primary to tertiary education in Mexico, compared with an OECD average share of 15%. Private sources are particularly significant for



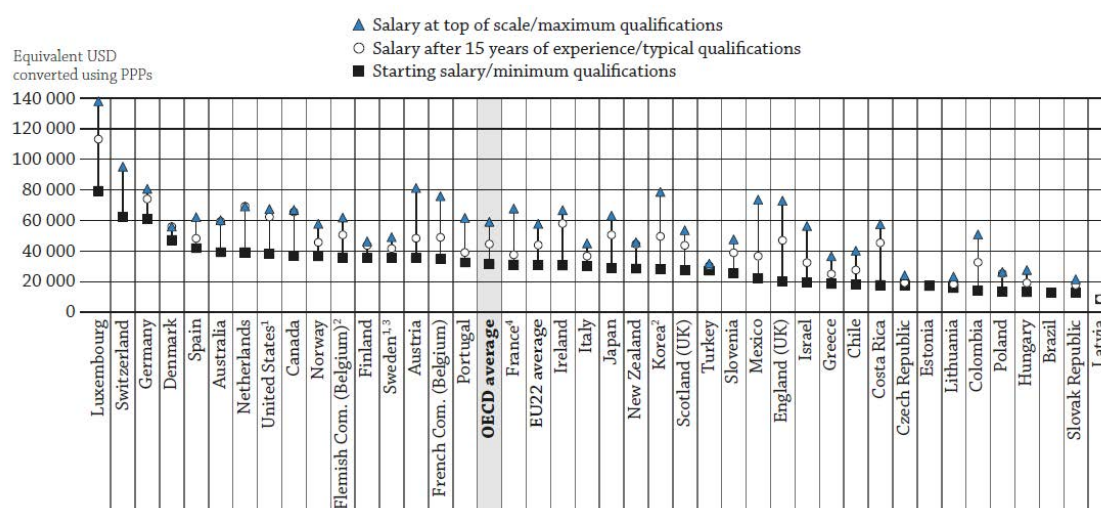
educational levels below tertiary, accounting for 18% of all expenditure at these educational levels, the fourth highest share of all countries with available data, after Australia (19%), Colombia (23%) and Turkey (20%).

- Only a small fraction of the total expenditure on primary to tertiary education was devoted to capital expenditure. In 2014, capital expenditure represented 4% of total expenditure from public primary to tertiary educational institutions in Mexico (i.e. 96% was current expenditure), well below the OECD average of 9%. Only Belgium and the United Kingdom devoted a lower share to capital expenditure.

## Teaching conditions in Mexico have improved in recent years

- Teachers' salaries have increased over the last 10 years in Mexico. Between 2005 and 2015, the statutory salaries of pre-primary and primary teachers increased by 12%, and by 13% for lower secondary teachers. These growth rates are double the ones observed for OECD countries overall.
  - Mexico is one of the OECD and partner countries with the most substantial differences in teachers' salaries due to qualifications and experience. The largest differences are observed at pre-primary and lower secondary levels: in 2015, teachers' salaries at the top of the scale were twice the starting salaries for pre-primary and lower secondary teachers, while on average the differential is around 1.7 times the starting salary for both levels in OECD countries (Figure 3). Mexico offers smaller differentials at upper secondary level where teachers at the top of the scale earn around 1.4 times the starting salary, below the OECD average of 1.7 times starting salaries. These differences are mainly explained by the fact that institutions have full autonomy over salary schedules in Mexico.
  - Teachers' salaries are low compared to OECD standards with the exception of the salaries of upper secondary teachers. In 2015 the annual statutory salary of pre-primary and primary teachers with typical qualifications and 15 years of experience was USD 28 625, considerably below the OECD averages of USD 39 227 for pre-primary and USD 42 864 for primary teachers. However, at the upper secondary level, the statutory salary for teachers with typical qualifications and 15 years of experience was USD 53 968, 16% more than the OECD average.
- Average class sizes in lower secondary education decreased between 2005 and 2015 in Mexico. Between 2005 and 2015, the number of students per class at lower secondary level fell by 6%. This is comparable to the OECD average fall but there were still on average 28 students per class, above the OECD average of 23.

**Figure 3. Lower secondary teachers' statutory salaries at different points in teachers' careers (2015)**  
Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.

2. Salaries at top of scale and typical qualifications, instead of maximum qualifications.

3. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.

4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD (2017), Table D3.1a, Tables D3.1b and D3.6, available on line. See Source section for more information and 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/10.1787/888933558781>

## Mexico - Country Note - Education at a Glance 2017: OECD Indicators

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.


### Note regarding data from Israel

The statistical data for Israel are supplied by and 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.

### References

OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

**For more information on Education at a Glance 2017** 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** [OECD.Stat](http://dx.doi.org/10.1787/eag-data-en) as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

**Explore, compare and visualise more data and analysis using:**  **Education GPS**  
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=MEX&treshold=10&topic=EO>.

<b>Questions can be directed to:</b>	<b>Country note author:</b>
Marie-Hélène Doumet	Daniel Sánchez-Serra
Senior analyst	Directorate for Education and Skills
Directorate for Education and Skills	<a href="mailto:Daniel.SanchezSerra@oecd.org">Daniel.SanchezSerra@oecd.org</a>
<a href="mailto:Marie-Helene.Doumet@oecd.org">Marie-Helene.Doumet@oecd.org</a>	

## Key Facts for Mexico in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Mexico		OECD average		
Fields of study						
Table A2.1	Graduates in upper secondary vocational programmes	2015				
		%	% Women	%	% Women	
	Business, administration and law	**	**	20%	66%	
	Engineering, manufacturing and construction	**	**	34%	12%	
	Health and welfare	**	**	12%	82%	
	Services	**	**	17%	60%	
Table C3.1	New entrants to tertiary education	2015				
		%	% Women	%	% Women	
	Education	8%	74%	9%	78%	
	Business, administration and law	31%	54%	23%	54%	
	Engineering, manufacturing and construction	27%	27%	16%	24%	
Table C4.2.	Tertiary students enrolled, by mobility status	2015				
		International students <sup>1</sup>	National students	International students <sup>1</sup>	National students	
	Education	**	**	3%	8%	
	Business, administration and law	**	**	27%	23%	
	Engineering, manufacturing and construction	**	**	17%	12%	
Table A1.3	Tertiary-educated 25-64 year-olds	2016				
		Education		15%		13%
	Business, administration and law		35%		23%	
	Engineering, manufacturing and construction		16%		17%	
Table A5.3	Employment rate of tertiary-educated 25-64 year-olds	2016				
		Education		80%		83%
	Business, administration and law		80%		85%	
	Engineering, manufacturing and construction		83%		87%	
Early childhood education						
	Enrolment rates in early childhood education at age 3	2015				
Table C2.1	ISCED 01 and 02	46%		78%		
Table C2.3	Expenditure on all early childhood educational institutions	2014				
	As a percentage of GDP	0.6%		0.8%		
	Proportions of total expenditure from public sources	83%		82%		
Vocational education and training (VET)						
	Enrolment in upper secondary education, by programme orientation	2015				
		General	Vocational	General	Vocational	
Table C1.3	Enrolment rate among population aged 15-19 year-olds	25%	15%	37%	25%	
	Graduation rates, by programme orientation	2015				
		General	Vocational	General	Vocational	
Table A2.2	Upper secondary education - All ages	35%	21%	54%	44%	
	Employment rate, by programme orientation	2016				
		General	Vocational	General	Vocational	
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	70%	73%	70%	80%	
Tertiary education						
Table C4.1.	Share of international or foreign students, by level of tertiary education	2015				
		Bachelor's or equivalent		0%		4%
	Master's or equivalent		1%		12%	
	Doctoral or equivalent		3%		26%	
	All tertiary levels of education		0%		6%	
Table A1.1	Educational attainment of 25-64 year-olds	2016				
		Short-cycle tertiary		1%		8%
	Bachelor's or equivalent		15%		16%	
	Master's or equivalent		1%		12%	
	Doctoral or equivalent		0%		1%	
Table A5.1	Employment rate of 25-64 year-olds, by educational attainment	2016				
		Short-cycle tertiary		70%		81%
	Bachelor's or equivalent		80%		83%	
	Master's or equivalent		86%		87%	
	Doctoral or equivalent		85%		91%	
	All tertiary levels of education		80%		84%	
Table A6.1	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015				
		Short-cycle tertiary		130		122
	Bachelor's or equivalent		196		146	
	Master's, doctoral or equivalent		371		198	
	All tertiary levels of education		202		156	

# Mexico - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Mexico		OECD average	
Adult education and learning					
	Participation of 25-64 year-olds in adult education <sup>2</sup>	2012		2012 <sup>3</sup>	
Table C6.1a	Participation in formal education only	**		4%	
	Participation in non-formal education only	**		39%	
	Participation in both formal and non-formal education	**		7%	
	No participation in adult education	**		50%	
Financial investment in education					
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014			
Table B1.1	Primary education	USD 2 896		USD 8 733	
	Secondary education	USD 3 219		USD 10 106	
	Tertiary (including R&D activities)	USD 8 949		USD 16 143	
	Total expenditure on primary to tertiary educational institutions	2014			
Table B2.1	As a percentage of GDP	5.4%		5.2%	
	Total public expenditure on primary to tertiary education	2014			
Table B4.1	As a percentage of total public expenditure	17.3%		11.3%	
Teachers					
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015			
Table D3.2a	Pre-primary school teachers	**		0.78	
	Primary school teachers	**		0.85	
	Lower secondary school teachers (general programmes)	**		0.88	
	Upper secondary school teachers (general programmes)	**		0.94	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2015			
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	USD 17 271	USD 28 625	USD 29 636	USD 39 227
	Primary school teachers	USD 17 271	USD 28 625	USD 30 838	USD 42 864
	Lower secondary school teachers (general programmes)	USD 22 168	USD 36 742	USD 32 202	USD 44 623
	Upper secondary school teachers (general programmes)	USD 42 935	USD 53 968	USD 33 824	USD 46 631
	Organisation of teachers' working time in public institutions over the school year	2015			
Table D4.1		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary school teachers	532 hours	**	1001 hours	1608 hours
	Primary school teachers	800 hours	**	794 hours	1611 hours
	Lower secondary school teachers (general programmes)	1047 hours	**	712 hours	1634 hours
	Upper secondary school teachers (general programmes)	848 hours	**	662 hours	1620 hours
	Percentage of teachers who are 50 years old or over	2015			
Table D5.1	Primary education	**		32%	
	Upper secondary education	**		40%	
	Share of female teachers in public and private institutions	2015			
Table D5.2	Primary education	68%		83%	
	Upper secondary education	47%		59%	
	Tertiary education	**		43%	
	Ratio of students to teaching staff	2015			
Table D2.2	Primary education	27		15	
	Secondary education	27		13	
	Tertiary education	15		16	
Equity					
	Intergenerational mobility in education <sup>2</sup>	2012		2012 <sup>3</sup>	
Tables A4.1 and A4.2		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
	Less than tertiary education (30-44 year-olds' own educational attainment)	**	**	69%	31%
	Tertiary-type B (30-44 year-olds' own educational attainment)	**	**	12%	16%
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	**	**	20%	55%
Transition from school to work					
	Percentage of people not in employment, nor in education or training (NEET)	2016			
Table C5.1	18-24 year-olds	23%		15%	
Education and social outcomes					
	Percentage of adults who report having depression	2014			
Table A8.1		Men	Women	Men	Women
	Below upper secondary	**	**	10%	15%
	Upper secondary or post-secondary non-tertiary	**	**	6%	10%
	Tertiary	**	**	5%	6%

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

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

1. For some countries foreign students are provided instead of international students.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

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

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>





From:

## Education at a Glance 2017

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2017-en>

### Please cite this chapter as:

OECD (2017), "Mexico", in *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2017-59-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org). Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at [info@copyright.com](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).