

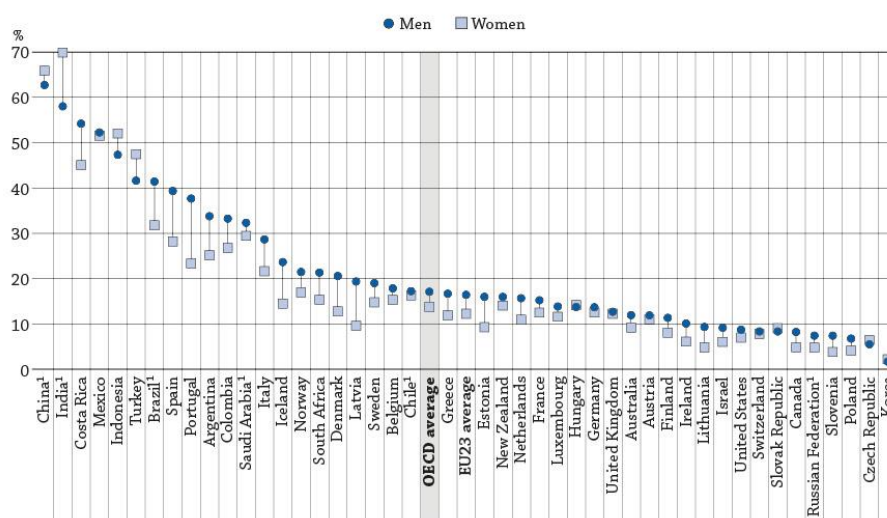
EDUCATION AT A GLANCE 2018

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 OECD and partner countries.

Mexico

- **Graduation rates from upper secondary education have improved in the last decade but remain 30 percentage points below the OECD average.** The share of 25-34 year-olds without an upper secondary education fell by about 13 percentage points between 2007 and 2017, but it is still the highest (52%) among all the OECD countries (15%) and can be considered one of the main determinants of the **high levels of inequality on the labour market**.
- **In Mexico, gender parity in enrolment has been achieved at all levels of education, including tertiary education. However, women have a lower employment rate and earn less than men;** tertiary-educated women earn only 66% of the average earnings of tertiary-educated men.
- **Enrolment in pre-primary education has increased significantly in the past decade in Mexico**, even surpassing OECD levels for children aged 4. The enrolment rate of 4-year-olds was 91% in Mexico in 2016, against an OECD average of 87%. However, children in Mexico attended on average few hours per week of pre-primary education and the number of children per teaching staff member is 25 at this level of education, substantially higher than the OECD average of 14.

Figure 1. Percentage of 25-34 year-olds without upper secondary education, by gender (2017)



1. Year of reference differs from 2017. Refer to the source table for more details.

Countries are ranked in descending order of the total percentage of 25-34 year-old men without upper secondary education.

Source: OECD (2018), Table A1.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933801658>

- **Engineering, manufacturing and construction are more attractive fields of study among women in Mexico than on average across OECD countries**, with 11% of tertiary-educated women earning a degree in these subjects, compared to the OECD average of 6%.

- Mexico spent the **highest share (17%) of total government expenditure on education** in 2015, however, **cumulative spending per student on compulsory education** amounted to USD 29 015¹ in Mexico and **is the lowest across OECD countries**. Public expenditure as a share of GDP on educational institutions amounted to 4.3% (OECD average: 4.2%).

The low educational attainment of the population brings high levels of inequality to the labour market

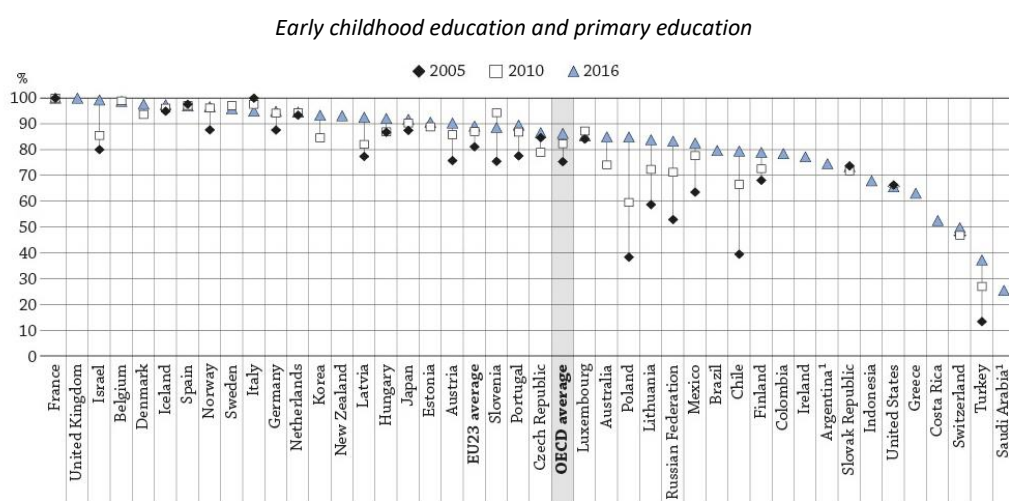
- In most countries men are less likely than women to complete upper secondary education, but this is not the case in Mexico: 52% of young adults of both genders lack an upper secondary education (Figure 1). Even though the share fell by about 13 percentage points between 2007 and 2017, the total share of 25-34 year-olds without an upper secondary qualification in Mexico (52%) remains well above the OECD average of 15%. The percentage of young adults with an educational attainment below upper secondary is only higher in partner countries such as the China and India (64% for both countries).
- Attainment of higher levels of education has also increased since 2007, when only 18% and 16% of 25-34 year-olds had an upper secondary and a tertiary qualification respectively. By 2017, 26% of young adults had attained an upper secondary education and 23% a tertiary degree, still far below the OECD averages of 41% and 44% respectively.
- The gender gap in educational attainment is small at these educational levels, as upper secondary and tertiary education attainment levels are very similar between men and women in Mexico. Among young adults (25-34 year-olds), 25% of men and 26% of women had completed upper secondary education in Mexico in 2017 while the tertiary completion rate for both men and women was 23%. In contrast, for the OECD averages the gender gap was 9 percentage points in upper secondary or post-secondary non-tertiary level and 12 percentage points at tertiary level, lower for women for upper secondary and higher for women for tertiary.
- Finishing upper secondary education is particularly challenging in Mexico for some students: 14% of upper secondary students repeated a grade. The highest share across all OECD countries and much higher than the OECD average (4%). In Mexico, as in most OECD countries, repeaters are more likely to be boys (56%).
- There is gender equality in tertiary education for both new entrants and graduates: 50% of first-time new entrants into tertiary education are women as are 53% of graduates. In spite of their similar education opportunities, tertiary-educated women in Mexico earn less than men: tertiary-educated women working full time were paid 66% of their male peers' earnings in 2016, 8 percentage points lower than the OECD average of 74% and closer to the percentage (65%) reported for Brazil.
- Among 18-24 year-olds, women are also more at risk than men of being neither in employment nor in education or training (NEET): 36% of young women in Mexico were NEET in 2017, compared with 8% of men of the same age. This 28 percentage-point gap is the highest of all the OECD countries, where on average it amounts to just 2 percentage points. In Mexico more than 90% of female NEETs are inactive, meaning that they are not employed, but that they are not even actively looking for a job in the formal labour market. This is the highest share across OECD and partner countries, and exceeds the OECD average by 28 percentage points.
- Mexico is the OECD country which has lowest levels of upper secondary attainment (65% of adults lack an upper secondary education, against an OECD average of 22%). This is correlated with a high income inequality, as measured by comparing the disposable income of the top 10% of richest people aged 18-65 with income of the bottom 10%. In Mexico, this ratio is 7.10, meaning that in Mexico the top 10% of the population by disposable income have an income 7 times higher than that of the bottom 10%, the third highest value after Costa Rica and Brazil and similar to Chile.
- High levels of income inequality in Mexico are associated to the sizeable wage premium for skilled workers. Workers (in part-time or full-time work) without an upper secondary qualification earn about 40% less than adults with upper secondary education in Mexico, the highest earnings disadvantage across OECD and partner countries. Similarly, tertiary-educated adults earn almost twice as much as those with an upper secondary education.

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

Although enrolment in early childhood education has increased significantly, classes are overcrowded and contact time is still low

- Early childhood education and care (ECEC) services comprise both early childhood educational development programmes (targeted at children aged 0-2) and pre-primary education programmes (for children aged 3 and older, until the commencement of primary education). Mexican enrolment rates for 3-5 year-olds saw a substantial increase of almost 20 percentage points between 2005 and 2015 (Figure 2), attaining 83%. This percentage is higher than in the other Latin American countries with available data but also than in Greece (63%), Switzerland (50%), Turkey (37%) and the United States (66%). Participation in pre-primary education has picked up especially for 4-years-olds, as it started from 69% in 2005 and has reached 91% in 2016, surpassing the OECD average of 88%. By contrast, participation in ECEC among children aged 3 years old or younger is still low in Mexico, with enrolment rates of 2% for children under 3 (similar to Costa Rica but lower than Brazil and Chile, both around 20%, and than the OECD average of 34%). Among 3-year-olds, 45% are enrolled in some ECEC and other registered services, compared to OECD average enrolment rate of 76%.

Figure 2. Change in enrolment rates of children aged 3 to 5 years (2005, 2010 and 2016)



1. Year of reference 2015 instead of 2016.

Countries are ranked in descending order of the enrolment rates of 3-5 year-olds in 2016.

Source: OECD (2018), Tables B2.1a and b. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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- While the proportion of children enrolled in pre-primary education is increasing, the time spent in school is of 15 hours per week on average, the lowest figure among countries with available data, where on average attendance time amounts to 30 hours per week. In addition, the number of children per teaching staff in pre-primary education is high in Mexico, at 25, significantly above the OECD average of 14 (but similar to the figures for Chile and France), despite a 48% increase in the number of pre-primary teachers recruited between 2005 and 2016.
- Most children attending pre-primary programmes were enrolled in public institutions in 2016 in Mexico (86%), more than the OECD average of 68%. Teaching hours in public pre-primary institutions in Mexico are low: pre-primary teachers are required to teach 532 hours per year in Mexico compared to 1 029 hours per year across OECD countries and economies. Spending per student on pre-primary education in Mexico is the lowest among all the OECD countries: USD 2 685 per year compared to the OECD average of USD 8 638.

Graduation rates from upper secondary education have increased in the past decade and Mexico's gender distribution between students enrolled in general and vocational upper secondary programmes is balanced

- Although compulsory education ends at the age of 17 in Mexico, enrolment rates in upper secondary education are lower than across OECD countries on average for all age groups: 82% of 15-year-olds, 72% of 16-year-olds and

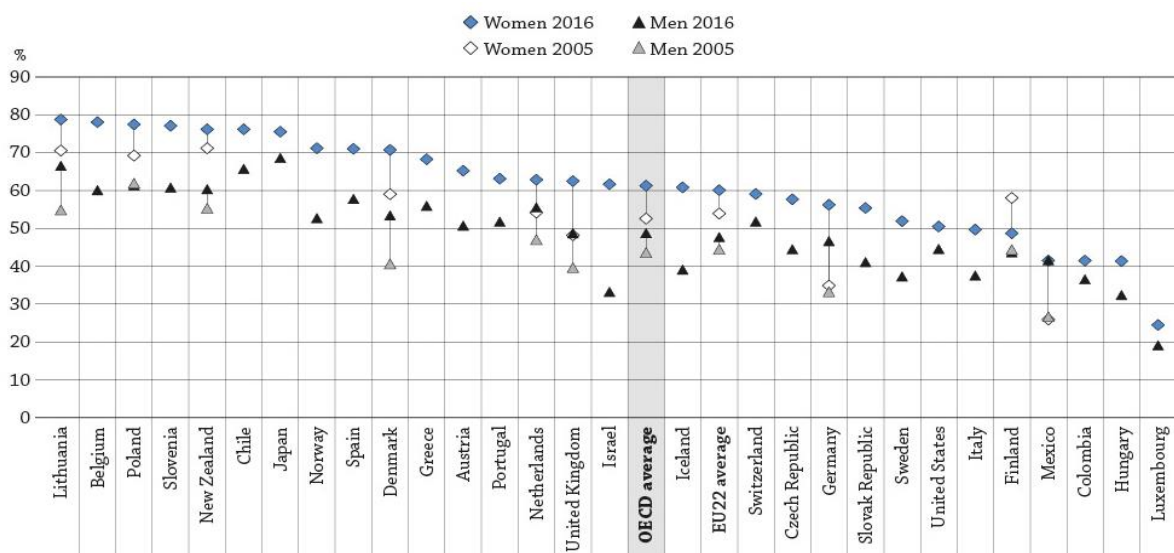
57% of 17-year-olds are enrolled in Mexico compared to 90% and over on average across OECD countries for these ages.

- Upper secondary graduation rates have increased since 2005, when only 40% of individuals would have been expected to graduate. In 2016, the first-time upper secondary graduation rate in Mexico reached 57%, but it is considerably lower than the OECD average of 87% and only higher than Costa Rica (36%) and India (33%).
- Upper secondary students in Mexico are more likely to graduate from general than from vocational programmes, as 36% of first-time future upper secondary graduates will obtain a vocational qualification, still a higher percentage than Latin American countries with available data and than some OECD countries – among which Hungary (24%), Korea (18%), Spain (33%), and Sweden (34%). Graduation from upper secondary education – either general or vocational – occurs at age 18 for both male and female students, earlier than on average across OECD countries. At the same time, streaming into different educational pathways at upper secondary level occurs at age 14 in Mexico, one year later in Mexico with respect to the OECD average, a factor helping preserving equity within the educational system.
- In 2016, exactly half of first-time upper secondary graduates from vocational programmes were women, while female graduates made up 53% of graduates from general upper secondary programmes. Mexico's gender distribution between students enrolled in general and vocational upper secondary programmes is thus more balanced than on average across the OECD countries, where women are slightly over-represented in general programmes (54%) and slightly under-represented in vocational ones (46%).

The fields of engineering, manufacturing and construction attract more women in Mexico than on average across other countries

- Enrolment rates among 18-, 19- and 20-year olds were 43%, 37% and 32% respectively in Mexico in 2016. While still about 30 percentage points lower on average than the figures across OECD countries, they have increased since 2010 when the equivalent enrolment rates were 37%, 32% and 26%.
- First-time entry rates into tertiary education for those under 25 years old increased by 15 percentage points in Mexico between 2005 and 2016, for both men and women (Figure 3). These increases were larger than the ones recorded on average across OECD countries: the growth was of 7 percentage points for women and 4 for men. Nevertheless, at 41% for women and 42% for men, the Mexican first-time entry rates in tertiary education remain below the OECD averages of 62% and 49% respectively. Based on current patterns, 49% of adults in Mexico are expected to enter to tertiary education in their lifetime, a percentage higher than Hungary (41%), Italy (48%) and Luxembourg (31%). Future first-time tertiary education entrants in Mexico will mostly pursue a bachelor's programme or equivalent (45% against an OECD average of 59%), and only 6% will pursue a master's degree (OECD average: 24%).
- Tertiary students in Mexico are most likely to graduate with a degree in business administration and law (35% of graduates), about 10 percentage points more than on average across OECD countries. A large share (21%) also graduate from the fields of engineering, manufacturing and construction, compared to 14% across OECD countries. Women make up slightly more than half of tertiary graduates in Mexico (53%) and they are also more likely to graduate from engineering, manufacturing and construction than in most OECD countries: 11% of female graduates studied these subjects, the second highest share across OECD countries after Portugal (12%) and well above the OECD average of 6%.
- Mexico is one of the OECD countries whose capacity to attract international tertiary students has greatly increased over the period 2013-16. The number of incoming students grew by 58%, the sixth largest increase across the countries with available data, even though the overall enrolment remains low (totalling 13 000 in 2016). In addition, national students enrolled abroad grew by 16% over the same period.
- Although less than 1% of adults are expected to enter a doctorate programme, 68% of doctoral students benefit from financial aid (essentially in the form of public loans) compared to 17% for master's students and 22% for bachelor's students (mainly through scholarships and grants).

Figure 3. First-time tertiary entry rates below the age of 25, by gender (2005, 2016)



Countries are ranked in descending order of the first-time entry rates of female students younger than 25 years old in 2016.

Source: OECD / UIS / Eurostat (2018), Education at a Glance Database, <http://stats.oecd.org/>.

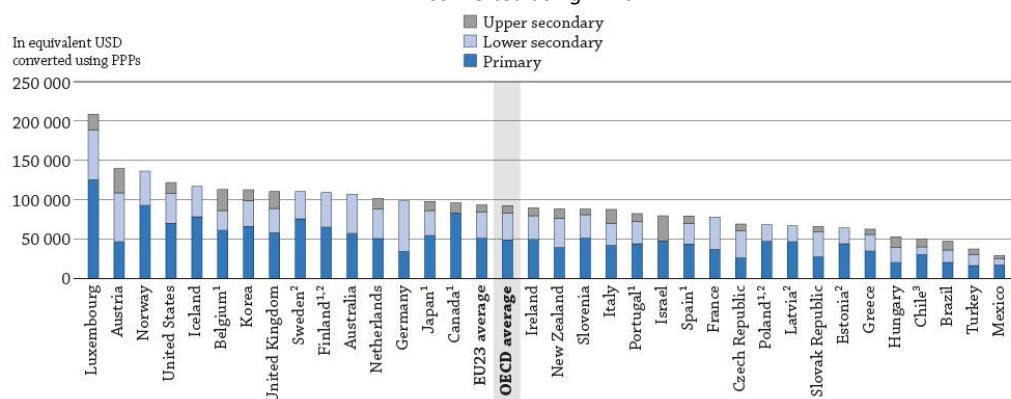
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Mexico has the lowest spending per student in the OECD but it is high as a share of total government expenditure

- As shown in Figure 4, Mexico was the OECD country with the lowest cumulative expenditure per student between the ages of 6 and 15 in 2015. The country spent USD 29 015 per student during their compulsory school years, less than one-third of the average OECD expenditure, which amounted to USD 90 561. Lower secondary education received the least resources per student in Mexico, as spending per student was USD 7 543, less than one-fourth of the OECD average (USD 32 779). However, the primary to tertiary expenditure per student increased by 8% in Mexico between 2010 and 2016, in spite of the positive change in the number of students enrolled (by 7%). Indeed, over the same temporal frame the total monetary investment in education grew by 16% in the country.
- By contrast, total spending on education for all services as a share of total government expenditure is high, averaging around 17% in Mexico compared to 11% across OECD countries, despite a slight fall between 2011 and 2015. As a share of gross domestic product (GDP), public expenditure on educational institutions amounted to 4.3% (OECD average: 4.2%).
- Most expenditure at primary and secondary levels is publicly financed, although government funding makes up 83% of the total, less than on average across OECD countries (91%). As in other OECD countries, the share of government expenditure is reduced further at tertiary level, at 71%, but this represents a larger percentage than the OECD average of 67%.

Figure 4. Cumulative expenditure per student on educational institutions between the ages of 6 and 15 (2015)

Annual expenditure on educational institutions per students multiplied by the theoretical durations of studies in equivalent USD converted using PPPs



Note: Cumulative expenditure per student on educational institutions is calculated using expected years in education.

1. Some levels of education are included with others. Refer to "x" code in Table C1.1 for details.

2. Includes one year of pre-primary education as part of core education.

3. Year of reference 2016.

Countries are ranked in descending order of the total expenditure on educational institutions per student over the theoretical duration of primary and secondary studies between the age of 6 and 15.

Source: OECD / UIS / Eurostat (2018), Table C1.6. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933804204>

Large differences in the learning environment between public and private institutions may prevent equitable educational outcomes

- Class sizes and student-teacher ratios are often, but not univocally, regarded to as measures of quality of teaching. In Mexico, the average class size in primary education institutions was 23 students in 2016, larger than on average across OECD countries (21 students per class). Class sizes have also increased by 17% since 2005, whereas they have slightly decreased across the OECD countries with available data.
- On average across OECD countries, the student-teacher ratio in public schools at all secondary levels is slightly lower in private institutions (12) than in public institutions (13). In Mexico there are nearly twice as many students per teacher in public institutions (30 students per teacher) as in private institutions (16).
- Statutory salaries for teachers with the most prevalent qualifications are lower than on average across OECD countries at all levels of education from pre-primary to lower secondary, and regardless of seniority. In contrast, upper secondary teachers are paid between USD 49 300 (starting statutory salaries) and USD 66 000 (top of the scale), consistently above the OECD average salaries for upper secondary teachers, which range from about USD 35 000 to USD 60 000. The starting salary for an upper secondary teacher in Mexico is the fourth highest among OECD countries, after Germany, Luxembourg and Switzerland.
- As some others OECD countries (among which Australia, Israel, Italy and the United States), Mexico is also characterised by a lack of overlap in the compensation of teachers and school heads at lower secondary level, as teachers' maximum salaries (USD 51 139) are lower than the starting salaries of school heads (USD 55 664).
- Contrary to the general trend seen across OECD countries, in Mexico upper secondary teachers teach more hours per year than primary teachers: 838 hours (OECD average: 655 hours) compared to 800 hours (OECD average: 778 hours), but still less than colleagues employed in lower secondary education (1 047 hours per year in Mexico, compared to 701 hours on average across OECD countries).
- In roughly one fourth of OECD and partner countries with available data, decisions in public lower secondary education were prevalently taken at the state or central levels in 2017. Mexico is one of the countries with the most centralised decision making, with more than three-quarters of decisions taken at either the central (49%) or state level (34%), whereas on average across the OECD countries only 24% and 10% of decisions respectively are taken at these levels.

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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.

Lithuania was not an OECD member at the time of preparation of *Education at a Glance* and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in *Education at a Glance*.

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

For more information on Education at a Glance 2018 and to access the full set of Indicators, visit 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:



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=MEX&treshold=10&topic=EQ>.

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Key Facts for Mexico in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Mexico		OECD average	
	Equity				
	Educational attainment of 25-34 year-olds by gender	2017			
		% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	52%	52%	17%	14%
	Upper secondary or post-secondary non-tertiary	25%	26%	46%	37%
	Tertiary	23%	23%	38%	50%
	Percentage of 15-29 year-olds NEETs by country of birth	2017			
Table A2.3	Native-born	21%		13%	
	Foreign-born	21%		18%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017			
		Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	65%	63%	56%	60%
	Upper secondary or post-secondary non-tertiary	71%	64%	76%	72%
	Tertiary	80%	75%	87%	79%
	Earnings of 25-64 women relative to men, by educational attainment	2016			
Table A4.3	Below upper secondary	74%		78%	
	Upper secondary or post-secondary non-tertiary	78%		78%	
	Tertiary	66%		74%	
	Share of girls among repeaters in secondary general programmes	2016			
Table B1.3	Lower secondary	28%		39%	
	Upper secondary	44%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016			
		% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	14%	13%	22%	20%
	Engineering, manufacturing and construction	11%	6%	22%	10%
	Health and welfare	2%	3%	12%	19%
	First-time tertiary graduates	2016			
Table B5.1	Share of female first-time tertiary graduates	53%		57%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹			
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	**		49%	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%	
	Early childhood education and care (ECEC)				
	Enrolment rates in ECEC at age 3	2016			
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	45%		76%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016			
Table B2.2	Public institutions	86%		68%	
	Private institutions	14%		32%	
	Expenditure on pre-primary level (ISCED 02)	2015			
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	**		USD 8 426	
	Vocational education and training (VET)				
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016			
Table B1.3	All vocational programmes	38%		44%	
	Combined school- and work-based programmes	**		11%	
	Share of women among upper secondary graduates, by programme orientation	2016			
Figure B3.1	General programmes	53%		54%	
	Vocational programmes	50%		46%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015			
Table C1.1	General programmes	USD 4 098		USD 8 981	
	Vocational programmes	USD 4 429		USD 10 831	
	Tertiary education				
	Share of international or foreign students, by education level ²	2016			
Table B6.1	Bachelor's or equivalent	0%		4%	
	Master's or equivalent	1%		12%	
	Doctoral or equivalent	3%		26%	
	All tertiary levels of education	0%		6%	
	Share of first-time tertiary graduates by education level	2016			
Table B5.1	Short-cycle tertiary	8%		14%	
	Bachelor's or equivalent	92%		75%	
	Master's or equivalent	**		10%	
	Employment rate of 25-64 year-olds, by educational attainment	2017			
Table A3.1	Short-cycle tertiary	70%		81%	
	Bachelor's or equivalent	80%		84%	
	Master's or equivalent	87%		88%	
	Doctoral or equivalent	89%		92%	
	All tertiary levels of education	80%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016			
Table A4.1	Short-cycle tertiary	133		123	
	Bachelor's or equivalent	192		145	
	Master's, doctoral or equivalent	303		191	
	All tertiary levels of education	195		155	

Mexico - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Mexico		OECD average	
	Financial resources invested in education				
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015			
Table C1.1	Primary	USD 2 874		USD 8 539	
	Secondary	USD 3 129		USD 9 868	
	Tertiary (excluding R&D activities)	USD 6 404		USD 11 049	
	Total expenditure on primary to tertiary educational institutions	2015			
Table C2.1	As a percentage of GDP	5.3%		5.0%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015			
Figure C3.1	Public expenditure	71%		73%	
	Private expenditure	27%		21%	
	Public to private transfers	2%		6%	
	Total public expenditure on primary to tertiary education	2015			
Table C4.1	As a percentage of total government expenditure	17%		11.1%	
	Teachers, the learning environment and the organisation of schools				
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016			
		Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	**	**	0.82	**
	Primary	**	**	0.86	1.21
	Lower secondary (general programmes)	**	**	0.91	1.34
	Upper secondary (general programmes)	**	**	0.96	1.42
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	USD 19 893	USD 31 686	USD 30 229	USD 40 436
	Primary	USD 19 893	USD 31 686	USD 31 919	USD 44 281
	Lower secondary (general programmes)	USD 25 401	USD 40 595	USD 33 126	USD 46 007
	Upper secondary (general programmes)	USD 49 286	USD 60 886	USD 34 534	USD 47 869
	Organisation of teachers' working time in public institutions over the school year	2017			
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	532 hours	**	1 029 hours	1 628 hours
	Primary	800 hours	**	778 hours	1 620 hours
	Lower secondary (general programmes)	1 047 hours	**	701 hours	1 642 hours
	Upper secondary (general programmes)	838 hours	**	655 hours	1 638 hours
	Percentage of teachers who are 50 years old or over	2016			
Table D5.1	Primary to upper secondary	**		35%	
	Share of female teachers, in public and private institutions	2016			
Table D5.2	Primary	68%		83%	
	Lower secondary	53%		69%	
	Upper secondary	48%		60%	
	Tertiary	**		43%	
	Average class size by level of education	2016			
Table D2.1	Primary	23		21	
	Lower secondary	28		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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