



EDUCATION AT A GLANCE 2014

Education at a Glance: OECD Indicators is the authoritative source for accurate and relevant information on the state of education around the world. It provides data on the structure, finances, and performance of the education systems in the 34 OECD member countries, as well as a number of G20 and partner countries.

Mexico

While 15-year-old Mexicans are doing better in school...

In 2012, Mexican 15-year-old students scored 413 points, on average, on the PISA mathematics assessment – an increase of 28 points since PISA 2003 and the biggest improvement among OECD countries. This improvement coincided with a decrease in the proportion of students who failed to reach the baseline level of performance in mathematics from 66% in 2003 to 55% in 2012 (Table A9.1a).

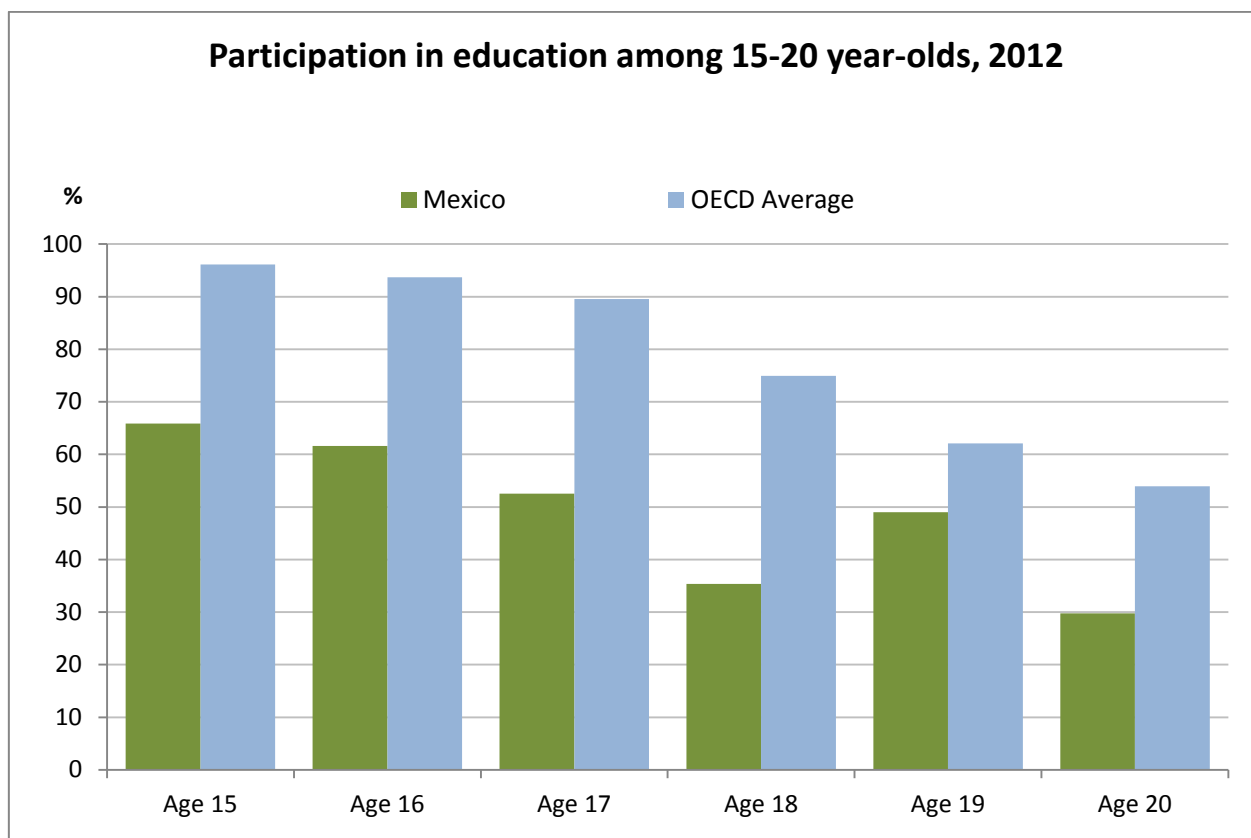
PISA 2012 results also show that in most OECD countries boys perform better than girls in mathematics (a difference of 14 points in Mexico and 11 points, on average). Mexico is one of the few countries where both boys and girls improved their mathematics performance between 2003 and 2012 even if the gender gap persists: boys scored 30 points higher in 2012 than in 2003 while girls scored 26 points higher. By contrast, across OECD countries, boys scored 3 points lower in 2012 than in 2003, on average, and girls scored 4 points lower (Table A9.1c).

Overall, Mexico's students score 81 points below the OECD average of 494 points in mathematics – the equivalent of about two years of schooling. Less than 1% of Mexican 15-year-olds are top performers in mathematics compared to 13% of students across OECD countries (Table A9.1a).

...enrolment rates for 15-19year-olds remain very low.

While access to education for 5-14 year-olds is universal in Mexico as in virtually all OECD countries, it has one of the smallest proportions of 15-19 year-olds enrolled in education (53%) among OECD and partner countries, despite having the largest population of this age group in the country's history. Only Colombia (43%) and China (34%) have lower enrolment rates.

Even if the proportion of 15-19 year-olds who are enrolled in education grew by 11 percentage points since 2000, it is still smaller than the OECD average of 84%, and smaller than the proportion observed in other Latin American countries, such as Argentina (73%), Brazil (78%) and Chile (76%) (Tables C1.1a and C1.2).



Source: Table C1.1b

Students in Mexico tend to leave education early. Some 62% of 16-year-olds are enrolled in upper secondary education, 35% of 18-year-olds are enrolled in education (19% in upper secondary school and 16% in tertiary education), and only 30% of 20-year-olds are enrolled (6% in upper secondary school and 24% in tertiary education) (Table C1.b).

Mexico is the sole OECD country where 15-29 year-olds are expected to spend more time in employment than in education.

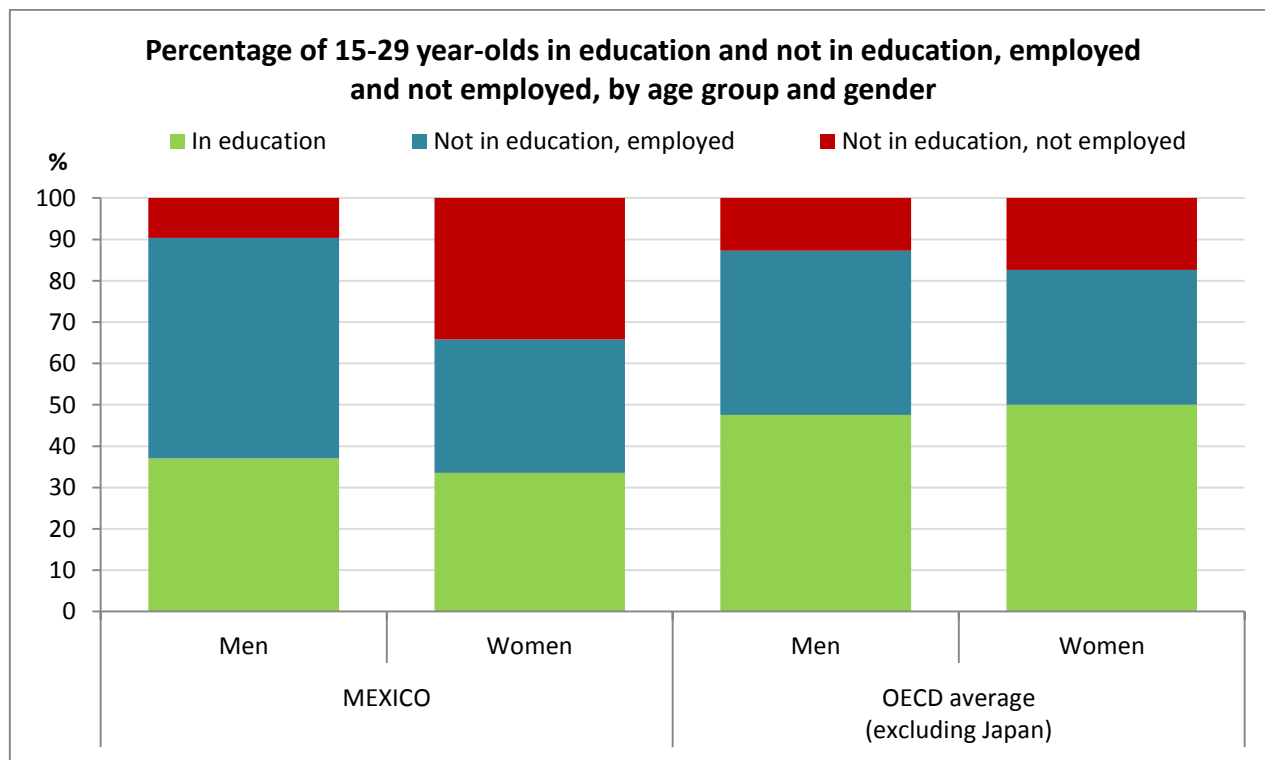
In Mexico, 15-29 year-olds are expected to spend 6.4 years in employment and 5.3 years in education and training – one year more in employment than the OECD average (5.4 years) and two years less in education (the OECD average is 7.3 years) (Table C5.1a). These young adults are at high risk of disengagement from both education and the labour market. Even if the proportion of 15-29 year-olds who are not enrolled has decreased compared with the previous year, nearly 65% of 15-29 year-olds in Mexico were not in education in 2012 (66% in 2011), and 22% of that age group were neither employed nor in education or training (23% in 2011) (Tables C5.2a and C5.3a). Based on current trends, it is estimated that Mexican 15-29 year-olds will spend 3.3 years neither employed nor in education or training (the OECD average is 2.3 years) (Table C5.1a).

More than 20% of 15-29 year-old Mexicans are neither employed nor in education or training.

The proportion of young adults who are neither employed nor in education or training (NEET) is larger than 20% in Chile (22.3%), Ireland (21.1%), Italy (24.6%), Mexico (22%), Spain (25.8%), Turkey (29.2%) and Brazil (20%) (Table C5.2a). However, in contrast to other OECD countries, even if there was a 2.9 percentage-point reduction in the NEET population for the first time in recent years,

the proportion of young adult NEETs in Mexico has remained above 20% for more than a decade (24.6% in 2000, 24.9% in 2005, and 22% in 2012) (Table C5.3a).

The proportion of NEETs in Mexico increases with age: 17% of 15-19 year-olds, 23.6% of 20-24 year-olds, and 27.1% of 25-29 year-olds are NEET (Table C5.2a). However, as in most countries, the proportion of 15-29 year-old NEETs shrinks with educational attainment. Indeed, the higher the level of education, the lower the proportion of young adult NEETs: in Mexico, 24.9% of young adults with below upper secondary attainment, 16.9% of young adults with upper secondary education, and 14.8% of young adults with tertiary education are NEET (Table C5.3d).



Source: Tables C5.2b y C5.2c.

While around one in ten Mexican young men is NEET, more than three in ten young Mexican women are (Table C5.2b and C5.2c). While this difference is observed in other countries, it is much larger in Mexico. Studies based on 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.

This has considerable repercussions on the availability and quality of human capital in Mexico. Most Mexicans have low educational attainment (63% have only below upper secondary education); and the proportion of adults who have attained at least upper secondary education (37%) is one of the smallest among OECD countries (only Turkey has a smaller proportion of adults – 34% -- who have attained that level of education), and is considerably below the OECD average of 75% (Tables A1.2a and A1.4a).

There are some encouraging signs. Attainment rates at higher levels of education have increased between 2000 and 2012: by 5 percentage points at the upper secondary level and by 3 percentage points at the tertiary level (Table A1.4a).

In Mexico, higher educational attainment does not necessarily translate into better labour market outcomes.

Employment rates in Mexico tend to be above the OECD average for people with below upper secondary education (64% in Mexico compared with the OECD average of 55%), and below the OECD average among people with higher levels of education. For example, 72% of people with upper secondary or post-secondary non-tertiary education in Mexico are employed, compared with the OECD average of 74%, and 80% of tertiary-educated people in Mexico are employed, compared with the OECD average of 83% (Table A5.3a).

Employment rates among women in Mexico are substantially lower than those among men, especially at lower levels of attainment. Some 44% of Mexican women with below upper secondary education are employed compared with 88% of men with the same level of education; 56% of women compared with 91% of men with upper secondary education are employed; and 72% of women compared with 88% of men with tertiary education are employed (Table A5.3b and A5.3c).

In 2012, Korea and Mexico were the only countries where unemployment rates were higher among tertiary-educated adults (2.9% and 4.6%, respectively) than among adults without upper secondary education (2.6% and 3.5%, respectively). In Mexico, the difference is even more marked among younger adults (25-34 year-olds): 6.7% of tertiary graduates and 4.5% of young adults with below upper secondary education are unemployed (Table A5.4a).

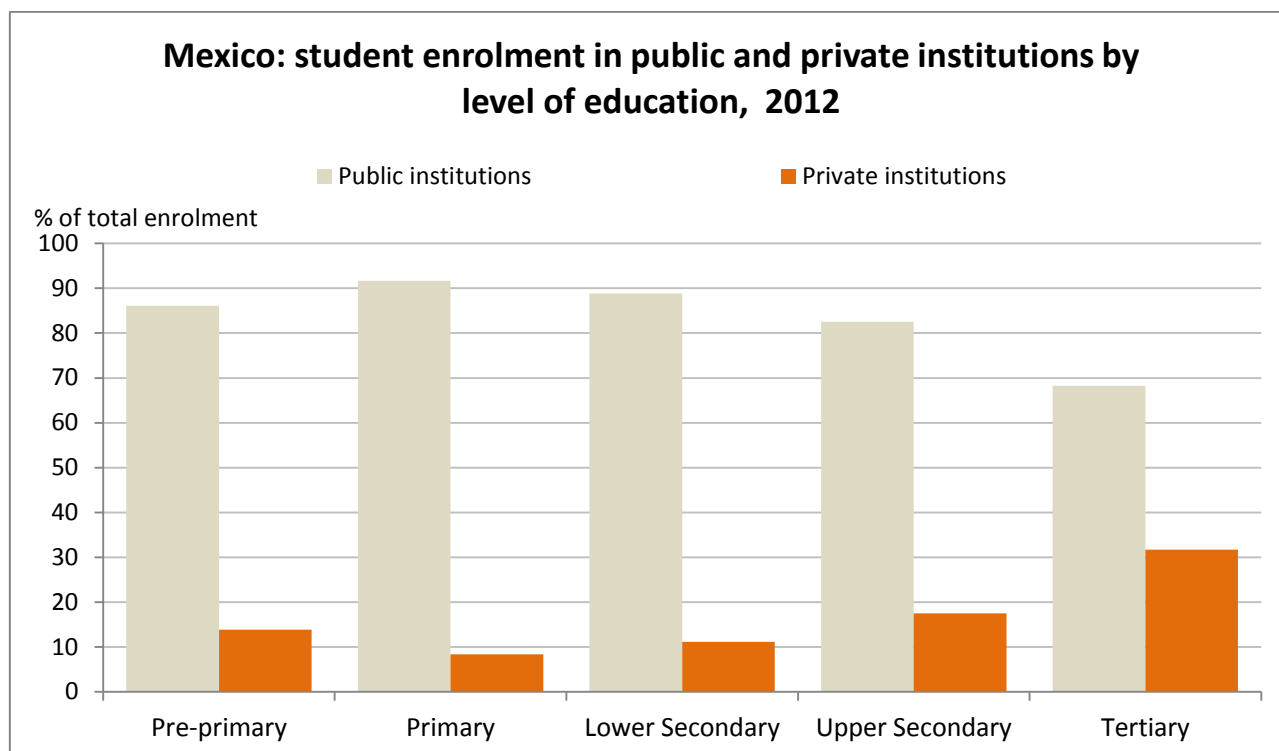
Even if younger Mexicans have higher levels of educational attainment, data suggests that they are more vulnerable to unemployment. Some 5.6% of 25-34 year-olds with upper secondary or post-secondary non-tertiary qualifications are unemployed compared to 3.2% of 35-44 year-olds with the same level of attainment; and 6.7% of tertiary-educated 25-34 year-olds are unemployed compared with 3.3% of tertiary-educated 35-44 year-olds (Table A5.4a).

The proportion of education provided by public institutions is large in Mexico.

Mexico has the largest proportion of students enrolled in public institutions, at nearly all levels of education, compared with other Latin American countries. Only Argentina has a larger proportion of students enrolled in public institutions at the tertiary level (74% compared to 68% in Mexico) (Table C7.1 and C7.6).

Virtually all 5-14 year-olds in Mexico are enrolled in education, and the proportion of primary through upper secondary students in public institutions is larger than the OECD average (Table C1.1a). In 2012, around 92% of primary pupils (the OECD average is 89%), 89% of lower secondary students (the OECD average is 86%) and 83% of upper secondary students (the OECD average is 81%) were enrolled in public schools (Tables C7.1 and C7.6).

As observed in most OECD countries, in Mexico the higher the level of education (primary through secondary) the larger the proportion of students enrolled in private institutions (Table C7.1).



The largest proportion of students enrolled in private institutions is found at the tertiary level. From 2003 to 2012 the proportion of Mexican students enrolled in public institutions at this level increased with respect to those in private institutions by 1 percentage point (Table C7.6).

Mexico's investment in education is similar to the OECD average...

Investment in education in Mexico increased considerably in the early 2000s and has remained largely unchanged since 2009. In 2011, 6.2% of Mexico's GDP was devoted to expenditure on educational institutions, slightly above the OECD average (6.1%), but lower than in other Latin American countries like Argentina (7.2%), Chile (6.9%) and Colombia (6.7%) (Table B2.2).

Expenditure on primary, secondary and post-secondary non-tertiary educational institutions represented 4% of GDP in 2011, higher than the OECD average of 3.8% of GDP (Table B2.2).

Investment in tertiary education per student has dropped by 4% since 2005 and overall expenditure at this level reached 1.3% of GDP in 2011. Similar contractions were observed in Portugal and the United States. By comparison, investment per student in tertiary education across OECD countries increased by an average of 10% during the same period to reach a total of 1.6% of GDP (Tables B2.1 and B1.5b).

...but public expenditure per student remains low in primary and secondary education...

A good proxy for measuring actual expenditure on education is spending per student. In Mexico, average annual expenditure per student from primary through tertiary education is 19% of per capita GDP – the second lowest percentage among OECD and partner countries, just above Turkey (18% of per capita GDP), and well below the OECD average of 27% of per capita GDP (Table B1.4).

Mexico spends an average of 15% of per capita GDP per primary student and 17% of per capita GDP per secondary student – both of which are significantly below the OECD average (23% and 26% of per capita GDP, respectively) (Table B1.4). Only in Turkey are the proportions smaller. Conversely, household expenditure on these levels of education is among the highest across OECD countries; only in Chile and Korea is household expenditure greater. On average, Mexican households cover 17.3% of the total expenditure on educational institutions at these levels (compared with 23.3% in Colombia and 20.8% in Chile) (Table B3.1). Nonetheless, 4.9% of the total public expenditure on education is devoted to financial support to students, above the OECD average of 3.4% (Table B5.5).

At the tertiary level, annual expenditure per student jumps to 46% of per capita GDP, which is well above the OECD average of 41%. This difference in expenditure per student is likely related to the high dropout rates among Mexico's secondary students (Table B1.4).

...and teachers' salaries start low but can increase considerably.

Teachers' salaries in Mexico start low but may increase considerably during a teacher's career -- at all levels of education -- to an amount above the OECD average. At the top of the salary scale, primary and lower secondary teachers who hold the maximum qualifications earn about 50% more than the salary of teachers with similar experience but with only the minimum qualifications – the largest difference among countries for which information is available (Tables D3.1 and D3.6).

More than 92% of the total budget for primary, secondary and post-secondary non-tertiary education in Mexico goes to staff compensation, and about 83% of the budget is devoted to teachers' salaries alone. These are the largest proportions observed among OECD countries, where an average of 79% of the total budget goes to staff compensation and 63% is devoted to teachers' salaries (Table B6.2).

In Mexico, just over 86% of spending on primary education is allocated to teachers' salaries (the highest proportion among OECD countries; the OECD average is just over 63%), while nearly 79% of spending on secondary education is devoted to teachers' salaries (the third largest proportion after Colombia, which allocates nearly 83% of spending on secondary education to teachers' salaries, and Portugal, which allocates nearly 81%; the OECD average is nearly 63%) (Table B6.1).

Secondary school teachers in Mexico teach long hours...

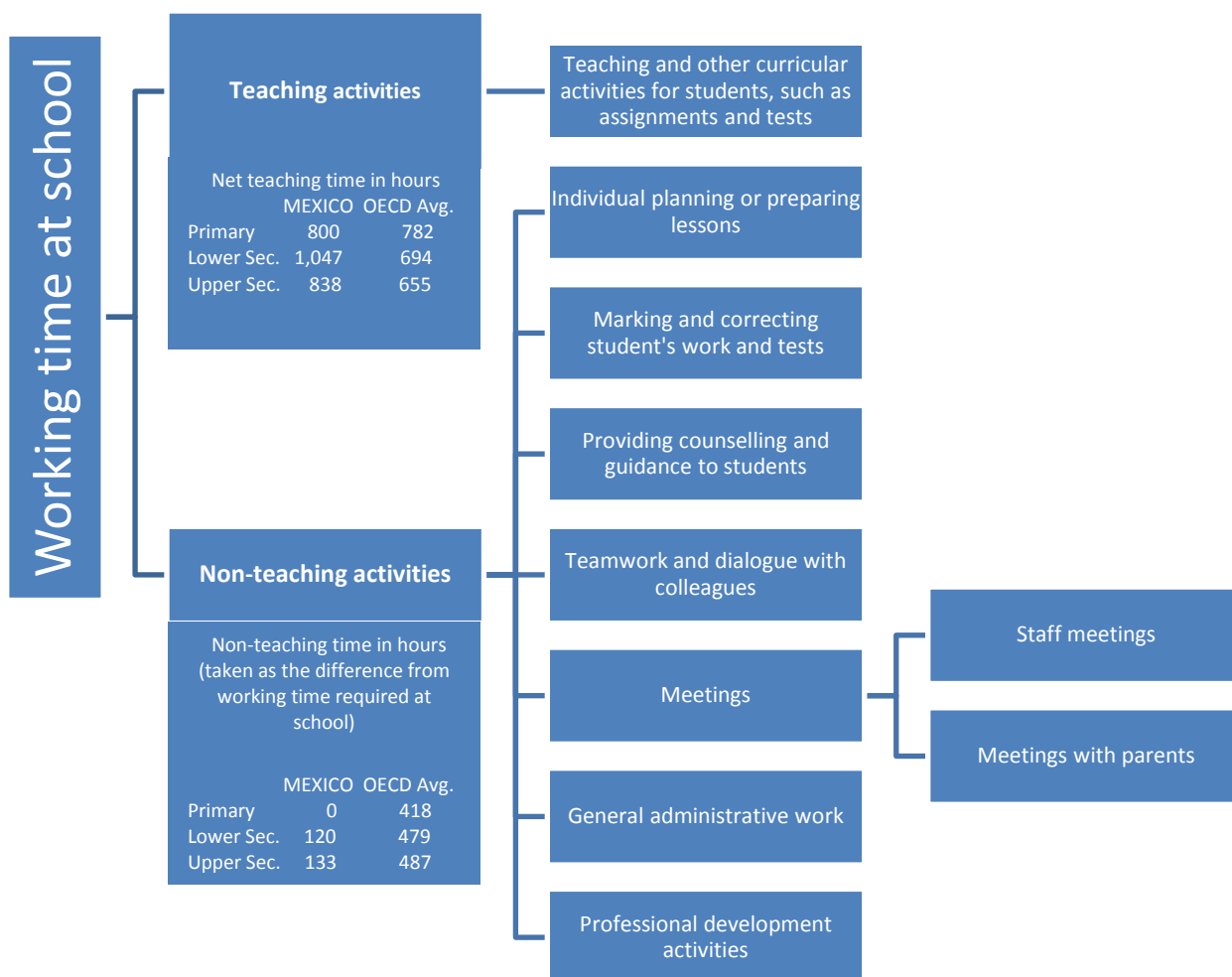
Teachers in Mexico spend more time in the classroom teaching than on average across OECD countries: net annual teaching time among lower secondary teachers averages 1,047 hours, more than among primary teachers (800 hours) and far more than the OECD average of 694 hours. Upper secondary teachers spend 838 hours teaching (the OECD average is 655 hours) (Table D4.1).

Teaching time in Mexico is also longer than that in other OECD countries. By comparison, in Japan and Korea, for instance, net teaching time for primary teachers averages 731 and 694 hours, respectively; for lower secondary teachers, it averages 602 and 568 hours, respectively; and net teaching time for upper secondary teachers averages 510 and 549 hours, respectively. Only in Argentina, Chile and the United States is net teaching time among secondary teachers longer than in Mexico (Table D4.1).

In addition, Mexico has one of the highest numbers of instruction days per year for primary and lower secondary teachers: 200 days for both primary and lower secondary education compared with the OECD average of 185 days and 183 days, respectively. This is similar to the number of instruction days

in Brazil, Colombia, Italy and Japan, but fewer than the 219 instruction days per year in Israel (Table D1.2).

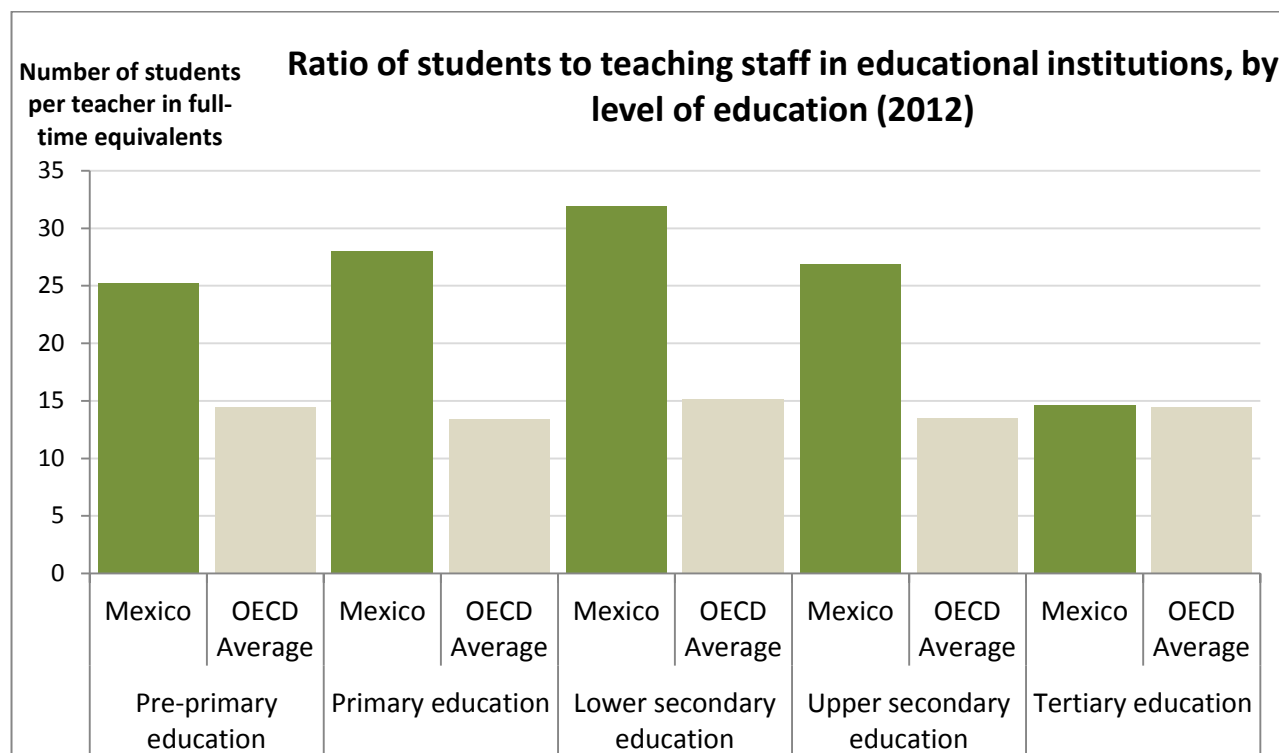
Still, teaching is only part of a teacher’s job; teachers must also spend time preparing lessons, correcting students’ work, and participating in in-service training and staff meetings. In Mexico, the required working time at school, including teaching time, is significantly lower than the OECD average. All working time for primary teachers is devoted to teaching (800 hours over the school year), while secondary teachers spend around an additional 120 hours at work on non-teaching activities. On average among OECD countries, primary and secondary teachers spend more than 400 hours working in school in addition to the time they spend teaching (Table D4.1).



Source: Table D4.1

...and the ratios of student to teaching staff in public schools are the highest among OECD countries.

Compared with all other OECD countries, Mexico has the highest student-teacher ratios in primary and secondary education: 28 students per teacher in primary education (compared with the OECD average of 15 students per teacher), and 30 students per teacher in secondary education (compared with the OECD average of 13 students per teacher). In early childhood education, there are 25 pupils per teacher, far higher than the OECD average of 13 pupils per teacher (Table D2.2).



Source: Table D2.2

The ratio of students to teaching staff is considerably lower in private secondary schools: 19 students per teacher at the lower secondary level and 15 students per teacher at the upper secondary level. By comparison, across OECD countries the average student-teacher ratio – 13 students per teacher – is the same in both public and private institutions and in both lower and upper secondary education (Table D2.3).

Other findings

- **Some 95% of pre-primary teachers in Mexico are women as are 67% of primary teachers and 52% of lower secondary teachers.** But only 46% of upper secondary teachers are women (compared with the OECD average of 57%) (Table D5.3).
- Similar to their peers in other OECD countries, **primary teachers in Mexico spend more time teaching reading, writing and mathematics than any other subjects.** In primary education, 35% of instruction time is devoted to reading, writing and literature (the OECD average is 22%) and 27% of instruction time is devoted to mathematics (the OECD average is 15%). Far less time is spent teaching natural sciences (13%; the OECD average is 7%) and social studies (10%; the OECD average is 6%). While instruction time in most OECD countries is more evenly distributed across subjects in lower secondary education, in Mexico, 17% of instruction time at that level of education is devoted to

natural sciences while 14% of instruction time is devoted to reading, writing and literature and another 14% to mathematics – all equal to or above the OECD average. Similar patterns are also observed in Estonia, Finland and Korea (Tables D1.3a and D1.3b).

- **Only 76% of lower secondary teachers in Mexico have a permanent contract, while 23% have fixed-term contracts.** This is one of the lowest proportions of teachers with permanent status among all the countries and economies that participated in the OECD Teaching and Learning International Survey (TALIS); only Abu Dhabi (UAE), Chile, Portugal and Romania have smaller proportions of teachers on permanent contracts. On average across all TALIS-participating countries and economies, 83% of teachers have a permanent contract (Box D5.2).

- **Mexico's classes are relatively small.** As in nearly half of the OECD countries for which information is available, the average primary school class in Mexico has 20 pupils (19 in private institutions), below the OECD average of 21. Smaller classes are often seen as beneficial because they allow teachers to focus more on the needs of individual students and optimise the time spent in class. In most OECD countries, class size tends to increase between primary and lower secondary education. In Mexico, the difference is about 7 students, on average, and the average lower secondary class in Mexico is larger than the OECD average in both public schools (27 students compared with 24 students) and private schools (24 students compared with 22 students) (Table D2.1).

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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 PISA results for Mexico, please see the PISA Country Note for Mexico: <http://www.oecd.org/pisa/keyfindings/PISA-2012-results-mexico-ESP.pdf>

For further information on teaching and learning environments in Mexico, please see the TALIS Country Note for Mexico: <http://www.oecd.org/mexico/TALIS-2013-country-note-Mexico.pdf>

For more information on *Education at a Glance 2014*, and to access the full set of indicators, visit www.oecd.org/edu/eag.htm

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Key Facts for Mexico in Education at a Glance 2014

Table	Indicator	Mexico		OECD average		Rank among OECD countries and partner countries*
Educational Access and Output						
	Enrolment rates	2012	2005	2012	2005	
C2.1	3-year-olds (in early childhood education)	39%	23%	70%	64%	30 of 37
	4-year-olds (in early childhood and primary education)	87%	70%	84%	79%	22 of 38
C1.1a	5-14 year-olds (all levels)	100%		98%		1 of 44
	Percentage of population that has only attained below upper secondary education	2012	2000	2012	2000	
A1.4a	25-64 year-olds	63%	71%	24%	34%	2 of 36
	Percentage of the population whose highest level of attainment is upper secondary education	2012	2000	2012	2000	
A1.4a	25-64 year-olds	19%	14%	44%	44%	35 of 37
	Percentage of population that has attained tertiary education	2012	2000	2012	2000	
A1.3a A1.4a	25-64 year-olds	18%	15%	33%	22%	33 of 37
	25-34 year-olds	24%	17%	40%	26%	32 of 36
	55-64 year-olds	13%	7%	25%	15%	32 of 36
	Entry rates into tertiary education	2012	2000	2012	2000	
C3.1b	Youth expected to enter tertiary-type A programmes before turning 25	31%	m	48%	m	33 of 35
	Graduation rates	2012	2000	2012	2000	
A2.2a	Percentage of today's young people expected to complete upper secondary education in their lifetime	47%	33%	84%	76%	29 of 29
A3.2a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	22%	m	38%	28%	26 of 27
Economic and Labour Market Outcomes						
	Unemployment rate of 25-64 year-olds - Men and Women	2012	2008	2012	2008	
A5.4a	Below upper secondary	4%	2%	14%	9%	34 of 35
	Upper secondary and post-secondary non-tertiary	4%	3%	8%	5%	31 of 36
	Tertiary	5%	3%	5%	3%	16 of 36
	Unemployment rate of 25-64 year-olds - Women	2012	2008	2012	2008	
A5.4c (Web)	Below upper secondary	4%	2%	13%	9%	34 of 35
	Upper secondary and post-secondary non-tertiary	4%	3%	9%	6%	31 of 35
	Tertiary	5%	4%	5%	4%	15 of 35
	Average earnings advantage for 25-64 year-olds with tertiary education**	2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	m		159		
	Men	m		164		
	Women	m		162		
	Average earnings penalty for 25-64 year-olds who have not attained upper secondary education**	2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	m		78		
	Men	m		78		
	Women	m		75		
	Percentage of 15-29 year-olds neither employed nor in education or training, by highest level of education	2012	2008	2012	2008	
C5.3d (Web)	Below upper secondary	25%	27%	15%	14%	4 of 35
	Upper secondary	17%	17%	16%	14%	16 of 34
	Tertiary	15%	15%	13%	11%	10 of 34

Key Facts for Mexico in Education at a Glance 2014

Table	Indicator	Mexico		OECD average		Rank among OECD countries and partner countries*
Financial Investment in Education						
	Annual expenditure per student (in equivalent USD, using PPPs)	2011		2011		
B1.1a	Pre-primary education	2568		7428		32 of 36
	Primary education	2622		8296		34 of 38
	Secondary education	2943		9280		34 of 38
	Tertiary education	7889		13958		32 of 37
	Total expenditure on educational institutions as a percentage of GDP	2011	2000	2011	2000	
B2.2	Percentage of GDP	6%	5%	6%	5%	17 of 37
	Total public expenditure on education	2011	2000	2011	2000	
B4.2	As a percentage of total public expenditure	20%	23%	13%	13%	2 of 34
	Share of private expenditure on educational institutions	2011		2011		
B3.1	Pre-primary education	16%		19%		16 of 33
B3.1	Primary, secondary and post-secondary non-tertiary education	17%		9%		4 of 36
B3.1	Tertiary education	33%		31%		14 of 34
B3.1	All levels of education	20%		16%		10 of 33
Schools and Teachers						
	Ratio of students to teaching staff	2012		2012		
D2.2	Pre-primary education	25		14		3 of 31
	Primary education	28		15		1 of 36
	Secondary education	30		13		1 of 37
	Number of hours of teaching time per year (for teachers in public institutions)	2012	2000	2012	2000	
D4.1	Pre-primary education	532		1001		28 of 28
	Primary education	800	800	782	780	16 of 33
D4.2	Lower secondary education	1047	1182	694	697	4 of 33
	Upper secondary education	838	m	655	628	4 of 33
	Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2005 = 100)	2012	2008	2012	2008	
D3.5	Primary school teachers	107	104	103	103	9 of 26
	Lower secondary school teachers	109	104	102	103	8 of 25
	Upper secondary school teachers	m	m	101	103	
	Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education	2012		2012		
D3.2	Pre-primary school teachers	m		0.80		
	Primary school teachers	m		0.85		
	Lower secondary school teachers	m		0.88		
	Upper secondary school teachers	m		0.92		

* Countries are ranked in descending order of values.

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

'm': data is not available. 'n': magnitude is either negligible or zero.