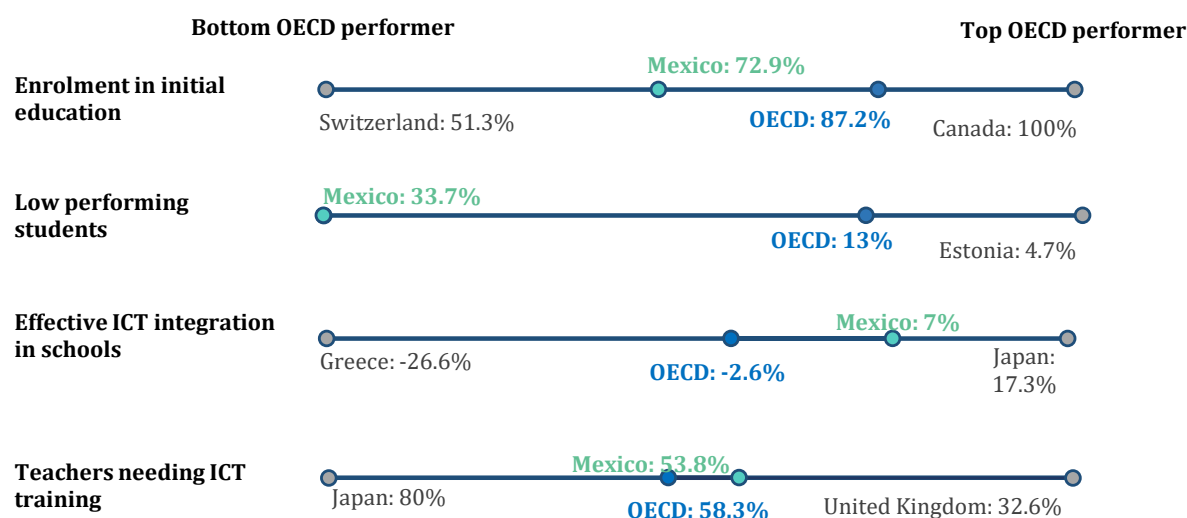


Skills Outlook Scoreboard – Thriving in a digital world



Note: How to read the data? Enrolment in initial education: Enrolment rates at the age 3 (early childhood education and pre-primary education) and at age 5-15. Low performing students: Percentage of students scoring strictly below Level 2 in PISA (reading, mathematics, science), 2015. Effective ICT integration in schools: Gap in scores in science between students in the third quartile of ICT use and those in the bottom quartile. Teachers needing ICT training: Percentage of teachers reporting needing further training in ICT.

Source: Skills Outlook 2019: Thriving in a digital world. <https://doi.org/10.1787/df80bc12-en>

The Skills Outlook Scoreboard assesses the extent to which Mexico is able to make the most of digitalisation. Mexico's performance is measured along 4 main indicators for which cross-country comparable information is available, aiming at capturing the level of skills of Mexican students and skills-related policy efforts.

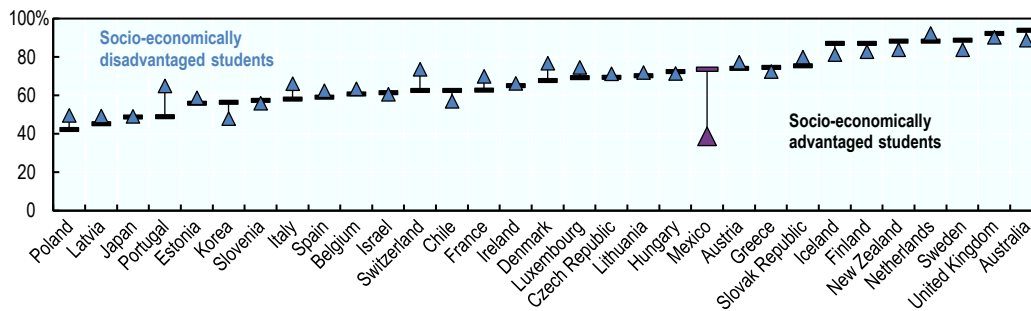
The Scoreboard shows that, in Mexico, the enrolment in initial education, including early childhood education and primary and lower secondary education up to age 14, is still low relative to the OECD average. Education quality is also an issue: Mexico is the country with the highest percentage of low performing students in PISA 2015 among the OECD countries. As in other OECD countries, also in Mexico there is no clear relationship between the use of ICT in schools and students' performance in science. Among the reasons for the weak impact of ICT use on students' performances may be that teachers are not ready to use ICT tools effectively. In Mexico, for instance, more than 53% of teachers reported they needed further training to perform their duties, and many of them report needing specific training in ICT for teaching.

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<https://doi.org/10.1787/df80bc12-en>

Schools can close the socio-economic gap in access and use of computers and the Internet

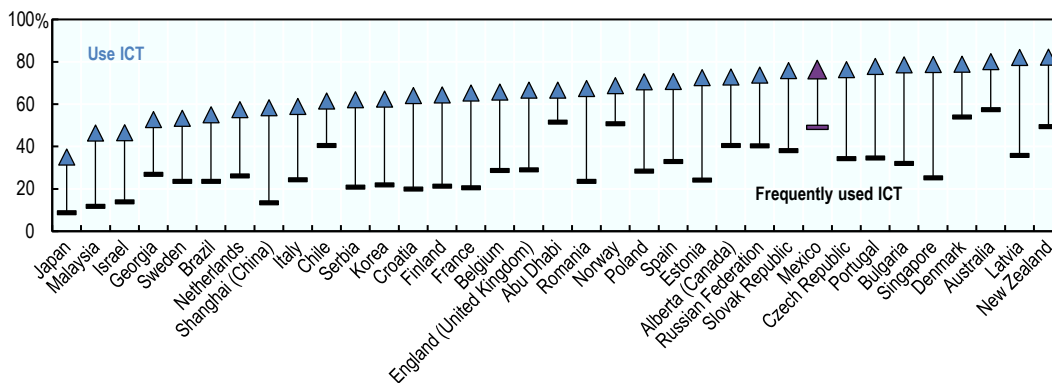
Share of students reporting that a desktop computer, laptop or tablet is available for them at school and that they use it, 2015



In many countries, access to digital technologies in school has been a priority to bridge the digital divide and provide access to disadvantaged students. In Mexico, however, fewer than 40% of disadvantaged students report using computers in school, in comparison to more than 70% of advantaged students.

Encouraging teachers to use ICTs innovative pedagogical tools can help ensure that students develop the skills they need for the future

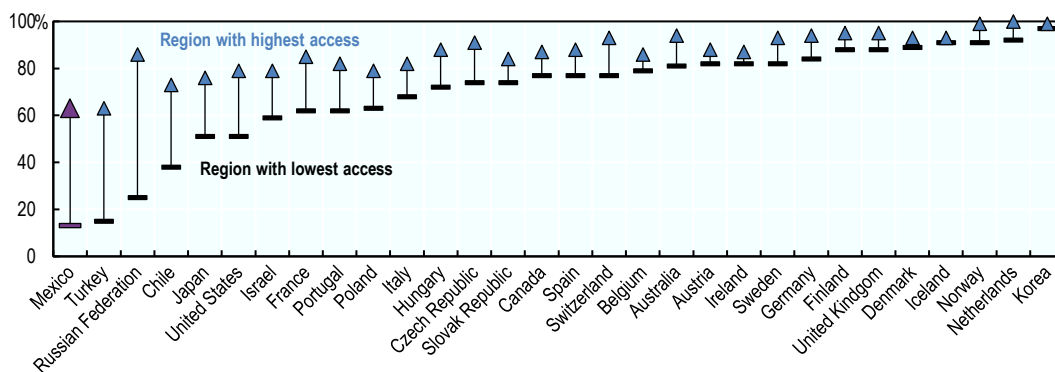
Share of teachers using ICT for students' projects or class work, 2013



Teachers should be encouraged to use digital devices effectively as part of their work. However, in 2013, only less than half of teachers in Mexico used ICT frequently as part of their regular activities.

The access to broadband Internet should be ensured in all regions to bridge the digital divide

Percent of households with Internet broadband access, by country, 2016



Source: Skills Outlook 2019: Thriving in a digital world. <https://doi.org/10.1787/df80bc12-en>

On average across OECD countries, around 80% of households had broadband Internet access at home in 2016. Among the best performers, the difference between the best and worst performing TL2 (large) region is less than 5 percentage points (p.p.) while it is above or close to 50 p.p. in Mexico.