UNESCO | UNESCO INSTITUTE FOR STATISTICS | SUSTAINABLE DEVELOPMENT GOALS

SUSTAINABLE DEVELOPMENT GOAL (SDG) 4
# COUNTRY PROFILE
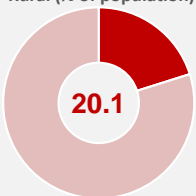
| Country or territory | **Mexico** |
|---|---|
| Region | **Latin America and the Caribbean** |
| Income group | Upper middle income |

## National Context

■ Country

### Rural (% of population)

**20.1**

Year: 2017

### Life expectancy at birth, total (years)

**77.3**

Year: 2017

### Poverty headcount ratio at $3.20 a day (2011 PPP) (% of population)

**11.2**

Year: 2016
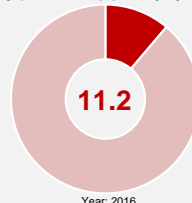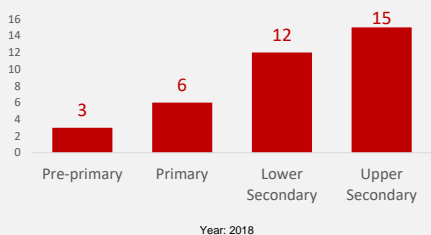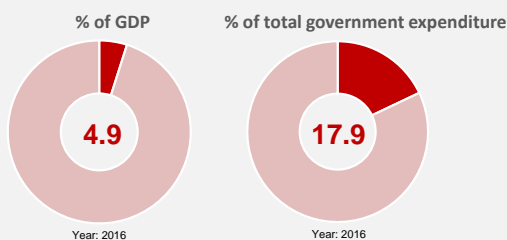
Note: This section includes the main demographic and socioeconomic indicators of the country for the last available year.
*Sources: (1) rural population and life expectancy: UN Population Division; (2) poverty headcount ratio: World Bank.*

## Education System

### Official entrance age (years)

■ Country

| | |
|---|---|
| Pre-primary | 3 |
| Primary | 6 |
| Lower Secondary | 12 |
| Upper Secondary | 15 |

Year: 2018

### Government expenditure on education as…

**% of GDP**

**4.9**

Year: 2016

**% of total government expenditure**

**17.9**

Year: 2016

*Source: UIS and UOE Surveys of Formal Education*

## 4.1 - Free, equitable and quality primary and secondary education

**Indicator 4.1.1 - Proportion of children and young people achieving at least a minimum proficiency level in *reading,* by sex**
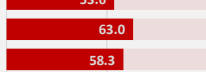
■ Country

**(a) in Grade 2 or 3**

Data for the country is not available

**(b) at the end of primary education**

Data for the country is not available

**(c) at the end of lower secondary education**

53.6
63.0
58.3

### What is this?

The bars represent the percentage of students in each level achieving minimum proficiency level in **reading and mathematics**. *Minimum proficiency level (MPL)* is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there are no common standards validated by the international community or countries. The MPL used for this chart was set by each of the projects providing the data.

**Indicator 4.1.1 - Proportion of children and young people achieving at least a minimum proficiency level in *mathematics,* by sex**
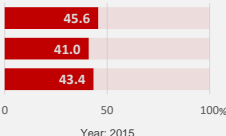
**(a) in Grade 2 or 3**

Data for the country is not available

**(b) at the end of primary education**

Data for the country is not available

**(c) at the end of lower secondary education**

45.6
41.0
43.4

0     50     100%    0     50     100%    0     50     100%

Year: 2015

### Data sources

Various cross-national learning assessments including: Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC), Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), Tercer Estudio Regional Comparativo y Explicativo (TERCE) and Trends in International Mathematics and Science Study (TIMSS).

*Sources: ERCE, PASEC, PIRLS, PISA, SACMEQ and TIMSS*

## 4.2 - Quality early childhood development, care and pre-primary education

**Indicator 4.2.1 - Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex**
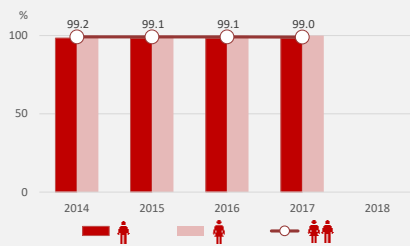
■ Country

**82.2**
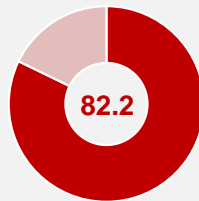
Year: 2015
Source: Early Childhood Development Index from UNICEF's Multiple Indicator Cluster Surveys (MICS) and USAID's Demographic and Health Surveys (DHS)
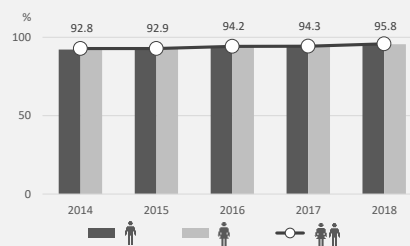
### What is this?

The slices represent the percentage of children aged 36-59 months who are developmentally on-track in at least three of the following four domains: **literacy-numeracy** – to identify at least 10 letters of the alphabet, read 4 simple words and recognise and name all numbers from 1 to 10; **physical** – to pick up small objects easily and are generally well enough to play; **socio-emotional** – to undertake simple activities independently, get along with other children and do not usually kick, bite or hit other children or adults; and **learning** – participate in any type of organized learning including early childhood education, kindergarten or community care.

**Indicator 4.2.2 - Participation rate in organized learning (one year before the official primary entry age), by sex**

■ Country
■ Region

%
100
99.2  99.1  99.1  99.0

50

0
2014  2015  2016  2017  2018
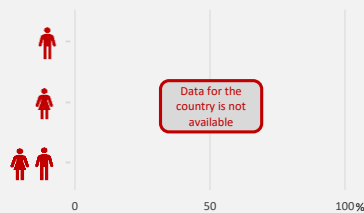
%
100
92.8  92.9  94.2  94.3  95.8

50

0
2014  2015  2016  2017  2018

### What is this?

The lines represent the percentage of children in the given age range who participate in one or more organized learning programmes, including programmes which offer a combination of education and care. Participation in early childhood education and in primary education are both included. The age range will vary by country depending on the official age for entry to primary education.

*Source: UIS and UOE Surveys of Formal Education and UN Population Division's World Population Prospects*

## 4.3 - Quality TVET and tertiary education

**Indicator 4.3.1 - Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex**

■ Country

Data for the country is not available

0      50      100 %

### What is this?

The percentage of youth and adults who have participated in a formal or non-formal education and training programme in the previous 12 months.
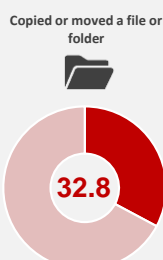
### Data sources

Source: National household surveys coordinated by the EU Adult Education Survey (AES, target population 25-64 years) and OECD Survey of Adult Skills (PIAAC, target population 16-65 years).

*Sources: Eurostat's Adult Education Survey (AES), OECD's Survey of Adult Skills (PIAAC), national Labour Force Surveys*

## 4.4 - Technical and vocational skills

**Indicator 4.4.1 - Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill**

**Proportion of youth and adults who have... (%)**

■ Country

**Copied or moved a file or folder**

**32.8**

**Connected and installed new devices**

**22.0**

**Created electronic presentation with presentation software**

**29.3**

### Data sources

Source: National household surveys. Data compiled by Eurostat and International Telecommunications Union (ITU).

The percentage of the population who declared that they can copy or move a file or a folder on a desktop computer, a laptop (portable) computer or a tablet (or similar handheld computer)
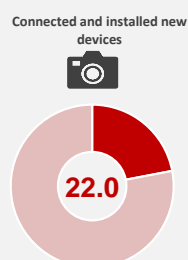
The percentage of the population who declared that they can connect and install new devices (e.g. modem, camera, printer)
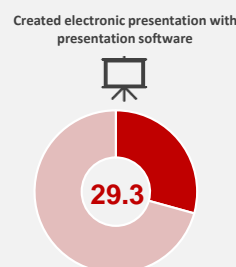
The percentage of the population who declared that they can create electronic presentations with presentation software (including text, images, sound, video or charts)

Year: 2017 or most recent year available
*Sources: Eurostat and International Telecommunication Union (ITU)*

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## 4.6 - Youth and adult literacy and numeracy

**Indicator 4.6.1 - Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex**

### Literacy

Data for the country is not available

### Numeracy

Data for the country is not available

Country

### *What is this?*

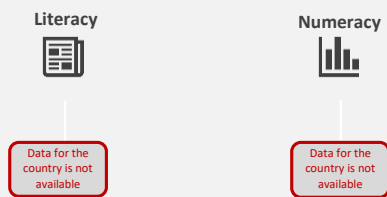The slices represent the percentage of the population (aged 15 years and above) who have achieved or exceeded a given level of proficiency in literacy and numeracy.
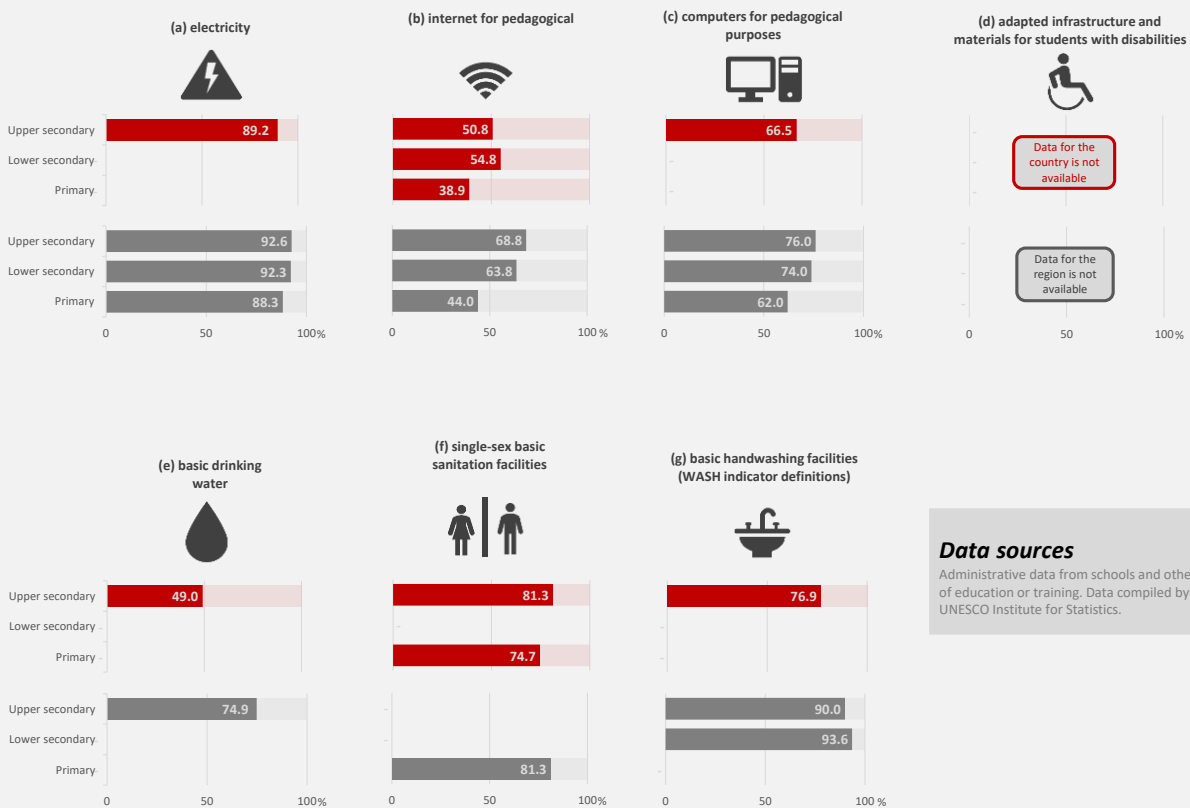
### *Data sources*

National household surveys coordinated by the OECD Programme for the International Assessment of Adult Competencies (PIAAC) and the World Bank's Skills Towards Employment and Productivity (STEP).

*Sources: OECD's Programme for the International Assessment of Adult Competencies (PIAAC), World Bank's STEP Skills Measurement Programme (STEP)*

## 4.a - Education facilities

**Indicator 4.a.1 - Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)**

Country
Region

### (a) electricity

| | |
|---|---|
| Upper secondary | 89.2 |
| Lower secondary | 54.8 |
| Primary | 38.9 |

| | |
|---|---|
| Upper secondary | 92.6 |
| Lower secondary | 92.3 |
| Primary | 88.3 |

### (b) internet for pedagogical

| | |
|---|---|
| Upper secondary | 50.8 |
| Lower secondary | 54.8 |
| Primary | 38.9 |

| | |
|---|---|
| Upper secondary | 68.8 |
| Lower secondary | 63.8 |
| Primary | 44.0 |

### (c) computers for pedagogical purposes

| | |
|---|---|
| Upper secondary | 66.5 |

| | |
|---|---|
| Upper secondary | 76.0 |
| Lower secondary | 74.0 |
| Primary | 62.0 |

### (d) adapted infrastructure and materials for students with disabilities

Data for the country is not available

Data for the region is not available

### (e) basic drinking water

| | |
|---|---|
| Upper secondary | 49.0 |
| Lower secondary | |
| Primary | |

| | |
|---|---|
| Upper secondary | 74.9 |

### (f) single-sex basic sanitation facilities

| | |
|---|---|
| Upper secondary | 81.3 |
| Lower secondary | |
| Primary | 74.7 |

| | |
|---|---|
| Primary | 81.3 |

### (g) basic handwashing facilities (WASH indicator definitions)

| | |
|---|---|
| Upper secondary | 76.9 |

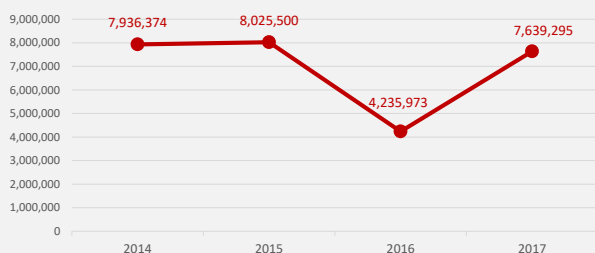| | |
|---|---|
| Upper secondary | 90.0 |
| Lower secondary | 93.6 |

### *Data sources*

Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.

Year (country): 2016
Year (region): 2018 or most recent year available

*Sources: UIS and UOE Surveys of Formal Education*

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## 4.b - Scholarships

**Indicator 4.b.1 - Volume of official development assistance flows for scholarships, constant US$**



Country

| Year | Value |
| --- | --- |
| 2014 | 7,936,374 |
| 2015 | 8,025,500 |
| 2016 | 4,235,973 |
| 2017 | 7,639,295 |

*Sources: The Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD)*
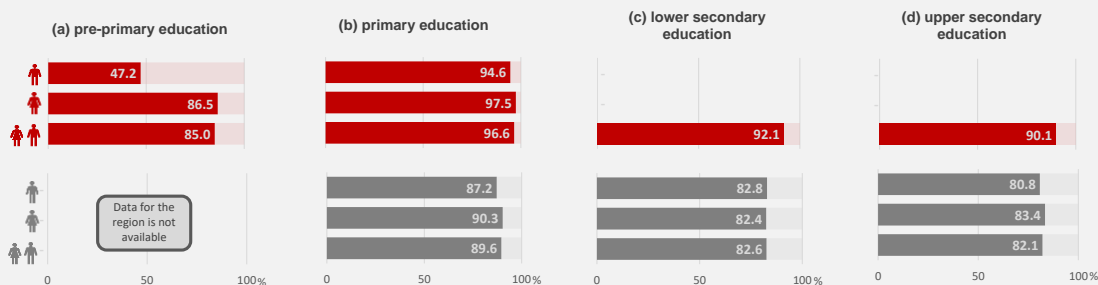
### What is this? ?
Total net official development assistance (ODA) for scholarships in donor countries expressed in US dollars at the average annual exchange rate.

### Data sources
Administrative data from donor countries and other aid providers on net official development assistance to education. Data compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development from returns submitted by its member countries and other aid providers.

## 4.c - Qualified teachers

**Indicator 4.c.1 - Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex**

Country
Region

**(a) pre-primary education**

| | Value |
| --- | --- |
| ♂ | 47.2 |
| ♀ | 86.5 |
| ♀♂ | 85.0 |

Data for the region is not available

**(b) primary education**

| | Value |
| --- | --- |
| ♂ | 94.6 |
| ♀ | 97.5 |
| ♀♂ | 96.6 |
| ♂ | 87.2 |
| ♀ | 90.3 |
| ♀♂ | 89.6 |

**(c) lower secondary education**

| | Value |
| --- | --- |
| ♀♂ | 92.1 |
| ♂ | 82.8 |
| ♀ | 82.4 |
| ♀♂ | 82.6 |

**(d) upper secondary education**

| | Value |
| --- | --- |
| ♀♂ | 90.1 |
| ♂ | 80.8 |
| ♀ | 83.4 |
| ♀♂ | 82.1 |

Year (country): 2016 or most recent year available
Year (region): 2017 or most recent year available

*Sources: UIS Surveys of Formal Education*

### What is this? ?
Percentage of teachers by level of education taught (pre-primary, primary, lower secondary and upper secondary education) who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country.

### Data sources
Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.