

EDUCATION AT A GLANCE 2013

SPAIN

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 non-member G20 nations. The 2013 edition of *Education at a Glance* offers a snapshot on how education – and the people who participate in and benefit from it – fared during the worst economic downturn in decades.

The percentage of young adults that keep on studying after finishing compulsory education has been growing at a faster pace than the OECD average.

Time in education has increased in Spain in recent years. People between the ages of 5 and 39 are expected to be in education, either full time or part time, for an average of 17.6 years (OECD average 17.5 years) (Table C1.6a).

The figures reflect the raise of participation in education in Spain: over 90% of 3-16 year-olds are enrolled in education. After 16, the age at which compulsory schooling ends, an increasing number of young adults stay in education. In 2008 some 81% of 15-19 year-olds and 21% of 20-29 year-olds were enrolled in education; by 2011, **86% of 15-19 year-olds and 26% of 20-29 year-olds were enrolled in education**. By comparison, across OECD countries, the proportion of 15-19 year-olds enrolled in education increased from 81% to 84%, and the proportion of 20-29 year-olds in education grew from 25% to 28% during the same period. The significant increase in Spain has placed the country above the OECD average and other countries including Australia (84%), France (84%), Switzerland (85%) and the United States (80%) (Tables C1.1 and C1.2).

But there is still room for improving participation rates in education, especially among young adults...

Based on current patterns, between the ages of 15 and 29, Spaniards are expected to spend more time in education (6.4 years) than in employment (5 years). Nonetheless, the span of time spent in education is shorter than the average of OECD countries (7.1 years). **They are also expected to spend 3.6 years either inactive (1.1 years) or unemployed (2.5 years),** a higher amount of time if compared to the OECD average of 2.4 years (Table C5.1a).

Despite this apparent imbalance, since 2008, the number of years young people (15-29 year-olds) are expected to spend in education increased by almost one year. This suggests that some young Spaniards see education as a temporary way out of unemployment and a potential advantage when they try to get back into employment at a later stage (Table C5.1d).

...and vocational education and training could be developed further.

Even if a number of countries, including Spain, use vocational programmes at compulsory level to engage or re-engage adolescents at risk of dropping out of school (OECD, 2012, *OECD Reviews of Vocational Education and Training, A skills beyond school commentary on Spain*), provision and coverage of vocational education and training (VET) programmes could be largely extended. Upper secondary VET offers the opportunity to acquire the skills, knowledge and practical experience relevant for specialised occupations, and helps to prepare young people for entry into the labour market.

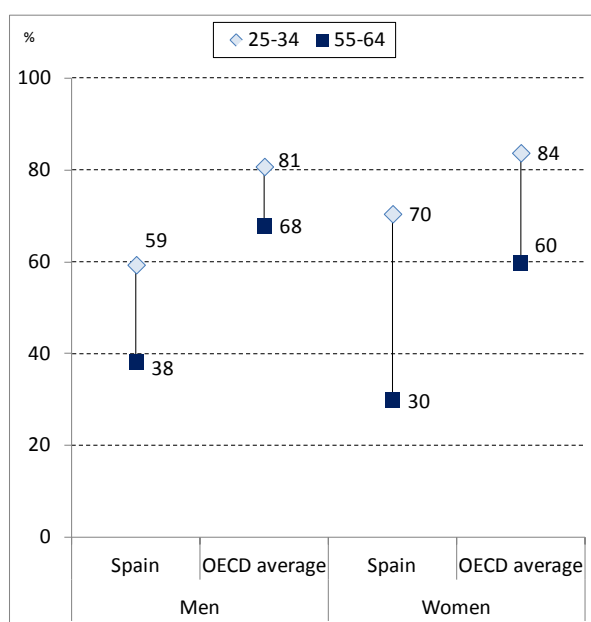
On average, across OECD countries, employment rates are up to 6 percentage points higher among individuals with an upper secondary VET qualification (76%) than among individuals with a general upper secondary education as their highest qualification. By the same token, **unemployment rates are lower among individuals with vocational upper secondary education: 7.4% compared with 8.4%** (Table A5.5a).

In Spain, **14% of adults have a general, rather than vocational, upper secondary education as their highest diploma** (OECD average 12%), **and only 8% have upper secondary VET education** (vocational education and training, which encompasses Formación Profesional de Grado Medio) as their highest diploma. The latter figure is significantly lower than the average of OECD countries (34%) and than those in other EU21* countries including France (30%), Germany (56%), Italy (32%) and the Netherlands (32%) (Table A1.5a).

Only 54% of adults have an upper secondary or higher level of education, but younger generations are bringing about change.

Despite improvements in educational attainment, Spain is still among only five OECD countries (the other four are Italy, Mexico, Portugal and Turkey) where less than 60% of 25-64 year-olds have attained an upper secondary or tertiary education – the OECD average is 75%. However, younger people are creating the difference between generations, signalling improvement in educational attainment levels. Indeed, **65% of Spain's 25-34 year-olds have attained at least an upper secondary education**, a most remarkable increase if compared with the low share of 34% of older adults (55-64 year-olds) with the same level of attainment (Table A1.2a).

Chart 1. Population that has attained at least upper secondary education, by age group and gender (2011)



Source: OECD Education at a Glance 2013. Table A1.2b

In addition, since 2000, educational attainment in Spain has been growing. In 2011, **46% of the country's 25-64 year-olds** (compared to the OECD average of 25%) **had below upper secondary education** (the fourth level of *Educación secundaria obligatoria* successfully completed) **as their highest level of attainment**, a decrease of 16 percentage points since 2000; **22%** (compared to the OECD average of 44%) **had upper secondary education** (the second level of *Bachillerato* or *Formación Profesional de Grado Medio* successfully completed) as their highest level of attainment, an increase of 6 percentage points since 2000; **and 32%** (the same as the OECD average) **had completed a tertiary education**, an increase of 9 percentage points since 2000. Tertiary education corresponds to vocational education and training at the tertiary level (e.g. *Formación Profesional de Grado Superior*), university studies (e.g. formerly *Diplomatura* and *Licenciatura* and now *Grado* and *Máster* after the implementation of Bologna Process) and advanced research programmes (e.g. *Doctorado* and PhD).

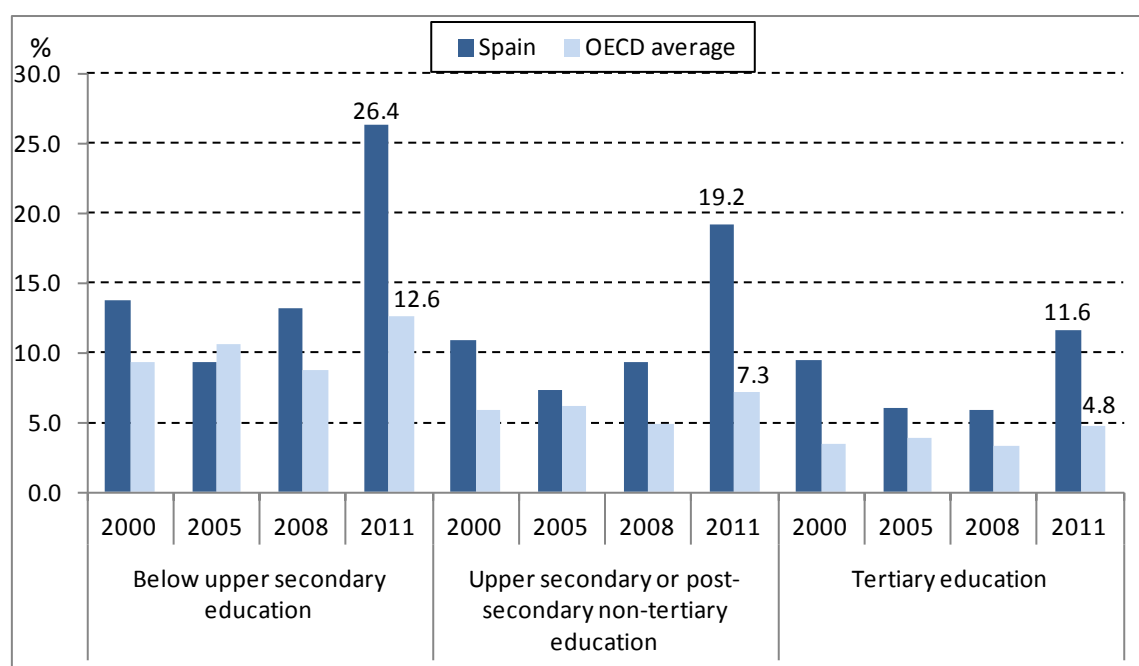
The generational break is evident at all levels. Younger adults have higher levels of attainment than their parents' generation does: **26% of 25-34 year-olds have an upper secondary education** (below the OECD average of 44%), **while 39% of this age group has a tertiary education**, the same proportion as the OECD average. By comparison, only 15% of 55-64 year-olds have completed an upper secondary education (the OECD average is 41%) and 19% have completed a tertiary education (the OECD average is 24%) (Table A1.4a).

Higher educational attainment dramatically reduces the risk of unemployment...

After the strong impact of the financial crisis, not surprisingly unemployment rates in Spain are above the OECD average at each level of education.

Between 2008 and 2011, the evolution of the unemployment rates in the country has been particularly strong, even if the increase has been smaller among higher-educated people. Rates for people with below upper secondary education rose from 13.2% to 26.4% (the OECD average increase was from 8.8% to 12.6%), among those with upper secondary education, it rose from 9.3% to 19.2% (the OECD average increase was from 4.9% to 7.3%) and among tertiary-educated workers it rose from 5.8% to 11.6% (the OECD average increase was from 3.3% to 4.8%) (Table A5.4b).

Chart 2. Unemployment rates among 25-64 year-olds, by educational attainment and year



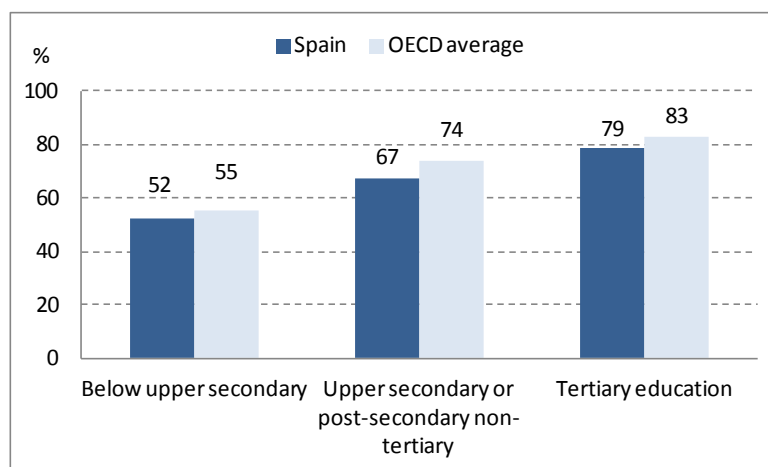
Source: OECD *Education at a Glance 2013*. Table A5.4a

Nonetheless, these rates confirm that at higher levels of attainment people are less exposed to unemployment and have better chances to keep participating actively in the economic system, for the benefit of both individuals and society. The difference in unemployment rates between adults with lower and higher levels of education is particularly large in Spain, as well as the Czech Republic, Estonia, Hungary and the Slovak Republic. In these countries **the gap in unemployment rates between individuals with a tertiary education and those who do not have an upper secondary or post-secondary non-tertiary education is 15 percentage points or more**. In Spain, in 2011, the rate of unemployment for adults with below upper secondary education was 26.4%, for those with upper secondary education (there is no post-secondary non-tertiary education in Spain) was 19.2% and for those with tertiary education was 11.6% (OECD averages 12.6%, 7.3% and 4.8%, respectively) (Table A5.4a).

...increases employability and relative earnings...

By the same token, employability in all OECD countries increases with higher levels of educational attainment even if rates in Spain remain below the OECD average (Table A5.3a).

Chart 3. Employment rates, by educational attainment (2011)



Source: OECD *Education at a Glance 2013*. Table A5.3a

And the same thing happens with relative earnings. **Adults with a tertiary education earn 40% more than those with an upper secondary or post-secondary non-tertiary education** (OECD average: 57% more), who, in turn, earn 20% more (OECD average: 24% more) than those with below upper secondary education (Table A6.1).

...and alleviates the gender gap.

The earnings advantage of tertiary-educated women in Spain, when compared with their upper-secondary-educated peers, is over 20 percentage-points above that of men: in 2010, tertiary-educated women earned 57% more than women with an upper secondary education, while tertiary-educated men earned 33% more than men with an upper secondary education. This difference in earnings advantages was the highest within OECD countries in 2010, followed by those in Korea (12 percentage-point difference) and the United Kingdom (15 percentage-point difference) (Tables A6.2b and c).

In Spain, **upper-secondary-educated women earn 79% of what a man with a similar education earns**. This gap is larger among people with **below upper secondary education as women earn 76% of what a man with a similar education earns**. The smallest gap is for **tertiary-educated adults, as women earn 88% of what a tertiary-educated man earns** (Table A6.3a).

However, great efforts still need to be made to support young adults...

Even if young adults are pushing the generational break and bringing about change in attainment rates, they are still behind in the labour market. In 2011, 29.7% of 25-29 year-olds who had completed below upper secondary education were unemployed (compared to the OECD average of 14%), 17.9% of those with upper secondary were unemployed (the OECD average was 7.9%), and 14.7% of those with tertiary education were unemployed (the OECD average was 6.5%) (Table C5.5b).

...who find themselves marginalised in the labour market.

More than half of 15-29 year-olds no longer in education and working part-time would like to work more. Of the 20 countries with available data on involuntary part-time work, Belgium, Canada, Italy, Poland, Spain and Sweden report that more than half of the young adults who are no longer in education and are working part-time are doing so involuntarily. Involuntary part-time work signals that individuals are having difficulty finding full-time jobs and suggests that this employment is precarious (Table C5.3a). This is also an indication that not all young people have seen the attractiveness of going back to education to increase their chances of re-entering the labour market at a future stage. These young adults seem to find themselves marginalised within the labour market while they could invest their efforts and time in education and training, either vocational or general.

Expenditures per student in Spain are near the OECD average at each level of education...

Annual expenditure per student by educational institutions for all services is near the OECD average: for pre-primary education, USD 6 700 in both Spain and the OECD average; for primary education, USD 7 300 in Spain and USD 8 000 for the OECD average; for secondary education, USD 9 600 in Spain and USD 9 000 for the OECD average; and for tertiary education, USD 13 400 in Spain and USD 13 500 for the OECD average.

In 2010, Spain's expenditure on educational institutions as a percentage of GDP (Gross Domestic Product) was lower than the OECD average (5.6% and 6.3%, respectively), although **expenditure per student (primary to tertiary education) was above the OECD and EU21 averages**: Spain USD 9 500, OECD average USD 9 300 and EU21 average USD 9 200 (Tables B1.1a and B2.1). The level of expenditure on educational institutions is affected, among other factors, by the size of a country's school-age population and its enrolment rates. Indeed, the fact that overall expenditure was low and expenditure per student stay high may be explained, at least in part, by the fact that Spain has a smaller proportion of 5-19 year-olds than those in other OECD countries (see Table C1.6 in *Education at a Glance 2012*).

...and annual public expenditure on educational institutions per student is above the OECD average at each level of education.

In Spain, **85% of all funding for educational institutions come directly from public sources** (the average in OECD countries is 84%). Educational institutions in OECD countries are mainly publicly funded, although there is a substantial – and growing – level of private funding at the tertiary level (Table B3.1).

Naturally, public funds go to public institutions; but in some cases a significant part of the public budget may be devoted to private educational institutions (including government-dependent private schools).

At the pre-primary level, public expenditure per student on both public and private institutions is USD 5 400 (on average USD 5 600 in OECD countries). In Spain as in most OECD countries, public expenditure per student is higher on public institutions than on private ones (the only exceptions are New Zealand and Turkey). Annual public expenditure per student on public educational institutions in Spain is USD 7 300 and on private ones USD 2 000 (OECD averages, USD 6 300 and USD 3 500,

respectively) (Table B3.4).

At the primary, secondary and post-secondary non-tertiary levels of education, public expenditure per student on both public and private institutions is USD 7 700 (similar to the average in OECD countries). At this level, most students are enrolled in public institutions, and public expenditure per student is higher on public than on private institutions in Spain and in most OECD countries (the only exceptions are Finland, Iceland, Israel, Norway and Turkey). In Spain, annual public expenditure per student on public educational institutions is USD 9 600 and on private ones USD 3 700 (OECD averages, USD 8 400 and USD 5 000, respectively) (Table B3.4).

At the tertiary level, public expenditure per student on both public and private institutions is USD 10 000 in Spain (USD 8 700 on average in OECD countries). In all countries with available data, public expenditure per student is higher on public than on private institutions. In Spain, annual public expenditure per student on public educational institutions is USD 12 000 and on private ones USD 1 000 (OECD averages, USD 11 400 and USD 3 800, respectively) (Table B3.4).

An education system with a large share of government-dependent private schools.

Nearly seven out of ten students in compulsory education were enrolled in public schools in 2011. Nevertheless, the share of students enrolled in public schools is significantly below the OECD average; in Spain government-dependent private schools register high rates of participation compared with other OECD countries. At the primary level, 68% of students attend public schools (the OECD average is 89%), 28% attend government-dependent private schools (the OECD average is 8%), and 4% are enrolled in independent private schools (the OECD average is 3%). At the lower secondary level, the proportions are similar: 69% in public schools (OECD average: 86%), 28% in government-dependent private schools (OECD average: 11%), and 3% in independent private schools (OECD average: 3%).

These figures show the **large coverage of government-dependent private schools at all levels of compulsory education**. In upper secondary education this tendency changes and rates reflect a rather similar picture to the average of OECD countries: 79% of students attend public school (OECD average: 81%), 12% attend government-dependent private schools (OECD average: 14%) and 9% attend independent private schools (OECD average: 5%) (Table C1.4).

At the tertiary level, the distribution is different, with a larger share of public institutions. For tertiary-type A education (academically-oriented programmes), public institutions receive 86% of the students and private ones receive 14%, being negligible the government-dependent institutions (OECD averages of 71% for public, 15% for independent private institutions and 14% for government-dependent). For tertiary-type B education (shorter than type A ones; more vocationally-oriented programmes, i.e. more focused on skills for direct entry in the labour market) 79% of the students are in public institutions, 14% in government-dependent private ones and 7% in independent private ones (OECD averages of 59%, 21% and 20%, respectively) (Table C1.5).

In Spain, trends in teachers' salaries and teaching time are inversely proportional.

In 2011, teachers' salaries in Spain were higher in comparison to the OECD average, especially at the beginning of new teachers' careers at any level of education. Teachers' salaries at any level of education were also higher than the average wages of other tertiary-educated workers in Spain. For

instance, the earnings of a secondary school teacher were about 40% higher than those of a comparably educated worker, while the earnings of a pre-primary or primary school teacher were about 23% higher than a tertiary educated worker. However, it should be noted that these proportions may have decreased since then, as a result of the recent cutbacks over teachers' benefits and allowances (Tables D3.1 and D3.2).

Table 1. Comparison between teachers' working time in Spain and the OECD average

	Pre-primary education		Primary education		Lower secondary education		Upper secondary education, general programmes	
	Spain	OECD average	Spain	OECD average	Spain	OECD average	Spain	OECD average
Number of weeks of teaching	37	40	37	38	37	38	36	37
Number of days of teaching	176	193	176	185	176	185	171	183
Net teaching time, in hours	880	994	880	790	713	709	693	664
Working time required at school, in hours	1 140	1 257	1 140	1 215	1 140	1 219	1 140	1 154
Total statutory working time, in hours	1 425	1 689	1 425	1 671	1 425	1 667	1 425	1 669

Note: Bolded figures indicate values above the OECD average.

Source: OECD *Education at a Glance 2013*. Table D4.1

Teachers in Spain have a more concentrated workload than in most other OECD countries. In spite of investing a lower number of days and weeks in schools than the OECD average, the net teaching time in hours is slightly higher both in primary and secondary schools. In 2011, lower secondary teachers spent 713 hours teaching and upper secondary teachers spent 693 hours teaching (slightly above the OECD averages of 709 and 664 hours, respectively). In primary schools, teachers in Spain invest 90 hours per year more than the OECD average (790 hours) (Tables D4.1 and D4.2).

Other findings

- **Almost all 4-year-olds in Spain are enrolled in pre-primary education (OECD average of 84%), as well as a large proportion of 3 year-olds (over 90% in Spain).** In the majority of OECD countries, most children start school well before the age of five. Early childhood education is associated with better performance in school later on. Fifteen-year-old students who attended pre-primary education perform better on PISA (the OECD Programme for International Student Assessment) than those who did not, even after accounting for socio-economic background (see Indicator C2).
- **Not all tertiary students who enter a tertiary programme graduate with a first degree at this level, but Spanish rates are above the OECD average.** Some 78% percent of those who enter a tertiary-type A programme (longer, more academically-oriented programmes) go on to graduate from at least a first tertiary-type A programme (OECD average: 70%); for tertiary-type B programmes (more vocationally-oriented programmes, shorter than type A) the proportion is 73% (OECD average: 61%) (Table A4.1).

Tertiary completion rates can indicate the efficiency of tertiary education systems. However, students may leave a tertiary programme for a variety of reasons: they may realise that they have chosen a subject or educational programme that is not a good fit for them; they may fail to meet the standards set by their educational institution, particularly in tertiary systems that provide relatively broad access; or they may find attractive employment opportunities before completing the programme. Students may find that the educational programmes offered do not meet their expectations or labour-market needs, or that the programmes last longer than the student wishes to remain outside the labour market. High drop-out rates may indicate that the education system is not meeting students' needs.

- **A large number of students decide to follow tertiary education in a foreign country.** In 2011 more than 4.3 million tertiary students from around the world were enrolled outside their country of citizenship. In absolute terms, besides the six major destinations – Australia (6%), Canada (5%), France (6%), Germany (6%), the United Kingdom (13%) and the United States (16%) – a significant number of foreign students were enrolled in Japan (3%), the Russian Federation (4%) and Spain (2%) (Table C4.4).

Some 53% of the tertiary-type A and advanced research international students in Spain are from Latin America and the Caribbean. About one-third are from other OECD countries, mainly Chile (4%), Italy (6%), Mexico (6%) and Portugal (4%). About 11% come from other G20 countries, mainly Argentina (4.3%) and Brazil (3.3%). Meanwhile, about 1.7% of Spanish students in tertiary education are enrolled abroad. Of these, 14% study in France, 16% in Germany, 25% in the United Kingdom and 13% in the United States (Tables C4.3, C4.4 and C4.5).

- **In Spain, together with Austria, Belgium, France, Italy, Switzerland and Turkey, students pay small tuition fees for tertiary-type A education** – annual tuition fees for a first degree programme in a public institution below USD 1 500. There are large differences among countries in the average tuition fees charged by tertiary-type A institutions for national students. In the five Nordic countries with more progressive tax structures (Denmark, Finland, Iceland, Norway and Sweden), and in Mexico, Poland, and Slovenia, public institutions do not charge tuition fees. By contrast, tuition fees are higher than USD 1 500 in one-third of the countries with available data for public institutions, and they reach more than USD 5 000 in Chile, Japan, Korea and the United States. Among the EU21 countries for which data are available, only the Netherlands, the Slovak Republic and the United Kingdom have annual tuition fees that exceed USD 1 500 per full-time national student (Table B5.1).

- **One in four 15-29 year-olds was neither employed nor in education or training (NEET) in 2011.** When the labour market deteriorates, young people making the transition from school to work are often the first to encounter difficulties. In Chile, Greece, Ireland, Israel, Italy, Mexico, Spain and Turkey, more than 20% of 15-29 year-olds were neither employed nor in education or training (NEET) in 2011 (OECD average 16%). In contrast to most other OECD countries, the largest share of young NEETs in Spain are unemployed (17%, the OECD average is 7%), not inactive (8%, the OECD average is 9%). (Table C5.2a). This can be explained by a high incidence of young people moving from one short-term temporary contract to another, frequently interspersed with periods of unemployment (OECD, 2012, *OECD Economic Surveys: Spain*, OECD Publishing).

The proportion of tertiary-educated 15-29 year-olds who were NEET increased by 69% between 2008 and 2011, from 16.8% to 24.4%, much more than the average increase across OECD (24%, from 13.5% to 15.4%) and EU21 (29%, from 12.2% to 14.8%) countries during the same period.

- **In Spain, 5% or less of 15-29 year-olds held a job while in education, a proportion**

inferior to that in other OECD countries including Australia (21%), Canada (18%), Denmark (32%), Finland (16%), Iceland (16%), the Netherlands (32%), New Zealand (17%), Norway (15%), Slovenia (17%) and the United States (15%) (OECD average: 11%) (Table C5.2d).

- **The largest share of investment in education goes to compulsory education.** In 2010, Spain spent an average of 5.6% of its GDP on educational institutions (OECD average: 6.2%) (Table B2.1). GDP is used as an estimation of the national wealth, and expenditure on education includes spending by governments, enterprises and individual students and their families. By level of education, 0.9% of GDP was spent on pre-primary education (OECD average: 0.5%), 3.3% of GDP on primary, secondary and post-secondary non-tertiary education (OECD average: 3.9%) and 1.3% of GDP on tertiary education (OECD average: 1.6%) (Table B2.2). Therefore, Spain's investment in education is above the OECD average only for pre-primary education.

* EU21 countries are those that are members of both the European Union and the OECD. These 21 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

Please note: all Tables, Charts and Indicators are found in *Education at a Glance 2013* (www.oecd.org/edu/eag.htm)

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Key Facts for Spain in Education at a Glance 2013

Table	Indicator	Spain		OECD average		EU21 average		Rank among OECD countries and other G20 countries*
Educational Access and Output								
	Enrolment rates	2011	2005	2011	2005	2011	2005	
C2.1	3-year-olds (in early childhood education)	97%	95%	67%	64%	77%	73%	3 of 36
	4-year-olds (in early childhood and primary education)	100%	99%	84%	79%	90%	84%	2 of 36
C1.1a	5-14 year-olds (all levels)	99%		99%		98%		16 of 38
	Percentage of population that has attained below upper secondary education	2011	2000	2011	2000	2011	2000	
A1.4a	25-64 year-olds	46%	62%	26%	34%	25%	34%	5 of 35
	Percentage of population that has attained upper secondary education	2011	2000	2011	2000	2011	2000	
A1.4a	25-64 year-olds	22%	16%	44%	44%	48%	46%	33 of 36
	Percentage of population that has attained tertiary education	2011	2000	2011	2000	2011	2000	
A1.3a A1.4a	25-64 year-olds	32%	23%	32%	22%	28%	20%	21 of 36
	30-34 year-olds	41%		39%		37%		20 of 34
	25-34 year-olds	39%	34%	39%	26%	36%	24%	22 of 36
	55-64 year-olds	19%	10%	24%	15%	21%	14%	22 of 36
	Entry rates into tertiary education	2011	2000	2011	2000	2011	2000	
C3.1a C3.2a	Vocational programmes (Tertiary-type B)	28%	15%	19%	16%	15%	11%	9 of 32
	University programmes (Tertiary-type A)	53%	47%	60%	48%	59%	46%	19 of 36
	Graduation rates	2011	2000	2011	2000	2011	2000	
A2.1a	Percentage of today's young people expected to complete upper secondary education in their lifetime	88%	60%	83%	76%	83%	77%	12 of 27
A3.1a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	32%	29%	39%	28%	41%	27%	20 of 26
Economic and Labour Market Outcomes								
	Unemployment rate of 25-64 year-olds - Men and Women	2011	2008	2011	2008	2011	2008	
A5.4b	Below upper secondary	26.4%	13.2%	12.6%	8.8%	15.6%	10.4%	2 of 35
	Upper secondary and post-secondary non-tertiary	19.2%	9.3%	7.3%	4.9%	8.5%	5.2%	1 of 36
	Tertiary	11.6%	5.8%	4.8%	3.3%	5.2%	3.2%	2 of 36
	Unemployment rate of 25-64 year-olds - Women	2011	2008	2011	2008	2011	2008	
A5.4d	Below upper secondary	27.8%	16.2%	12.2%	9.5%	15.1%	11.0%	2 of 35
	Upper secondary and post-secondary non-tertiary	21.2%	11.4%	8.0%	5.7%	9.1%	6.1%	2 of 35
	Tertiary	12.6%	7.0%	5.1%	3.6%	5.5%	3.6%	2 of 36
	Average earnings premium for 25-64 year-olds with tertiary education**	2011 or latest year available		2011		2011		
A6.1	Men and women	140		157		158		25 of 33
	Men	133		162		164		30 of 33
	Women	157		161		161		17 of 33
	Average earnings penalty for 25-64 year-olds who have not attained upper secondary education**	2011 or latest year available		2011		2011		
A6.1	Men and women	80		76		77		11 of 33
	Men	80		77		78		11 of 33
	Women	74		74		75		18 of 33
	Percentage of people not in employment, education or training for 15-29 year-olds, by level of education attained	2011	2008	2011	2008	2011	2008	
C5.4d	Below upper secondary	28.9%	20.7%	15.8%	14.4%	15.3%	13.5%	2 of 34
	Upper secondary	18.7%	13.0%	16.2%	13.6%	15.1%	11.8%	14 of 34
	Tertiary	21.4%	12.7%	13.3%	10.6%	12.3%	9.6%	5 of 34

Key Facts for Spain in Education at a Glance 2013

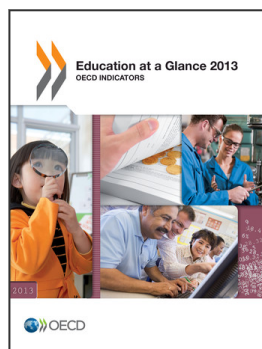
Table	Indicator	Spain		OECD average		EU21 average		Rank among OECD countries and other G20 countries*
Financial Investment in Education								
	Annual expenditure per student (in equivalent USD, using PPPs)	2010		2010		2010		
B1.1a	Pre-primary education	6685 USD		6762 USD		7085 USD		13 of 32
	Primary education	7291 USD		7974 USD		8277 USD		19 of 34
	Secondary education	9608 USD		9014 USD		9471 USD		15 of 34
	Tertiary education	13373 USD		13528 USD		12856 USD		16 of 33
	Total expenditure on educational institutions as a percentage of GDP	2010	2000	2010	2000	2010	2000	
B2.1	As a percentage of GDP	5.6%	4.8%	6.3%	5.4%	5.9%	5.2%	26 of 33
	Total public expenditure on education	2010	2000	2010	2000	2010	2000	
B4.1	As a percentage of total public expenditure	10.9%	10.9%	13.0%	12.6%	11.4%	11.4%	24 of 32
	Share of private expenditure on educational institutions	2010	2000	2010	2000	2010	2000	
B3.2a	Pre-primary education	26.8%		17.9%		11.3%		7 of 28
B3.2a	Primary, secondary and post-secondary non-tertiary education	8.2%	7.0%	8.5%	7.1%	6.1%	5.6%	14 of 31
B3.2b	Tertiary education	21.8%	25.6%	31.6%	22.6%	22.7%	14.3%	19 of 30
B3.1	All levels of education	14.6%	12.6%	16.4%	12.1%	10.7%	7.9%	15 of 29
Schools and Teachers								
	Ratio of students to teaching staff	2011		2011		2011		
D2.2	Pre-primary education	13 students per teacher		14 students per teacher		13 students per teacher		19 of 31
	Primary education	13 students per teacher		15 students per teacher		14 students per teacher		24 of 35
	Secondary education	10 students per teacher		14 students per teacher		12 students per teacher		30 of 36
	Total intended instruction time for students (hours)	2011		2011		2011		
D1.1	Primary education	5250 hours		4717 hours		m		12 of 31
	Lower secondary education	4200 hours		3034 hours		m		4 of 31
	Number of hours of teaching time per year (for teachers in public institutions)	2011	2000	2011	2000	2011	2000	
D4.2	Pre-primary education	880 hours		994 hours		977 hours		19 of 29
	Primary education	880 hours	880 hours	790 hours	780 hours	777 hours	776 hours	7 of 31
	Lower secondary education	713 hours	564 hours	709 hours	697 hours	669 hours	658 hours	12 of 30
	Upper secondary education	693 hours	548 hours	664 hours	628 hours	651 hours	635 hours	12 of 31
	Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2000 = 100)	2011	2008	2011	2008	2011	2008	
D3.4	Primary school teachers	106	109	120	120	121	122	17 of 23
	Lower secondary school teachers	108	110	116	116	121	121	15 of 22
	Upper secondary school teachers	103	107	117	118	118	119	16 of 22
	Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education	2011		2011		2011		
D3.2	Pre-primary school teachers	1.23		0.80		0.77		2 of 22
	Primary school teachers	1.23		0.82		0.80		2 of 27
	Lower secondary school teachers	1.38		0.85		0.84		1 of 27
	Upper secondary school teachers	1.40		0.89		0.89		1 of 27

* Countries are ranked in descending order of values.

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

Note: Enrolment rates above 100% in the calculation are shown in italics.

'm': data is not available.



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