

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.

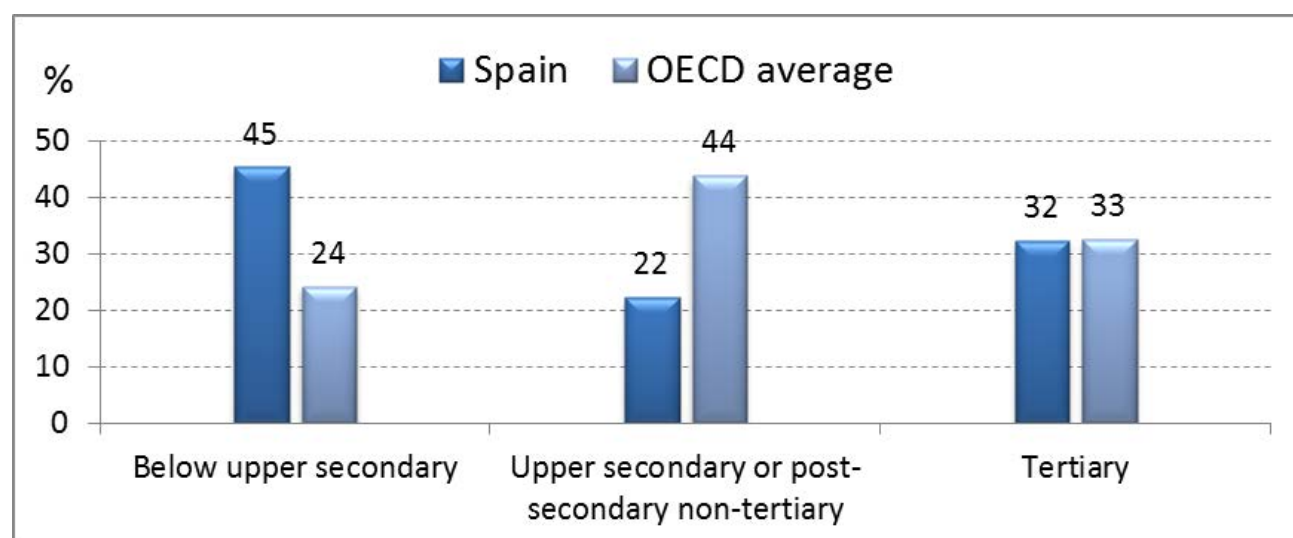
This Country Note focuses on five major topics covered in the present edition of *Education at a Glance: OECD Indicators*: educational attainment, skills and intergenerational mobility, types of educational institutions (i.e. public versus private), hours of instruction, labour market outcomes, and expenditure on education.

Spain

About one in three adults in Spain has tertiary education, but nearly one in two has not finished the fourth level of *Educación Secundaria*.

In 2012, 45% of the country's 25-64 year-olds had below upper secondary education (i.e. had attained at most *Educación Secundaria Obligatoria*) as their highest level of attainment (the OECD average was 24%); 22% had upper secondary education (the second level of *Bachillerato* or *Formación Profesional de Grado Medio* completed) as their highest level of attainment (the OECD average was 44%); and 32% had completed a tertiary education (*Formación Profesional de Grado Superior*, *Diplomatura*, *Licenciatura*, *Grado*, *Máster* or *Doctorado*) (the OECD average was 33%) (Table A1.4a).

Chart 1. Educational attainment of 25-64 year-olds (2012)



Note: Numbers may not add up exactly due to rounding.

Source: OECD *Education at a Glance 2014*. Table A1.4a.

However, younger adults have higher levels of education than members of their parents' generation...

Spain is one of only six OECD countries (along with Chile, Italy, Mexico, Portugal and Turkey) where less than 60% of 25-64 year-olds have attained an upper secondary or tertiary education (i.e. have attained a level above the fourth level of *Educación Secundaria Obligatoria*); the OECD average is 77%. But 64% of Spain's 25-34 year-olds have attained at least an upper secondary education – a remarkable increase when compared with the relatively small share (35%) of 55-64 year-olds with the same level of attainment (Table A1.4a).

... and they are staying longer in education.

The percentage of young adults who enrol in formal education after finishing compulsory education has been growing at a faster pace than the OECD average. In 2008, some 81% of 15-19 year-olds and 21% of 20-29 year-olds were enrolled in education; by 2012, 86% of 15-19 year-olds and 28% 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 (Tables C1.1 and C1.2).

About 40% of adults in Spain have attained a higher level of education than their parents...

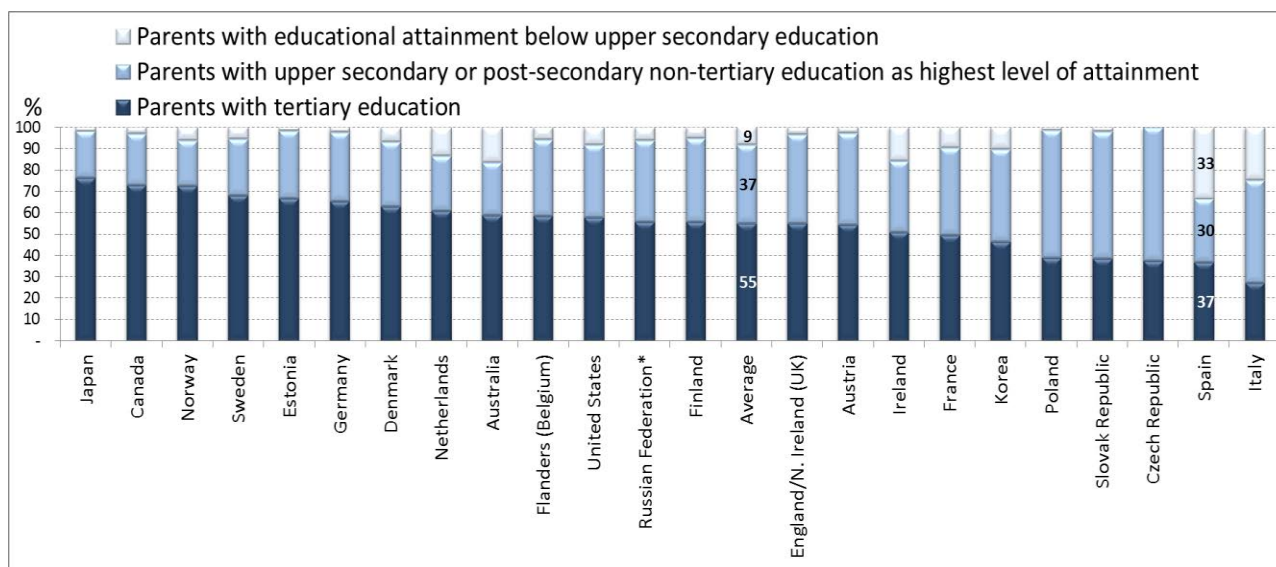
More than one in two adults (55%) in Spain have the same educational attainment as their parents (the average is 49%), while about 40% have a higher educational level than their parents, and 6% have a lower educational level than at least one of their parents (the average for this latter group is 12%) (Table A4.4).

In Spain, a person whose parents have upper secondary education as their highest level of education is twice as likely to participate in tertiary education as someone whose parents have not attained upper secondary education, while someone whose parents have tertiary education is four times as likely to participate in tertiary education as someone whose parents have not attained upper secondary education. These likelihoods are similar to the average across the 24 OECD countries and sub-national entities that participated in the 2012 Survey of Adult Skills (Table A4.1b).

...and among younger adults in Spain, their parents' level of education has a weaker influence on their decision to attend tertiary education.

In Spain, attending tertiary studies is less influenced by parents' level of education: about one-third of 20-34 year-old tertiary students have parents with below upper secondary education, about one-third have at least one parent who attained upper secondary education, and about one-third have at least one parent with tertiary education. By comparison, across OECD countries, around one in two 20-34 year-olds in tertiary education have tertiary-educated parents, while fewer than one in ten young tertiary students have parents who had not attained upper secondary education (Table A4.1a).

Thus, in Spain, the children of low-educated parents have greater access to tertiary education than children of low-educated parents in other OECD countries.

Chart 2. Percentage of 20-34 year-olds in tertiary education, by parents' educational attainment (2012)

* See note on data for the Russian Federation below.

Source: OECD *Education at a Glance 2014*. Table A4.1a.

Higher attainment lowers the risk of unemployment, but the rate of unemployment is higher than in most other countries.

The difference in unemployment rates between adults with lower and higher levels of education is particularly large in Spain, as in the Czech Republic, Estonia, Hungary, Ireland 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. But because of the higher level of unemployment overall, a tertiary qualification reduced the risk of unemployment by only 55% in Spain, compared with the OECD average reduction of 63%. In Spain in 2012, 31.2% of adults with below upper secondary education were unemployed (the OECD average was 13.6%), 22% of those with upper secondary education (there is no post-secondary non-tertiary education in Spain) were unemployed (the OECD average was 7.8%), and 14% of tertiary-educated adults were unemployed (the OECD average was 5%) (Table A5.4a).

University graduates earn more than those who have only attained an upper secondary education.

Over the past few years, the income gap between adults with upper secondary education as their highest level of attainment and those with tertiary education widened across OECD countries. In 2005, adults without upper secondary education earned about 20% less than those with upper secondary education; by 2011 this difference had widened to 23%. During the same period, the difference in income between tertiary-educated adults and those with an upper secondary education as their highest level of education increased from 54% to 59%. In Spain, the difference in income between adults with no upper secondary education and adults with upper secondary education remained the same (about 20%) during that period, while the difference in income between adults with upper

secondary education and those with tertiary education widened considerably, from 37% in 2005 to 41% in 2011 (Table A6.2a).

Not only does education pay off for individuals, but the public purse also benefits from a large proportion of tertiary-educated individuals through, for instance, greater tax revenues and social contributions (Tables A7.2 and A7.4).

Adults with higher levels of education are more likely to report positive social outcomes.

Over 85% of tertiary-educated adults who participated in the 2012 Survey of Adult Skills reported being in good health (86% in Spain, 88% across OECD countries). These tertiary-educated adults are also more likely to report that they volunteer at least once a month: 14% in Spain so report, as do 22% on average across OECD countries, compared with 6% of adults with below upper secondary education (the OECD average is 12%) (Tables A8.1a [L] and A8.2a [L]).

The proportion of adults reporting that they trust others also increases as educational attainment does: 15% of adults with below upper secondary education so report as do 31% for tertiary-educated adults (the OECD averages are 13% and 29%, respectively) (Table A8.3a [L]).

The proportion of adults who report that they believe they have a say in government increases by 10 percentage points when comparing those with below upper secondary education (19%) with those with tertiary education (30%). The OECD average proportions are 23% and 43%, respectively (Table A8.4a [L]).

The proportion of tertiary-educated adults with the highest literacy proficiency is much smaller than the OECD average.

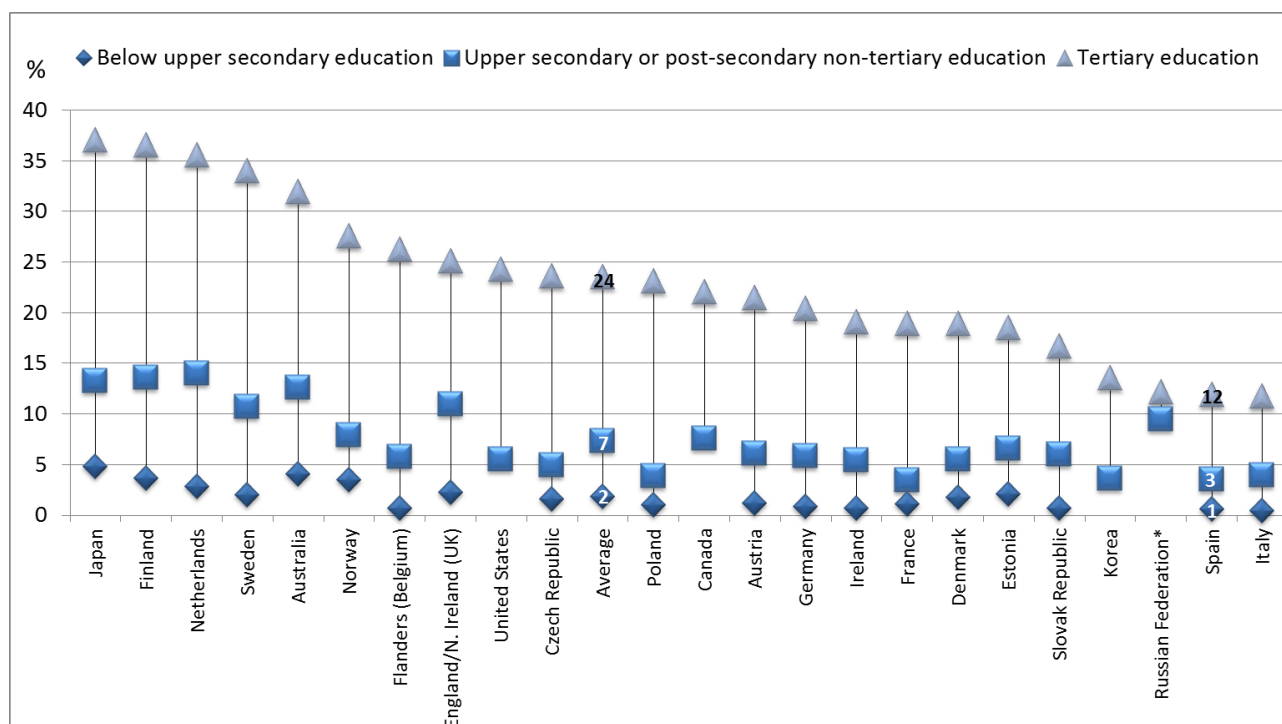
Around 12% of tertiary-educated adults in Spain perform at the highest level of proficiency in literacy (Level 4/5) as measured by the 2012 Survey of Adult Skills. By comparison, across OECD countries, 24% of tertiary-educated adults do, while in Australia, Finland, Japan, the Netherlands and Sweden, more than 30% of tertiary-educated adults perform at that level (Table A1.6a [L]). Meanwhile, around 10% of tertiary-educated adults in Spain perform at the highest level of proficiency in numeracy (Level 4/5). By comparison, the average across the 24 countries and sub-national regions that participated in the survey was 26% for this level of education (Table A1.6a [N]).

In Spain, 47% of adults with below upper secondary education perform at the lowest level of literacy (at or below Level 1), as measured by the Survey of Adult Skills, while only 1% of adults with this level of education perform at the highest level of literacy proficiency (Level 4/5). By comparison, across the countries and sub-national regions that participated in the Survey of Adults Skills, 39% of people with below upper secondary education perform at Level 1 or below in literacy and 2% perform at Level 4/5 (Table A1.6a [L]). In numeracy, 51% of adults with low educational attainment also perform at the lowest level of proficiency (the average is 46%) (Table A1.6a [N]).

The mean literacy score of Spanish adults with tertiary attainment is much lower than that of adults in Japan and Finland, on average, and lower than the OECD average. However, there is little difference between Spain and other countries in the mean literacy scores of adults with and adults without upper secondary education (Table A1.9a [L]).

Chart 3. Percentage of adults scoring at literacy proficiency Level 4/5, by educational attainment (2012)

Survey of Adult Skills, 25-64 year-olds



* See note on data for the Russian Federation below.

Source: OECD *Education at a Glance 2014*. Table A1.6a (L).

Younger adults are more proficient in literacy than older adults.

On average across the countries and sub-national regions that participated in the Survey of Adult Skills, younger adults who are tertiary-educated have higher mean scores in literacy than older adults with the same level of attainment. This is also the case in Spain: the mean score in literacy proficiency among tertiary-educated 25-34 year-olds (286 points) is more than 20 points higher than that of tertiary-educated 55-64 year-olds (265 points) (Table A1.9a [L]).

In addition, the proportion of older adults (55-64 year-olds) who perform at the highest level of literacy proficiency (Level 4/5) is 13 percentage-points smaller than the proportion of younger adults (25-34 year-olds) who perform at that level, on average. This difference is also observed in Spain, although it is smaller (6 percentage points). At the middle of the proficiency range (Level 3), the proportion of younger adults performing at this level is 19 percentage points larger than that of older adults (the average difference is 13 percentage points).

Skills proficiency is related to employment prospects.

In Spain 83% of people who perform at literacy proficiency Level 4/5 in the Survey of Adult Skills are employed, 7.2% are unemployed and 10% are inactive. On average across countries, the proportions are about the same (87%, 3.5% and 10%, respectively) and the large majority of people with high skills are employed (Table A5.7a [L]).

Spain – Country Note – Education at a Glance 2014: OECD Indicators

Among adults in Spain who perform at literacy proficiency Level 1 or below, 50% are employed (the average is 59%), 16.5% are unemployed (the average is 7.6%), and 34% are inactive (the same proportion as the average). As is true on average across countries, in Spain, the largest proportion of unemployed people are those with the lowest proficiency in literacy (at or below Level 1) who also have low educational attainment (18.4%; the average is 8.0%). By comparison, among adults in Spain with the same level of literacy proficiency but who have tertiary education, the unemployment rate is 8.3% (the average is 5.8%) (Tables A5.7a [L] and A5.9a [L]).

Most students in Spain attend public institutions...

Around seven out of ten students (6-16 year-olds) in compulsory education in Spain were enrolled in public schools in 2012, and enrolments rates in public institutions for higher levels of education are growing. The proportions of students in public institutions (from pre-primary through upper secondary) are smaller than the OECD averages: about 65% of pre-primary, 68% of primary, 69% of lower secondary and 79% of upper secondary students were enrolled in public schools in 2012; the OECD averages were 68%, 89%, 86% and 81%, respectively (Table C7.1).

...but the proportion of students in compulsory education who attend government-dependent private institutions is larger than the OECD average.

A large share of students attends government-dependent private schools at all levels of compulsory education. In Spain, more than one in four (28%) students attend government-dependent private schools for primary and lower secondary education, while across OECD countries, fewer than one in ten (8%) primary students and just over one in ten (11%) lower secondary students attend such schools. The proportion of upper secondary students in independent private institutions (9%) is four percentage points higher in Spain than on average across OECD countries (5%) (Table C7.1).

In most OECD countries, the higher the level of compulsory education, the larger the proportion of students enrolled in private institutions. In Spain the opposite is true: the higher the level of compulsory education, the smaller the proportion of students in private institutions.

Table 1. Students in pre-primary, primary, lower secondary, upper secondary and tertiary education, by type of school (2012)

	Pre-primary			Primary			Lower secondary			Upper secondary			Tertiary		
	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private
Spain	65	24	11	68	28	4	69	28	3	79	12	9	85	2	13
OECD average	68	20	11	89	8	2	86	11	3	81	14	5	70	14	15

Source: OECD *Education at a Glance* 2014. Tables C7.1 and C7.6.

At the tertiary level, the vast majority of students attends public institutions.

Some 85% of tertiary students in Spain are enrolled in public institutions – a proportion far larger than the OECD average (70%). Tertiary education includes 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) (Table C7.6).

The proportion of adults with an upper secondary qualification from a vocational education and training (VET) programme is particularly small.

In Spain, 45% of adults do not have upper secondary education, 22% have this level of education, and 32% have tertiary education. Of those with upper secondary education, 14% have a general, rather than a vocational, diploma (the OECD average is 12%), and only 9% have upper secondary VET education (which encompasses *Formación Profesional de Grado Medio*) as their highest diploma. The latter proportion is significantly smaller than the OECD average (33%) and smaller than those in other European countries, including France (30%), Germany (55%), Italy (32%) and the Netherlands (32%) (Table A1.5a).

In 2012, one in four 15-29 year-olds in Spain was neither employed nor in education or training (NEET) – far more than the OECD average.

When the labour market deteriorates, young people making the transition from school to work are often the first to encounter difficulties. In Chile, Ireland, Italy, Mexico, Spain and Turkey, more than 20% of 15-29 year-olds were neither employed nor in education or training (NEET) in 2012 (the OECD average was 15%). In contrast to most other OECD countries, the largest share of young NEETs in Spain are unemployed (19%; the OECD average is 6%), not inactive (7%; the OECD average is 9%) (Table C5.2a). This can be explained by the 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).

Teaching time in public secondary schools is longer than the OECD average, but statutory working time is shorter.

The number of teaching hours in Spain's primary public schools in 2012 was 880 hours per year (the OECD average was 782 hours), while the statutory working time was 1 425 hours per year (the OECD average was 1 649 hours). In secondary education the teaching time was 713 hours at the lower secondary level and 693 hours at the upper secondary level (OECD average 694 hours and 655 hours, respectively). The statutory working time for secondary teachers is shorter than the OECD average: 1 425 hours in Spain (for both lower secondary education and upper secondary education) and about 1 645 hours for the OECD average (1 649 for lower secondary education and 1 643 for upper secondary education) (Table D4.1).

Teachers' salaries are higher than the OECD average.

In 2012, teachers' salaries in Spain were higher than the OECD average, especially at the beginning of new teachers' careers at all levels of education. Teachers' salaries, across all levels of education, were also higher than the average wages of other tertiary-educated workers in Spain. For example, the earnings of a secondary school teacher were about 30% higher than those of a comparably educated worker, while the earnings of a pre-primary or primary school teacher were about 20% higher than those of a tertiary-educated worker. Across OECD countries, average teachers' salaries, at all levels of education, are below the average wages of other tertiary-educated workers: 20% below for pre-primary teachers, 15% below for primary teachers, 12% below for lower secondary teachers, and 8% below for upper secondary teachers (Tables D3.1 and D3.2).

Some 16% of teachers have a fixed-term contract of one year or less...

Results from the OECD Teaching and Learning International Survey (TALIS) show that 82% of lower secondary teachers in Spain (excluding substitute teachers) are employed permanently, about 3% have a fixed-term contract of more than one school year, and about 16% have a fixed-term contract of one school year or less. On average across the 34 countries and economies that participated in TALIS, the proportion of lower secondary teachers with a permanent contract is similar to that in Spain (83%), but among those with a fixed-term contract, about 6% have a more stable contract (of more than one school year) and 12% have a less stable contract (of one school year or less) (Box D5.2).

...and about 8% would like to work full time but do not have the opportunity to do so.

Nearly 90% of lower secondary teachers in Spain work full time and about 8% would like to work full time but cannot (the averages across countries are 82% and 8%, respectively). On average across TALIS-participating countries and economies the proportion of teachers who choose to work part time (9%) is larger than that in Spain (3%) (Box D5.2).

As employment status can be an important factor in attracting candidates to the profession and retaining them, efforts should be made to offer greater job security (through long-term or permanent contracts) and more flexibility (by offering the possibility of working part time).

Expenditure per student in Spain is similar to the OECD average...

In 2011, annual expenditure per student by educational institutions for all services was near the OECD average for primary to tertiary education – about USD 9 500 in Spain and USD 9 700 for the OECD average. By level of education: USD 7 300 for primary education (the OECD average was USD 8 300); USD 9 600 for secondary education (the OECD average was USD 9 300); and USD 13 200 for tertiary education (the OECD average was USD 14 000). Annual expenditure per pre-primary student was USD 6 700 compared with the OECD average of USD 7 400 (Table B1.1a).

...but public expenditure per student in public institutions is above average.

In 2011, the public sector in Spain spent around USD 9 300 per pupil in public institutions, above the OECD average of USD 9 000. By level of education: USD 7 000 per pupil in public pre-primary schools (the OECD average was USD 6 500), around USD 9 300 per primary, secondary and post-secondary

non-tertiary student in public institutions (the OECD average was USD 8 800), and USD 11 500 per student in tertiary education (the OECD average was USD 11 900) in 2011 (Table B3.3).

The salary cost of teachers per student in Spain was above the OECD average in primary, lower secondary and upper secondary education.

Four factors influence expenditure on education related to the salary cost of teachers per student: instruction time for students, teaching time for teachers, teachers' salaries, and estimated class size. In Spain, primary, lower secondary and upper secondary teachers' salaries were above the OECD average, as were instruction time and teaching time. Classes were smaller than average at all three levels of education in 2012 due, in part, to the class subgroups created in each educational institution. This combination of factors resulted in an above-average salary cost of teachers per student at all three levels of education: USD 500 more than the OECD average in primary education, USD 1 200 more in lower secondary education, and USD 1 500 more in upper secondary education (Tables B7.3, B7.4 and B7.5).

Other findings

Educational attainment

- **Based on current patterns, Spaniards between the ages of 15 and 29 are expected to spend more time in education (6.6 years) than in employment (4.5 years).** The span of time spent in education is shorter than the OECD average (7.3 years). These young adults are also expected to spend 3.9 years either inactive (1.1 years) or unemployed (2.8 years), a longer amount of time compared to the OECD average of 2.3 years (Table C5.1a).

Compulsory education

- **Most of Spain's public expenditure on education is devoted to compulsory education.** In 2011, Spain spent an average of 5.5% of its GDP on educational institutions (the OECD average was 6.1%). Some 0.9% of GDP was spent on pre-primary education (the OECD average was 0.6%), 3.2% of GDP was spent on primary, secondary and post-secondary non-tertiary education (the OECD average was 3.8%), and 1.3% of GDP was spent on tertiary education (the OECD average was 1.6%) (Tables B1.1a and B2.1).

- Students in lower secondary schools in Spain receive an average of 274 more hours of compulsory education per year than primary students (the OECD average difference is 111 hours). Thus, **the number of hours of compulsory education for lower secondary students is greater in Spain (1 061 hours) than on average across OECD countries (905 hours)**, even though the theoretical starting age is 12 both in Spain and on average across OECD countries (Table D1.1 and D1.2).

- **The ratio of students to teaching staff is below the OECD average in public secondary institutions** (9 students per teacher in Spain, compared with the OECD average of 13 students per teacher), **but above average in private institutions** (15 students per teacher in Spain compared with the OECD average of 13 students per teacher).

Tertiary education

- **About half of university-level (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 (3%), Italy (7%), Mexico (5%) and Portugal (3%). About 11% come from other G20 countries, mainly Argentina (3.8%), Brazil (2.8%) and Colombia (10.5%). Meanwhile, about 2% of Spanish students in tertiary education are enrolled abroad. Of these, 13% study in France, 16% in Germany, 24% in the United Kingdom and 13% in the United States (Tables C4.3, C4.4 and C4.5).
- **In Spain, as in Austria, Belgium, France, Italy, Switzerland and Turkey, tuition fees for university (tertiary-type A) education are low.** Annual tuition fees for a first-degree programme in a public institution are under USD 1 500. There are large differences among countries in the average tuition fees charged by these types of 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 for public institutions are higher than USD 1 500 in one-third of the countries with available data, and they reach more than USD 5 000 in Chile, Ireland, Japan, Korea and the United States. Among the EU21 countries for which data are available, only Ireland, 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).

Labour market outcomes

- **Upper-secondary-educated women in Spain earn 79% of what a man with a similar education earns.** The gap is comparable to that among people with below upper secondary education, with women earning 78% of what a man with a similar education earns. The smallest gap is observed among tertiary-educated adults, as women earn 86% of what a tertiary-educated man earns (Table A6.3a).
- **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, Chile, Germany, Greece, Hungary, Italy, Mexico, Poland, Spain, Sweden and the United States report that more than half of young adults who are no longer in education and are working part-time are doing so involuntarily (Table C5.2a).
- **In Spain, 5% or less of 15-29 year-olds hold a job while in education, a proportion that is lower than that in other OECD countries** including Australia (24%), Canada (17%), Denmark (31%), Finland (17%), Iceland (30%), the Netherlands (34%), New Zealand (17%), Norway (16%), Slovenia (17%) and the United States (15%) (the OECD average is 14%) (Table C5.2a).

Lifelong learning

- On average across countries, about one in two 25-64 year-olds **participated in at least one learning activity, in formal and/or non-formal education, in the year prior to the 2012 Survey of Adult Skills; in Spain, 47% of adults did.** This rate is similar to that in Austria and Flanders (Belgium), but below that in Denmark, Finland, the Netherlands, Norway and Sweden (Table C6.1 [L]).
- **Some 42% of adults in Spain have participated in non-formal education while only 13% have participated in formal education, and among these groups, 8% have participated in both.**

Spain – Country Note – *Education at a Glance 2014: OECD Indicators*

These proportions are larger than those observed in France, but smaller than those in the United States. The average is 48% for participation in non-formal education, 10% for formal education, and 7% of the two groups combined have participated in both.

* 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.

The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC).

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

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.

Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in Russia but rather the population of Russia *excluding* the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills* (OECD, forthcoming).

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

Questions can be directed to: Dirk van Damme Head of Innovation and Measuring Progress Division Directorate for Education and Skills Dirk.VanDamme@oecd.org Telephone: +33 1 45 24 79 01	Country Note Author: Gara Rojas González Analyst Directorate for Education and Skills Gara.RojasGonzalez@oecd.org Telephone: +33 1 45 24 83 60
---	--

Key Facts for Spain in Education at a Glance 2014

Table	Indicator	Spain		OECD average		EU21 average		Rank among OECD countries and partner countries*
Educational Access and Output								
	Enrolment rates	2012	2005	2012	2005	2012	2005	
C2.1	3-year-olds (in early childhood education)	95%	95%	70%	64%	79%	73%	5 of 37
	4-year-olds (in early childhood and primary education)	97%	99%	84%	79%	89%	84%	9 of 38
C1.1a	5-14 year-olds (all levels)	98%		98%		98%		27 of 44
	Percentage of population that has only attained below upper secondary education	2012	2000	2012	2000	2012	2000	
A1.4a	25-64 year-olds	45%	62%	24%	34%	23%	34%	5 of 36
	Percentage of the population whose highest level of attainment is upper secondary education	2012	2000	2012	2000	2012	2000	
A1.4a	25-64 year-olds	22%	16%	44%	44%	48%	46%	34 of 37
	Percentage of population that has attained tertiary education	2012	2000	2012	2000	2012	2000	
A1.3a A1.4a	25-64 year-olds	32%	23%	33%	22%	29%	20%	21 of 37
	25-34 year-olds	39%	34%	40%	26%	37%	24%	22 of 36
	55-64 year-olds	19%	10%	25%	15%	22%	14%	24 of 36
	Entry rates into tertiary education	2012	2000	2012	2000	2012	2000	
C3.1b	Youth expected to enter tertiary-type A programmes before turning 25	45%	m	48%	m	48%	m	19 of 35
	Graduation rates	2012	2000	2012	2000	2012	2000	
A2.2a	Percentage of today's young people expected to complete upper secondary education in their lifetime	93%	60%	84%	76%	83%	77%	9 of 29
A3.2a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	29%	29%	38%	28%	38%	27%	21 of 27
Economic and Labour Market Outcomes								
	Unemployment rate of 25-64 year-olds - Men and Women	2012	2008	2012	2008	2012	2008	
A5.4a	Below upper secondary	31%	13%	14%	9%	17%	10%	2 of 35
	Upper secondary and post-secondary non-tertiary	22%	9%	8%	5%	9%	5%	2 of 36
	Tertiary	14%	6%	5%	3%	6%	3%	2 of 36
	Unemployment rate of 25-64 year-olds - Women	2012	2008	2012	2008	2012	2008	
A5.4c (Web)	Below upper secondary	32%	16%	13%	9%	16%	11%	2 of 35
	Upper secondary and post-secondary non-tertiary	23%	11%	9%	6%	10%	6%	2 of 35
	Tertiary	15%	7%	5%	4%	6%	4%	2 of 35
	Average earnings advantage for 25-64 year-olds with tertiary education**	2012 or latest year available		2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	141		159		159		25 of 33
	Men	136		164		166		31 of 33
	Women	155		162		160		23 of 34
	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		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	80		78		79		14 of 33
	Men	80		78		80		15 of 33
	Women	74		75		76		20 of 34
	Percentage of 15-29 year-olds neither employed nor in education or training, by highest level of education	2012	2008	2012	2008	2012	2008	
C5.3d (Web)	Below upper secondary	31%	21%	15%	14%	15%	13%	1 of 35
	Upper secondary	20%	13%	16%	14%	16%	12%	9 of 34
	Tertiary	23%	13%	13%	11%	12%	10%	3 of 34

Key Facts for Spain in Education at a Glance 2014

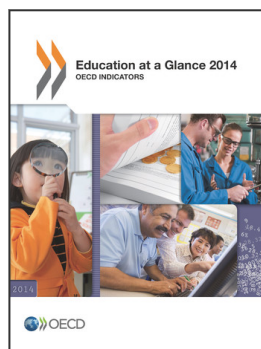
Table	Indicator	Spain		OECD average		EU21 average		Rank among OECD countries and partner countries*
Financial Investment in Education								
	Annual expenditure per student (in equivalent USD, using PPPs)	2011		2011		2011		
B1.1a	Pre-primary education	6725		7428		7933		16 of 36
	Primary education	7288		8296		8482		21 of 38
	Secondary education	9615		9280		9615		17 of 38
	Tertiary education	13173		13958		13572		17 of 37
	Total expenditure on educational institutions as a percentage of GDP	2011	2000	2011	2000	2011	2000	
B2.2	Percentage of GDP	5%	5%	6%	5%	6%	5%	27 of 37
	Total public expenditure on education	2011	2000	2011	2000	2011	2000	
B4.2	As a percentage of total public expenditure	11%	11%	13%	13%	12%	11%	29 of 34
	Share of private expenditure on educational institutions	2011		2011		2011		
B3.1	Pre-primary education	29%		19%		13%		6 of 33
B3.1	Primary, secondary and post-secondary non-tertiary education	9%		9%		6%		18 of 36
B3.1	Tertiary education	23%		31%		21%		21 of 34
B3.1	All levels of education	16%		16%		11%		13 of 33
Schools and Teachers								
	Ratio of students to teaching staff	2012		2012		2012		
D2.2	Pre-primary education	13		14		13		17 of 31
	Primary education	13		15		14		23 of 36
	Secondary education	10		13		12		29 of 37
	Number of hours of teaching time per year (for teachers in public institutions)	2012	2000	2012	2000	2012	2000	
D4.2	Pre-primary education	880		1001		988		19 of 28
	Primary education	880	880	782	780	761	776	8 of 33
	Lower secondary education	713	564	694	697	657	658	13 of 33
	Upper secondary education	693	548	655	628	638	635	13 of 33
	Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2005 = 100)	2012	2008	2012	2008	2012	2008	
D3.5	Primary school teachers	97	103	103	103	99	103	17 of 26
	Lower secondary school teachers	95	101	102	103	99	103	21 of 25
	Upper secondary school teachers	95	103	101	103	98	103	19 of 25
	Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education	2012		2012		2012		
D3.2	Pre-primary school teachers	1.20		0.80		0.76		3 of 25
	Primary school teachers	1.20		0.85		0.81		3 of 28
	Lower secondary school teachers	1.32		0.88		0.85		2 of 28
	Upper secondary school teachers	1.35		0.92		0.90		2 of 28
New data from the Survey of Adult Skills				Spain		Average of countries with available data		
	Students in tertiary education... (20-34 year-olds)			2012		2012		
A4.1a	...whose parents have not attained upper secondary education			33%		9%		
	...whose parents have an upper secondary education			30%		37%		
	...whose parents have a tertiary education degree			37%		55%		
	Adults in formal and non-formal education			2012		2012		
C6.1(L)	25-64 year-olds			47%		51%		

* Countries are ranked in descending order of values.

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

The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies

m': data is not available. 'n': magnitude is either negligible or zero. 'c': there are too few observations to provide reliable estimates.



From:

Education at a Glance 2014

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2014-en>

Please cite this chapter as:

OECD (2014), "Spain", in *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2014-72-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.