

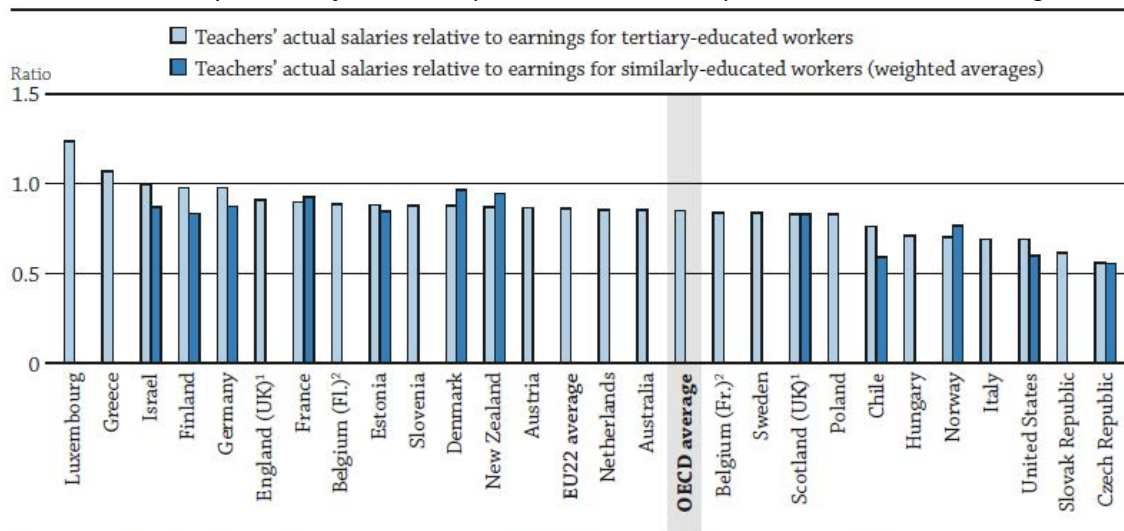
EDUCATION AT A GLANCE 2016

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Spain

- Spain has a similar gender distribution across the fields of tertiary education to most OECD countries. Still, **tertiary-educated women in Spain earn about 82% of what similarly educated men earn**, higher than the OECD average of 73%.
- Over the past decade, **tertiary education has expanded in Spain**, with the share of tertiary-educated adults increasing from 29% in 2005 to 35% in 2015.
- Spain has **almost full enrolment rates for early childhood educational programmes**; with more than **half of the pupils enrolled in public institutions**.
- In Spain, the **greatest share of public funds for primary, secondary and post-secondary non-tertiary education**, 80%, **comes from regional governments** (OECD average 22%), while in most OECD countries the central government provides a greater share of public funds – on average 56%.
- Teachers' statutory salaries are higher in Spain than the average across OECD and EU22* countries** based on minimum qualifications. For example, the starting salary for lower secondary teachers is USD 40 500¹ compared to the OECD average of USD 31 000.

Figure 1. Lower secondary teachers' salaries at different points in teachers' careers (2014)
Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



Note: For further details on the different metrics used to calculate these ratios, please refer to the *Methodology* section.

1. Data on earnings for full-time, full-year workers with tertiary education refer to the United Kingdom.

2. Data on earnings for full-time, full-year workers with tertiary education refer to Belgium.

Countries and economies are ranked in descending order of the ratio of teachers' salaries to earnings for full-time, full-year tertiary-educated workers aged 25-64.

Source: OECD. Table D3.2a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933399005>

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

Gender gaps in education and employment persist

- In 2014, 60% of first-time bachelor's or equivalent graduates in Spain were women, and the percentage at doctoral or equivalent level is 49%. This is slightly higher than the OECD averages, 58% and 47%, respectively.
- The gender distribution across each field of education in Spain is similar to the OECD average, with the exception of engineering, manufacturing and construction where the gender gap is very high: 40% of men but only 5% of women graduated from that field, compared to an OECD average of 31% for men and 7% for women.
- Across OECD countries, the share of women among teaching staff in public and private institutions decreases as the level of education increases. The same is true in Spain, where 93% of teaching staff are female at the pre-primary level, 76% at primary, 59% at lower secondary, 54% at upper secondary and 42% at tertiary. This decreases further at higher management levels, where 45% of school principals are women at lower secondary level, a share equal to the OECD average of countries participating in TALIS.
- As with most OECD and partner countries, there are gender differences in employment rates in Spain: 82% of tertiary-educated men and 75% of similarly educated women are employed compared to 89% and 80% on average across the OECD.
- In 2013, tertiary-educated women in Spain earned about 82% of what similarly educated men earned (OECD average 73%). This is the fifth highest percentage among OECD countries.

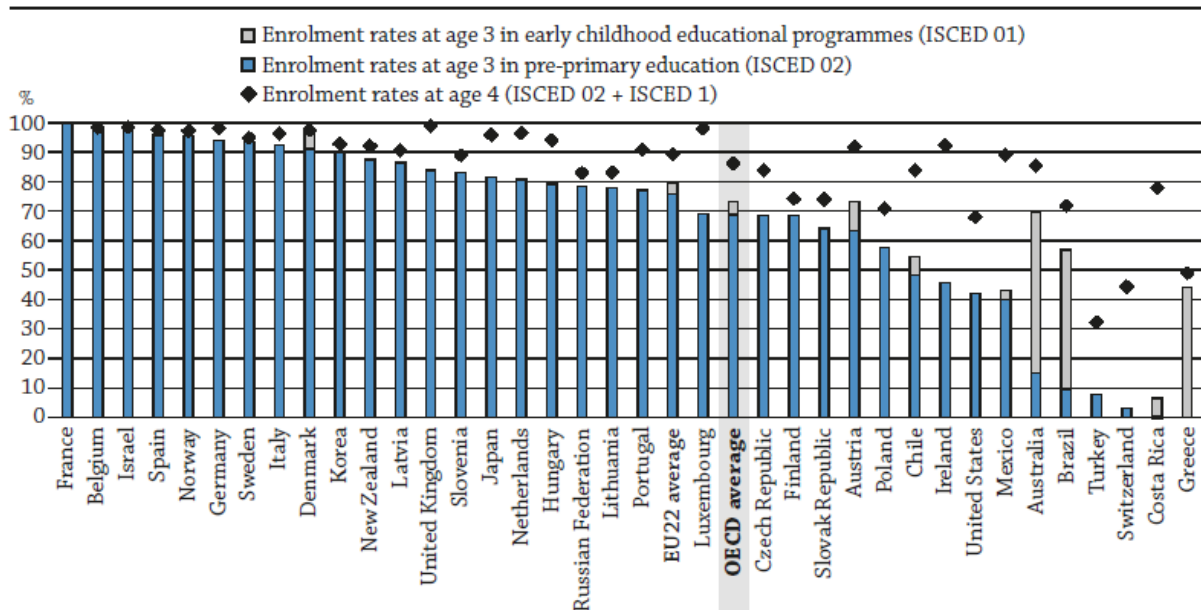
Vocational education and training can provide more direct pathways into the labour market

- On average across OECD countries in 2014, 35% of young people aged 15 to 19 are enrolled in upper secondary general programmes, 25% in vocational programmes, of which 7% in combined school- and work-based programmes. In Spain, the proportions are 47%, 13% and 0.2%, respectively. Across OECD countries, Spain has one of the lowest proportions of 15-19 year-olds enrolled in upper secondary vocational programmes.
- The unemployment rate among 25-64 year-olds in Spain with upper secondary or post-secondary non-tertiary vocational education is 20.5%. This is higher than the OECD average of 7.7% and EU22 average of 9.1%. This is the second highest rate across the OECD and partner countries, after Greece (27.3%). Both Spain and Greece have generally high unemployment rates across all levels of education.
- On average across OECD countries, young adults aged 25-34 years with upper secondary or post-secondary non-tertiary vocational programmes as their highest educational attainment have lower unemployment rates (9.2%) than those with general education (10%). A similar pattern is observed in Spain: the unemployment rate for 25-34 year-old adults who completed upper secondary or post-secondary non-tertiary vocational programmes (22.9%) is lower than for those who completed general ones (23.8%).

Access to high-quality early childhood education makes a difference later on

- On average across OECD countries, 71% of 3-year-olds and 86% of 4-year-olds are enrolled in early childhood education. In Spain, the rates are 96% for 3-year-olds and 97% for 4-year-olds, making it one of the few countries in the OECD with nearly full enrolment rate in early childhood educational programmes (Figure 2). In addition, more than half of these children are enrolled in public institutions, 52% for early childhood educational development programmes (OECD average 42%) and 69% for pre-primary education (OECD average 68%).
- The public annual expenditure on educational institutions per student for all early childhood education varies widely across the OECD countries (ranging from USD 1 000 in New Zealand to USD 22 400 in Norway) and in Spain, this public annual expenditure is USD 7 100.

Figure 2. Enrolment rate at age 3 and 4 in early childhood and primary education (2014)



Countries are ranked in descending order of the enrolment rates of 3-year-olds in pre-primary programmes.

Source: OECD. Table C2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398347>

Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- In Spain, the number of teaching hours for primary school teachers is 880 per year, 104 hours more than the OECD average of 776 hours per year. However, those teaching hours are spread over fewer days of instruction than the OECD average, because primary teachers in Spain teach an average of 5 hours per day, compared to an OECD average of 4.3 hours.
- Statutory salaries for teachers in Spain, based on minimum qualifications and at different points in their careers, are higher than the average across OECD and EU22 countries (Figure 1). For example, the starting salary for lower secondary teachers is USD 40 500, increasing to USD 46 500 after 15 years of experience, compared to the OECD average of USD 31 200 and USD 43 000, respectively.
- In Spain 71% of principals are employed full time with teaching obligations. This is higher than the average share across OECD countries of 33%. Spain also has one the highest shares of principals who are employed part time with teaching obligations among OECD and partner countries, at 19%, second only to Romania at 29%.

High-quality education needs sustainable funding

- On average across OECD countries, the total public expenditure on education at all levels of education as a percentage of total public expenditure remained almost unchanged between 2008 and 2013, at about 11%. However, Spain spent 9% of its total public expenditure on education in 2008 and 8% in 2013. This, combined with a fall of 5% in gross domestic product (GDP) following the crisis, has led to a further decrease in total public expenditure on education in Spain.
- In 2013, on average, 55% of public funding for primary, secondary and post-secondary non-tertiary education in OECD countries came from the central government (before transfers between levels of government), with regional and local government contributing 22% each. In Spain 80% of public funds came from regional governments, 15% from the central government and only 6% from local governments.
- Spain has one of the highest salary costs of teachers per student in public institutions across OECD countries, at 10% of GDP per capita for primary education and 13% for lower secondary education in 2014. This is comparable to Portugal (10% and 14%, respectively) and higher than the OECD average of 8% and 9%, respectively.

Tertiary education has a strong impact in the labour market

- The past decade has seen a significant expansion in tertiary education, with the percentage of adults who have attained this level of education increasing in most countries, including Spain. On average across OECD countries, 35% of adults aged 25-64 had attained tertiary education in 2015, compared to 27% in 2005; the trend in Spain was very similar, rising from 29% in 2005 to 35% in 2015.
- If current patterns are maintained, 59% of young adults in Spain are expected to graduate for the first-time from a tertiary degree at some point in their lifetime, which is higher than the average across OECD countries of 49%.
- Spain has a comparatively high share of students enrolled part-time in tertiary education. They make up 28% of students in bachelor's or equivalent programmes (OECD average is 18%) and 38% of students in master's or equivalent programmes (OECD average 24%). Out of all students enrolled part time in bachelor's or equivalent programmes, 74% are aged 30-64, higher than the OECD average of 47%. Similarly, at master's or equivalent level, 58% of part-time students are aged 30-64, against an OECD average of 43%.

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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.

Subnational comparisons


Education at a Glance provides an authoritative compilation of international comparisons of key education statistics. While these comparisons give specific values for countries, readers should not assume that countries themselves are homogeneous. Country averages can conceal significant variations between subnational jurisdictions. Regional policy makers can benefit most from the comparisons presented in *Education at a Glance* when they can compare the results from their own subnational areas with national and subnational data from other countries. To this end, the OECD, with support from the U.S. National Center for Education Statistics, is releasing updated subnational data for six indicators with this edition of *Education at a Glance*. The updated subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

* EU22 countries are those that are members of both the European Union and the OECD. These 22 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on **Education at a Glance 2016** and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using: 
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=ESP&treshold=10&topic=EO>.

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Key Facts for Spain in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Spain		OECD average		EU22 average	
	Gender						
	Employment rate of 25-64 year-olds, by educational attainment	2015					
Chart A5.2.		Men	Women	Men	Women	Men	Women
	Below upper secondary	61%	42%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	74%	61%	81%	67%	79%	68%
	Tertiary	82%	75%	88%	80%	88%	80%
	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014					
Table A6.2		Ratio (women/men)		Ratio (women/men)		Ratio (women/men)	
	Below upper secondary	74%		76%		77%	
	Upper secondary or post-secondary non-tertiary	73%		77%		79%	
	Tertiary	82%		73%		74%	
	Percentage of people not in employment, nor in education or training (NEET)	2015					
Table C5.2	15-29 year-olds	Men	Women	Men	Women	Men	Women
		22%	23%	12%	17%	13%	16%
	Percentage of female graduates, by tertiary levels of education	2014					
Table A3.4		% Women		% Women		% Women	
	Short-cycle tertiary	52%		56%		59%	
	Bachelor's or equivalent	60%		58%		60%	
	Master's or equivalent	55%		57%		58%	
	Doctoral or equivalent	49%		47%		49%	
	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2012		2012 ¹		2012	
Table A1.5.		Men	Women	Men	Women	Men	Women
	Teacher training and education science	6%	15%	7%	18%	n.a.	n.a.
	Engineering, manufacturing and construction	40%	5%	31%	7%	n.a.	n.a.
Vocational Education and Training (VET)							
	Distribution of enrolment, by programme orientation	2014					
Table C1.3a		General	Vocational	General	Vocational	General	Vocational
	Upper secondary education	66%	34%	56%	44%	52%	48%
	Educational attainment, by programme orientation	2015					
Table A1.4.		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education	13%	11%	17%	26%	13%	30%
	Unemployment rate, by programme orientation	2015					
Table A5.5		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	23.8%	22.9%	10%	9.2%	11.7%	10.8%
Financial Investment in Education							
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013					
Table B1.1	Primary education	USD 6 956		USD 8 477		USD 8 545	
	Secondary education	USD 8 520		USD 9 811		USD 10 053	
	Tertiary (including R&D activities)	USD 12 604		USD 15 772		USD 15 664	
	Total expenditure on primary to tertiary educational institutions	2013					
Table B2.2	As a percentage of GDP	4.3%		5.2%		5%	
	Total public expenditure on primary to tertiary education	2013					
Table B4.2	As a percentage of total public expenditure	8.2%		11.2%		9.9%	
Early Childhood Education and Care (ECEC)							
	Enrolment rates in early childhood education at age 3	2014					
Table C2.1	ISCED 01 and 02	96%		71%		77%	
	Expenditure on all early childhood educational institutions	2013					
Table C2.3	As a percentage of GDP	0.8%		0.8%		0.8%	
	Proportions of total expenditure from public sources	75%		81%		86%	
Teachers							
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014					
Table D3.2a		**		0.74		0.74	
	Pre-primary school teachers	**		0.81		0.81	
	Primary school teachers	**		0.85		0.86	
	Lower secondary school teachers (general programmes)	**		0.89		0.92	
	Upper secondary school teachers (general programmes)						
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2014					
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	USD 36 405	USD 41 940	USD 29 494	USD 39 245	USD 28 934	USD 38 992
	Primary school teachers	USD 36 405	USD 41 940	USD 31 028	USD 42 675	USD 30 745	USD 42 285
	Lower secondary school teachers (general programmes)	USD 40 762	USD 46 865	USD 32 485	USD 44 407	USD 32 274	USD 44 204
	Upper secondary school teachers (general programmes)	USD 40 762	USD 46 865	USD 34 186	USD 46 379	USD 33 420	USD 46 420

Spain - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Spain		OECD average		EU22 average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012 ¹		2012	
Table A6.4	Teacher training and education science	USD 2 800		USD 3 004		n.a.	
	Engineering, manufacturing and construction	USD 3 100		USD 3 883		n.a.	
	Ratio of students to teaching staff	2014					
Table D2.2	Primary education	14 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	12 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	13 students per teacher		17 students per teacher		17 students per teacher	
Tertiary Education							
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015					
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	13%	11%	8%	8%	5%	6%
	Bachelor's or equivalent	11%	9%	21%	16%	18%	13%
	Master's or equivalent	17%	14%	14%	11%	16%	13%
	Doctoral or equivalent	0%	1%	1%	1%	1%	1%
	All tertiary levels of education	41%	35%	42%	35%	40%	32%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015					
Tables A5.1 & A5.3	Short-cycle tertiary	75%		80%		80%	
	Bachelor's or equivalent	78%		82%		81%	
	Master's or equivalent	81%		87%		86%	
	Doctoral or equivalent	90%		91%		91%	
	All tertiary levels of education	79%		84%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014					
Table A6.1	Short-cycle tertiary	**		120		120	
	Bachelor's or equivalent	**		148		139	
	Master's, doctoral or equivalent	**		191		175	
	All tertiary levels of education	140		155		152	
	Share of international or foreign students, by level of tertiary education	2014					
Table C4.1.	Bachelor's or equivalent	1%		5%		6%	
	Master's or equivalent	5%		12%		13%	
	Doctoral or equivalent	**		27%		22%	
	All tertiary levels of education	2%		6%		8%	
	First-time entry rates into tertiary education	2014					
Table C3.1.	All tertiary levels (including international students)	72%		68%		63%	
	All tertiary levels (excluding international students)	**		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	**		51%		50%	
Other: Immigration and intergenerational mobility in education							
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status ²	2012		2012 ¹		2012	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	48%	55%	27%	37%	n.a.	n.a.
Other: Adult education and learning							
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education ²	2012		2012 ¹		2012	
Table C6.3	Below upper secondary	28%		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	49%		46%		n.a.	
	Tertiary	71%		70%		n.a.	
Other: Education and social outcomes							
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012		2012 ¹		2012	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	63%		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	91%		90%		n.a.	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment ³	2015					
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	85%	88%	83%	87%	83%	86%
	Tertiary	94%	96%	92%	94%	92%	93%

The reference year is the year cited or the latest year for which data are available.

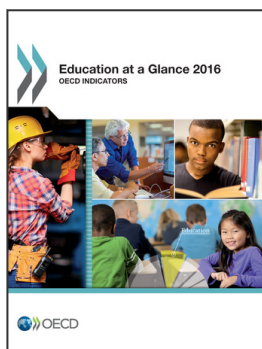
Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

** Please refer to the source table for details on this data.



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