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COUNTRY NOTE – SPAIN

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Spain is among those countries showing the most rapid progress in improving baseline qualifications, but it still lags well behind the average in upper-secondary education...

- Spain has one of the lowest attainment rates for secondary education among 25-34 year-olds (64.1% against the OECD average of 81.5% - ranking 31 of 35). Nevertheless, Spain is one of seven countries where the number of 25-34 year-olds with at least an upper secondary education is 30 percentage points or more higher than the number of 55-64 year-olds with similar levels of education (Table A1.2a).
- Some 38.2% of Spain's 25-34 year-olds attain a tertiary education compared with the OECD average of 37.1% among that age cohort (Table A1.3a).
- The graduation rate for both upper secondary and tertiary education (longer, largely theory-based programmes) is below the OECD average (73.9% against 82.2% for upper secondary education, and 27.4% against 38.6% for tertiary education). Graduation rates from shorter, vocationally oriented tertiary programmes rose dramatically from 1995, largely because of the development of new, advanced-level vocational training programmes. In 2009, 15% of an age cohort in Spain graduated from this type of programme, compared with the OECD average of 9% (Tables A2.1 and A3.2).

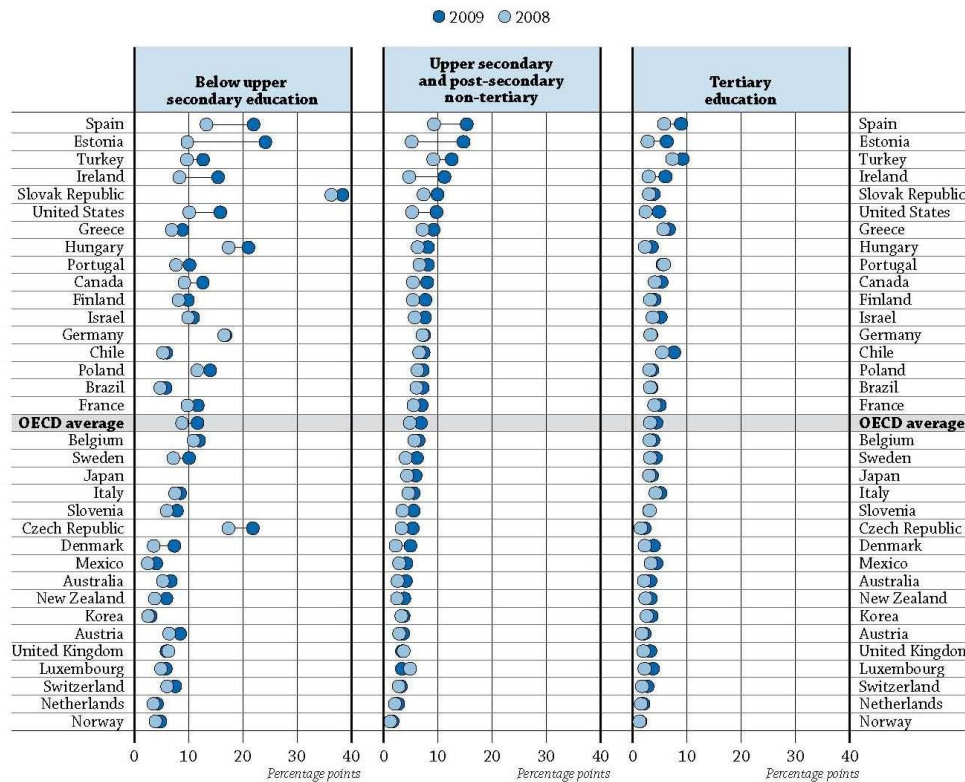
...with significant consequences for employment among those who do not attain an upper secondary education.

- In Spain, 21.9% of people with a lower secondary education were unemployed in 2009 – well above the OECD average of 11.5% (Table A7.4a).
- During the global recession, individuals with less education were particularly hard hit in Spain, where unemployment rates among those without an upper secondary education rose by nearly nine percentage points – more than three times as much as for those with a tertiary education (Table A7.4a).

Unemployment is high for all workers. However, among the most educated workers, unemployment rates are below 10% – less than half the unemployment rates among the less educated workers.

- Even those individuals with an upper secondary education have seen their job prospects deteriorate between 2008 and 2009. Difficult labour markets pushed unemployment rates among those with an upper secondary education above 15% (the OECD average is 6.8%) (Table A7.4a).
- Unemployment rates for those with a tertiary education remained below 10% in all countries, even in Spain which had however one of the highest unemployment rates (9.0% - ranks second among OECD countries) for tertiary-educated individuals, more than twice the OECD average of 4.4% or the EU21 average of 4.3% (Table A7.4a and graph below), but less than half the unemployment rates among the less educated individuals in Spain.

Chart A7.2. Change in unemployment rates, by level of education (2008-09)



Countries are ranked in descending order of the employment rate in 2009 for individuals with upper secondary and post-secondary non-tertiary education.

Source: OECD, Table A7.4a. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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Unlike their counterparts elsewhere in the OECD area, Spanish women with upper secondary and tertiary education enjoy better financial returns than men with the same qualifications.

- In contrast to most other countries, in Spain, women enjoy better financial returns on their upper secondary or post-secondary non-tertiary education than men. On average across OECD countries, a woman can expect a net gain of USD 63 000 over her working life compared to USD 78 000 for men. In Spain, the net gain for women is USD 81 200 and USD 53 000 for men (Table A9.2).
- At the tertiary level, the rewards for investing in education are again higher for women than for men. On average across OECD countries, a woman investing in tertiary education can expect a net gain of USD 110 000, while a man can expect a net gain of almost USD 175 000. In Spain, the net gain for women is USD 112 000 while men can expect a net gain of USD 95 000 (Table A9.3).

Expenditure per tertiary student increased dramatically between 2000 and 2008, partly because of a decline in the number of tertiary students.

- Between 2000 and 2008, expenditure per student at the tertiary level of education increased by 38 percentage points in Spain (on average across OECD countries, expenditure per student at this level of education rose 14 percentage points during the

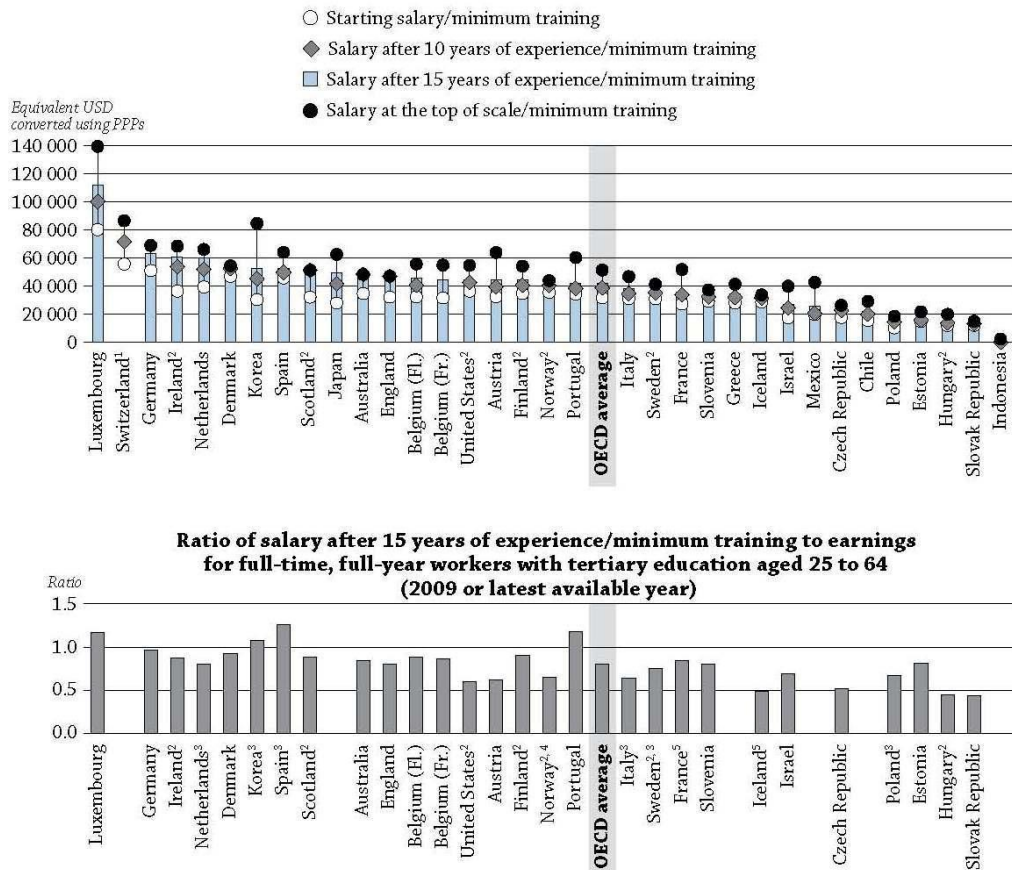
period). This is partly due to a decrease in the number of tertiary students between 2000 and 2008, a phenomenon seen only in Japan and Spain (Table B1.5).

- In 2008, Spain spent 5.1% of its GDP on education, one percentage point below the OECD average of 6.1% (Table B2.1).
- On average, expenditure on pre-primary education accounts for 0.4% of the combined GDP for OECD countries. Differences among countries are significant: from less than 0.1% of GDP in Australia and Indonesia, to 0.8% or more in Iceland, Israel and Spain (Table B2.2).
- In 2008, some 12.9% of expenditure on educational institutions in Spain came from private sources, below the OECD average of 16.5% (Table B3.1).

Teachers enjoyed relatively high salaries in 2009, but salary costs per student are also high.

- Relative salaries for teachers in primary and lower secondary education are highest in Korea, Portugal and Spain, where teachers earn more than the average salary of other workers with a tertiary education. In Spain, upper secondary teachers' salaries are up to 32% higher than the salaries of comparably educated workers (Tables D3.1 and D3.2 and chart below).

Chart D3.1. Teachers' salaries (minimum, after 10 years experience, 15 years experience, and maximum) in lower secondary education (2009)
Annual statutory teachers' salaries in public institutions in lower secondary education, in equivalent USD converted using PPPs, and the ratio of salary after 15 years of experience to earnings for full-time, full-year workers with tertiary education aged 25 to 64



1. Salaries after 11 years of experience.
2. Actual salaries.
3. Year of reference 2008.
4. Year of reference 2007.
5. Year of reference 2006.

Countries are ranked in descending order of teachers' salaries in lower secondary education after 15 years of experience and minimum training.
Source: OECD, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Tables D3.1 and D3.2. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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- Spain ranks third among OECD countries in salary cost per student at the upper secondary level: USD 5 600 compared to the OECD average of USD 3 400 (Table B7.3). This is because teachers' salaries in Spain are higher than the OECD average, annual instruction time for students is close to the OECD average, and teaching time for teachers is greater than the OECD average.
- In Spain, teachers must teach 880 hours per year at primary level, 101 hours more than the OECD average; yet the teaching hours are spread over fewer days of instruction than the OECD average because teachers in Spain teach an average of five hours per day compared to the OECD average of 4.2 hours. In contrast, primary teachers in Korea must complete a very large number of days of instruction – more than five days a week, on average 3 – but their average teaching time per day is only 3.8 hours.

	Spain	OECD average
Instruction time	7 364 hours	6 732 hours
Class size, primary (in number of pupils)	21.1	21
Class size, lower secondary (in number of students)	24.3	24
Teaching time per year, primary (in number of hours)	880	779
Teaching time per year, upper secondary (in number of hours)	693	656