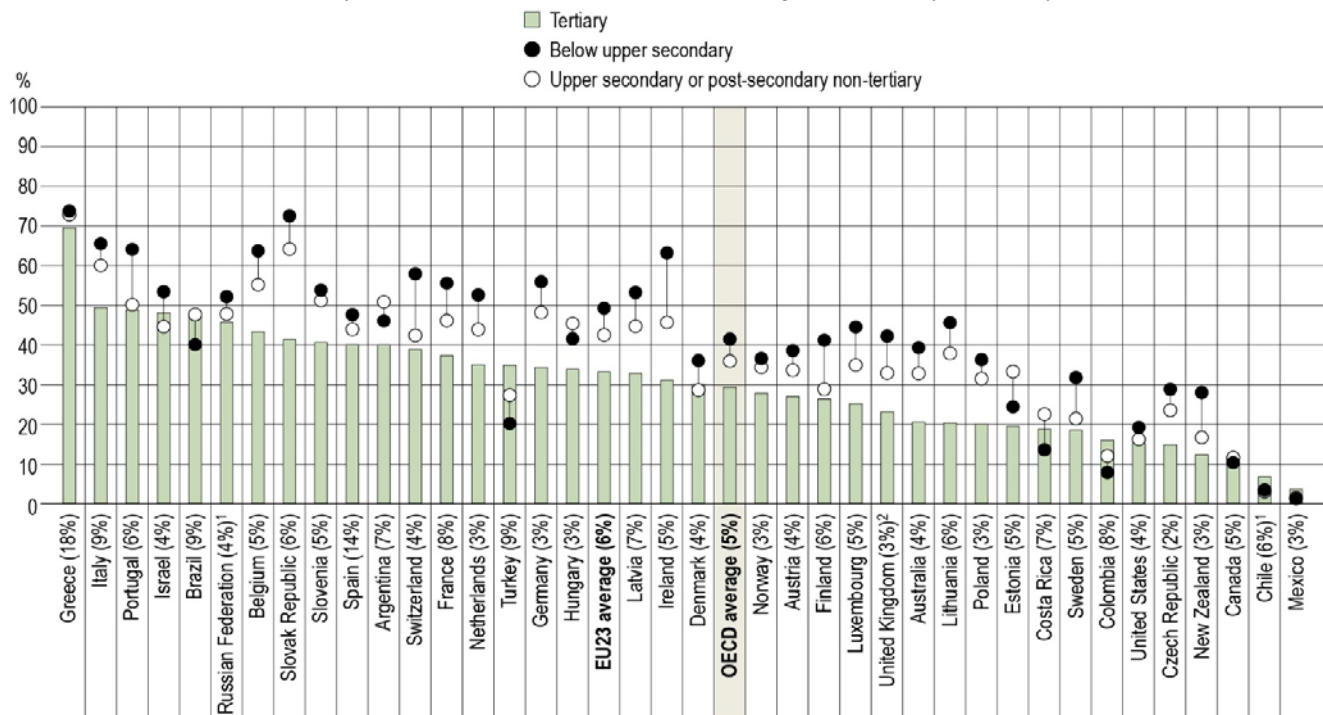


Tertiary education has a strong positive impact on labour-market outcomes

- In 2018, both in Spain and on average across OECD countries, 44% of 25-34 year-olds had completed a tertiary degree, compared to 43% on average among the 23 European Union countries that are also members of the OECD (EU23).
- In 2017, 53% of students who first entered tertiary education did so at bachelor's level in Spain, well below the OECD and EU23 averages of 76% and 80%. The relatively small share of entrants at this level is mainly explained by the popularity of short-cycle tertiary programmes: 36% of first-time tertiary entrants, well above the OECD average of 17% and the EU23 average of 12%.
- On average, first-time tertiary entrants in Spain start their bachelor's degree at the age of 20, below the OECD and EU23 averages of 22 years. This is one of the lowest starting ages in the EU23 (Figure 1).

Figure 2. Percentage of long-term unemployed 25-64 year-olds, by educational attainment (2018)

Adults who have been unemployed for 12 months or more as a percentage of unemployed 25-64 year-olds



Note: The percentage in parentheses represents the overall unemployment rate of 25-64 year-olds.

1. Year of reference differs from 2018. Refer to the source table for more details.

2. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (13% of adults aged 25-64 are in this group).

Countries are ranked in descending order of the percentage of 25-64 year-olds with tertiary education who have been unemployed for 12 months or more.

Source: OECD (2019), Table A3.5. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

- Students' choice of field of study is guided by career opportunities and aspirations. In 2017, Spain had a similar distribution of tertiary new entrants across fields of study to the OECD average: 24% of first-time entrants at bachelor's level enrolled in the science, technology engineering and mathematics (STEM) fields, and 22% in business administration and law. The OECD averages were 27% and 22%, respectively.
- The advantage of completing tertiary education is most evident in the area of earnings. In Spain, tertiary-educated adults (25-64 year-olds) earn 57% more than upper secondary graduates, on a par with the

OECD average, and slightly higher than the EU23 average of 52%. In particular, those with a bachelor's degree enjoy a relatively large earnings premium: 52% more than adults with an upper secondary degree, compared to the OECD average of 44% and the EU23 average of 38%.

- The risk of unemployment falls with higher educational attainment in Spain. In 2018, the unemployment rate for adults with below upper secondary education was 21%, compared with 14% for those with upper secondary, and 8% for those with tertiary education. Nevertheless, these unemployment rates were about twice the OECD or EU23 averages.
- Higher education also protects individuals from long-term unemployment in Spain: 40% of unemployed tertiary-educated adults have been unemployed for 12 months or more, compared to 48% for those without an upper secondary education (Figure 2).

Spain's first-time graduation rate for upper secondary education is catching up with the OECD and EU23 averages

- Nowadays, having an upper secondary degree is considered one of the necessary conditions to successfully enter the labour market in most OECD countries. Over recent decades, the first-time graduation rate for this level of education in Spain has sharply increased, from 56% in 2005 to 81% in 2017. However, despite this substantial improvement, the country still lagged behind the OECD and EU23 averages in 2017, both 86%.
- In 2017, 87% of 15-19 year-olds in Spain were enrolled in education, which is between the OECD average of 84% and the EU23 average of 88%. This enrolment rate increased by 5 percentage points over the period 2010-17 in Spain, while the OECD and EU23 averages remained stable.
- In Spain, 33% of first-time upper secondary graduates held a vocational qualification in 2017, compared to the OECD average of 40% and the EU23 average of 46%.
- The share of upper secondary graduates from vocational programmes was almost same for women and men in Spain in 2017. However, fields of study like business administration and law (62%) and health and welfare (77%) were strongly dominated by female students.

Enrolment in early childhood education is nearly universal for 3-5 year-olds, and the ratio of children to teachers is lower than the OECD average

- Economic prosperity depends on maintaining a high level of employment among the population, and the increasing number of women entering the labour market has contributed to greater government interest in expanding early childhood education and care (ECEC). ECEC is considered fundamental to building the foundations of cognitive development and helps mitigate the effect of inequalities later on in life.
- As in most OECD countries, compulsory education starts at 6 years old in Spain, the typical age for starting primary education. However, enrolment rates of children under 6 in early childhood education are notably higher in Spain than in most OECD countries. In 2017, 97% of 3-5 year-olds in Spain were enrolled in ECEC, compared to 87% on average across OECD countries. Spain also emphasises the early stages of ECEC, with 36% of children under 3 enrolled in an ECEC services in 2017, an increase of 21 percentage points over 2005.
- On average across OECD countries, 47% of children in early childhood educational development programmes (ISCED 01) were enrolled in private institutions in 2017; in Spain the proportion was 49%. At pre-primary level (ISCED 02), 33% attended private institutions in Spain, similar to the average share across OECD countries (34%).
- Sustained public financial support is critical for the growth and quality of ECEC programmes. Appropriate funding helps to recruit trained staff who are qualified to support children's cognitive, social and emotional

development. In 2016, the total expenditure on ECEC services in Spain amounted to 0.8% of GDP, which was the same as the OECD average, but annual expenditure per child (USD 7 200¹) was lower than the average across OECD countries (USD 8 600).

- The ratio of children to teaching staff in early childhood education in Spain is below the OECD and EU23 averages for ISCED 02 programmes: 14 in Spain compared with 16 for the OECD average and 15 for the EU23 average. The ratio is similar to both the OECD and EU23 averages for ISCED 01 programmes, at 10 children for every staff member. Lower child-staff ratios are found to be consistently supportive of staff-child relationships across different types of ECEC settings. Smaller ratios are often seen as beneficial, because they allow staff to focus more on the needs of individual children and reduce the amount of class time needed to deal with disruptions (OECD, 2018^[2]).

The share of tertiary-educated women is increasing but the labour market does not reward them at a similar level to men

- In OECD countries, young women, despite being on average more highly educated as a group than young men, have lower employment rates for all levels of educational attainment. In Spain, 50% of 25-34 year-old women had a tertiary qualification in 2018, compared with 38% of men. However, tertiary-educated young men have a higher employment rate: in 2018, the employment rate was 76% for the women compared with 81% for the men.
- Among tertiary-educated full-time workers, women earn less than men in all OECD countries but the gender gap is smaller in Spain than on average across OECD countries. In 2017, 25-64 year-old tertiary-educated women in Spain earned 82% of the earnings of tertiary-educated men, compared to the OECD average of 75%.
- In Spain as in most OECD countries, the proportion of female teachers decreases with the level of education but the share is lower than the OECD average at each level. In 2017, 93% of pre-primary teachers were female (OECD average: 97%), falling to 77% at primary (OECD average: 83%), 60% at lower secondary (OECD average: 69%), 55% at upper-secondary (OECD average: 60%) and 43% at tertiary level (OECD average: 44%).
- On average across OECD countries, the majority of young women who are neither employed nor in education or training (NEET) are inactive (no longer looking for work), while the majority of male NEETs are unemployed. This is not the case in Spain where the majority of 18-24 year-olds, both male and female, who are NEET are unemployed (52.4% of young female NEETs and 65.4% of young male NEETs), above the OECD average of 31.6% of female NEETs and 49.5% of male NEETs.

While expenditure per student remains low, teachers' salary costs per student are relatively high

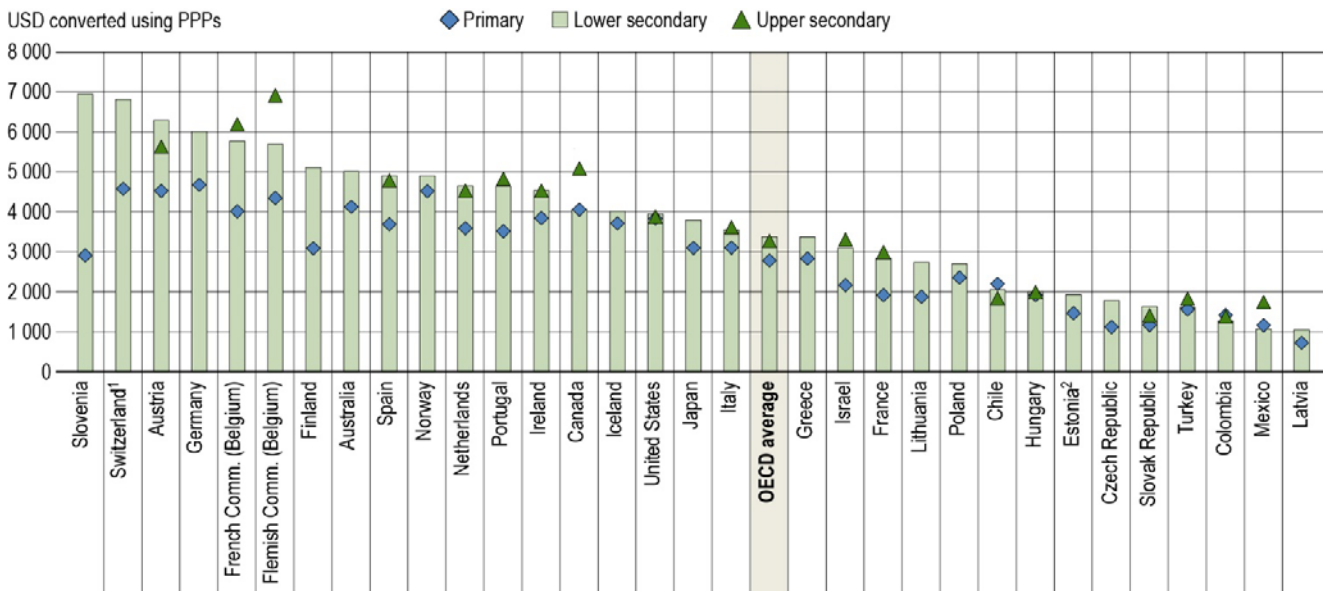
- In 2016, Spain spent the equivalent of 4.3% of its GDP on primary to tertiary education: 3.1% on non-tertiary education and 1.2% on tertiary education. At each level of education, Spain's direct expenditure was similar to the EU23 average, but lower than the average across OECD countries. Over the period 2010-16 total expenditure on all levels of education as a share of GDP fell by 4.7%, a smaller decrease than the average for either the OECD (7.7%) or the EU23 (10.3%).
- Spain spends less on education per full-time student than most other OECD countries. In 2016, Spain spent a total of USD 9 500 per student compared to USD 10 500 on average across OECD countries. The difference was mainly driven by the below-average spending per student at tertiary level in Spain

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

(USD 12 600 in Spain versus USD 15 600 on average across OECD countries). However, in GDP per capita terms, Spain reaches the OECD average: expenditure per full-time student was equivalent to 26% of GDP per capita on primary to tertiary education, and 23% on non-tertiary education.

Figure 3. Annual salary cost of teachers per student in public institutions, by level of education (2017)

USD converted using PPPs for private consumption



1. Teachers' statutory salaries after 10 years of experience instead of 15 years.

2. Teachers' statutory salaries at the start of their career instead of after 15 years of experience.

Countries and economies are ranked in descending order of the annual salary cost of teachers per student in lower secondary education.

Source: OECD (2019), Table C7.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).


- In 2016, 19% of the total expenditure on educational institutions came from private sources in Spain, slightly above the OECD average of 17%, and higher than the EU23 average of 12%. The greatest percentage was at the tertiary level, where private expenditure covers 33% of tertiary education costs compared to the OECD average of 32% and EU23 average of 24%.
- Teacher's starting statutory salaries are considerably higher in Spain than on average across OECD countries. As in other OECD countries, Spanish teachers' salaries increase with experience but the difference in salary levels between Spain and the OECD average narrow for teachers with 15 years of experience. For instance, in 2018, upper secondary teachers in Spain earned USD 9 700 more at the start of their careers than the OECD average, but this advantage fell to USD 2 700 for teachers with 15 years of experience.
- Higher teachers' salaries lead to higher teachers' salary costs. In 2017, the salary costs of teachers per student for primary and secondary education were substantially higher in Spain than on average across OECD countries (Figure 3). These costs represented 9.4% of GDP per capita for primary education (OECD average: 6.7%), 12.6% for lower secondary (OECD average: 8.2%) and 12.2% for upper secondary (OECD average: 8.0%). Furthermore, class sizes were estimated to be smaller in Spain than the OECD average, which also pushed up Spain's salary cost of teachers per student.

References

OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, [1]
<https://doi.org/10.1787/f8d7880d-en>.

OECD (2018), *Engaging Young Children: Lessons from Research about Quality in Early Childhood Education and Care*, Starting Strong, OECD Publishing, Paris, [2]
<http://dx.doi.org/10.1787/9789264085145-en>.

For more information on **Education at a Glance 2019** 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:  **Education GPS**

<http://gpseducation.oecd.org/CountryProfile?primaryCountry=ESP&treshold=10&topic=EO>.

<p>Questions can be directed to: Gara Rojas González Directorate for Education and Skills Gara.RojasGonzalez@oecd.org</p>	<p>Country note authors: Yanjun Guo Julia Himstedt Directorate for Education and Skills Yanjun.Guo@oecd.org</p>
--	---

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.

On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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.

Key Facts for Spain in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Spain		OECD average		EU23 average	
Tertiary education							
Educational attainment of 25-64 year-olds							
2018							
Table A1.1	Short-cycle tertiary	11%		7%		5%	
	Bachelor's or equivalent	10%		17%		14%	
	Master's or equivalent	15%		13%		15%	
	Doctoral or equivalent	1%		1%		1%	
Tertiary attainment of 25-34 year-olds, by gender							
2008							
Table A1.2	Men	35%	38%	31%	38%	28%	36%
	Women	45%	50%	40%	51%	38%	50%
	Total	40%	44%	35%	44%	33%	43%
Distribution of first-time tertiary entrants by education level							
2017							
Table B4.1	Short-cycle tertiary	36%		17%		12%	
	Bachelor's or equivalent	53%		76%		80%	
	Master's or equivalent	11%		7%		8%	
Share of international or foreign students, by education level¹							
2017							
Table B6.1	Bachelor's or equivalent	1%		4%		7%	
	Master's or equivalent	10%		13%		13%	
	Doctoral or equivalent	18%		22%		22%	
	All tertiary levels of education	3%		6%		9%	
Employment rate of 25-64 year-olds, by educational attainment							
2018							
Table A3.1	Short-cycle tertiary	80%		82%		82%	
	Bachelor's or equivalent	80%		84%		84%	
	Master's or equivalent	84%		88%		88%	
	Doctoral or equivalent	89%		92%		93%	
	All tertiary levels of education	82%		85%		86%	
Employment rate of tertiary-educated 25-64 year-olds, by field of study							
2018							
Table A3.4	Education	76%		84%		85%	
	Business and administration and law	81%		86%		87%	
	Engineering, manufacturing and construction	85%		89%		89%	
	Health and welfare	85%		87%		88%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
2017							
Table A4.1	Short-cycle tertiary	117		120		121	
	Bachelor's or equivalent	152		144		138	
	Master's, doctoral or equivalent	185		191		174	
	All tertiary levels of education	157		157		152	
Upper secondary and vocational education and training (VET)							
Upper secondary or post-secondary non-tertiary attainment rate							
2018							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	23%		41%		44%	
Percentage of first-time upper secondary graduates with a vocational qualification							
2017							
Table B3.1	Vocational programmes	33%		40%		46%	
Age at graduation from upper secondary education, by programme orientation							
2017							
Figure B3.1	General programmes	18		18		19	
	Vocational programmes	23		21		21	
Share of women among upper secondary graduates, by programme orientation							
2017							
Figure B3.2	General programmes	55%		55%		56%	
	Vocational programmes	49%		46%		46%	
Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education							
2018							
Table A3.3	Employment rate	69%		78%		79%	
	Unemployment rate	18%		7%		8%	
	Inactivity rate	16%		16%		14%	
Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation							
2016							
Table C1.1	General programmes	USD 9 108		USD 9 397		USD 9 671	
	Vocational programmes	USD 11 772		USD 10 922		USD 11 320	
Early childhood education and care (ECEC)							
Enrolment rate of 3-5 year-olds in education							
2017							
Table B2.2	ECEC and primary education	97%		87%		90%	
Share of children enrolled in private institutions							
2017							
Table B2.3	Pre-primary level (ISCED 02)	33%		34%		27%	
Ratio of children to teaching staff							
2017							
Table B2.3	Pre-primary level (ISCED 02)	14		16		15	
Expenditure on children aged 3-5 enrolled in education							
2016							
Table B2.4	Annual expenditure per child, in USD ² per child	USD 6 918		USD 8 141		USD 8 926	

Source	Main topics in <i>Education at a Glance</i>	Spain		OECD average		EU23 average	
Social outcomes and adult learning							
Participation in formal and/or non-formal education, by educational attainment³		2016					
Table A7.1	Below upper secondary	24%		n.a.		26%	
	Upper secondary or post-secondary non-tertiary	43%		n.a.		44%	
	Tertiary	64%		n.a.		66%	
Participation in cultural or sporting activities in the last 12 months, by educational attainment⁴		2015					
Table A6.1	Below upper secondary	49%		n.a.		56%	
	Upper secondary or post-secondary non-tertiary	72%		n.a.		77%	
	Tertiary	87%		n.a.		92%	
Financial resources invested in education							
Total expenditure on educational institutions, by level of education²		2016					
Table C1.1 and C2.1		USD/student	% GDP	USD/student	% GDP	USD/student	% GDP
	Primary	USD 7 653	1.3%	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	USD 9 056	0.8%	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	USD 9 946	0.9%	USD 10 368	1.1%	USD 10 308	1.9%
	Tertiary (including R&D)	USD 12 614	1.2%	USD 15 556	1.5%	USD 15 963	1.2%
Share of expenditure on educational institutions, by final source of funds		2016					
Table C3.1		Public	Private	Public	Private	Public	Private
	Primary, secondary and post-secondary non-tertiary	86%	14%	90%	10%	92%	8%
	Tertiary (including R&D)	66%	33%	66%	32%	73%	24%
Total public expenditure on primary to tertiary education		2016					
Table C4.1	As a percentage of total government expenditure	8.6%		10.8%		9.6%	
Teachers, the learning environment and the organisation of schools							
Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education		2017					
Table D3.2a		Teachers	School heads	Teachers	School heads	Teachers	School heads
	Pre-primary	**	**	0.78	**	0.78	1.16
	Primary	**	**	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	**	**	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	**	**	0.93	1.43	0.95	1.43
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers²		2018					
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	USD 40 813	USD 47 107	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 40 813	USD 47 107	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 45 509	USD 52 506	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 45 509	USD 52 506	USD 35 859	USD 49 804	USD 35 104	USD 49 875
Organisation of teachers' working time in public institutions over the school year		2018					
Tables D4.1a and D4.1b		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary	880 hours	1 425 hours	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	880 hours	1 425 hours	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	713 hours	1 425 hours	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	693 hours	1 425 hours	667 hours	1 629 hours	643 hours	1 558 hours
Percentage of teachers who are 50 years old or over		2017					
Table D5.1	Primary to upper secondary	36%		36%		39%	
Share of female teachers, in public and private institutions		2017					
Table D5.2	Primary	77%		83%		87%	
	Lower secondary	60%		69%		72%	
Total number of compulsory instruction time, by level of education		2019					
Table D1.1	Primary	4 750 hours		4 568 hours		4 258 hours	
	Lower secondary	3 161 hours		3 022 hours		3 002 hours	
	Upper secondary	1 054 hours		**		**	
Average class size by level of education		2017					
Table D2.1	Primary	22		21		20	
	Lower secondary	25		23		21	

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

1. For some countries, data on foreign students are provided instead of international students.

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

3. EU23 average refers to the average of OECD countries that participated in the Adult Education Survey (AES).

4. EU23 average refers to the average of OECD countries that participated in the European Union Statistics on Income and Living Conditions 2015.

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.