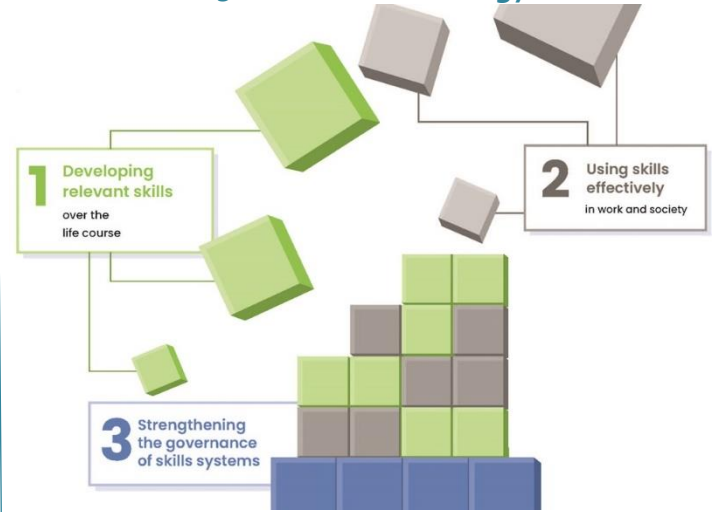




2019 OECD Skills Strategy: Spain

Since its launch in 2012, the OECD Skills Strategy has provided countries with a strategic and comprehensive approach to assessing their skills challenges and opportunities. The 2019 OECD Skills Strategy incorporates lessons learned from applying the OECD Skills Strategy framework in eleven countries, including new evidence about the implications of so-called megatrends, such as globalisation, digitalisation, population ageing or migration. It also accounts for new evidence about skills policies that work under the proper governance arrangements, including effective co-ordination and accountability mechanisms, efficient funding from different sources and information systems. This document describes the key findings for Spain.

The 2019 OECD Skills Strategy



OECD Skills Strategy Dashboard: summary indicators of skills performance

Dashboard indicators across pillars of the Skills Strategy		Country/Region																																					
		Legend	Belgium (Flanders)	Australia	Czech Republic	Canada	Chile	Denmark	Estonia	Finland	France	Germany	Greece	Hungary	Iceland	Ireland	Israel	Italy	Japan	Korea	Lithuania	Luxembourg	Mexico	Netherlands	New Zealand	Norway	Poland	Portugal	Slovak Republic	Spain	Sweden	Switzerland	Turkey	UK (England)	UK (Northern Ireland)	United States			
Developing relevant skills	How skilled are youth?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%			
	Are skills of youth improving?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%		
	Are skills of youth being developed inclusively?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
	How many young adults attain tertiary education?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
	How skilled are young tertiary educated adults?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
	How inclusive is tertiary education?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	How strong are foundational skills of adults?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	Do adults have a broad set of skills?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	Is there a strong culture of adult education?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
Are skills of adults being developed inclusively?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
Using skills effectively	How well are skills activated in the labour market?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%		
	How inclusive is the labour market?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
	How well aligned are skills with the labour market?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	Do workplaces make intensive use of skills?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	Do people use their skills intensively in daily life?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	Is the use of skills at work improving?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	Are firms designing workplaces to use skills effectively?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
Is skills use stimulated by innovation?		Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	

Notes: Indicators are selected, aggregated and normalised in a way to ensure that a higher value and being among the “Top 20%” reflects better performance. Colours in the dashboard represent the quintile position of the country in the ranking, with dark grey indicating performance at the bottom, and dark blue indicating performance at the top of the ranking. The “x” indicates insufficient or no available data for the underlying indicators, and dotted circles indicate missing data for at least one underlying indicator. Only OECD sources have been used (see OECD (2019) for overview).

1. For Belgium (Flanders), United Kingdom (England and Northern Ireland), a combination of regional (PISA and PIAAC) and national data have been used. Note on Israel: The statistical data for Israel are supplied by and are under the responsibility of 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.

Spain’s skills performance

The Skills Strategy Dashboard provides a snapshot of Spain’s comparative skills performance. Spain has made good progress in improving the skills of its youth. Average PISA scores for 15 year-olds improved between 2012 and 2015 after the education system was reformed and Spanish students currently perform at the OECD average in reading and science, and just below the OECD average in mathematics. During the same period, enrolment in VET

increased while dropout rates experienced a decline. Educational attainment has also been improving with the share of the population with a tertiary degree is now on par with the OECD average. Moreover, skills development is comparatively inclusive in Spain, with socio-economic background having a relatively small impact on the skills development of youth, tertiary attainment, and the skills of adults.

Despite this success, significant skills challenges remain in the development of skills. For instance, while the performance of youth improved, the skills of adults are still low in comparison with most OECD countries. In addition, despite attainment rates in tertiary education that are comparable with the OECD average, the skills of many young adults with a tertiary degree are relatively low.

The labour market in Spain is comparatively inclusive, but overall employment and participation rates are low compared to the OECD average. There is also evidence of significant skills imbalances in the labour market – Spain ranks in the bottom 20% of OECD countries for the alignment between skills supply and labour market demand.

The OECD Skills for Jobs database finds that there is a shortage of basic skills and abilities related to numeracy and literacy, as well as higher-level cognitive skills and abilities, like reasoning, systems skills and complex problem solving. Shortages are also evident in education and training, science, technology, engineering and mathematics (STEM) fields, business and management, and communications.

Spain could also improve the intensity with which skills are used in the workplace. The use of skills in the workplace has

increased in Spain, however, it's still lower than in most OECD countries. Similarly, Spain performs poorly in the adoption of high-performance workplace practices, which are found to stimulate skills use in the workplace.

Spain has taken important steps to respond to many of these challenges. Government and stakeholders have introduced a number of measures to bring skill supply more in line with demand. A single Spain-wide job portal was created to facilitate matching of job openings and jobseekers and to promote labour mobility. Spain also reformed the professional training system and introduced training accounts to ensure that both employed and unemployed adults can upgrade their skills and acquire new ones. *Industria Conectada 4.0* initiative was introduced to promote the adoption of digital technologies among Spanish firms, which could reduce over-qualification by boosting the demand for higher-level skills and qualifications.

Still, Spain could benefit from a renewal of its strategic vision for the future to ensure that all of its people have the necessary skills to respond to the challenges and opportunities of a complex and rapidly changing world. A whole-of government approach is needed to achieve this aim.

Key recommendations for improving the performance of countries' skills system

Developing relevant skills over the life course: Making skills systems responsive

- Making each stage of learning a foundation for success in the next
- Enabling policies to support learning in adulthood
- Supporting teachers to become lifelong learners
- Financing adult learning
- Harnessing the power of technology as a tool for learning

Using skills effectively in work and society: Making the most of everyone's potential

- Make full use of everyone's skills
- Making the most of migrants' skills
- Activating skills to build more inclusive and cohesive societies
- Making intensive use of skills in work
- Aligning skills with the needs of the economy and society
- Aligning skills policies with industrial and innovation policies

Strengthening the governance of skills systems: Tackling increased complexity

- Promoting co-ordination, co-operation and collaboration across the whole of government
- Engaging stakeholders throughout the policy cycle
- Building integrated information systems
- Aligning and co-ordinating financing arrangements

Further reading

- OECD (2019), *OECD Skills Strategy 2019: Skills to shape a better future*, OECD Publishing, Paris, [//doi.org/10.1787/9789264313835-en](https://doi.org/10.1787/9789264313835-en).
- OECD (2019), *OECD Skills Outlook 2019: Thriving in a Digital World*, OECD Publishing, Paris, <https://doi.org/10.1787/df80bc12-en>.
- OECD (2015), *OECD Skills Strategy Diagnostic Report: Spain 2015*, OECD Skills Studies, OECD Publishing, Paris, <https://doi.org/10.1787/9789264300262-en>.
- OECD (forthcoming), *Strengthening the Governance of Skills Systems*, OECD Publishing, Paris.

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