

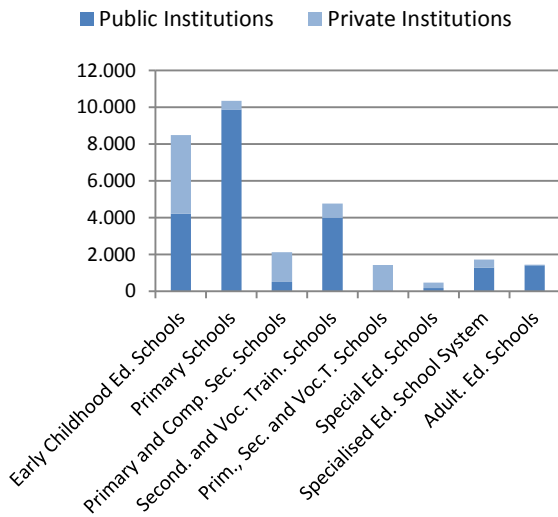
Main results

*Figures of education in Spain*

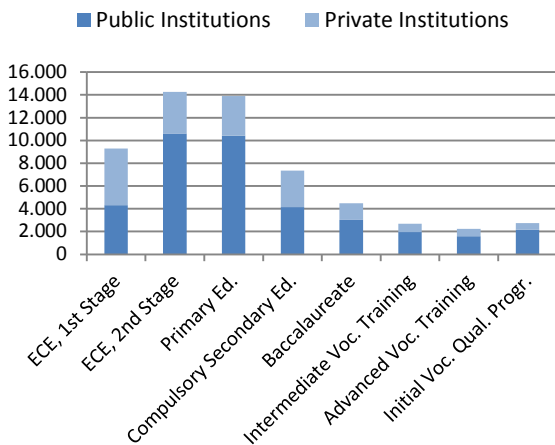
*School year 2013-2014*

*Edition 2016*

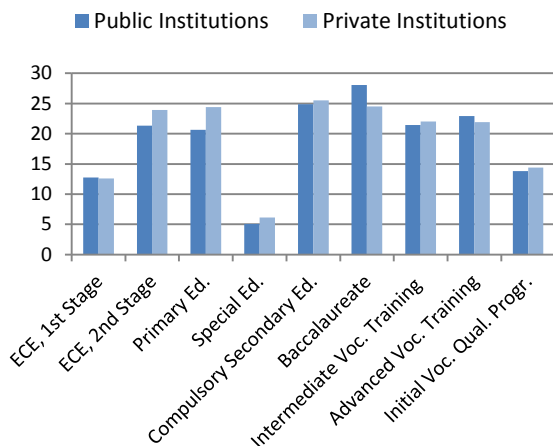
**Graph 1.1. Classification of the institutions of non-university education. 2013-14**



**Graph 1.2. N° of institutions that offer each level of education. Non-university general education system. 2013-2014**



**Graph 1.3. Average number of students per class. 2013-2014**



## 1. Educational institutions

During 2013-2014 school year the total number of non-university educational institutions amounts to 30,808, of which 27,637 are from the general education system, 1,724 from the special education system and 1,447 are special institutions for adult education. The vast majority are public institutions, 18,798 from the general education system, 1,297 from the special education system and 1,409 are special institutions for adult education. Among the general education system institutions primary schools are the most numerous at 10,350 (in many of these institutions early childhood education is also provided).

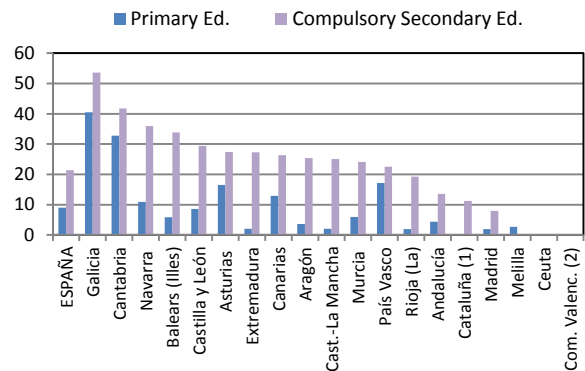
First stage early childhood education is given in 9,296 schools and second stage early childhood education in 14,274, primary in 13,904, and compulsory secondary education (ESO) in 7345. The Baccalaureate in 4,495, intermediate vocational training (FP) in 2688 and higher level vocational training in 2236.

The average number of pupils per unit is around 22 to 23 students in second stage Early Childhood Education (22.1), Primary Education (21.7) and Vocational training stages (21.6 in Intermediate and 22.7 in Higher), rising in compulsory secondary education (25.1) and baccalaureate (27.1), and falling in first stage Early Childhood Education (12.7), Initial Vocational Qualification programmes (PCPI) (13.9) and specific Special Education (5.5).

9.0% of students in Primary Education in public schools use school transport and 21.3% of those in compulsory secondary education. There are significant differences between autonomous communities, especially Galicia where 40.5% of students in Primary and 53.5% of those in compulsory secondary education use school transport.

Information provided in chapters: B1. Educational institutions and what they offer and B2. Complementary services and in the chapters of section D about the programmes of education and training system.

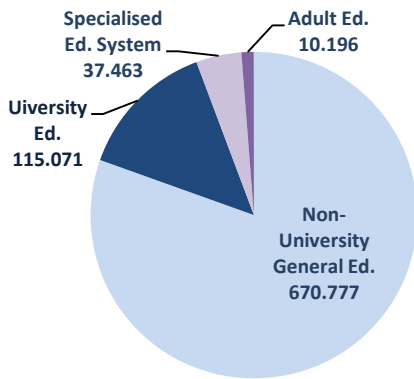
**Graph 1.4. Percentage of students from public institutions using school transport. 2013-2014**



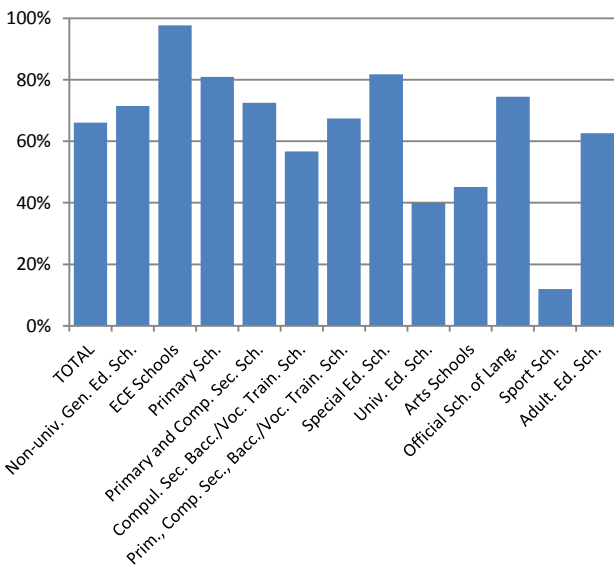
(1) Information not available for Primary Ed.

(2) Information not available for this AC.

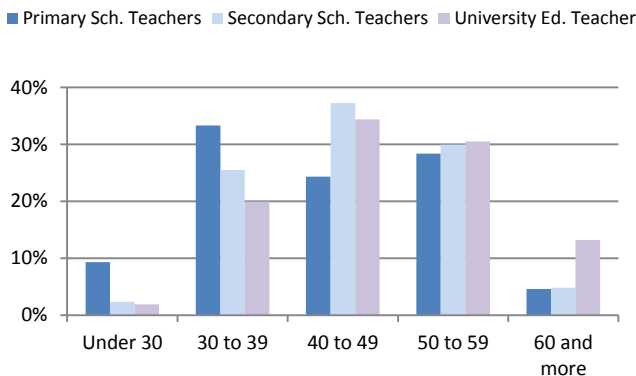
**Graph 2.1. Teaching staff in the educational system. 2013-2014**



**Graph 2.2. Percentage of women on the teaching staff. 2013-2014**



**Graph 2.3. Percentage distribution of the teaching staff by age. 2013-2014**



## 2. The teaching staff

In the 2013-2014 year the number of staff teaching in the education system amounted to 833,507 teachers. 80.5% are in the non-university teaching general education system, 13.8% in University education, 4.5% in Special Education and 1.2% in specific training for Adult Education.

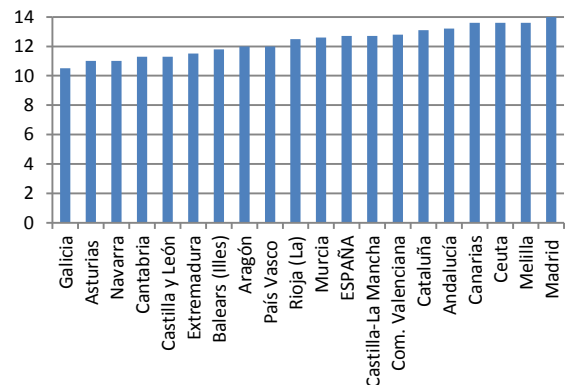
Women are the majority in the teaching staff in the education system, 66.1%. This figure increases to 71.4% within the teaching staff of non-university general education system and, among these teachers, peaks in the institutions for Early Childhood Education, 97.7%, while in University education it stands at 39.9%, with men being in the majority.

Teaching staff of 50 years and older represent 33.0% of teachers, 34.8% of teachers in Secondary Education and 43.7% of teachers in University education. Meanwhile, teachers under 40 years old represent 42.6%, 29.7% and 21.9% respectively.

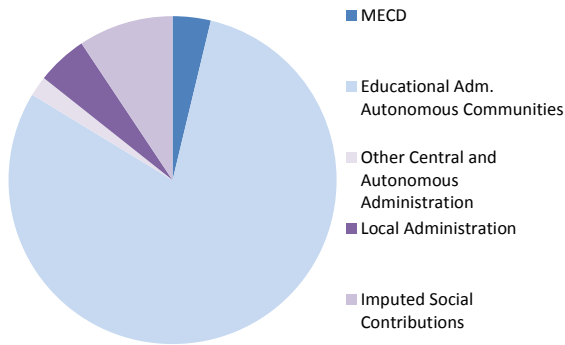
The average number of students per teacher in the institutions of the non-university general education system is 12.7 (11.8 in public schools and 15.0 in private).

*Information found in chapter B3: Teachers and other staff in education institutions.*

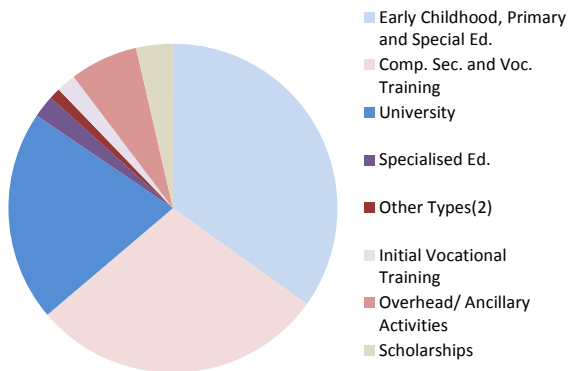
**Graph 2.4. Average number of students per full time teacher. Non-university general education system**



**Graph 3.1. Public expenditure on education, distribution by type of authority. 2013**

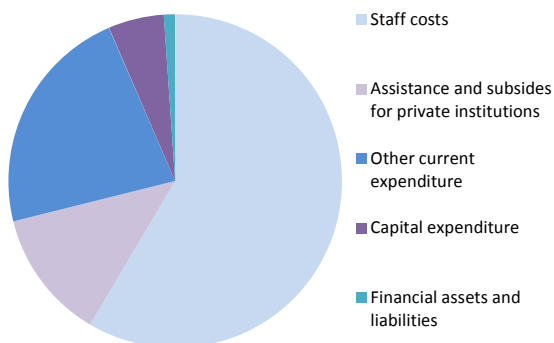


**Graph 3.2. Public expenditure on education, distribution by educational activity<sup>(1)</sup>. 2013**



(1) Para el cálculo de esta distribución se han excluido las partidas de ajuste y no distribuidas por actividad.  
 (2) Otras enseñanzas: E. Adultos, exterior y otras enseñanzas.

**Graph 3.3. Public expenditure on education, distribution by economic type. 2013**



### 3. Expenditure on education

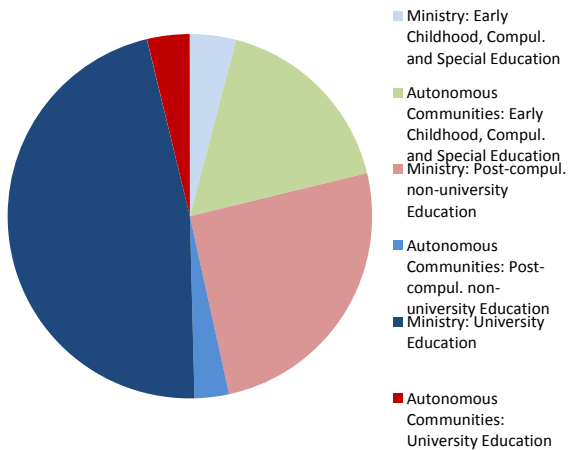
Public expenditure on education in 2013 is 44,974.6 million euros, representing 4.36% in terms of share of GDP. Analyzing public expenditure by type of authority, the vast majority of it is financed by the education authorities from the autonomous communities, 84.3%. 3.9% corresponds to the Ministry of Education, Culture and Sport (MECD), before transfers to the autonomous communities, and 3.4% after transfers, 5.2% to local government and 2.1% to other Ministries and Departments. All this is completed by 9.9% of allocated social contributions provided by the National Accounts of the National Statistics Institute (INE). The above percentages do not total 100%, since the transfers between authorities and adjustment items were not deducted.

As regards the distribution of public e over the different educational activities, early childhood and Primary Education, including Special Education, accounts for 34.9% of total public expenditure on education, secondary Education and Vocational Training account for 28.9%, and then Higher Education for 20.7%, while scholarships and study grants reach 3.6%. Among the other activities, we can highlight the 6.7% that goes to general administration and support activities.

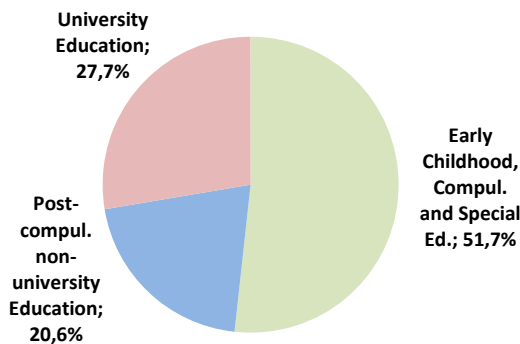
As for the breakdown by the economic type of public education expenditure, staffing costs represent 58.5%, agreements and subsidies to private education 12.6% and other current expenditure 22.4%, capital expenditure 5.4% and finally assets and liabilities with 1.1%.

*Information found in chapter B4: Expenditure on education.*

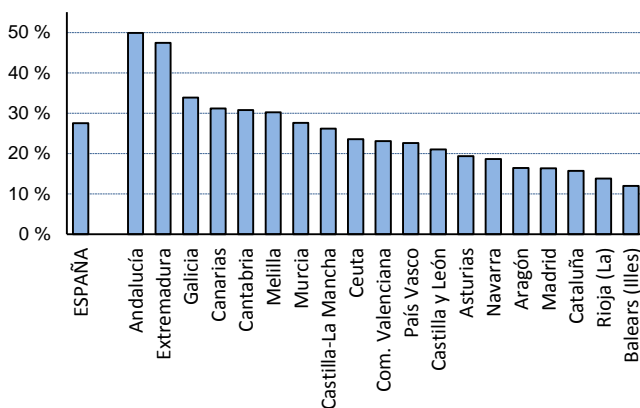
**Graph 4.1. Distribution of the amount of grants by level and financing authority. 2013-2014**



**Graph 4.2. Distribution of grant beneficiaries by type of education. 2013-2014**



**Graph 4.3. Percentage of beneficiaries in Baccalaureate and Vocational Training by autonomous community of destination. 2013-2014**



## 4. Scholarships and study grants

In the 2013-2014 school year the total amount of scholarships and grants awarded by all education authorities amounts to 1,899,366.1 thousand euros, with the greater proportion, 50.4%, for university Education (the Ministry finances 46.6% and the education authorities of the autonomous communities 3.8%) and 28.4% to non-university post-compulsory education (25.4% from the Ministry and 3.0% from the autonomous communities), with the remaining 21.2% corresponding to compulsory, early childhood and special education (4.1% from the Ministry and 17.1% from the autonomous communities).

In total, the Ministry finances 1,444,536.3 thousand euros, representing 76.1% of the total amount, with clearly the bulk of finance from the Ministry going to university education, while that of the autonomous communities can be seen in compulsory, early childhood and special education.

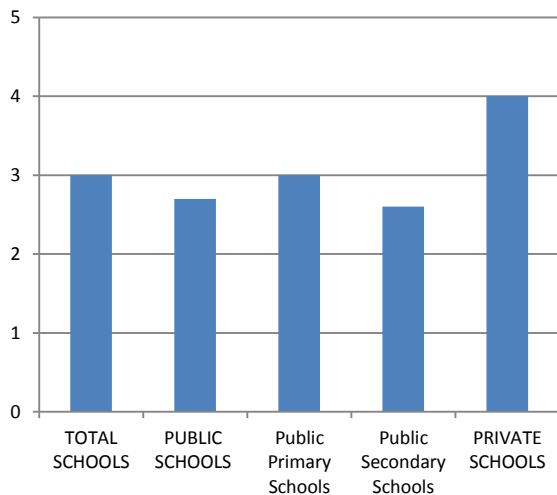
Over all the levels of education there are a total of 1,977,723 student beneficiaries, of which 1,023,034 (51.7%) are from compulsory, Early Childhood and special education and 407,531 (20.6% of beneficiaries) from non-university post-compulsory education, with the number of university students who have benefited from scholarships being 547,158, representing 27.7% of all beneficiaries.

In non-university post-compulsory education, particularly in high school and vocational training, 27.5% of all students benefit from some type of scholarship, and we see differences by autonomous communities, especially Andalusia where half the students of these types of teaching have scholarships.

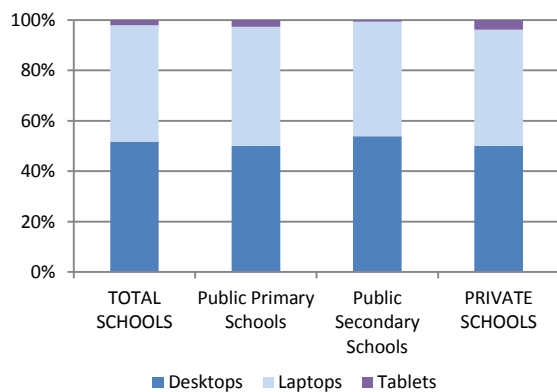
As regards university Education, 35.5% of all students have scholarships (39.5% of those enrolled in public universities).

*Information found in chapter B5: Scholarships and study grants.*

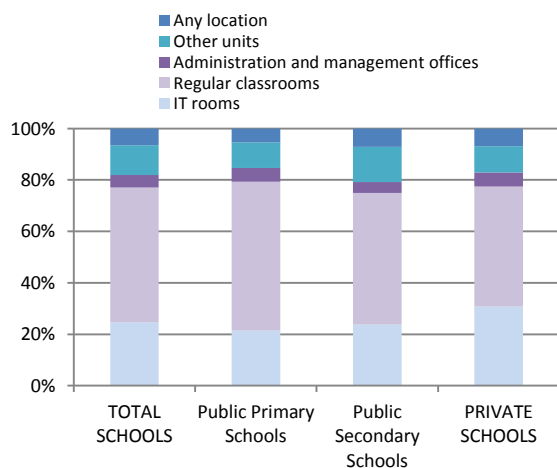
**Graph 5.1. Average number of students per computer for teaching and learning tasks. 2013-2014**



**Graph 5.2. Percentage distribution of computers in education institutions by type of computer. 2013-2014**



**Graph 5.3. Percentage distribution of computers in education institutions by location. 2013-2014**



## 5. Information and communication equipment in schools

The number of pupils per computer for teaching and learning tasks in the 2013-2014 school year is 3.0 and 2.7 in the case of public schools.

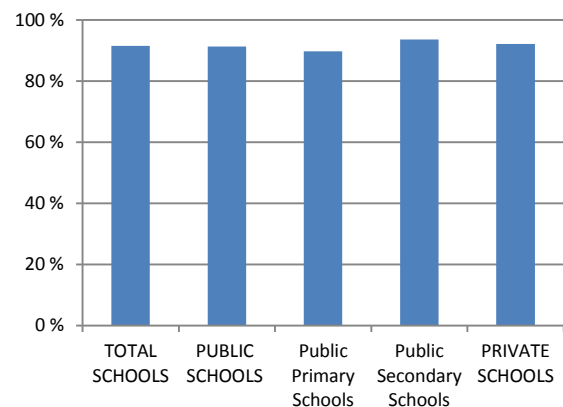
In schools desktops are still in the majority, 51.7%, but now laptops come close with 46.2%. The highest percentage of laptops, 47.3%, and the highest percentage of tablets, 2.7% are found in public schools of Primary Education.

52.4% of computers are located in regular classrooms, 24.6% in specific IT rooms, 4.9% in administration and management offices, 11.5% in other units and the remaining 6.5% are not found in any specific location.

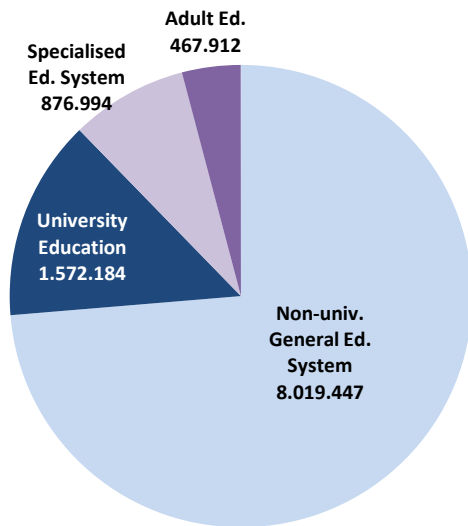
91.5% of the usual classrooms have Internet connection, with minimal differences between the different types of institutions.

*Information found in chapter: B6. Information and communication technology.*

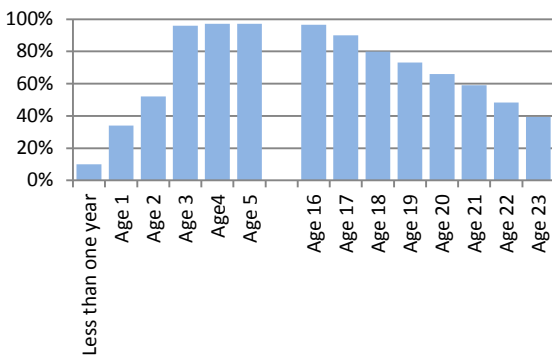
**Graph 5.4. Percentage of regular classrooms with Internet connection. 2013-2014**



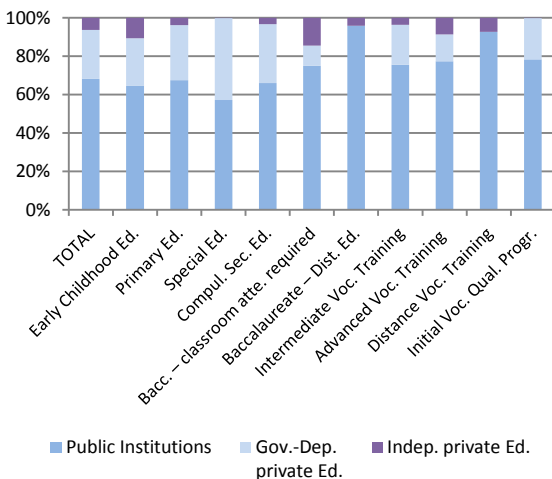
**Graph 6.1. Student enrolment in the education system. 2013-2014**



**Graph 6.2. Rates of schooling in the education system. 2013-2014**



**Graph 6.3. Percentage distribution of students of the non- university General education System by financing/ownership. 2013-2014**



## 6. Student enrolment

During the 2013-2014 school year the number of students of the educational system amounts to 10,961,039. Of these, 8,075,841 (73.3%) students are enrolled in non-university general education system, 1,539,709 (14.0%) are university students, 896,496 (8.2%) are students in the Special Education System, and 448,993 (4.1%) in formal Adult Education.

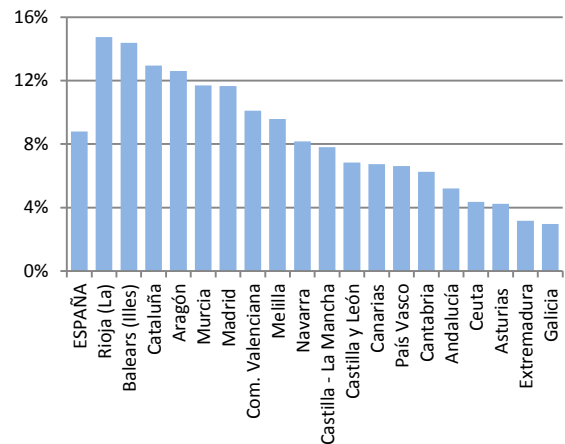
Schooling is practically full from 3 years (95.9%) to 16 years (96.6%), gradually descending from that age, but remaining above 70% until 18 years (79.9%) and above 50% up to 21 years (59.1%).

68.1% of students in the non-university general education system are enrolled in public schools, 25.5% in government-dependent private education and the remaining 6.3% in independent private education.

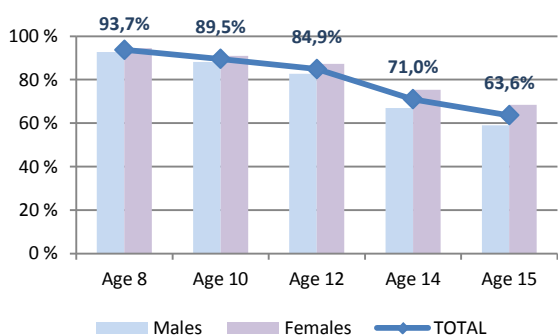
8.8% of students enrolled in non-university general education system have foreign nationality, with differences seen between the different autonomous communities, from La Rioja with 14.7% and the Balearic Islands with 14.4%, to Galicia with 3.0% and Extremadura with 3.2%.

*Information found in chapters C,D and E.*

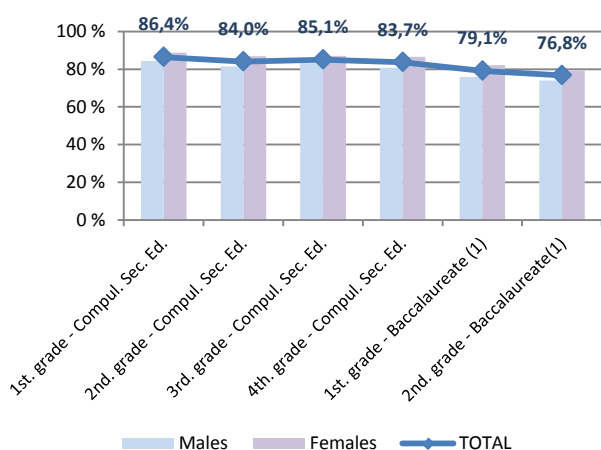
**Graph 6.4. Percentage of foreign students in non-university General education System. 2013-2014**



**Graph 7.1. Rates of adequacy in the compulsory ages. 2013-14**

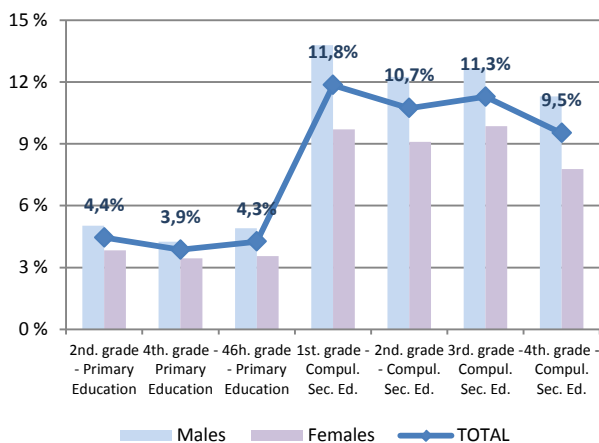


**Graph 7.2. Percentage of students who pass their year. 2012-2013**



(1) Régimen ordinario.

**Graph 7.3. Percentage of students who repeat a year. 2013-2014**



## 7. Academic results

At age 12, 84.9% of students are already enrolled in compulsory secondary education, 15.1% have accumulated some delay and are still enrolled in Primary education. At 15 years old 63.6% reach the fourth year of compulsory secondary education, and 36.4% are still enrolled in previous years or accessing. Initial Vocational Qualification programmes.

Students who pass their year in compulsory secondary education in 2012-2013 range from 86.4% in the first year to 83.7% in the fourth year. In the Baccalaureate this percentage decreases slightly, 79.1% in the first year and 76.8% in the second.

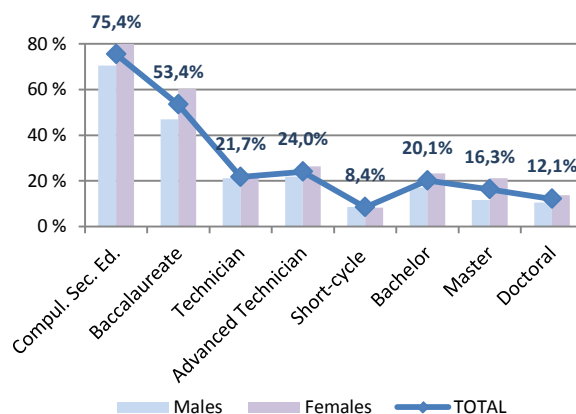
In Primary education the percentage of students who repeat at the end of each stage does not reach 5%, while in compulsory secondary education it ranges from 11.8% in the first year and 9.5% in the fourth year.

In 2012-2013 the gross figure for the population that completes compulsory secondary education with the Graduate qualification is 75.4%. In post-compulsory secondary education this figure is 53.4% for Baccalaureate and 21.7% for the Intermediate Vocational Training Technical qualification, and in higher education it is 24.0% for Higher Grade Vocational Training.

The pass and qualification rates for women are better than those for men in the different educational levels, and we can highlight that the gross figure of graduates in compulsory secondary education is 80.6% for women and 70.5% for men.

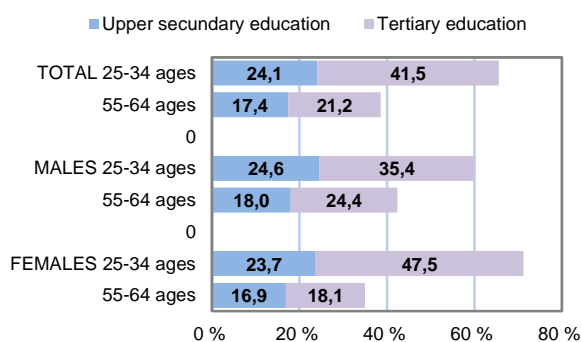
Information found in chapter C2 and different chapters of section D.

**Graph 7.4. Gross graduation rate by level of education/qualification. 2012-2013**

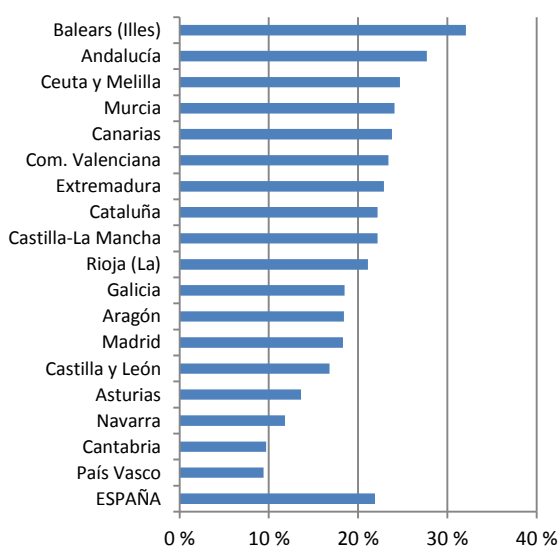




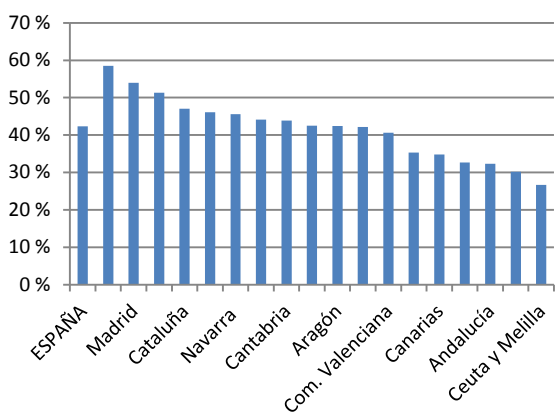
**Graph 8.1. Population with upper secondary and tertiary educational attainment level. 2014**



**Graph 8.2. Early leavers from education/training. 2014**



**Graph 8.3. Percentage of the population of 30-34 years with tertiary education. 2014**



## 8. Educational results of the population

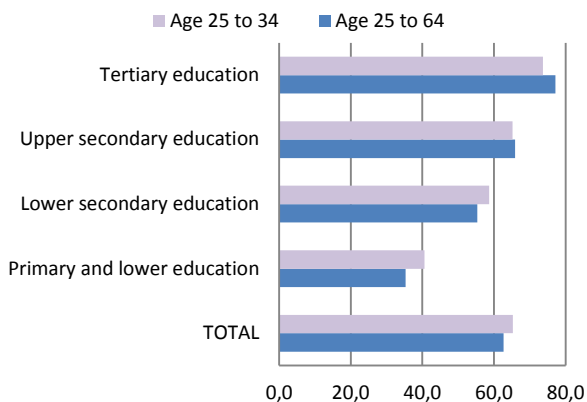
The percentage of the population aged 55 to 64 with upper secondary and tertiary educational attainment levels is 38.6%, which rises in the younger population (25 to 34) to 65.6%. In women, these percentages have varied between 35.0% (55-64 years) and 71.2% (25 to 34 years), and in men between 42.4% and 60.0% (Labour Force Survey 2014 data).

In 2014 the indicator of *early leavers from education-training*, defined as the percentage of the population aged 18 to 24 who have not reached the level of upper secondary and are not following any kind of education or training, stands at 21.9%, with 25.6% being the figure for men and 18.1% for women. We also see marked differences by autonomous communities.

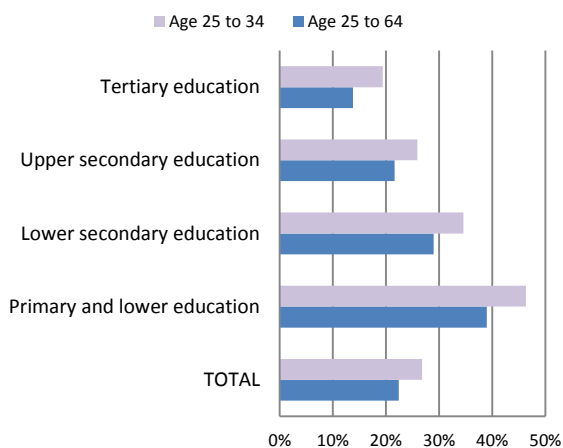
The tertiary education attainment (percentage of population aged 30 to 34 with tertiary educational attainment level) stands at 42.3% in 2014, 47.8% for women and 36.8% for men. Variations also occur in the data by autonomous community.

*Information found in chapters A1: The geographic, demographic and economic context of education, and C2: Transitions and educational results.*

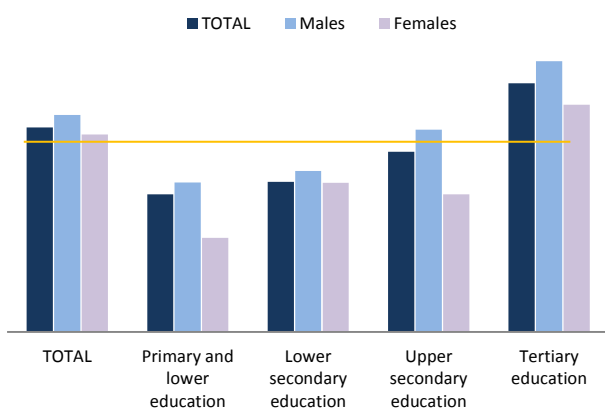
**Graph 9.1. Employment rates of the population of 25-64 and 25-34 years, by educational attainment. 2014**



**Graph 9.2. Unemployment rates of the population of 25-64 and 25-34 years, by educational attainment. 2014**



**Graph 9.3. Index of gross annual salaries. 2014**



## 9. Long-term educational results

By comparing the educational attainment with the level of employment it holds that, if according to data from the Labour Force Survey of 2014 that 62.7% of the population aged 25 to 64 years are employed, this percentage increases with the level of education ranging from 35.3% for those who only have the level of Primary education or lower up to 77.2% for those who reach tertiary education.

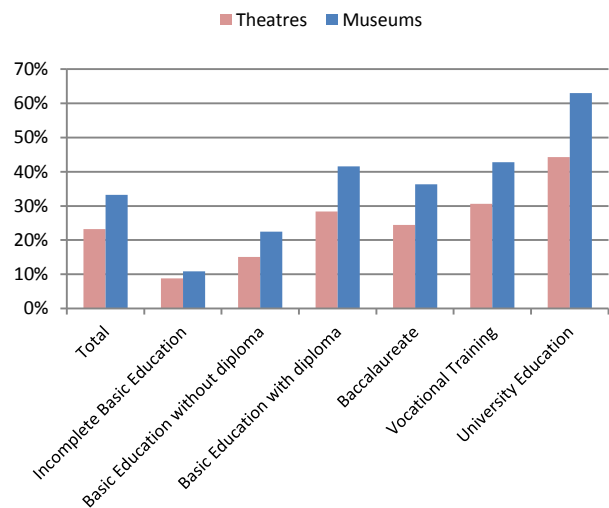
The unemployment rate reaches 26.8% for all young people aged 25 to 34, and we also observe clear differences by education level: 46.3% for those with primary education or lower, 34.6% for with the level of lower secondary education, 25.9% for upper secondary Education, and 19.4% for tertiary education graduates.

With regard to the salaries and the level of education reached, the salaries of tertiary education graduates are higher than the average by 21.6%. At the other extreme we have the population with primary education and lower, whose salaries are 32.6% below the average.

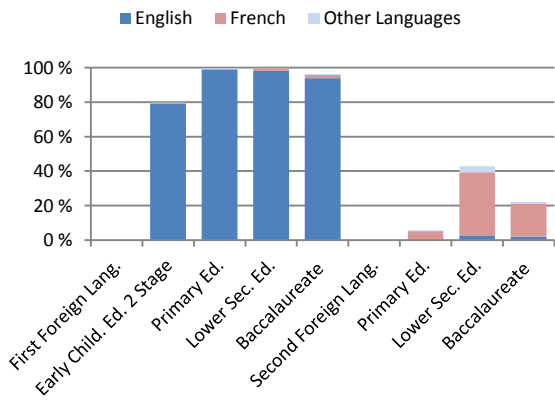
Also the level of education influences the cultural behaviour of the population, so in the past year 63% of university graduates have visited a museum and 44% have attended the theatre, descending gradually to 11% and 9% respectively for the population with primary education and lower.

*Information found in chapter D7: Long-term educational results.*

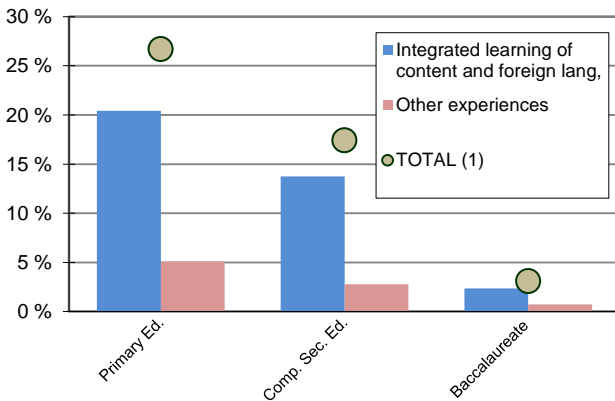
**Graph 9.4. Percentage of people who have attended a theatre or museums in the past year, by educational attainment. 2014-2015**



**Graph 10.1. Percentage of students enrolled who study a foreign language as a subject. 2013-2014**

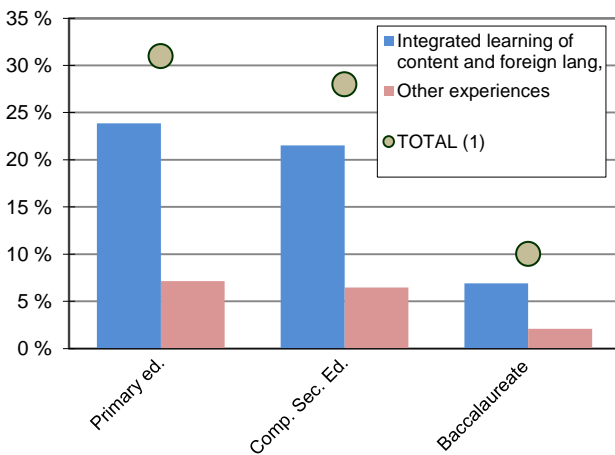


**Graph 10.2. Percentage of students who participate in experiences which use a foreign language as a teaching language. 2013-2014**



(1) Total also includes percentage of students enrolled in foreign centers.

**Graph 10.3. Percentage of institutions with experiences which use a foreign language as a teaching language. 2013-2014**



## 10. Foreign language learning

In the 2013-2014 school year, 79.9% of students in the 2nd cycle of Early Childhood education have contact with a foreign language, and the study of a foreign language becomes widespread in Primary Education with 99.6%. The English language is studied by virtually all students as a first language. 42.9% of students in Compulsory Secondary Education and 22.1% of the Baccalaureate study a second foreign language, mostly French.

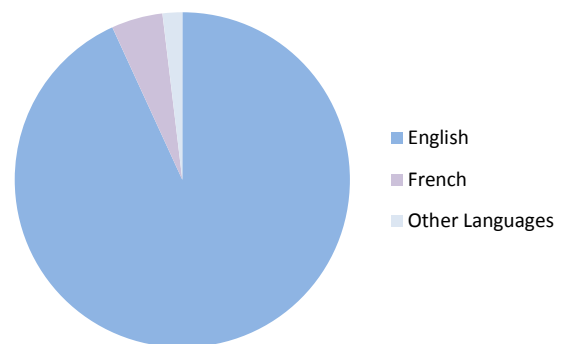
26.7% of students in Primary Education participate in some type of educational experience using a foreign language as the teaching language, with 20.4% who do so on integrated content and language learning programmes, 5.1% in other experiences and the remaining 1.2% in foreign institutions. In Compulsory Secondary Education 17.4% of the students participate in these experiences, with 13.7% who do so in integrated content and language learning programmes.

31.0% of schools providing Primary Education have some experience of using a foreign language as a teaching language, and 28.0% of those teaching compulsory secondary education. The integrated content and language learning programmes are taught in 23.8% of Primary schools and 21.5% of Compulsory Secondary Education schools.

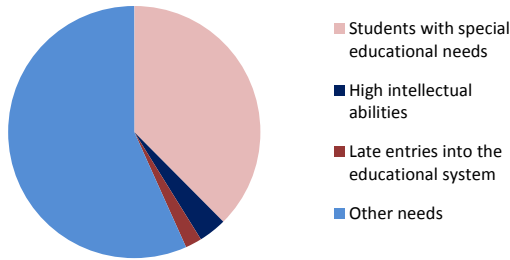
English is the language most commonly used as a teaching language in the different experiences, representing 93.2% of students from these experiences, followed a long way behind by the French language with 5.0%.

*Information found in chapters E2. Foreign language learning and E3. Study of foreign languages as a subject.*

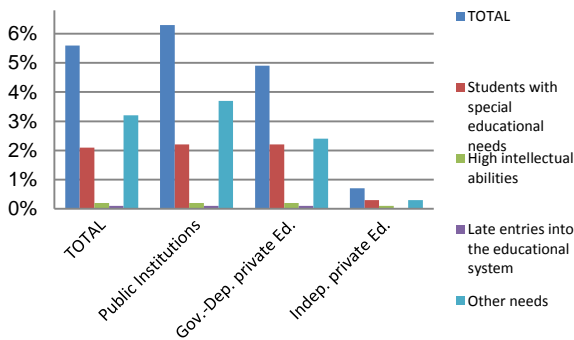
**Graph 10.4. Distribution by language of the students who participate in experiences which use a foreign language as a teaching language. 2013-2014**



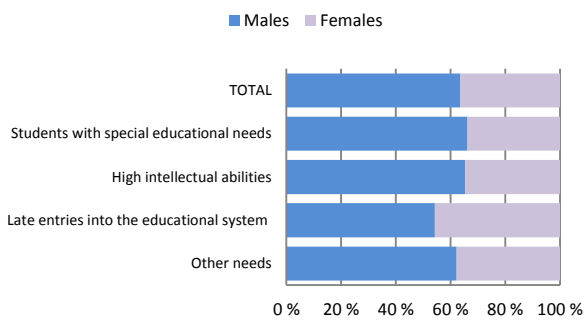
**Graph 11.1. Distribution of the students with specific need for educational support by type of needs. 2013-2014**



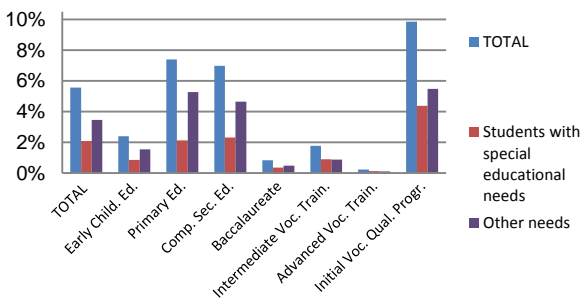
**Graph 11.2. Percentage of the students with specific need for educational support by ownership/financing. 2013-2014**



**Graph 11.3. Percentage distribution of the students with specific need for educational support by gender. 2013-2014**



**Graph 11.4. Percentage of the students with specific need for educational support by level of education. 2013-2014**



## 11. Students with specific need for educational support

In the 2013-2014 school year the total number of students with the need for specific educational support receiving non-standard educational attention amounts to 439,665, representing 5.6% of all students. Of these, 165,101 (37.6%) receive it because of special educational needs associated with disability or serious disorder; 15,876 (3.6%) because of high intellectual abilities; 9,232 (2.1%) because of late integration into the educational system and 249,456 (56.7%) because of other needs.

These students represent 6.3% of the total in public schools and 4.9% in government-dependent private education, with only 0.7% in independent private education.

The gender distribution is uneven: 63.6% of men and 36.4% of women (6.8% and 4.2% respectively over the total number of students of each sex).

Students who receive educational support are mainly found studying the stages of basic education, representing 7.4% of students in Primary Education, 7.0% in compulsory secondary education and 9.9% in standard Initial Vocational Training programmes. In addition there would also be the specific offers for students with special educational needs (Special Education).

Considering the students with special educational needs, 79.6% are integrated into standard schools, and considering the type of disability, the highest percentage of integration corresponds to visual impairment (96.1%) and the lowest percentage to multiple disabilities (39.1%).

*Information found in chapter D7: Students with specific need for educational support.*

**Graph 11.5. Percentage of the students with special educational needs by type of disability. 2013-2014**

