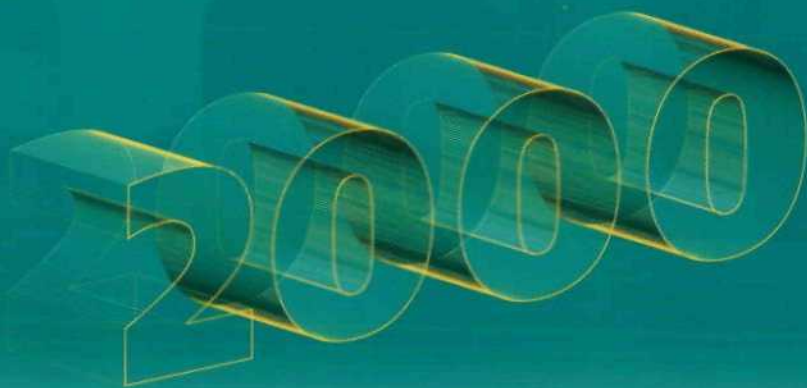


INSTITUTO NACIONAL DE CALIDAD Y EVALUACIÓN

National system of education indicators Synthesis



MINISTERIO
DE EDUCACIÓN,
CULTURA Y DEPORTE

**NATIONAL SYSTEM
OF EDUCATION
INDICATORS
2000
SYNTHESIS**

INCE

**NATIONAL SYSTEM
OF EDUCATION
INDICATORS
2000
SYNTHESIS**



MINISTERIO DE EDUCACIÓN, CULTURA Y DEPORTE
SECRETARÍA GENERAL DE EDUCACIÓN Y FORMACIÓN PROFESIONAL
Instituto Nacional de Calidad y Evaluación (INCE)
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Glossary of Abbreviations

BUP:	Bachillerato unificado polivalente (Unified secondary education).
CA:	Comunidad Autónoma.
VTP:	Vocational training programme (Ciclo formativo).
COU:	Curso de orientación universitaria (Pre-university course).
GD:	General Directorate (Dirección General).
EGB:	Educación general básica (General basic education).
ESO:	Educación secundaria obligatoria (Compulsory secondary education).
VT:	Vocational training.
INCE:	Instituto Nacional de Calidad y Evaluación (National Institute for Quality and Evaluation).
INE:	Instituto Nacional de Estadística (National Institute for Statistics).
INES:	OECD's international project of indicators of education systems.
LOGSE:	Ley Orgánica de Ordenación General del Sistema Educativo (General Law of Spanish Educational System).
MEC:	Ministerio de Educación y Cultura (Ministry of Education and Culture).
MEH:	Ministerio de Economía y Hacienda (Ministry of Economy and Exchequer).
OECD:	Organisation for Economic Co-operation and Development
GDP:	Gross Domestic Product.
IRS:	Internal regulations system.

Introduction

Article 62 of the General Law of Spanish Educational System (LOGSE) deals with the evaluation of the Education System, which is entrusted to the Instituto Nacional de Calidad y Evaluación (INCE).

So that the provisions of the LOGSE could be put into practice, on June the 18th, 1993, Royal Decree 928/1993, was passed. This is the regulation governing the INCE, which specifies in greater detail the role, composition and duties of its governing bodies and the principles on which its organisation is based. Within the main duties attributed to the INCE there is *"preparing a national system of indicators that allow the analysis of the degree of efficacy and efficiency of the Education System"* (article 3.3).

Co-ordinating the project, along with the Instituto Nacional de Calidad y Evaluación, the Oficina de Planificación y Estadística del Ministerio de Educación y Cultura, the Instituto Nacional de Estadística, the Vicesecretaría de Estudios del Consejo de Universidades and each of the Comunidades Autónomas with full powers in educational affairs are represented. The co-ordinating group has constituted several technical working groups to deal with explicit tasks within the framework of the project.

The functional reference framework on which indicators were selected and elaborated has been the outline: Context, Resources, Schooling, Processes and

Educational Achievement, which is similar to the one used by other indicators systems.

Organisation of indicators include the following components:

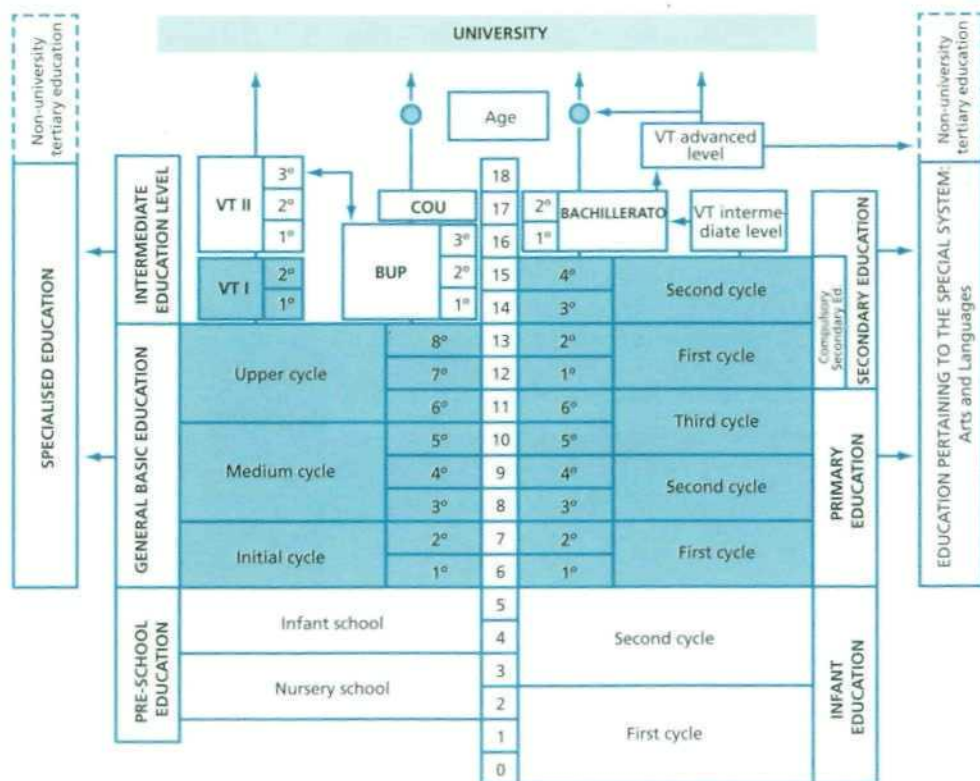
- a) Title:** of the indicator and, if necessary, of the sub-indicator.
- b) Definition:** Following the title, in precise, but understandable terms.
- c) Synthesis:** summary of the most significant information obtained through the indicator.
- d) Tables and charts:** numeric and chart representation of the resulting information, including the disaggregations done and the series built.
- e) Sources:** data origin.




During the reference period of time, the nineties, different education systems have coexisted at a non-university level: those regulated by the 1970 Ley General de Educación with the ones regulated by the 1990 LOGSE. For a correct understanding of the education indicators, this has to be taken into account.

The system of indicators has been published with the title "Sistema estatal de indicadores de la educación 2000. Instituto Nacional de Calidad y Evaluación", where each education indicator and its analysis is presented in detailed information. Because of its size and the

amount of information, it is convenient to offer an extract amount of information it provides that, without losing a global understanding of the basic information over the system as a whole, gives a more synthetic presentation; that is the objective of this booklet. For this, the most relevant data and texts have been extracted, to give a global view of the education indicators. Those are presented at a national level in the above mentioned publication, the reference point when looking for a more thorough or complete information than the one given in this booklet.

SPANISH EDUCATIONAL SYSTEM

LEY GENERAL DE EDUCACION
LGE (1970)GENERAL LAW
OF SPANISH EDUCATIONAL SYSTEM
LOGSE (1960)

-  University entrance exam
-  Compulsory education
-  Compulsory level for students not enrolled in BUP

RELATIVE SIZE OF THE SCHOOL AGE POPULATION

Number of people between 0 and 29 years of age of every 100 persons in the total population.

Population between 0 and 29 years of age represents 40.5% of the total Spanish 1996 population.

The Comunidades Autónomas with a major proportion of youth population are Ceuta and Melilla, Islas Canarias, Región de Murcia and Andalucía, and with less proportion, Principado de Asturias, Aragón, Castilla y León and La Rioja.

From 1986 to 1996, the larger part of the youth population has decreased 6.4 percentage points.

Chart: Percentage of youth population by Comunidad Autónoma and by age groups. 1996.

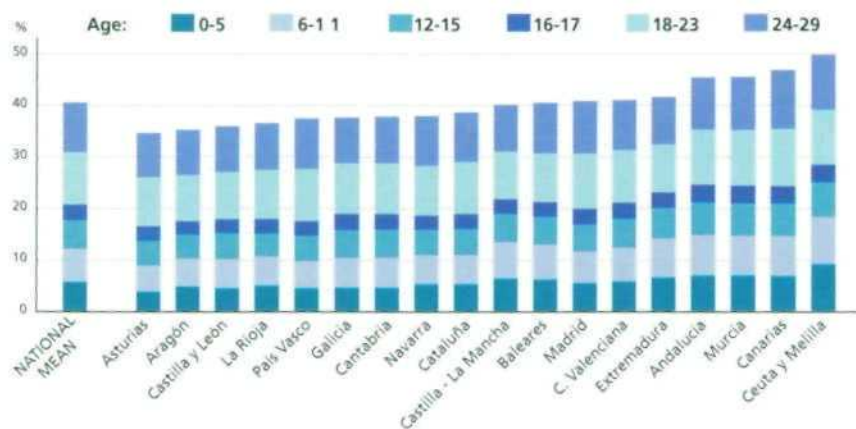


Table: Change in the percentage of the youth population by age group.

	Ages					
	0 - 29	0 - 5	6 - 11	12 - 17	18 - 23	24 - 29
Population register 1986	46,9	7,4	10,0	10,1	10,2	9,2
Census 1991	44,1	6,3	8,1	10,1	10,0	9,6
Population register 1996	40,5	5,7	6,5	8,4	10,1	9,8

GROSS DOMESTIC PRODUCT PER INHABITANT

Value of the Spanish Gross Domestic Product per person, expressed in thousands pesetas.

In 1996, the Spanish GDP per inhabitant was 1,873,500 pts. The Comunidades Autónomas with a higher GDP per inhabitant were Baleares, Comunidad de Madrid, Cataluña and Navarra, and the ones with a lower GDP per inhabitant were Extremadura, Andalucía and Galicia.

Between 1986 and 1996, Spanish GDP per inhabitant has more than doubled. The more intense growth occurred between 1986 and 1991.

Sources: Contabilidad Regional de España, 1986, 1991 y 1996. INE.

Chart: GDP per inhabitant and by Comunidad Autónoma. 1996.
(Thousand current pesetas).

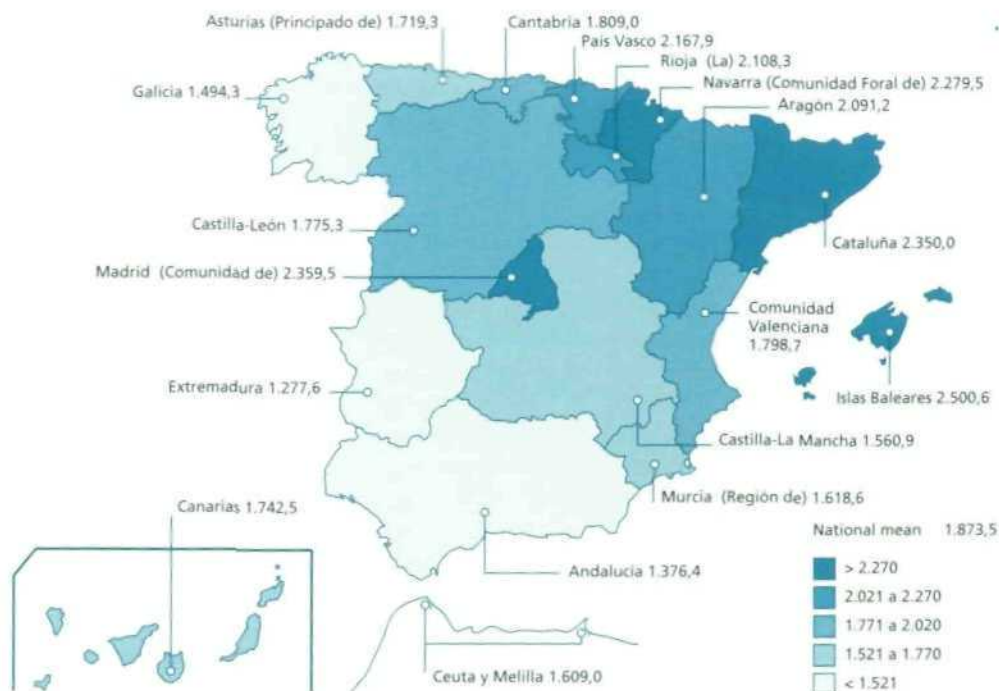


Table: Change in the GDP per inhabitant. (Thousand current pesetas).

	1986	1991	1996
National mean	838,8	1.411,3	1.873,5

RELATIONSHIP BETWEEN POPULATION AND ECONOMIC ACTIVITY

Percentage of the population from and above 16 years of age considered to be population outside the labour force and labour force population. Percentage of employed and unemployed people within the labour force population.

Half of the Spanish 1997 population is labour force, and about 39% is employed. Baleares, Navarra and Cataluña are the Comunidades Autónomas with a higher percentage of employed population.

Since 1987 to 1997, Spanish labour force has remained around 50% of the population.

Even though the rising trend of women incorporating to the labour force between 1987 and 1997, in that latter year about 6 out of 10 women were inactive.

The percentage of occupied men in 1997 remained nearly double than women's.

Chart: Relationship between population and economic activity, by Comunidades Autónomas. 1997.

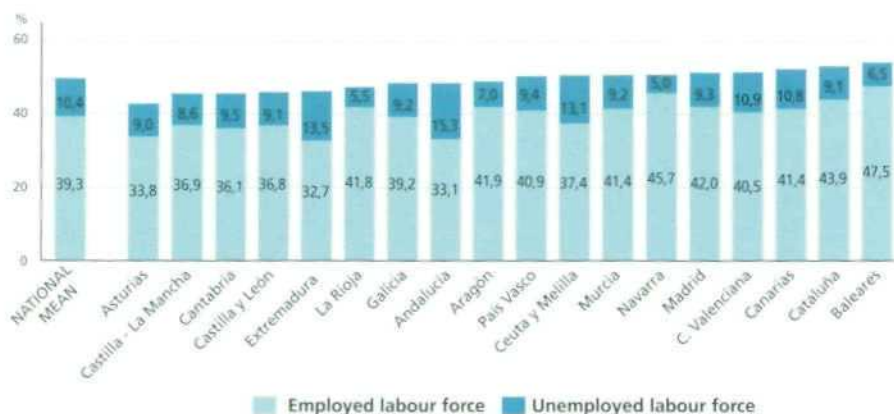


Table: Change in the size of population of 16 years of age and above related to the economic activity, by gender (Percentages).

	Total			Men			Women		
	1987	1991	1997	1987	1991	1997	1987	1991	1997
Employed labour force	38,8	41,2	39,3	56,3	58,0	52,6	22,5	25,6	26,8
Unemployed labour force	10,0	7,8	10,4	11,6	7,9	10,3	8,5	7,7	10,5

EDUCATIONAL ATTAINMENT OF THE ADULT POPULATION

Percentage of the population between 25 and 64 years of age that has completed a certain level of education.

In 1997 still nearly half of the Spanish adult population (25 to 64 years of age) had an educational level no higher than primary studies, even though approximately 19% had finished tertiary education. The Comunidades Autónomas with a higher proportion of population with tertiary education are País Vasco, Comunidad de Madrid and Navarra.

In 1997, men between 25 and 64 years of age, as a group, continued having a higher educational level than women, although *in the younger age group, 25 to 34 years, women are shown to have a higher educational level.* The educational level of the population has considerably increased between 1987 and 1997, mainly within the younger generation.

Sources: Encuesta de Población Activa, 2º Trimestre, 1987, 1991 y 1997. INE. Compiled from micro-data, Universidad Carlos III.

Chart: Educational level of the adult population (25 to 64 years of age), by Comunidad Autónoma, 1997.

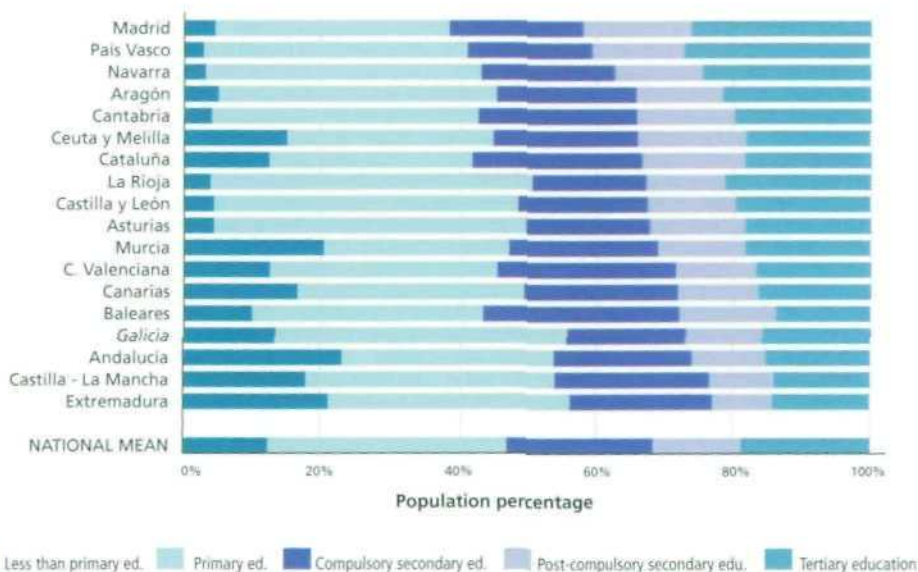


Table: Educational level of the adult population by age groups and gender, 1997. (Percentages).

	Aged 25-64		Aged 25-34	
	Men	Women	Men	Women
Less than primary education	10,5	14,1	2,7	2,4
Primary education	34,2	35,4	14,6	12,2
Compulsory secondary education	21,9	20,9	34,3	31,1
Post-compulsory secondary education	13,3	12,2	20,4	21,5
Tertiary education	20,1	17,4	28,0	32,8

Table: Change in the educational level of the adult population by age groups. (Percentages).

	Aged 25-64			Aged 25-34		
	1987	1991	1997	1987	1991	1997
Less than primary education	19,8	18,5	12,3	5,8	4,0	2,5
Primary education	53,3	45,3	34,8	39,8	26,9	13,5
Compulsory secondary education	10,5	14,6	21,4	22,1	28,9	32,8
Post-compulsory secondary education	6,7	9,4	12,8	13,7	18,3	20,9
Tertiary education	9,8	12,3	18,8	18,6	21,9	30,3

EXPECTATIONS OF MAXIMUM LEVEL OF STUDIES

Percentage of parents who expect their children to reach certain levels of educational attainment.

More than two out of three parents hope their children attain a university degree.

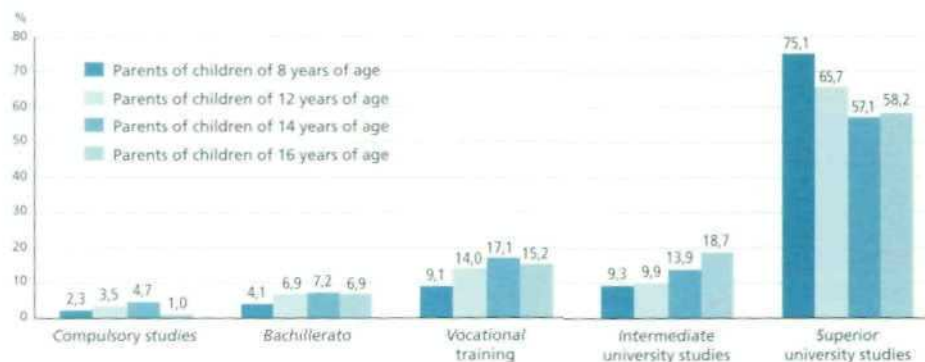
The higher the level of the parents' educational attainment, the greater the level they expect for their children. Expectations of university studies for students is shown by, 10 out of 10 parents, if they have this educational level, between 8-9 parents, if their educational level is bachillerato or vocational training, between 5-7 if they finished or dropped out primary studies before finishing, and between 3-4 parents if they do not have studies.

The proportion of parents with high educational expectations for their children usually decreases as the student's age increases. Parents of students in the age of primary education have a higher expectation level than parents of students in the age of compulsory secondary education.

Sources: Family and student questionnaires from the following studies:

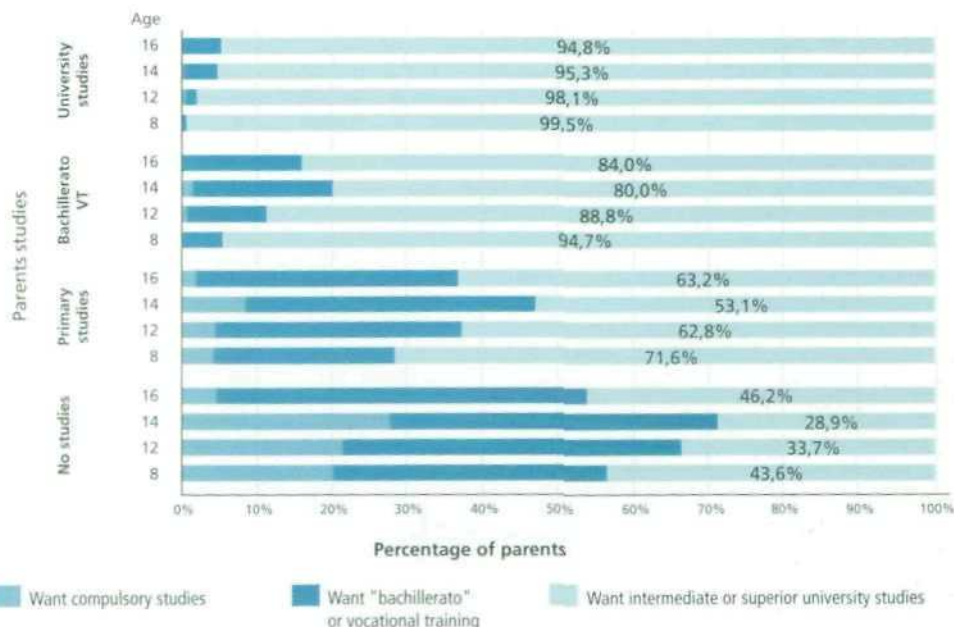
- Evaluación de la educación primaria. INCE. 1995.
- Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE. 1997.

Chart: Parents expectations of maximum level of educational attainment for their children, 1995 and 1997.



What is the maximum level of studies you want for your child?

Chart: Parents expectations by their level of educational attainment.



EDUCATIONAL EXPENDITURE RELATIVE TO GROSS DOMESTIC PRODUCT

Percentage of the Gross Domestic Product (GDP) allocated to education.

In 1996, the total expenditure on education was a 6.2% of the GDP. 5% of GDP is allocated to public expenditure and 1.4% to private expenditure⁽¹⁾.

The percentage of GDP allocated to the public expenditure in education at national level is around 1.7%, the one allocated to the Autonomous Administrations is about 2.9%, and the one to the Local Administrations is around 0.2%.

Between 1992 and 1996, the percentage of the GDP allocated to total expenditure on education has remained stable around 6%.

⁽¹⁾ Total expenditure is consolidated by eliminating transfers between public and private, so that, the percentage of GDP corresponding to total expenditure on education (6.2%) is not exactly the addition of the percentage of GDP allocated to public expenditure on education (5%) plus that allocated to private expenditure on education (1.4%).

Sources:

- Estadística del Gasto Público en Educación, Presupuesto Liquidado, 1992 a 1996. Oficina de Planificación y Estadística del MEC.
- Gasto Privado, 1992 a 1996. INE.
- GDP: Contabilidad Nacional de España, 1992 a 1996. INE.

Chart: Percentage of the GDP allocated to education and its change.

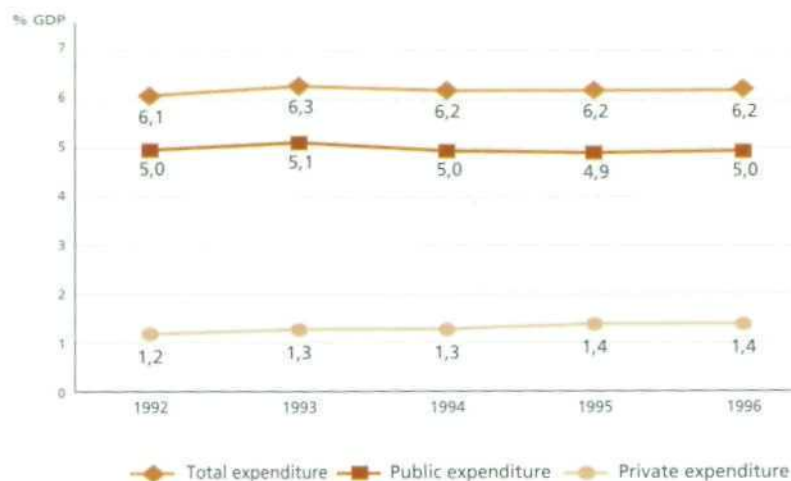


Table: Change in the public expenditure relative to GDP by administration level. (Percentages).

	1992	1993	1994	1995	1996
Central Administration	2,0	2,0	1,9	1,9	1,7
Autonomous Administrations	2,6	2,7	2,6	2,6	2,9
Local Administration	0,3	0,2	0,3	0,2	0,2
Others	0,1	0,2	0,2	0,2	0,2

PUBLIC EXPENDITURE ON EDUCATION

Percentage of the public expenditure allocated to education.

In 1996, the total expenditure devoted to education represents 9.3% of the total public expenditure, 3% of which corresponds to the Central Administration, 5.5% to the Autonomous Administration and 0.4% to the Local Administration.

Nearly 85% of public expenditure on education is devoted to teaching activities, of which infant and primary education (around 32%), followed by secondary education, vocational training and education pertaining to the special system (around 27%), and university education (around 16%) are the areas with the biggest investment.

14.8% of the total current expenditure Education Administrations, excluding university education, is devoted to funding private schools.

Sources:

- Estadística del Gasto Público en Educación, Presupuesto Liquidado, 1992 a 1996. Oficina de Planificación y Estadística del MEC.
- Gasto Público Total, 1992 a 1996. DG de Coordinación con las Haciendas Territoriales del MEH.

Chart: Percentage of the public expenditure allocated to education and its change.



Table: Change in the public expenditure on education. (Percentages).

	1992	1996
Total	85,9	84,9
Infant ed. and primary ed./EGB	34,8	32,1
Secondary ed., VT and ed. pert. to the special s.	25,8	27,2
University education	14,4	16,1
Special education	1,8	1,7
Other education	2,9	2,4
In-service training	5,1	4,4
Other teaching activities	1,1	1,1

Table: Change in the percentage of the current expenditure of the educational administrations allocated to funding private schools, excluding university education.

	1992	1993	1994	1995	1996
Total current expenditure devoted to funding private schools	14,5%	16,2%	15,2%	15,2%	14,8%

EDUCATIONAL EXPENDITURE PER STUDENT

Average expenditure per student in thousands of pesetas.

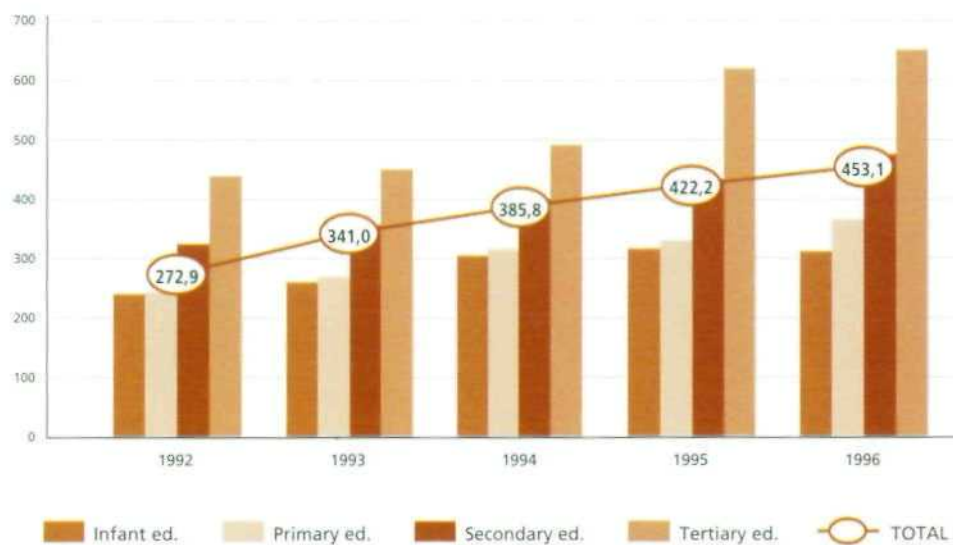
In 1996, the average expenditure per student is 453,100 pesetas. Tertiary education is the educational level with the highest average expenditure per student, followed by secondary education, primary education and finally infant education.

Between 1992 and 1996, the average expenditure per student has increased about 66%, infant education being the educational level which has increased less.

Sources:

- Estadística del Gasto Público en Educación, Presupuesto Liquidado, 1992 a 1996. Oficina de Planificación y Estadística. MEC.
- Gasto Privado, 1992 a 1996. INE.

Chart: Change in the average expenditure per student by level of education. (Thousands of current pesetas).



PROPORTION OF THE LABOUR FORCE EMPLOYED IN TEACHING

Percentage of the employed labour force working as teachers.

In the school year 1996-97, of every 100 employed people, nearly 5 are working as teachers. The major proportion of employed labour force working as teachers are in the Comunidades Autónomas of Extremadura and Andalucía. Nearly 58% of teachers are women, although the percentage in different educational levels differs a lot. In pre-primary education, approximately 92% of the teachers are women, while in university education, women represent only around 33% of the teaching staff.

Between 1986-87 and 1996-97, the education levels where the teaching staff has increased more are, in the following order, specially regulated education, university education, secondary education / vocational training and pre-primary education.

Sources:

- Teaching: Estadística de la Enseñanza en España niveles no universitarios, 1986-87, 1991-92 y 1996-97, Oficina de Planificación y Estadística del MEC; Estadística de la Enseñanza Universitaria, 1986-87, 1991-92 y 1996-97, INE.
- Labour force data: Encuesta de Población Activa-2º Trimestre, 1997. INE.

Chart: Percentage of the employed labour force working as teachers, by Comunidad Autónoma. School year 1996-97.

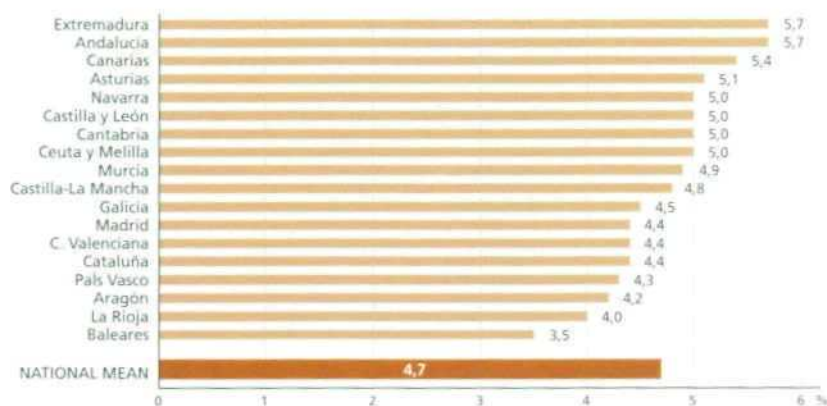


Table: Change in the percentage of women working as teachers, by educational level.

	School year		
	86-87	91-92	96-97
Total	56,0	57,6	57,9
Pre-primary ed.	96,0	95,7	92,3
Primary ed./EGB	61,6	64,9	66,8
Secondary ed./VT	44,3	48,7	51,3
Special ed.	70,8	71,0	77,5
University ed.	27,7	30,8	32,6
Ed. Pertaining to the special system	45,6	49,3	48,7

Table: Change in the teaching staff by educational level. (School year 1986-87 = 100%).

	School year		
	86-87	91-92	96-97
Total	100	118,8	130,4
Pre-primary ed.	100	112,0	155,7
Primary ed./EGB	100	105,2	84,0
Secondary ed./VT	100	132,3	181,2
Special ed.	100	95,8	105,1
University ed.	100	144,0	181,9
Ed. Pertaining to the special system	100	191,3	219,9

STUDENTS PER GROUP AND PER TEACHER

Rc5.1. Students per educational group

Average number of students, by educational group in non-university education.

The educational levels with an average number of students of more than 25 per group in the school-year 1996-97 are, compulsory secondary education, BUP and COU/experimental bachillerato, LOGSE bachillerato and vocational training medium and high levels.

All new LOGSE's educational levels have a lower average number of students per group than they had in the previous education system.

The smallest average number of students per group in compulsory education, is in the País Vasco: about 19 in primary education/EGB, and nearly 25 in compulsory secondary education.

In the school year 1996-97, the average number of students per group in private schools was higher than that of the public ones at all educational levels, except in BUP and COU/experimental bachillerato and in the advanced vocational training/vocational modules level III.

Between the school years 1986-87 and 1996-97, the average number of students per group has decreased approximately by 7 in pre-primary education, primary education/EGB, and about 2 in special education.

The differences between the average number of students per group in private and public schools tend to be reduced.

Sources: Estadística de la Enseñanza en España niveles no universitarios, 1986-87, 1991-92 y 1996-97. Oficina de Planificación y Estadística del MEC.

Chart: Average number of students per educational group in non-university levels, by type of school. 1996-1997 census.



Chart: Average number of students per educational group in compulsory education, by Comunidad Autónoma. 1996-97 census.

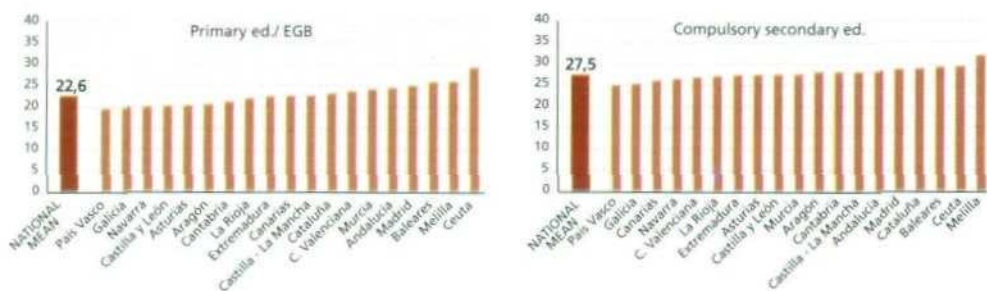


Table: Change in the average number of students per educational group by type of school.

		Schools		
		All	Public	Private
Pre-primary education	1986-87	27,6	26,2	30,3
	1991-92	23,5	21,8	26,9
	1996-97	21,0	20,5	22,1
Primary ed./ EGB	1986-87	29,9	27,5	35,7
	1991-92	25,9	23,6	31,8
	1996-97	22,6	20,9	26,7
Special education	1986-87	8,9	8,4	9,5
	1991-92	7,5	6,6	8,6
	1996-97	6,7	6,1	7,5

STUDENTS PER GROUP AND PER TEACHER

Rc5.2. Students per teacher

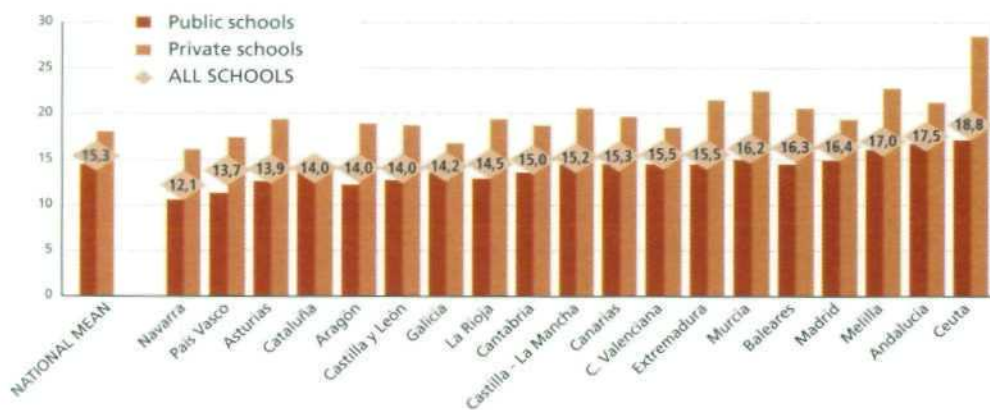
Average number of students per teacher in non-university education.

In the school-year 1996-97, the average number of students per teacher at non-university levels is around 15. Generally, private schools have about 4 students more per teacher than the public ones.

Navarra is the Comunidad Autónoma with a lower average number of students per teacher, around 12; and Ceuta has the biggest, around 19.

Sources: Estadística de la Enseñanza en España niveles no universitarios, 1996-97. Oficina de Planificación y Estadística del MEC.

Chart: Average number of students in non-university education per teacher, by Comunidad Autónoma and by type of school. School year 1996-97.



PARTICIPATION IN EDUCATION AT EACH EDUCATIONAL LEVEL

Number of students enrolled in the different educational levels for every 100 people of the population between 3 and 29 years of age.

In the school year 1996-97 schooling of Spanish population between 3 and 29 years of age is about 64%. Approximately 7% are enrolled in pre-primary education and 26% in primary education/EGB/first cycle of compulsory secondary education.

Taking into account all educational levels, Castilla y León, Comunidad de Madrid, Principado de Asturias, Aragón, País Vasco and Islas Canarias have an enrolment rate above the national mean.

Between the school years 1986-87 and 1996-97, enrolment has increased by around 5%. In that ten year period, enrolment rates have nearly doubled in university education.

8% of students in pre-primary education, 31% of those in primary education/EGB/first cycle of compulsory secondary education and 11% of secondary education and vocational training are financed with public funds in government dependent private schools.

90% of students in university education are in public institutions.

Pre-primary education is the educational level with a higher rate of students in government independent private schools, and the largest rate of students in government dependent private schools are in primary education/EGB/first cycle of compulsory secondary education.

Sources:

- Students: Estadística de la Enseñanza en España niveles no universitarios, 1986-87, 1991-92 y 1996-97, Oficina de Planificación y Estadística del MEC; Estadística de la Enseñanza Universitaria, 1986-87, 1991-92 y 1996-97, INE; Other sources.
- Population: Proyecciones de Población del INE (Based on Censo de Población 1991).

Chart: Students enrolled by every 100 people of the population between 3 and 29 years of age. School year 1996-97.

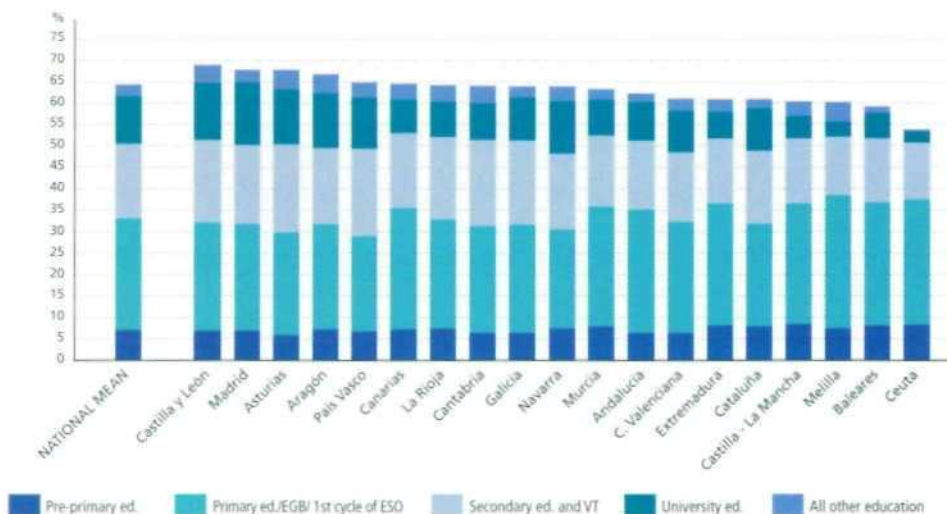


Table: Change enrolment rates by every 100 people between 3 and 29 years of age, by educational level and time series.

	All education	Pre-primary ed.	Primary ed./EGB/ 1st cycle of ESO	Secondary ed. and VT	University ed.	All other education
1986-87	59,0	6,4	33,6	12,2	5,9	0,9
1991-92	61,9	6,5	29,5	15,9	8,2	1,8
1996-97	64,4	7,2	26,1	17,4	11,1	2,7

Table: Students enrolment by type of school financing and by educational level. (Percentages).

	Pre-primary ed.	Primary ed./EGB/ 1st cycle of ESO	Secondary and VT	University ed.
Public schools	67,6	66,2	75,1	89,6
Government dependent private schools	8,0	30,5	10,9	-
Government independent private schools	24,4	3,3	14,0	10,4

PARTICIPATION IN EDUCATION AND POPULATION

E2.1. Participation in education between the ages of 0 and 29

Number of students (in thousands) enrolled at any educational level and not enrolled in each of the ages between 0 to 29. Ratio of students in the age group considered to total population in that age (net rate).

In the school year 1996-97, there is an inverted population pyramid at school enrolment ages between 0 and 29. Thus, in the typical ages of infant education, population does not reach 400,000 people at each year of age, in primary education it is around this figure, in compulsory secondary education they are around 500,000, in post-compulsory secondary education they are more than 575,000 and in the ages of tertiary education, population at every age is more than 600,000 people.

In absolute figures, always referring to each year of age, the greatest number of enrolled people, around 500,000, corresponds to ages from 12 to 15, they are followed by around 450,000 students with ages between 6 to 11 and 16 to 18; between 347,000 and 400,000 students are 4 and 5 years old and 19 and 20 years old; between 132,000 and 288,000 are the 3 year old and 21 to 24 year old students; the smallest number of enrolled people corresponds to students between 0 and 2 years of age and of 25 to 29 years of age, which is less than 100,000 people.

In the school year 1996-97, enrolment rates between 0 and 29 years of age in descending order are: 100% in ages between 4 to 14; between 94% and 75% in ages between 15 to 17; between 65% and 50% at the ages of 3, 18, 19 and 20; between 44% and 25% at the ages between 21 to 23; between 20% and 10% at the ages of 2, 24 and 25; lastly, enrolment rates lower than 10% correspond to 0 to 1 and 26 to 29 years old students.

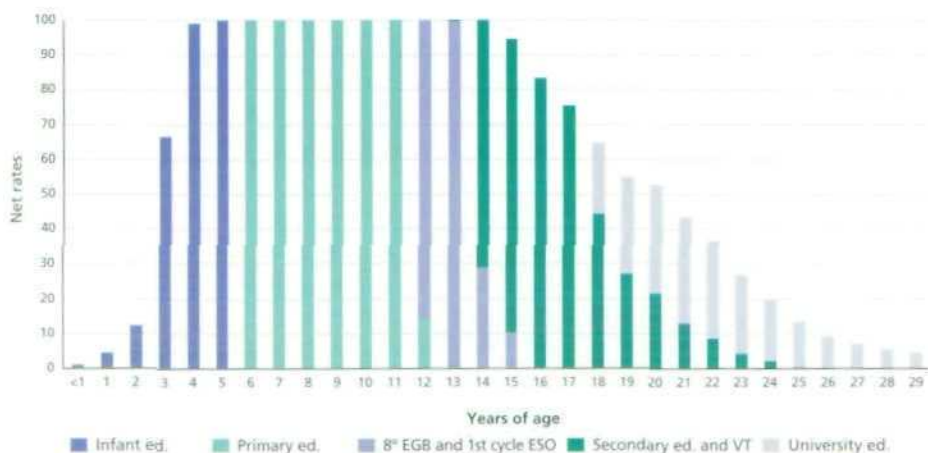
Sources:

- Students: Estadística de la Enseñanza en España niveles no universitarios, 1996-97, Oficina de Planificación y Estadística del MEC; Estadística de la Enseñanza Universitaria, 1996-97, INE. Other sources.
- Population: Proyecciones de Población del INE (Based on Censo de Población 1991).

Chart: Population and enrolment rates by gender and educational levels, School-year 1996-97. (Thousands).



Chart: National enrolment rates by age and educational level. School year 1996-97.



PARTICIPATION IN EDUCATION AND POPULATION

E2.2. School expectancy at the age of 6

Average number of years that a 6 year-old child can expect to be enrolled in the education system, including university education.

A child of 6 years of age, enrolled in the education system in the school year 1996-97, has a school expectancy of 15 years, which means just over 2 years of enrolment more than a student in the school year 1986-87.

In the school-year 1996-97, women's school expectancy is up to 0.6 years longer than men's.

The Comunidades Autónomas with a higher average number of school enrolment years, above the national mean, are: Comunidad de Madrid, Castilla y León, Principado de Asturias, País Vasco, Aragón and Navarra.

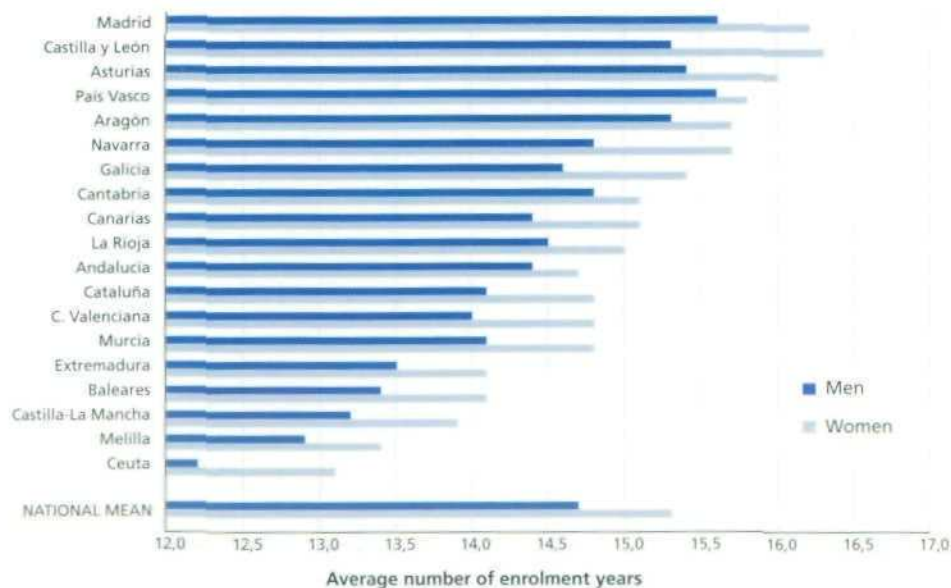
Sources:

- Students: Estadística de la Enseñanza en España niveles no universitarios, 1986-87, 1991-92 y 1996-97, Oficina de Planificación y Estadística del MEC; Estadística de la Enseñanza Universitaria, 1986-87, 1991-92 y 1996-97, INE; Other sources.
- Population: Proyecciones de Población INE (Based on Censo de Población 1991).

Table: Trends in school expectancy at 6 years of age in education pertaining to the general system. (Average number of enrolment years)

	1986-87	1991-92	1996-97
Both genders	12,9	14,0	15,0
Men	12,9	13,8	14,7
Women	12,9	14,2	15,3

Chart: School expectancy at 6 years of age in education pertaining to the general system, by gender and Comunidad Autónoma. School year 1996-97



TRENDS IN ENROLMENT RATES AT AGES OF NON COMPULSORY LEVELS

E3.1. Infant education

Change in the net enrolment rates of 3 to 5 year-olds and in the average number of years of enrolment in infant education.

Between the school years 1986-87 and 1996-97, schooling in infant education, at the age of 3, has increased four fold, reaching a net enrolment rate of nearly 67%.

During the same period, the net enrolment rate at the age of 4, has risen from 86% to 99%, and in 5 year-old students it has remained at 100%.

In the school year 1996-97, the average enrolment in infant education is around 3 years, nearly 1 year more than 10 years before.

The longest average enrolment in infant education, 3.7 years, corresponds to Cataluña, and the shortest, 2 years, to Melilla.

Sources:

- Students: Estadística de la Enseñanza en España niveles no universitarios, 1986-87, 1991-92 y 1996-97, Oficina de Planificación y Estadística del MEC.
- Population: Proyecciones de Población INE (Based on Censo de Población 1991).

Chart: Trend in enrolment rates in infant education.

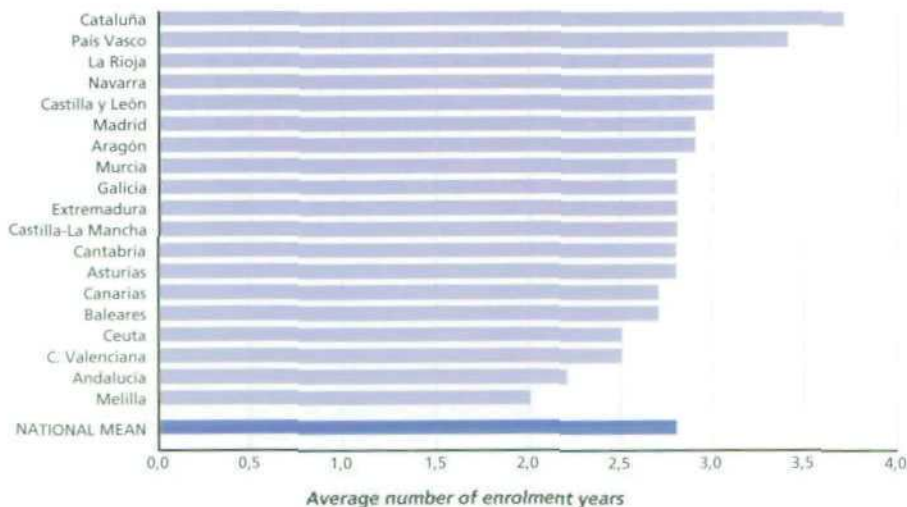
Net Rates

	3 years			4 years			5 years		
	86-87	91-92	96-97	86-87	91-92	96-97	86-87	91-92	96-97
Both genders	16,7	38,5	66,7	86,4	97,2	99,1	100	100	100
Boys	16,2	37,9	65,9	84,3	96,9	98,5	100	100	100
Girls	17,2	39,1	67,6	88,7	97,5	99,8	100	100	100

Average years of enrolment between 0 to 5 years of age.

	86-87	91-92	96-97
Both genders	2,1	2,5	2,8
Boys	2,0	2,4	2,8
Girls	2,1	2,5	2,9

Chart: Average enrolment in infant education (0-5 years of age interval), both genders, by Comunidad Autónoma. School year 1996-97.



TRENDS IN ENROLMENT RATES AT AGES OF NON COMPULSORY LEVELS

E3.2. Post-compulsory secondary education

Changes in net enrolment rates of typical ages in post-compulsory secondary education (14 to 19 years of age).

Between the school years 1986-87 and 1996-97 there is an increasing trend in net enrolment rates of typical ages in post-compulsory secondary education (14 to 19 years of age), with a higher increase in women's rates of enrolment as compared to men's.

In the school year 1986-87, the Comunidades Autónomas with a higher percentage of enrolment in post-compulsory secondary education are, at 16 years of age, País Vasco, Asturias and Castilla y León, and at 17 years of age, País Vasco, Asturias and La Rioja.

Sources:

- Students: Estadística de la Enseñanza en España niveles no universitarios, 1986-87, 1991-92 y 1996-97, Oficina de Planificación y Estadística del MEC; Estadística de la Enseñanza Universitaria, 1986-87, 1991-92 y 1996-97, INE; Other sources.
- Population: Proyecciones de Población INE (Based on Censo de Población 1991).

Chart: Change in net enrolment rates at 14 to 19 years of age, by gender.

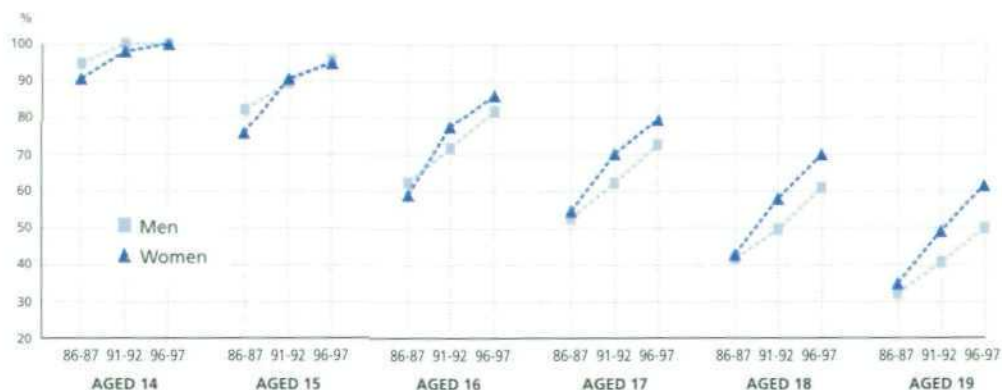
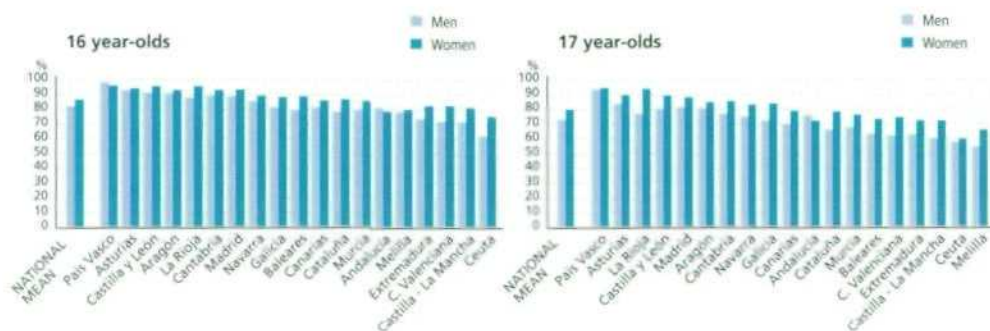


Chart: Net enrolment rates at 16 and 17 years of age, by Comunidad Autónoma and gender. School-year 1996-97.



TRENDS IN ENROLMENT RATES AT AGES OF NON COMPULSORY LEVELS

E3.3. University education

Changes in participation in education net enrolment rates at 18 to 25 years of age, at levels of university education.

The increase in net university enrolment rates between the academic-years 1986-87 and 1996-97 was 6 percent at 18 and 25 years of age, and 12 percent at 20 and 21 years of age.

In the academic year 1986-87, men and women's net university enrolment rates were very similar between 18 and 22 years of age, nevertheless, 10 years later women's net rate surpasses men's considerably.

In the academic year 1996-97, women's net university enrolment rate surpasses men's between 18 and 24 years of age. Navarra, País Vasco, and Comunidad de Madrid are the Comunidades Autónomas with a higher proportion of 18 years-old population enrolled in university; these same Comunidades Autónomas, together with Aragón, Castilla y León and Asturias maintain this high proportion in university at 22 years of age.

Sources:

- Students: Estadística de la Enseñanza Universitaria, 1986-87, 1991-92 y 1996-97, INE.
- Population: Proyecciones de Población del INE (Based on Censo de Población 1991).

Chart: Change in net enrolment rates in university education.

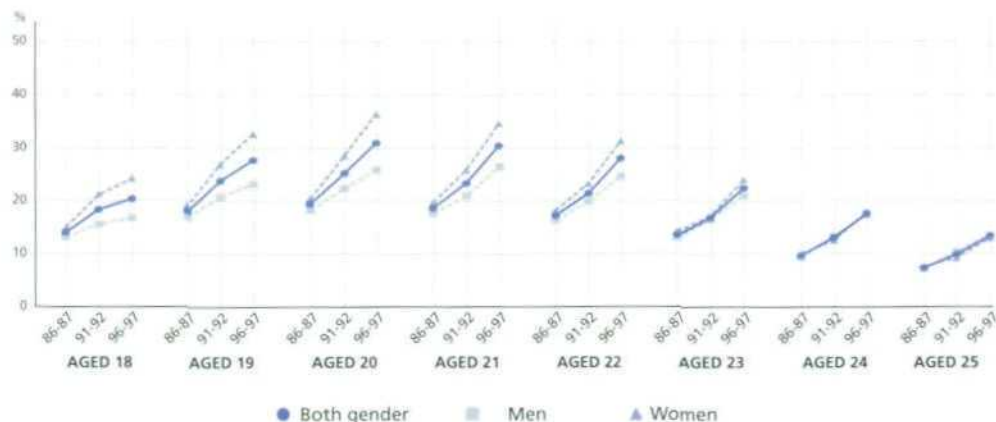


Table: Net enrolment rates at 18 to 25 years of age in university education. Academic year 1996-97.

	18 aged		22 aged		25 aged	
	Men	Women	Men	Women	Men	Women
NATIONAL MEAN	16,7	24,2	24,7	31,3	13,8	12,8
Andalucía	14,4	19,9	23,4	28,7	11,8	11,2
Aragón	21,0	31,0	30,7	36,7	14,9	12,5
Asturias (Principado de)	17,2	25,1	27,8	36,1	11,9	10,9
Baleares (Islas)	8,3	14,0	13,2	19,8	9,9	11,2
Canarias	11,5	16,9	16,9	20,8	11,1	10,9
Cantabria	14,8	18,1	21,1	22,2	12,4	9,9
Castilla y León	19,8	31,7	28,9	39,2	14,3	15,3
Castilla-La Mancha	9,5	15,8	12,7	16,4	5,5	4,8
Cataluña	14,1	20,4	21,6	26,0	11,7	11,4
Comunidad Valenciana	14,5	22,4	23,7	30,1	11,6	10,7
Extremadura	8,3	12,3	16,7	21,0	8,2	7,4
Galicia	15,0	24,1	23,1	31,7	8,9	8,1
Madrid (Comunidad de)	25,6	34,1	32,8	43,5	16,6	14,4
Murcia (Región de)	14,7	22,6	19,6	26,1	10,4	10,3
Navarra (Comunidad Foral de)	27,6	41,3	27,6	35,8	9,6	7,3
Pais Vasco	24,7	36,7	27,0	34,4	9,7	9,1
Rioja (La)	13,4	19,5	21,5	24,4	8,3	5,9
Ceuta	1,9	5,2	5,7	13,1	1,9	3,5
Melilla	0,8	3,3	9,3	12,7	7,0	8,6

ACCESS TO UNIVERSITY EDUCATION

Gross rate of population who passes the university entrance exam: ratio of students who pass the university entrance exam and the 18 year-old population in the year of reference.

Percentage distribution of new students in university education.

In 1996, the gross rate of population who passes the university entrance exam is 38%. Men's is around 32% and women's nearly 45%. País Vasco has the greatest rate, with 53%. Over 9 years, the above mentioned rate has increased around 14%, the women's rate being higher than the men's.

Of every 100 students who enrol for the first time in university, nearly half of them do it in the social sciences and laws, 22 in technical university studies, 11 in humanities, 8 in experimental sciences and 7 in health sciences.

57% of students enrol in long-cycle university studies and the rest in medium-cycle ones.

Sources:

- Students: Estadística de las Pruebas de Acceso a la Universidad, 1996, INE; Estadística de la Enseñanza Universitaria, 1986-87, 1991-92 y 1996-97, INE.
- Population: Proyecciones de Población INE (Based on Censo de Población 1991).

Chat: Gross rate of population who passes the university entrance exam, by gender and by Comunidad Autónoma. 1996.

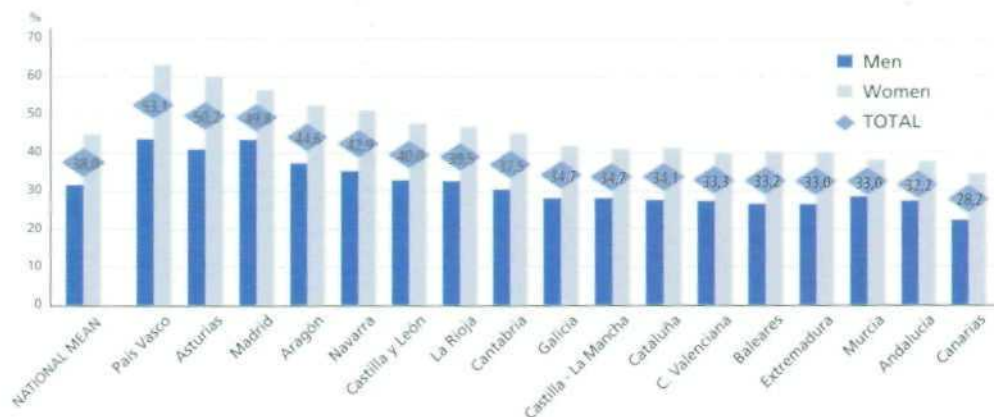


Table: Trend in gross rate of population who passes the university entrance exam by gender.

	1987	1992	1996
Total	23,6	30,7	38,0
Men	20,6	27,1	31,6
Women	26,7	34,4	44,8

Table: Percentage distribution of new students entering in the university, by gender. Academic year 1996-97.

	Area of studies					Cycle	
	Experimental sciences	Health sciences	Social sc. and laws sc.	Humanities	Technical studies	Medium	Long
Total	8,1	7,4	50,9	11,4	22,2	43,2	56,8
Men	8,3	4,2	42,4	9,3	35,8	43,7	56,3
Women	8,0	10,2	58,2	13,1	10,5	42,7	57,3

EDUCATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Number of students diagnosed because of their disabilities as students with special educational needs, to every thousand students in compulsory education and infant education. Percentage distribution in special schools and integrated in regular schools.

During the school year 1996-97, 21 out of 1000 students on average have special educational needs. Of those, 16 are integrated in regular schools, and the rest are in specific schools.

The Comunidades Autónomas with a higher proportion of students with special educational needs attending regular schools compared with those attending specific schools are, Cantabria, Extremadura and Región de Murcia.

Approximately 79% of students with special educational needs are in public schools; the largest part of these, 85%, are attending regular schools. The other 21% of students with special educational needs attend private schools, of which only 42% are integrated in regular schools.

There is a majority of students with multiple disabilities attending special schools, and a majority of students with motoric disabilities attending regular schools.

Sources: Estadística de la Enseñanza en España niveles no universitarios, 1996-97, Oficina de Planificación y Estadística del MEC.

Chart: Students with special educational needs to every 1000 students, by Comunidad Autónoma and type of school. School year 1996-97.

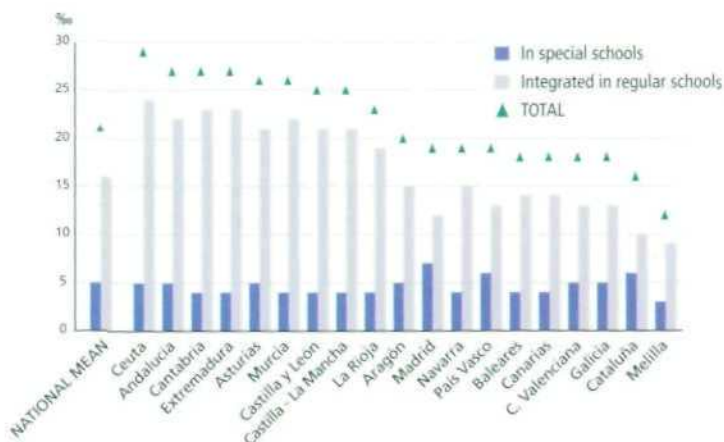


Table: Percentage distribution of students with special educational needs by type of school, and by public or private schools. School year 1996-97.

	Total	In special schools	Integrated in regular schools
Public schools	78,8	14,6	85,4
Private schools	21,2	58,5	41,5

Table: Percentage distribution of students with special educational needs by type of disability and type of school. School year 1996-97.

	Total	In special schools	Integrated in regular schools
Auditory	5,7	21,7	78,3
Motoric	6,6	8,4	91,6
Psychical disability	68,7	17,4	82,6
Visual	2,6	21,1	78,9
Autism and personality disorder	7,1	42,4	57,6
Multiple disability	9,3	62,6	37,4
Total	100	23,9	76,1

MANAGEMENT TASKS

P1.1. Management tasks in primary education schools

Average number of hours devoted to management tasks and their distribution in different aspects of the headteaching role: pedagogic leadership, administrative tasks, contacts with parents, professional development...

The profile of the headteacher of primary education is, according to their own opinions, the professional who, within the time devoted to management tasks, an average of 19 hours per week, spends more time in administrative activities, followed by pedagogical leadership activities.

Headteachers of private and large schools are the ones who state that they devote more effective time to tasks specifically related to the management of the school. In the internal distribution the headteachers make of the time each one dedicates to management tasks, it is seen that public school headteachers devote proportionally more time to administrative tasks than those in private schools, and inversely, the latter devote proportionally more time to pedagogical leadership.

Sources: Directors international survey about educational processes. INES World Education Indicators Programme (OECD). 1995.

Chart: Average weekly hours devoted to management tasks. 1995.

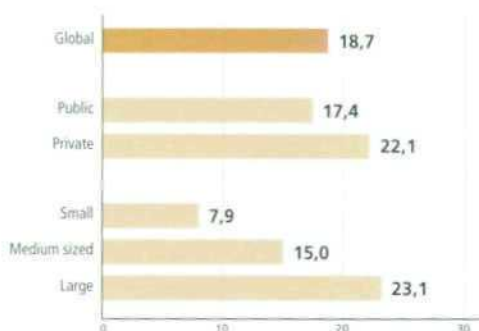


Chart: Percentage distribution of time devoted to management tasks. 1995.

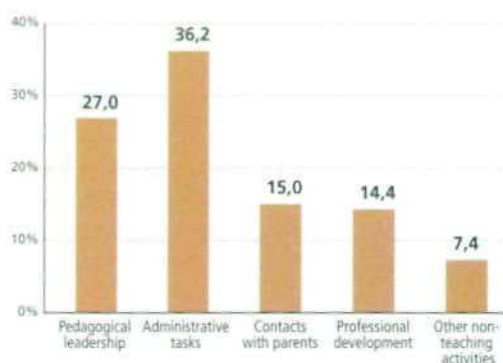


Table: Percentage distribution of time devoted to management tasks by size and type of school.

Management tasks	Schools			Schools	
	Small (8 hours)	Medium (15 hours)	Large (23 hours)	Public (17 hours)	Private (22 hours)
Pedagogical leadership	26,6%	25,0%	27,8%	24,4%	31,6%
Administrative tasks	32,1%	36,4%	36,6%	38,6%	31,8%
Contacts with parents	13,3%	15,1%	15,1%	14,6%	15,8%
Professional development	20,0%	16,2%	13,3%	14,5%	14,2%
Other non-teaching activities	8,0%	7,3%	7,1%	7,9%	6,6%

MANAGEMENT TASKS

P1.2. Management tasks in compulsory secondary education schools

Degree in which the headmaster or devotes time to specific management tasks, according to the opinion of the members of the school council.

School council estimate that the time spent in management activities by the headteacher of their schools is on average, between 4 and 4.5 on a five-point scale. They also estimate that the headteacher is devoted to management tasks in the following order: contact with higher level organisms, school climate or coexistence, administration and management of the school, relationship with the students' families and, lastly, pedagogical activities related to the teaching staff.

Headteachers of government dependent private schools are seen as devoting more time to management tasks than headteachers of public schools, mainly in activities related to the teaching staff: work groups, training procedures...

Sources: Questionnaire "La función directiva, la participación y la convivencia en los centros educativos" from the research: Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE. 1997.

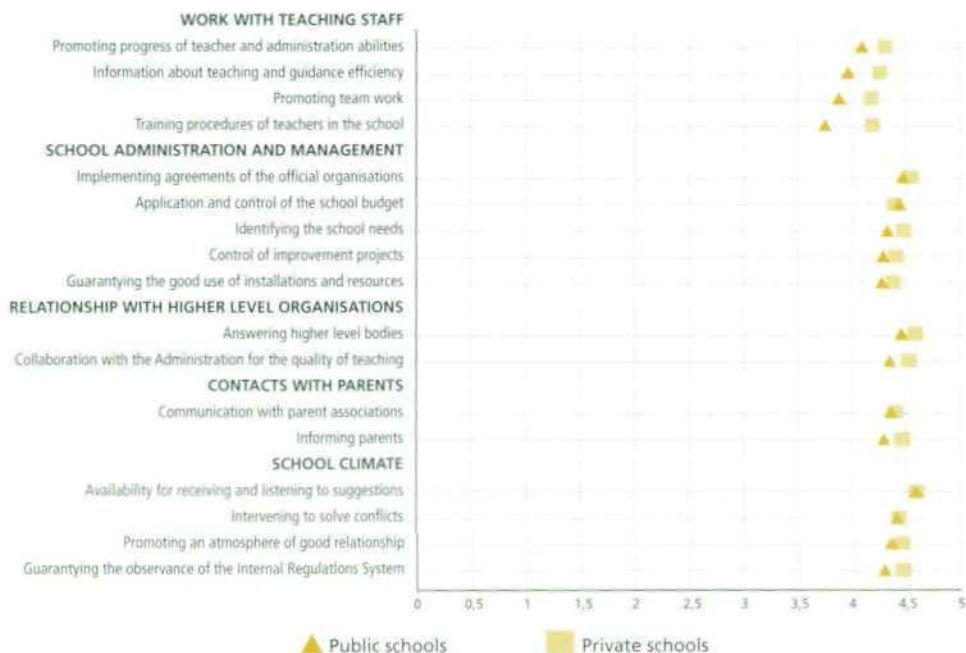
Table: School council average estimation of the management tasks, on a 5-point scale. 1997.

(Scale: 1 "nothing", 2 "a little", 3 "medium", 4 "quite a lot", 5 "a lot")

	Average
Work with teaching staff	4,02
School administration and management	4,38
Relationship with higher level organisms	4,44
Contacts with parents	4,37
School climate	4,44

Chart: Estimation of the management tasks by type of school.

(Scale: 1 "nothing", 2 "a little", 3 "medium", 4 "quite a lot", 5 "a lot")



PARENTAL PARTICIPATION IN SCHOOLS

P2.1. Parental participation in primary education schools

Management team's opinion about the percentage of parents taking part in different types of school activities and families evaluation about their own participation in some of these activities.

In 1995, in primary education schools, according to the headteachers, approximately two out of ten student's parents take part in complementary or non-curricular activities, such as trips, library, school feasts, and support activities; and only 2% of parents take part in the teaching-learning process.

Parental participation is more or less the same in public and private schools, except for the support activities of the schools maintenance, where the parents with children in private schools are more involved. In small schools, parents participate more than in medium sized or large ones, in complementary or non-curricular activities and in other support activities.

Students' parents do not think their participation in the school is important, as one or two out of three student's parents think their participation in the school is of very little or no importance.

Sources:

- Directors international survey about educational processes. INES World Education Indicators Programme (OECD). 1995.
- Family questionnaires from the research: Evaluación de la educación primaria. INCE. 1995.

Chart: Parental participation by school size. 1995. (Average percentage).

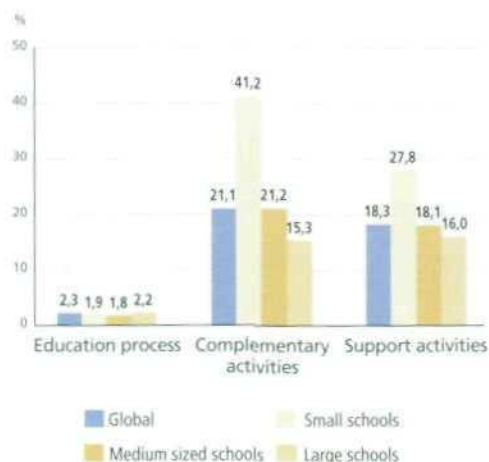


Chart: Parental participation by type of school. 1995. (Average percentage)

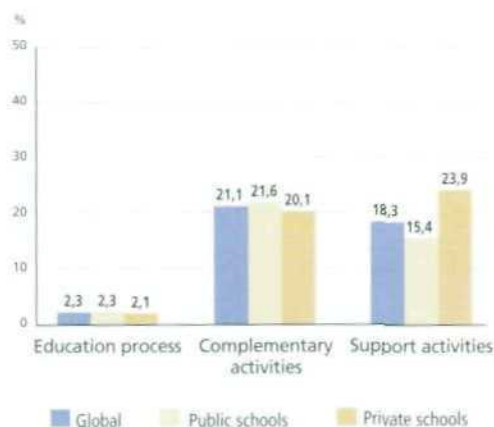


Table: Percentage of families that consider their participation in the school to be "null or very little".

School activities	Parents of children of	Null or very little
Helping in changes and improvements in the classroom	8 años	58,2%
	12 años	60,2%
Accompanying on school trips	8 años	42,9%
	12 años	54,3%
Collaborating with study matters	8 años	32,9%
	12 años	38,8%
Organising school trips	8 años	33,6%
	12 años	40,4%

PARENTAL PARTICIPATION IN SCHOOLS

P2.2. Membership of students' parents associations

Percentage of parents belonging to students' parents associations of the school.

According to parents, membership of students' parents associations is higher in families of compulsory secondary education students than in those of primary education, but parents belonging to these associations participate more in them in primary education ages than in compulsory secondary education ages.

In private schools, membership of students' parents associations is higher than in public ones, even though the participation is higher in public schools. In private schools the majority of parents only pay the membership fee.

Membership of parents' associations is lower in schools situated in less than 10,000 inhabitants towns.

Sources: Family questionnaires from the researches:

- Evaluación de la educación primaria. INCE 1995.
- Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE. 1997.

Table: Membership of parents' associations by type of school and size of municipality. 1995 and 1997.

	Parents of children aged			
	8 aged	12 aged	14 aged	16 aged
Total	60,0%	57,3%	68,5%	62,4%
Public schools	57,8%	55,0%	65,5%	57,9%
Private schools	62,9%	60,3%	73,4%	72,6%
Less than 10,000 inhabitants	59,8%	49,6%	67,2%	56,9%
More than 10,000 inhabitants	62,5%	60,9%	70,5%	65,7%

Chat: Participation in parents' associations by type of school. (Parents percentage).



TEACHERS' TEAMWORK

P3.1. Teachers' teamwork in primary education schools

Headteachers' opinions about the frequency teachers work as a team in some aspects of the school life.

According to headteachers in primary education schools in 1995, teachers of primary education co-operate and meet to work in a team more for planning and support activities, and less for analysis and reflection on educational practice.

Teachers in large schools meet with a significantly higher average frequency than teachers in medium sized or small schools, in general planning activities, and specially in class preparation, equipment, and curriculum planning. There is no significant statistical difference in the average frequency of teachers' meetings between public and private schools.

Sources: Directors international survey about educational processes. INES World Education Indicators Programme (OECD). 1995.

Chart: Average frequency of teachers' teamwork. 1995.

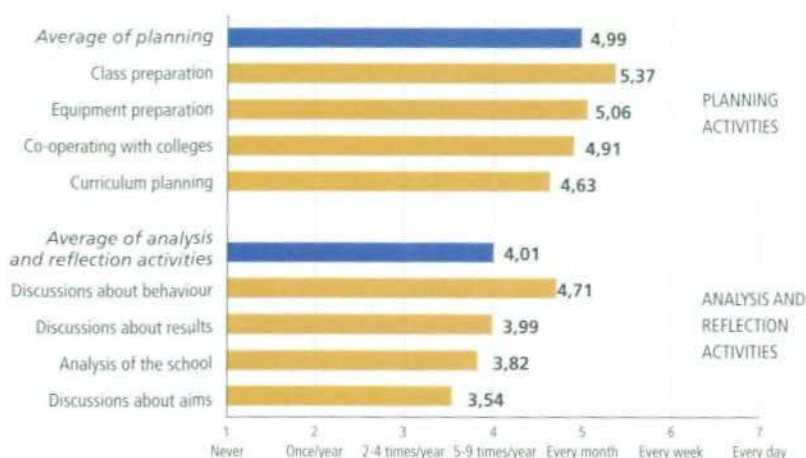


Table: Teachers' teamwork by type of activity, according to size and type of school.
(Scale: 1 "never", 2 "once a year", 3 "2-4 times per year", 4 "5-9 times per year", 5 "every month", 6 "every week", 7 "every day").

	Schools			Schools	
	Small	Medium	Large	Public	Private
Planning activities	4,53	4,82	5,19	5,01	4,92
Analysis and reflection activities	4,16	4,11	3,94	4,06	3,93

TEACHERS' TEAMWORK

P3.2. Teachers' teamwork in compulsory secondary education

Percentage of teachers who state they work in groups in different areas of the school life.

Between 6 and 7 out of 10 teachers teaching in compulsory secondary education in the school-year 1996-97, "habitually or always" work as a team in global activities of planning and analysing teaching task. A little more than 70% of teachers do it in specific activities like decision-making based on evaluation results, laying down guidelines to deal with future disciplinary problems, establishing evaluation criteria and discussing difficulties found in the teaching-learning process. In contrast, only 30% of teachers state working in group with their colleagues for class preparation and their didactic development.

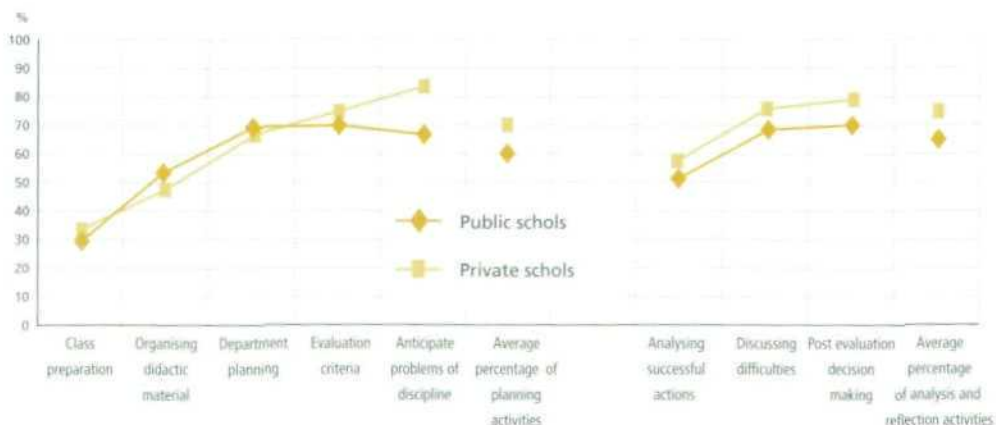
Generally, teachers in private education show a significantly higher average frequency of team-work both in the analysis of educational tasks and in some planning of teaching activities.

Sources: Teachers questionnaire "La función docente" from the research: Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE. 1997.

Table: Percentage of teachers working as a team. 1997.

<i>Planning of educational tasks</i>	Never or sometimes	Habitually or always
<i>Global</i>	37%	63%
Anticipate problems of discipline		72%
Evaluation criteria		71%
Department planning		68%
Organisation of didactic material		51%
Class preparation		32%
<i>Analysis and reflection of educational tasks</i>	Never or sometimes	Habitually or always
<i>Global</i>	32%	68%
Post-evaluation decision making		73%
Discussing difficulties		71%
Analysing successful actions		53%

Chart: Teachers working "habitually or always" as a team, by type of school.



TEACHING STYLE

P4.1. Teaching style in primary education

Percentage of teachers in primary education who report doing specific didactic activities, using specific equipment and didactic resources and using certain evaluation procedures with a high frequency.

More than three quarters of the primary education teachers report allowing students' participation while they explain, proposing individual reports, using the textbook and class library and evaluating students progress through observation with a high frequency. Less than a quarter of the teachers explain not allowing students' participation, suggest an integrated learning in workshops, homework and video and retro-projector use.

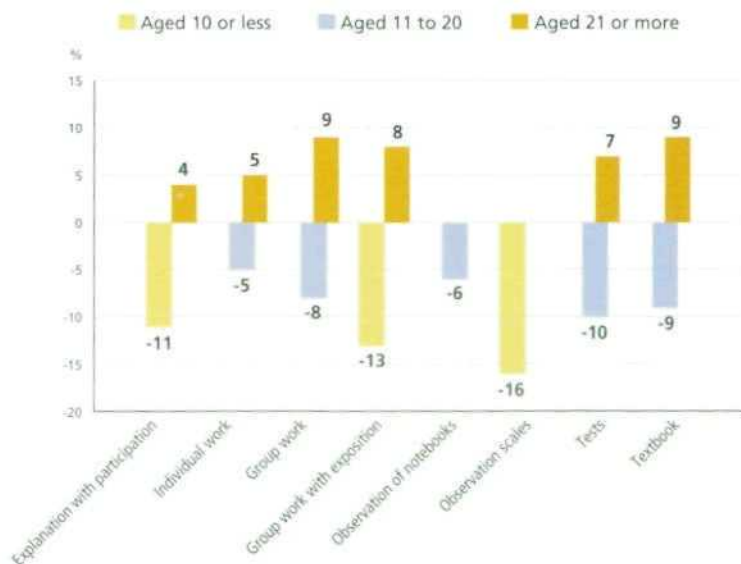
Teachers with longer teaching experience, in a higher proportion than teachers with less years of academic activity, tend to use some pedagogical techniques with a higher frequency: show a higher frequency with : explanations allowing students' participation, work proposals both individual and indirected participating groups, use of textbook and test administration.

Sources: Teachers questionnaire from the research: Evaluación de la educación primaria. INCE. 1995.

Table: Percentage of teachers that "habitually or always" use the following pedagogical techniques. 1995. (Teachers of 8 year-old students).

Didactic activities		Evaluation procedures		Resources use	
Teacher explanation with participation	92%	Observation of work	100%	Textbook	84%
Teacher explanation without participation	8%	Observation of notebooks	89%	Material prepared by the teacher	74%
Students individual work	85%	Observation of oral participation	94%	Manipulative equipment	55%
Group work	58%	Observation scales	66%	Class library	80%
Group work with exposition	32%	Tests	30%	Video	14%
Work in workshops	24%			Retro-projector	3%
Homework	24%				

Chart: Differences in teachers' percentages in the "habitually or always" implementation of pedagogical practices, by academic experience. Selection of significant statistical differences. (Teachers of 8 year old students).



TEACHING STYLE

P4.2. Teaching style in compulsory secondary education

Percentage of teachers in compulsory secondary education who report doing specific didactic activities, using specific equipment and didactic resources and certain evaluation procedures with a high frequency.

About three quarters of the compulsory secondary education teachers report explaining with student participation, proposing individual students' reports, using material elaborated by themselves and the textbook, and evaluating students' progress through non formal observation of students' work with a high frequency. Less than a quarter of the teachers explain without allowing students' participation, propose research tasks, use newspapers and computers, and evaluate through oral exams.

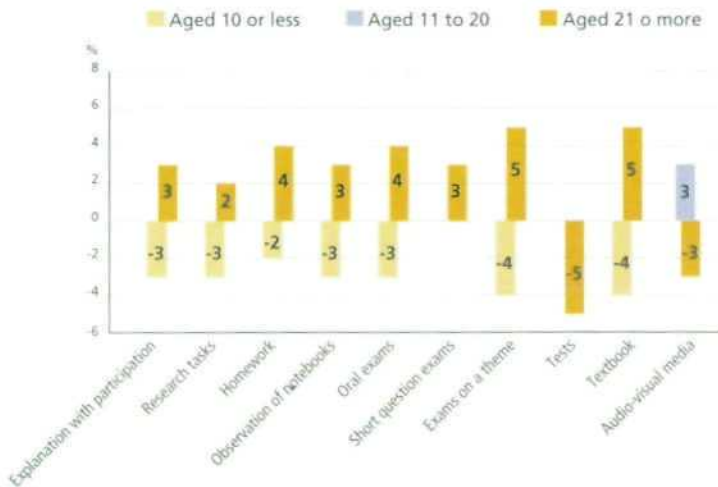
Teachers with longer teaching experience, in a higher proportion than teachers with less years of experience, state to carry out the majority of the pedagogical techniques they were asked for.

Sources: Teachers questionnaire from the research: Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE. 1997.

Table: Percentage of teachers that use the following pedagogical techniques with "quite a lot or a lot" frequency. 1997.

Didactic activities		Evaluation procedures		Resources use	
Teacher explanation with participation	75%	Observation of work	81%	Textbook	77%
Teacher explanation without participation	10%	Observation of notebooks	61%	Material prepared by the teacher	81%
Students individual work	73%	Observation of oral participation	54%	Library books	38%
Group work	45%	Observation scales	41%	Newspapers	21%
Group work with exposition	31%	Oral exams	23%	Audio-visual media	31%
Research tasks	16%	Short questions exams	51%	Computers	17%
Homework	55%	Exams on a theme	34%		
		Tests	38%		

Chart: Differences in percentages teachers that carry out pedagogical practices implementation with "quite lot or a lot" frequency, by academic experience.



STUDENTS' ACTIVITIES OUT OF SCHOOL TIME

P5.1. School homework

Time devoted by the student to do his or her homework, according to his or her own statement.

In 1995, 94% of 12 year-old students in primary education, and in 1997, the same percentage of 16 year-old students in compulsory secondary education, do homework and devote to it more than one hour and a half per day, on average, according to their own statements.

Girls of both ages devote more time than boys to do the homework.

12 year-old students in public schools, devote less time to do their homework than those in private schools, although at 16 years of age the time devoted by both groups of students is more or less the same.

Sources: Students questionnaires from the following research:

- Evaluación de la educación primaria. INCE. 1995.
- Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE. 1997.

Table: Time devoted by the student to do his or her homework, by gender and type of school. 1995 and 1997. (Students' percentages).

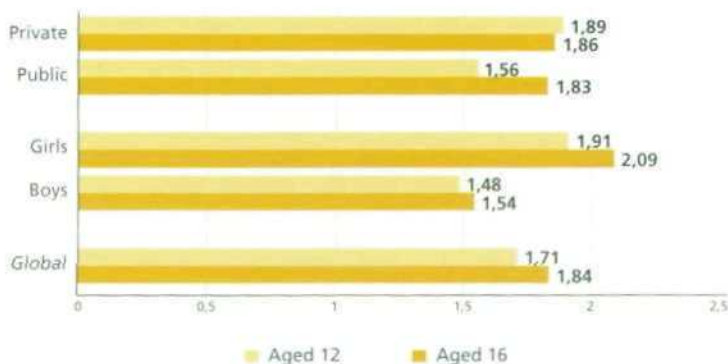
12 year-old students

	Global	Boy	Girl	Public	Private
I do not have homework	2%	2%	1%	2%	1%
I have homework, but I do not do it	4%	6%	2%	5%	2%
1 hour or less	31%	37%	25%	35%	26%
2 hours	40%	38%	42%	40%	41%
3 hours	13%	10%	16%	11%	16%
More than 3 hours	10%	7%	13%	8%	14%

16 year-old students

	Global	Boy	Girl	Public	Private
None	6%	9%	3%	6%	6%
Up to one hour	18%	24%	13%	18%	17%
From 1 to 2 hours	33%	35%	31%	33%	33%
From 2 to 3 hours	32%	25%	38%	31%	33%
More than 3 hours	12%	7%	16%	12%	12%

Chart: Average time devoted to do homework. (Hours).



STUDENTS' ACTIVITIES OUT OF SCHOOL TIME

P5.2. Non-curricular activities

Percentage of students that do activities considered to be non-curricular.

Sports are the main non-curricular activity done by a major percentage of students, both in primary education ages and in compulsory secondary education; approximately 50% and 70%, respectively. They are followed, in this order, by: foreign languages, music, ballet or dance and computers.

Students in compulsory secondary education ages do all these non-curricular activities in a higher percentage than students in primary education ages. Students in private education do the majority of these activities in a higher proportion than students in public education.

Around 7% of students in primary education and about 33% of students in compulsory secondary education, attend reinforcement lessons, being higher the percentage among students in private education than in public education.

Sources: Family questionnaires from the following research:

- Evaluación de la educación primaria. INCE. 1995.
- Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE. 1997.

Chart: Percentage of students doing non-curricular activities, 1995 and 1997.

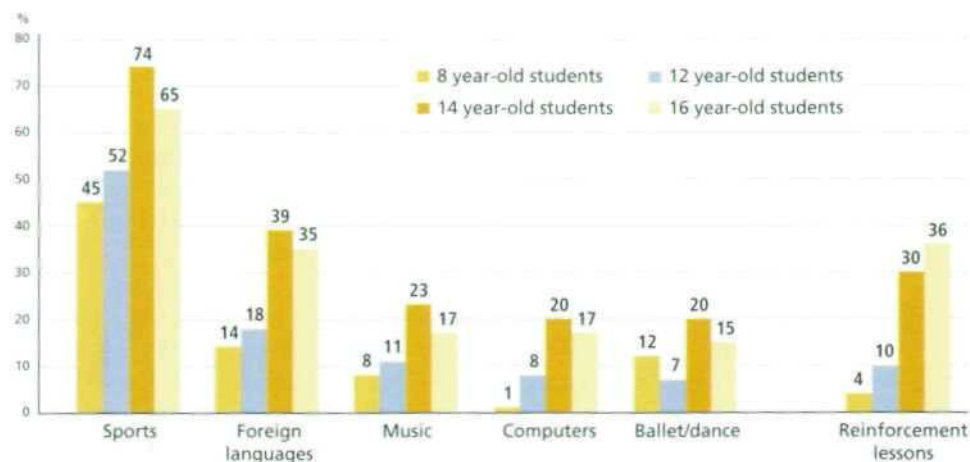


Table: Percentage of students doing non-curricular activities by type of school. Selection of significant statistical differences.

	Student's age	Public schools	Private schools
Sports	8	42%	48%
Foreign languages	8	8%	23%
	12	14%	24%
	14	32%	51%
	16	33%	40%
Music	8	7%	9%
	14	21%	27%
	16	16%	20%
Computers	12	6%	10%
	14	19%	23%
	16	15%	20%
Ballet/dance	14	21%	17%
	16	13%	18%
Reinforcement lessons	12	9%	12%
	14	28%	33%

IN-SERVICE TEACHER TRAINING

P6.1. In-service training of primary education teachers

Percentage of primary education teachers that have taken part in courses and other activities of in-service training.

Areas in which the primary education teaching staff has received training, according to their own statements.

In 1995, around 60% of primary education teachers said that, in the last 5 years, they have frequently participated in training courses, and 12% stated they have participated frequently in training activities as seminars, research and innovation groups, etc. Within the same period of time, teachers have taken part in five training courses on average, and nearly three quarters of the teachers have done it in three different types of training activities. Preparation of curricular projects has been the area where more teachers admitted receiving training, and evaluation of pedagogic practice is the area where less teachers have been trained.

There are proportionally more teachers in private education than in public education that report doing a higher number of courses and other training activities.

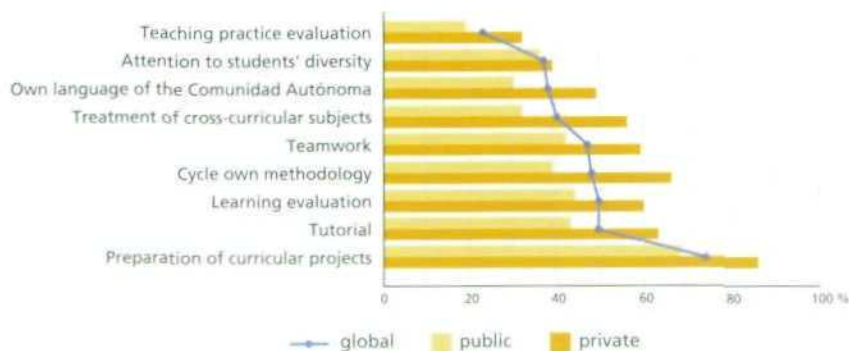
Sources: Teacher questionnaires from the research: Evaluación de la educación primaria. INCE, 1995.

Table: Percentage of teachers who report having participated in training courses and other training activities, by type of school. 1995 (Teachers of 12 year-old students).

Courses			Global	Public schools	Private schools
No	2%				
Yes, sometimes	39%	From 1 to 4 courses	48%	54%	37%
Yes, frequently	59%	5 or more courses	52%	46%	63%

Other training activities			Global	Public schools	Private schools
No	29%				
Yes, sometimes	59%	From 1 to 2 activities	59%	64%	49%
Yes, frequently	12%	3 or more activities	41%	36%	51%

Chart: Percentage of teachers that report having received training in the following areas. (Teachers of 12 year old students).



IN-SERVICE TEACHER TRAINING

P6.2. In-service training of compulsory secondary school teachers

Percentage of compulsory secondary education teachers that have taken part in courses and other in-service training activities.

Areas in which the compulsory lower secondary education teaching staff has received training, according to their own statements.

In 1997, at least 91% of compulsory secondary education teaching staff reports to have taken part, in some kind of training course in the last 3 years, and at least 71% states having participated in other training activities. Teachers of public education have participated proportionally more than teachers of private education in courses of more than 50 hours, although the latter have participated more in courses of less than 50 hours and in other training activities.

Between 68% and 90% of teachers admit having received some kind of in-service training in several areas related to classroom work, the most outstanding ones have been the selection and organisation of contents, the selection and design of activities, and the learning evaluation procedures.

Sources: Teacher questionnaire "La función docente" from the research: Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE. 1997.

Table: Percentage of teachers that report having participated in training courses and other training activities, by type of school. 1997.

Courses

<i>Less than 50 hours</i>	Global	Public schools	Private schools
	No	9%	9%
Yes	91%	91%	94%

More than 50 hours

	Global	Public schools	Private schools
No	33%	31%	37%
Yes	67%	69%	63%

External

	Global	Public schools	Private schools
No	66%	66%	67%
Yes	34%	34%	33%

Other training activities

<i>Innovation projects</i>	Global	Public schools	Private schools
	No	32%	34%
Yes	68%	66%	71%

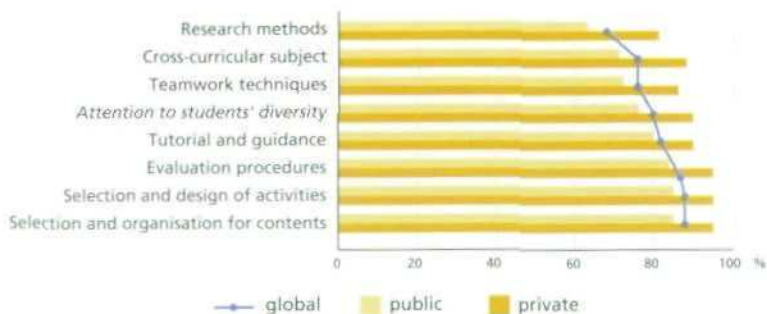
School Training courses

	Global	Public schools	Private schools
No	29%	31%	23%
Yes	71%	69%	77%

Participation in day-courses

	Global	Public schools	Private schools
No	33%	36%	26%
Yes	67%	64%	74%

Chart: Percentage of teachers who report having received training in the following areas.



CLASSROOM AND SCHOOL CLIMATE

P7.1. Climate in primary education schools

Percentage of students and teachers of primary education with a high degree of satisfaction with their mutual relationship (classroom climate).

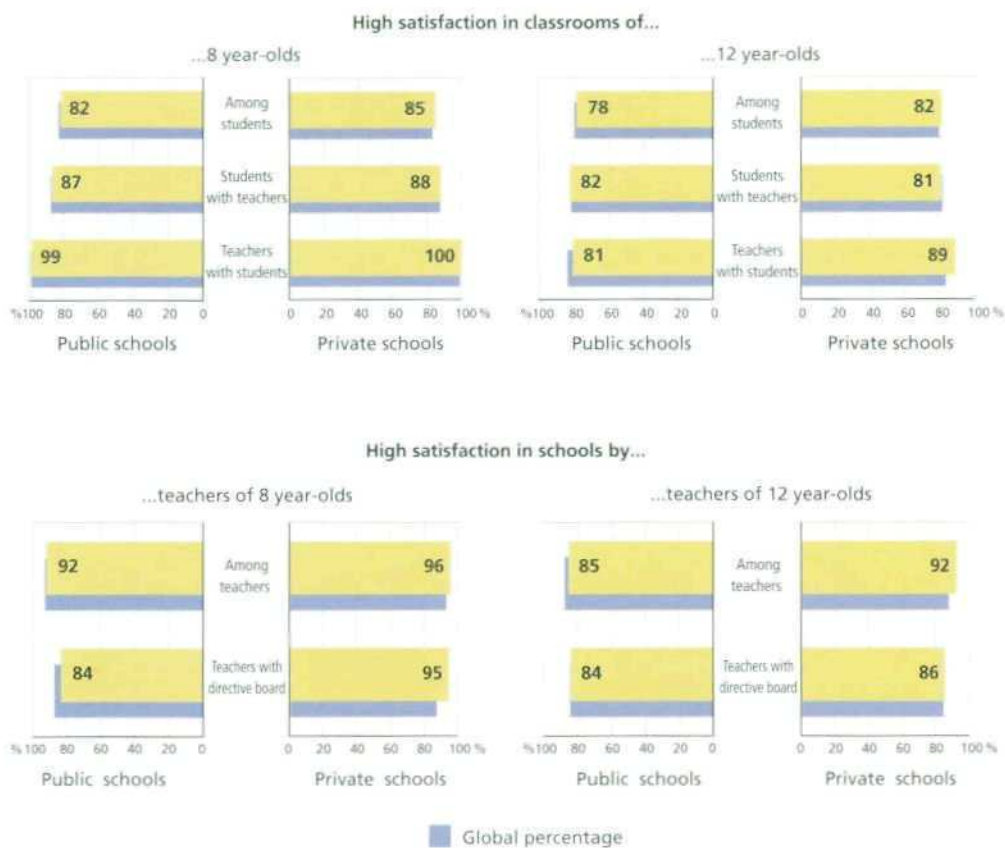
Percentage of primary education teachers with a high degree of satisfaction with their mutual relationship and with the management team (school climate).

In 1995, in primary education schools, both classroom climate and school climate are generally satisfactory, as 80% or more of students and teachers show a high degree of satisfaction in the relationship with their colleges, among them and with the management team.

The high degree of satisfaction decrease a little between students and teachers in the last courses of primary education, with respect to the first ones. Generally, there are proportionally more students and teachers in private than in public education with high degree of satisfaction with the relationships within the school.

Sources: Students and teachers questionnaires from the research: Evaluación de la educación primaria. INCE. 1995.

Chart: Percentage of students and teachers with a high degree of satisfaction in primary education schools, 1995.



CLASSROOM AND SCHOOL CLIMATE

P7.2. Climate in schools with students in the age group of compulsory secondary education

Percentage of students and teachers in schools with students in the age of compulsory secondary education with a high degree of satisfaction in their mutual relationship (classroom climate).

Percentage of teachers in schools with compulsory secondary education, who believe that there exists a high degree of co-operation between the different bodies of the school. (School climate).

In classrooms of compulsory secondary education schools, the largest number of people with good relationships are firstly students, in relation to their colleagues, 93% of students, followed by students with their teachers, 76% of students, and, lastly, teachers with their students, 69% of teachers.

More than 7 out of every 10 teachers think that a good co-operation climate exists among the members of the management team, in the departments and in the teachers board, in this order.

Private education teachers report having a higher degree of satisfaction with their students in a higher proportion than those in public education, and they perceive a high degree of co-operation among the teaching staff, in the school council, and in their school management teams.

Sources: Teacher and student questionnaire "La función docente" from the research: Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE. 1997.

Chart: Percentage of students and teachers with a high degree of satisfaction in compulsory secondary education schools, 1997.

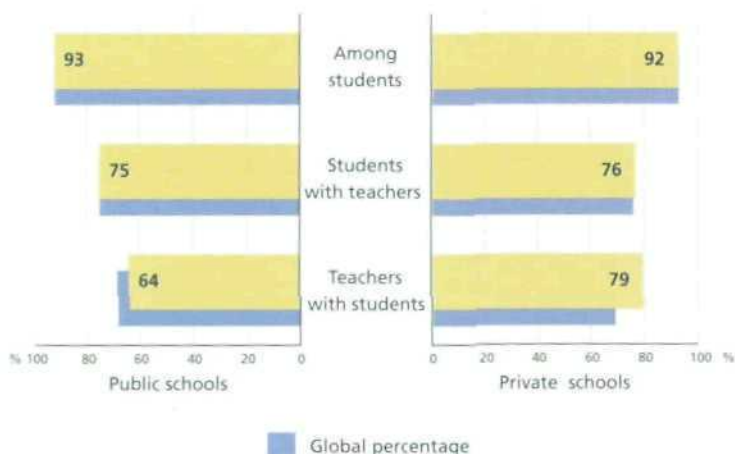


Table: High degree of co-operation within different bodies of the school, according to teachers' opinion.

	Global	Public schools	Private schools
Management team	86%	84%	89%
Departments	81%	80%	84%
Teaching staff	74%	67%	89%
Pedagogical co-ordination commission	69%	68%	73%
School council	63%	59%	71%

12 YEAR-OLD STUDENTS' ACHIEVEMENT

Rs1.1. Achievement in Spanish Language

Average percentage of correct answers of students in the Spanish Language test corresponding to primary education evaluation and administrated to students of the 6th grade of EGB.

The average performance achieved by 12 year-old students in comprehension and writing, measured in the Spanish Language test, has been 64 on a 0 to 100 point scale. The average performance of students in private schools is significantly higher than that of students in public schools, and on average, girls' performance significantly surpasses boys'.

Achievement differences between students in public schools compared with those of private ones, and that of boys compared with girls, can be found as in low as in high achievement groups, but not in the medium achievers. So, within the low achievement group, there is a higher percentage of students in public schools than in private ones, and there is a higher percentage of boys than of girls. The opposite occurs in the high achievement group, where there is a higher percentage of students in private schools than in public schools, and a higher percentage in girls than in boys, too.

Sources: Spanish Language test, from the research: Evaluación de la educación primaria. INCE, 1995.

Chart: Average percentage of correct answers of 12 year-old students in Spanish Language by type of school and gender. 1995.

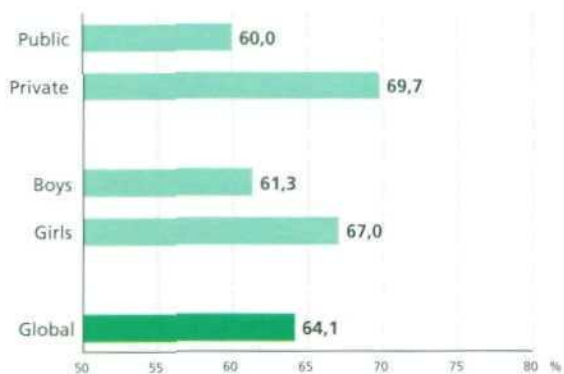


Chart: Students' percentages in the different achievement levels in Spanish Language.

	Global	Public	Private	Boys	Girls
Low achievement	25,2%	33,3%	14,4%	31,0%	19,5%
Medium achievement	49,3%	48,4%	50,5%	48,2%	50,3%
High achievement	25,5%	18,3%	35,1%	20,8%	30,2%

12 YEAR-OLD STUDENTS' ACHIEVEMENT

Rs1.2. Achievement in Mathematics

Average percentage of correct answers of students in the Mathematics test corresponding to primary education evaluation and administrated to students of the 6th grade of EGB.

The average percentage of correct answers of 12 year-old students in Mathematics has been the 50% of the total test. The average students' achievement in private schools has been significantly higher than that in public ones, and on average, girls' performance has significantly surpassed boys'.

Public schools have a lower percentage of students with a high achievement and a larger number of low achievers than private schools. Something similar occurs with students of different genders: there is higher percentage of girls in high achievement groups and lower percentage in low achievement groups than of boys.

Sources: Mathematics test, from the research: Evaluación de la educación primaria. INCE. 1995.

Chart: Average percentage of correct answers per student in Mathematics, by type of school and gender. 1995.

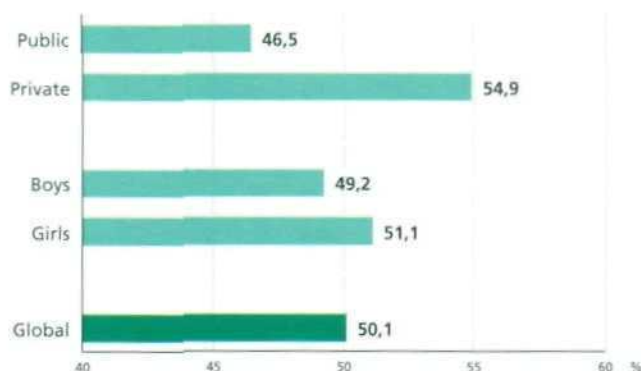


Table: Students' percentages in different achievement levels in Mathematics.

	Global	Public	Private	Boys	Girls
Low achievement	26,7%	33,4%	17,8%	28,9%	24,1%
Medium achievement	47,1%	46,3%	48,2%	46,2%	48,3%
High achievement	26,1%	20,3%	34,0%	24,9%	27,5%

16 YEAR-OLD STUDENTS' ACHIEVEMENT

Rs2.1. Achievement in reading comprehension

Percentage of students achieving reading comprehension scores in each of the defined intervals on a 0 to 500 scale, separated by fixed cut-points between them.

Over 50% of 16 year old students obtained reading comprehension scores in the interval between level 251 and 300, on a 0 to 500 scale. 23% of students had a higher performance, above level 300, and 27% had a lower performance, with scores inferior to 251.

The average performance in reading comprehension of 16 year-old students has been higher in public schools than in private ones, and the girls scores have been significantly higher than those of boys.

There is a higher percentage of students with medium level performance, that is, with scores in the 251 to 300 interval, in public than in the private education. On the contrary, the percentage of students with low and high achievement level are higher in private schools. Girls' percentage is higher than boys' among medium and high performance students.

Sources: Reading comprehension test from the research: Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE. 1997.

Chart: Typical knowledge, skills and abilities of students in the different reading comprehension levels.

- Level 150
 - Understanding specific statements from useful texts.
 - Integrating textual information to solve problems from informative texts.
- Level 200
 - Recognising the meaning of specific words, recognising the theme or main idea and establishing the temporal sequence from useful texts.
- Level 250
 - Understanding the meaning of abstract or uncommon words.
 - Understanding the literal sense (central or main idea, character, author's thesis), explain the main ideas and evaluate rhetorical elements from informative texts.
 - Integrating information from informative and literary texts to achieve a new one and recognise double meanings.
- Level 300
 - Understanding secondary ideas and complex syntactic statements from informative texts.
 - Recognising and explaining figurative sense and double meaning from informative and literary texts.
- Level 350
 - Understanding abstract ideas from informative texts.
- Level 400
 - Understanding abstract ideas from useful and informative texts
 - Recognising and evaluating the ideas accuracy and the thesis sustained in informative texts.
 - Explaining the meaning of rhetorical procedures used in literary texts.

Table: Reading comprehension scores distribution of 16 year-old students. 1997.

	Global	Public	Private	Boys	Girls
101-150	0,09%	0,08%	0,12%	0,13%	0,05%
151-200	4,7%	4,3%	5,5%	5,2%	3,1%
201-250	22,3%	22,0%	23,1%	24,8%	20,4%
251-300	50,2%	51,3%	47,6%	48,0%	52,5%
301-350	21,3%	20,8%	22,3%	20,4%	22,4%
351-400	1,5%	1,5%	1,5%	1,4%	1,5%

Chart: Average performance scores in reading comprehension.



16 YEAR-OLD STUDENTS' ACHIEVEMENT

Rs2.2. Achievement in linguistic rules and Literature

Percentage of students achieving linguistic rules and Literature scores in each of the defined intervals on a 0 to 500 scale, separated by fixed cut-points between them.

Over 40% of 16 year-old students obtained linguistic rules and Literature scores in the interval between 251 and 300, on a 0 to 500 scale. A little more than 24% of students had a higher achievement, above level 300, and nearly 36% had a lower achievement, with scores inferior to 251 of the scale.

Average linguistic rules and Literature academic performance score of 16 year-old students has been higher in private than in public schools, and the girls' scores have been higher than those of boys'.

The percentage of students with a medium achievement, that is, with scores in the 251 to 300 interval, is higher in public than in private schools. As far as gender is concerned, girls' percentage is higher than boys' in high achievement students, the opposite occurs in low achievement students, where boys' percentage is the highest.

Sources: Linguistic rules and Literature test from the research: Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE, 1997.

Chart: Typical knowledge, skills and abilities of students in the different linguistic rules and literature levels.

Level 200	<ul style="list-style-type: none"> Identifying words from a sentence context as being nouns. Recognising the synonym from a given list of words.
Level 250	<ul style="list-style-type: none"> Knowing impersonal verb forms in irregular conjugations. Knowing polysemy and antonymy, identifying the latter in text analysis, and understanding logical-semantic parallelisms Identifying the grammatical sentence as a linguistic unit, knowing its modes and appropriately assigning the function of subject and direct complement to nominal syntagms from a simple sentence context. Knowing the definition of "arte mayor" verse in the Spanish metrics, the recognisable characteristics of fable and comedy, and associating the title of a classical novel to the literary sub-genre belonging to (picaresque).
Level 300	<ul style="list-style-type: none"> Identifying the noun as a morphological category, apart from a sentence context, and as determinants words from a sentence context. Identifying subordination in complex sentences, and adequately attributing the function of a nominal syntagm from the context of a simple sentence. Knowing the main parts of a speech. Applying the rules for syllabic computation, rhyme and verse type to verse analysis; identifying epic genre from a text and personification as a literary figure predominant in a prose fragment. Identifying the oldest from different classical written works up to the XVI century, and recognising significant poets of the XVII century as being coetaneous.
Level 350	<ul style="list-style-type: none"> Identifying the subject from a simple sentence that incorporates a personal pronoun in tonic and atonic form function of complement. Understanding the meaning of a colloquial Latin sentence. Knowing the objective of a demonstrative text type. Knowing the name of specific poetic styles (elegy, lyric), identifying characteristic grammatical genre elements, and recognising from a text analysis, simile as a literary figure. Associating romanticism to the kind of atmospheres created in works of this period, and assigning its corresponding author to the first Spanish grammar.
Level 400	<ul style="list-style-type: none"> Knowing the meaning assigned to a figurative word from a certain set-phrase, and that of infrequent words. Correctly assigning the subject function to a subordinate proposition from a complex sentence context.

Table: Linguistic rules and Literature scores distribution of 16 year-old students. 1997.

	Global	Public	Private	Boys	Girls
151-200	8,0%	7,9%	8,1%	8,0%	6,9%
201-250	27,8%	27,2%	29,1%	29,5%	26,4%
251-300	40,1%	42,3%	34,7%	40,1%	40,4%
301-350	21,2%	20,2%	23,5%	19,6%	23,1%
351-400	2,9%	2,3%	4,4%	2,8%	3,1%
401-450	0,08%	0,06%	0,12%	0,06%	0,09%

Chart: Average performance scores in linguistic rules and Literature.



16 YEAR-OLD STUDENTS' ACHIEVEMENT

Rs2.3. Achievement in Mathematics

Percentage of students achieving Mathematics scores in each of the defined intervals on a 0 to 500 scale, separated by fixed cut-points between them.

Over 39% of 16 year old students obtained Mathematics scores in the interval 251-300, on a 0 to 500 scale. 23% of students had a higher performance, above level 300, and a little more than 38% had a lower performance, with scores inferior to the 251 level of the scale.

Globally, the average score in Mathematics has been higher in public than in private schools, and boys' scores have been higher than those of girls.

The percentage of students with a medium or high achievement level, that is, with scores in the 251-300 and 301-350 intervals, is slightly higher in public than in private schools, but low performance students are a higher percentage in private schools.

Boys' percentage is higher than girls' among students with a medium or high achievement. The opposite occurs among low achievers, where girls' percentage is higher than boys'.

Sources: Mathematics test used in the research: Diagnóstico del sistema educativo. La escuela secundaria obligatoria, INCE. 1997.

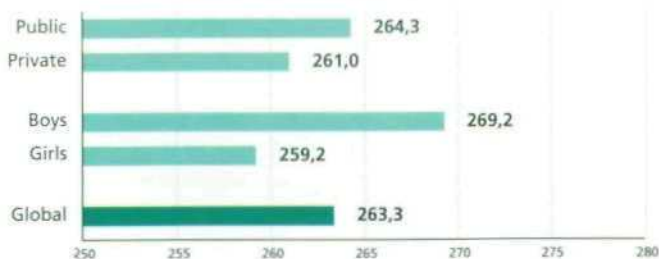
Chart: Typical knowledge, skills and abilities of students in the different Mathematics levels.

- Level 150 • Knowing how to work with easy fractions.
- Level 200 • Solving everyday simple problems requiring easy calculations, estimations and making up to round numbers or intuitive statistical concepts.
 - Understanding easy charts.
- Level 250 • Solving easy problems of numerical proportion (rule of three) and percentage problems.
 - Solving simple equations.
 - Having notions about equality and similarity of geometric figures.
- Level 300 • Knowing the Laplace's Law, understanding frequency charts and making simple graphs.
 - Easy use of fractions.
 - Beginning to use algebra to solve practical problems.
 - Easy solving of numerical proportions problems.
 - Knowing how to calculate and estimate perimeters and plane figure areas, and knowing length and surface units.
- Level 350 • Easy representation of plane figures and geometric bodies, knowing how to calculate and estimate geometric volumes, knowing volume units, and making out geometric transformations.
 - Solving complex numeric proportion and percentage problems.
 - Use of powers in problem solving.
 - Using algebraical language to solve simple problems.
 - Understanding basic statistic concepts, and being able to calculate sample parameters.
- Level 400 • Easy use of algebraical language.
 - Having a high ability to estimate plane figure areas and geometric bodies volumes.
 - Calculating probabilities from events associated with complex randomised trials.

Table: Mathematics score distribution of 16 year-old students. 1997.

	Global	Public	Private	Boys	Girls
101-150	0,06%	0,05%	0,08%	0,08%	0,04%
151-200	10,2%	9,3%	12,4%	9,4%	10,3%
201-250	28,2%	27,9%	29,0%	24,4%	31,3%
251-300	39,1%	40,2%	36,2%	38,7%	39,8%
301-350	19,7%	19,9%	19,2%	23,2%	17,0%
351-400	2,8%	2,6%	3,1%	4,3%	1,6%

Chart: Average performance scores in Mathematics.



DEVELOPMENT OF ATTITUDES AND VALUES

Rs3.1. Expression of the students' behaviours

Families opinions about the degree in wich students express certain types of behaviours: aggressiveness, competitiveness, consumerism, independence, self-esteem and personal appearance.

According to their parents, 12 and 16 year-old students show in general a high degree of personal appearance, self-esteem and independence, a medium degree of competitiveness and consumerism, and a low degree of aggressiveness.

Among 12 year-old students' parents, those stating that their children show a high or very high degree of independence, competitiveness and self-esteem, have a higher percentage of university studies level than those with lower study levels. On the contrary, there are higher percentages of parents without studies or with primary studies stating their children show a higher degree of personal appearance and hygiene and consumerism.

Among 16 year-old students' parents, the percentage of parents with university studies stating their children have a high degree of independence is higher than that of parents with lower study levels; in contrast, the percentage of parents stating their children show a high degree of competitiveness and personal appearance is higher in parents without studies or with primary studies.

Sources: Family questionnaires form the following research:

- Evaluación de la educación primaria. INCE. 1995.
- Diagnóstico del sistema educativo. La escuela secundaria obligatoria. INCE. 1997.

Chart: Degree in which certain behaviours are expressed by students, according to parents' statements. 1995 and 1997. (Parents percentage).

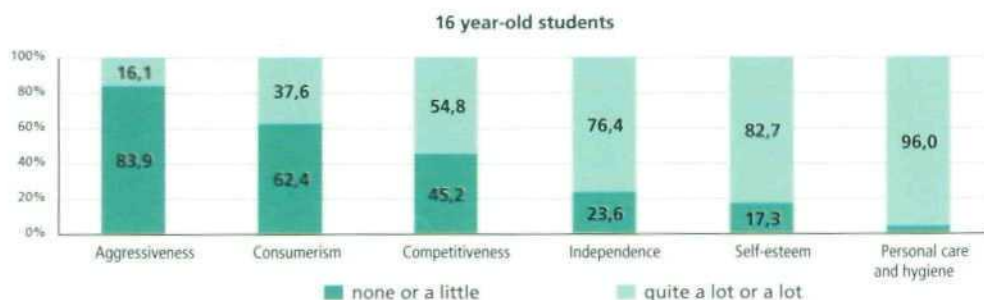
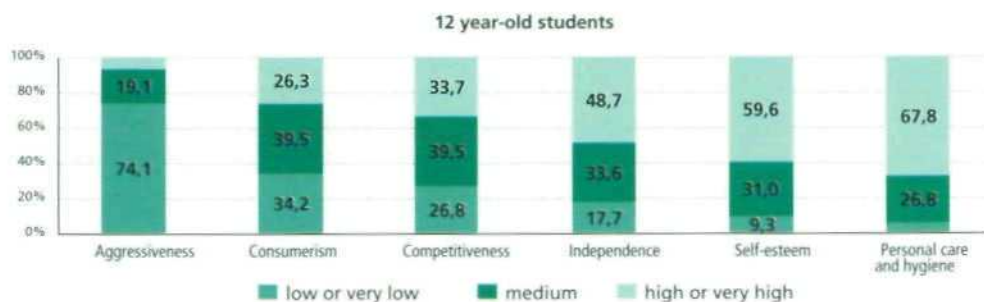


Table: High degree of students' behaviour expression, by parents' study level. (Parents' percentage).

	<i>12 year old students</i>			<i>16 year old students</i>		
	No or primary studies	Bachille-rato or VT	University studies	No or primary studies	Bachille -rato or VT	University studies
Aggressiveness	8	6	5	16	16	16
Consumerism	30	24	21	38	37	37
Competitiveness	31	36	37	57	56	50
Independence	46	50	56	74	76	82
Self-esteem	59	58	63	82	83	83
Personal care and hygiene	72	64	62	98	96	94

DEVELOPMENT OF ATTITUDES AND VALUES

Rs3.2. Importance of the education on attitudes and values at the age of compulsory secondary education

Degree of importance given by families and teachers to some education aspects: environmental education, consumer education, education for peace, for health, and sex education.

More than 75% of parents and more than 65% of compulsory secondary education teachers give quite a lot or a lot of importance, in this order, to health education, education for peace, environmental education, sex education and consumer education.

Parents with equal or higher study levels than bachillerato, give more importance to sex education, environmental education, for peace and health education, than parents with no studies or primary studies. The opposite occurs in consumer education, where percentages are higher among parents with a low study level.

Sources: Family and teachers questionnaires "Profesorado" from the research: Diagnóstico del sistema educativo. La escuela secundaria obligatoria, INCE. 1997.

Chart: Parents distribution by degree of importance they give to the following educational aspects. 1997.

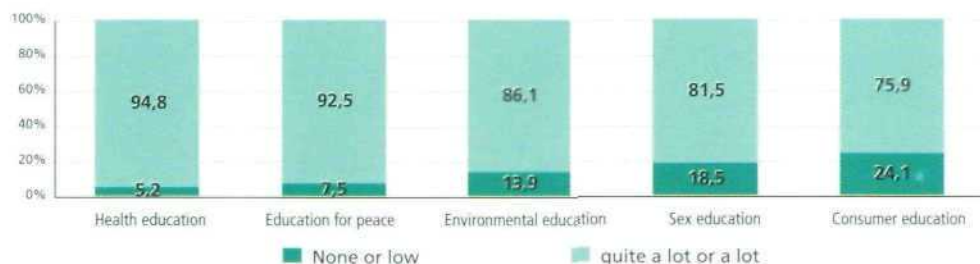
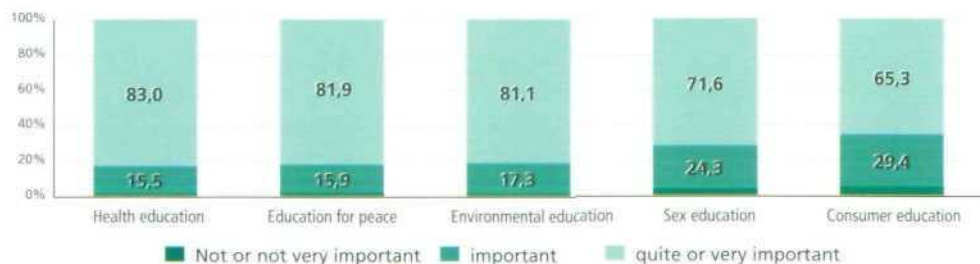


Table: Parents percentage who give "quite a lot or a lot" of importance to the following educational aspects, by their study levels.

	No or primary studies	Bachillerato or VT	University studies
Health education	93,7	95,8	95,7
Education for peace	90,8	94,1	93,7
Environmental education	82,9	88,6	89,0
Sex education	77,3	85,5	84,6
Consumer education	77,0	76,2	73,6

Chart: Teachers distributions by degree of importance they give to the following educational aspects.



ADECUACY OF STUDENTS' AGE IN COMPULSORY EDUCATION

Percentage of students enrolled in the course or courses theoretically corresponding to their age.

The percentage of students enrolled in the course or courses that they should theoretically be in, is lower as the students' age increases. Thus, in the school year 1996-97, 96% of 8 year-old students were enrolled in the course theoretically correspondent to their age. This percentage decreases to 86% in 12 year-old students, and reaches 60% in 15 year-old students.

In this same course, females have, at all ages, a higher age-adequacy rate than males, differences increasing progressively the greater the age considered is.

Within the period 1986-87 to 1996-97, the percentage of students enrolled in the courses correspondent to their age, increased considerably at all compulsory education ages, the increase being higher at 12 and 13 years of age, and lower at 15 years of age.

Sources: Estadística de la Enseñanza en España niveles no universitarios, 1996-97, Oficina de Planificación y Estadística del MEC.

Chart: Students age-adequacy rates in compulsory education ages, by Comunidad Autónoma. School year 1996-97.

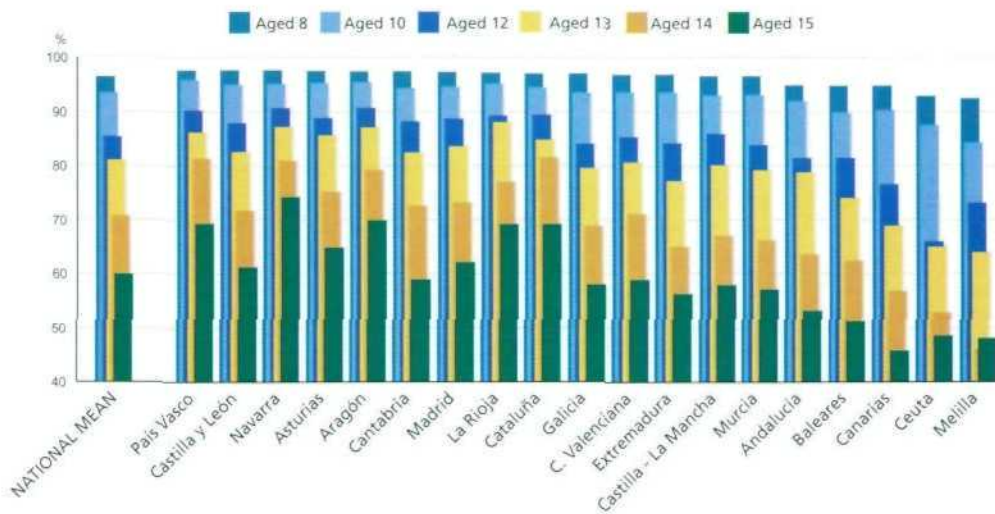


Table: Changes in age-adequacy in compulsory education ages.

	Aged 8			Aged 10			Aged 12		
	86-87	91-92	96-97	86-87	91-92	96-97	86-87	91-92	96-97
Both genders	90,2	91,4	96,5	87,2	89,0	93,5	74,8	77,3	85,5
Men	89,8	89,8	95,7	85,4	87,1	92,2	71,8	73,6	82,7
Women	91,9	93,1	97,3	89,1	90,9	94,9	78,0	81,1	88,6
	Aged 13			Aged 14			Aged 15		
	86-87	91-92	96-97	86-87	91-92	96-97	86-87	91-92	96-97
Both genders	69,3	72,9	81,1	63,3	67,1	70,7	55,7	59,2	60,0
Men	65,7	68,7	77,6	60,3	62,6	65,8	51,7	54,9	54,9
Women	73,0	77,4	84,8	66,5	71,8	75,9	60,2	63,7	65,5

GRADUATION RATES

Relation between the number of graduates in each of the considered education levels and the population with the typical age of that education level.

In the 1995-96 school year, out of every 100 people with the typical graduation ages, the following obtain graduation: around 47 bachillerato, 16 auxiliary technicians/technicians, and 17 technical specialists, in the post-compulsory second education, and 11 medium grade university graduates, 15 upper grade university graduates and 1 doctorate, in university education.

Women have higher graduation rates than men in all levels, except for doctorate, where men's rates are higher.

From 1986-87 to 1995-96, all graduation rates have increased, being higher in general bachillerato within post-compulsory education, and medium and upper grade university graduates within university education. In the last five years, the number of auxiliary technicians have decreased.

Sources:

- Graduates: Estadística de la Enseñanza en España niveles no universitarios, 1986-87, 1991-92 y 1995-96, Oficina de Planificación y Estadística del MEC; Estadística de la Enseñanza Universitaria, 1986-87, 1991-92 y 1995-96, INE.
- Population: Proyecciones de Población (Based on Censo de Población 1991), INE.

Table: Gross graduated rates by Comunidad Autónoma. School year 1995-96.

	Bachiller	Auxiliary technician/ Technician	Technical specialist/ Senior technician	Medium grade university graduates	Upper grade university graduates	Doctorate
NATIONAL MEAN	47,1	15,9	16,5	10,6	15,0	0,9
Andalucía	40,8	13,5	13,7	10,1	10,4	0,7
Aragón	55,1	23,5	19,2	14,0	13,4	1,1
Asturias (Principado de)	58,3	13,7	20,0	13,4	14,0	1,1
Baleares (Islas)	39,2	8,8	7,5	7,4	5,0	0,3
Canarias	40,4	13,1	12,8	6,6	6,6	0,7
Cantabria	46,9	16,1	18,1	10,5	8,3	0,7
Castilla y León	54,7	15,7	16,1	16,3	13,0	0,9
Castilla-La Mancha	39,5	12,1	12,6	8,4	9,1	0,1
Cataluña	43,3	21,7	20,5	9,9	16,1	1,0
Comunidad Valenciana	41,6	19,4	14,5	11,7	13,9	0,8
Extremadura	41,4	10,2	9,5	12,6	5,6	0,4
Galicia	48,0	17,7	18,1	8,3	11,2	0,7
Madrid (Comunidad de)	60,4	13,4	16,1	10,8	28,7	1,7
Murcia (Región de)	42,2	15,4	18,3	11,8	8,7	0,7
Navarra (Comunidad Foral de)	53,5	19,1	18,9	9,7	32,2	2,9
País Vasco	61,5	13,6	26,5	10,1	19,3	0,6
Rioja (La)	52,2	21,9	19,4	13,7	2,8	0,1
Ceuta	33,5	10,6	6,3	11,5	0,0	0,0
Melilla	38,2	0,0	6,5	10,8	0,0	0,0

Table: Change in gross graduated rates by academic level and gender.

	Bachiller			Auxiliary technician/ Technician			Technical specialist/ Senior technician		
	86-87	91-92	95-96	86-87	91-92	95-96	86-87	91-92	95-96
Both gender	34,8	43,1	47,1	14,8	17,8	15,9	8,9	12,6	16,5
Men	31,1	37,7	40,8	14,1	17,1	15,4	9,3	12,1	15,2
Women	38,7	48,6	53,7	15,6	18,5	16,4	8,4	13,2	17,9
	Medium grade university graduates			Upper grade university graduates			Doctorate		
	86-87	91-92	95-96	86-87	91-92	95-96	86-87	91-92	95-96
Both gender	6,3	7,2	10,6	10,2	11,7	15,0	0,5	0,7	0,9
Men	4,3	5,6	8,3	9,3	10,4	12,8	0,7	0,8	1,1
Women	8,3	8,8	13,0	11,1	13,2	17,4	0,4	0,5	0,7

PARENTAL LEVEL OF EDUCATIONAL ATTAINMENT AND WORK STATUS AND CHILDREN'S EDUCATIONAL ATTAINMENT

Rs6.1. Parental level of educational attainment and children's educational attainment

Percentage of 19-23 year-old youngsters that:
 1st: *Have the necessary requirements to have access to university (access possibility).*
 2nd: *Have entered university (Access)*
 3rd: *Have access to university in relation to those who have the necessary requirements to do it. (Access/possibility relationship).*

In 1997, access possibility and access to university among 19-23 year-old youngsters was related to their father's educational level. Thus, among youngsters with a father who is illiterate or has not finished his studies, 27% have the necessary requirements to enter university, and 14% have entered it, while 89% of youngsters having fathers with university studies have the necessary requirements to enter university and 72% have entered it.

In 1987, 19-23 year-old youngsters percentage that had the possibility to access, and those who actually entered, were lower than ten years later. Generally, differences between students rates with fathers of different educational levels, have decreased in the ten-year period considered. Women's percentages are higher than men's, both in having the necessary requirements to enter university and in actually entering it. This occurred both in 1987 and in 1997, where rate differences between women and men show an increasing trend in women's percentage.

Sources: Encuesta de Población Activa-2º trimestre, 1987 y 1997. INE. Compiled from micro-data, Universidad Carlos III.

Chart: Percentage of students having access possibility and entering university, by father's study level. 1987 and 1997.

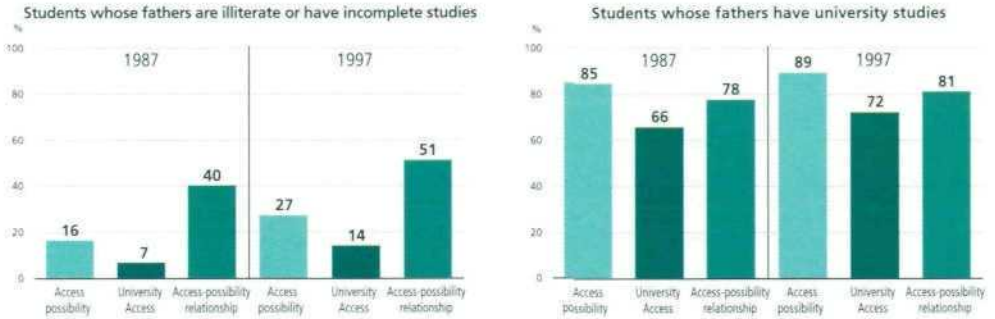


Table: Percentage of students having access possibility and entering university, by father's study level and by gender. 1987 and 1997.

Children's education		Gender		1987				1997			
				Father's study level				Father's study level			
				Illiterate or incomplete studies	Primary studies	Intermediate studies	University studies	Illiterate or incomplete studies	Primary studies	Intermediate studies	University studies
% with access possibility	Total	16	39	70	85	27	50	75	89		
	Men	13	34	67	82	21	42	68	87		
	Women	20	45	78	88	34	58	82	91		
% who entered university	Total	7	20	47	66	14	28	52	72		
	Men	5	15	41	64	9	21	43	67		
	Women	9	25	53	69	19	34	60	78		
Access-possibility relationship	Total	40	51	66	78	51	55	69	81		
	Men	36	45	62	78	45	50	64	76		
	Women	44	56	68	79	55	58	73	85		

PARENTAL LEVEL OF EDUCATIONAL ATTAINMENT AND WORK STATUS AND CHILDREN'S EDUCATIONAL ATTAINMENT

Rs6.2. Parental work status and children's educational attainment

Percentage of 19 and 23 year old youngsters that:
1st: Have the necessary requirements to have access to university (access possibility).
2nd: Have entered university (Access)
3rd: Have access to university in relation to those who have the necessary requirements to do it. (Access/possibility relationship).

In 1997, access possibility and access to university in 19 and 23 year-old youngsters was related with their father's work status. Thus, among youngsters with unemployed fathers, 36% had the necessary requirements enter the university, and 19% had entered to it, while 58% of youngsters with employed fathers had the necessary requirements to enter university and 37% had actually entered to it. Those differences in 1997 have remained practically the same than in 1987.

Between 1987 and 1997, in the three father's work status possible situations (inactive, unemployed and employed), both in access possibility and in actual access to university, rate differences between women and men show an increasing trend in women's percentage, although men's percentages have increased more than women's in the university access/possibility relationship.

Generally, differences between social positions/groups are more important when considering the secondary education graduation rate than the university access rate.

Sources: Encuesta de Población Activa-2º trimestre, 1987 y 1997. INE. Compiled from micro-data, Universidad Carlos III.

Chart: Percentage of students having access possibility and access to university, by father's work status. 1987 and 1997.

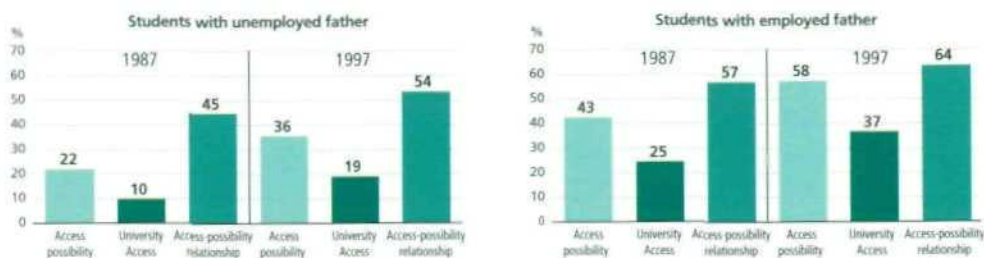


Table: Percentage of students having access possibility and entering university, by father's work status and by gender. 1987 and 1997.

		1987			1997			
		Father's work status			Father's work status			
		Inactive	Unemployed	Employed	Inactive	Unemployed	Employed	
<i>Children's education</i>	<i>Gender</i>							
	% with access possibility	Total	29	22	43	45	36	58
		Men	25	20	38	38	29	51
		Women	34	25	49	53	42	65
% who entered university	Total	14	10	25	25	19	37	
	Men	12	8	20	20	16	30	
	Women	17	12	30	30	23	44	
Access-possibility relationship	Total	49	45	57	55	54	64	
	Men	47	40	52	54	55	59	
	Women	52	47	62	56	53	68	

LABOUR FORCE PARTICIPATION RATE AND UNEMPLOYMENT RATE BY LEVEL OF EDUCATIONAL ATTAINMENT

Rs7.1. Labour force participation rate by level of educational attainment

Percentage of labour force between 25 to 64 years of age population, by educational level.

The higher the 25-64 years of age population study level, the greater the labour force participation rate. In 1997, the national labour force participation rate was around 67%. Above this percentage, and in decreasing order, the labour force participation rates are ordered as follows: upper grade university graduates, senior-technicians, medium grade university graduates and technicians, bachillerato level and compulsory secondary education level, all of them with labour force participation rates between 91% and 74%. Below the above mentioned rate, there are the people with primary studies, unfinished studies and illiterates, with 57%, 44% and 23%, respectively. In the youngest population sector, between 25 to 34 years of age, the same trends can be seen, but with higher labour force participation rates than in the previously mentioned population.

Gender differences in labour force participation rates are higher among people with lower study levels, and always higher for men.

Between 1987 and 1997, in the group of 25 to 34 years of age, women's labour force participation rates have shortened differences with men's in the majority of educational levels, equalling, in 1997, men's rates for upper grade university graduates and surpassing them in medium grade university graduates.

Sources: Encuesta de Población Activa-2º trimestre, 1987 y 1997. INE.
Compiled from micro-data, Universidad Carlos III.

Chart: Change in labour force percentage, by educational level and gender (25-64 years of age).

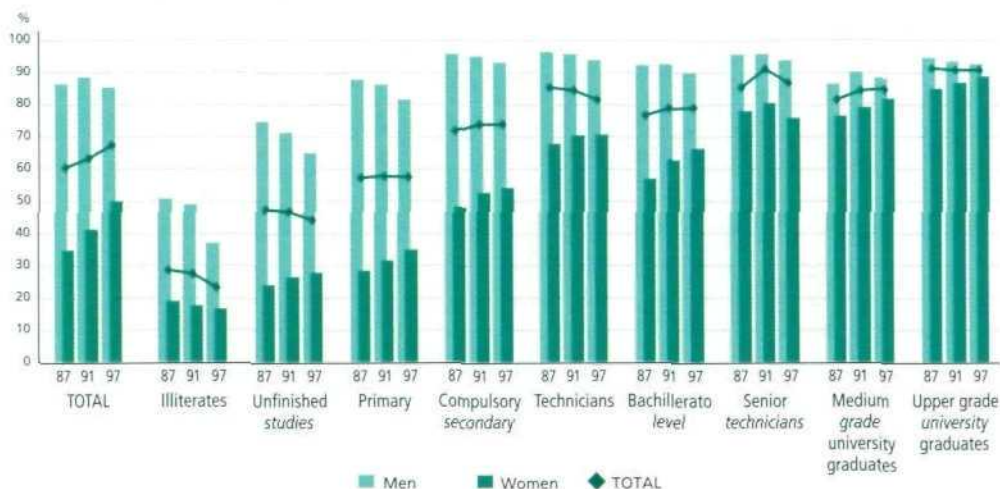
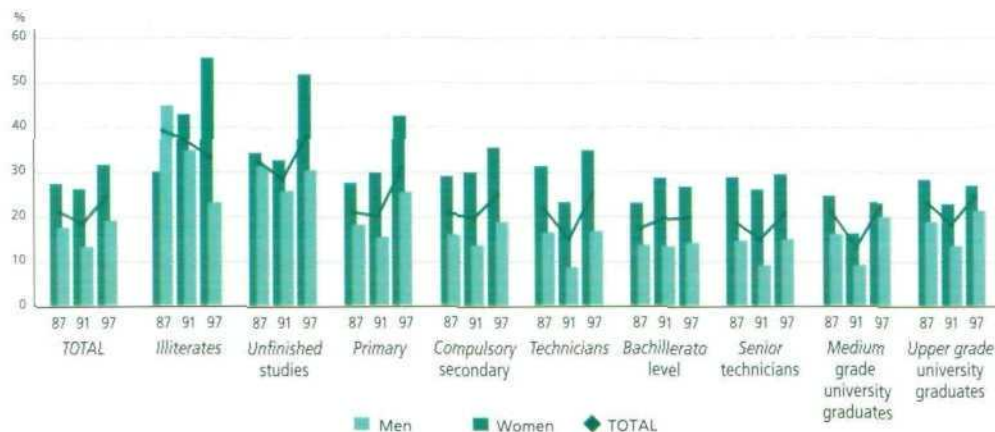


Chart: Change in labour force percentage, by educational level and gender (25-34 years of age).



LABOUR FORCE PARTICIPATION RATE AND UNEMPLOYMENT RATE BY LEVEL OF EDUCATIONAL ATTAINMENT

Rs7.2. Unemployment rate by level of educational attainment

Percentage of unemployed people 25 to 64 years of age in relation to the labour force of the same age, by educational level.

In 1997, generally, the lower the study level, the higher the unemployment rate, both in 25-64 years of age population and in 25-34 years of age population. In both age groups, the unemployment rates which are above the national means, 17.5% and 24.2% respectively, correspond to illiterates, people with unfinished studies, technicians and people with compulsory secondary education. Under the national mean are the unemployment rates of senior technicians, bachillerato level and upper and medium grade university graduates.

In both age-groups, women's unemployment rate is higher than men's in nearly all educational levels.

In general, between 1987 and 1997, unemployment rates of people with lower educational levels have increased more than those of the five highest educational levels. At the same time, the differences between women and men unemployment rates have increased in the lowest educational levels.

Sources: Encuesta de Población Activa-2° trimestre, 1987 y 1997. INE.
Compiled from micro-data, Universidad Carlos III.

Chart: Trend in unemployed percentage to labour force, by educational level and gender (25-64 years of age).

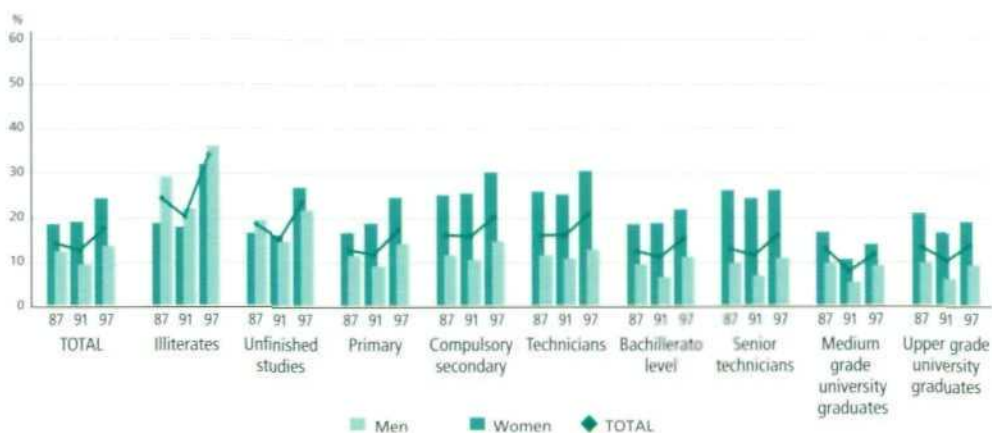
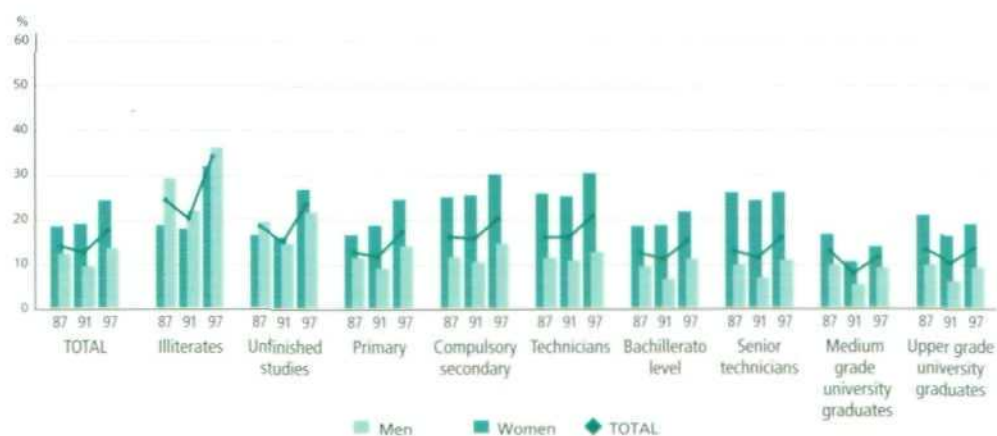


Chart: Trend in unemployed percentage to labour force, by educational level and gender (25-34 years of age).



National system
of education
indicators



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