

Facts and figures 2023/2024 School year

Catálogo de publicaciones del Ministerio: <http://sede.educacion.gob.es/publiventa>
Catálogo general de publicaciones oficiales: <https://cpage.mpr.gob.es>

Facts and figures. 2023/2024 school year

The figures presented here were obtained under a framework of cooperation with Spain's autonomous communities in matters of statistics, through the Education Sector Conference's Statistics Committee.



MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL
Secretaría General Técnica
Subdirección General de Estadística y Estudios

Edita:
© SECRETARÍA GENERAL TÉCNICA
Subdirección General de Atención al Ciudadano,
Documentación y Publicaciones

Edición: 2023
NIPO (pdf): 847-19-063-5

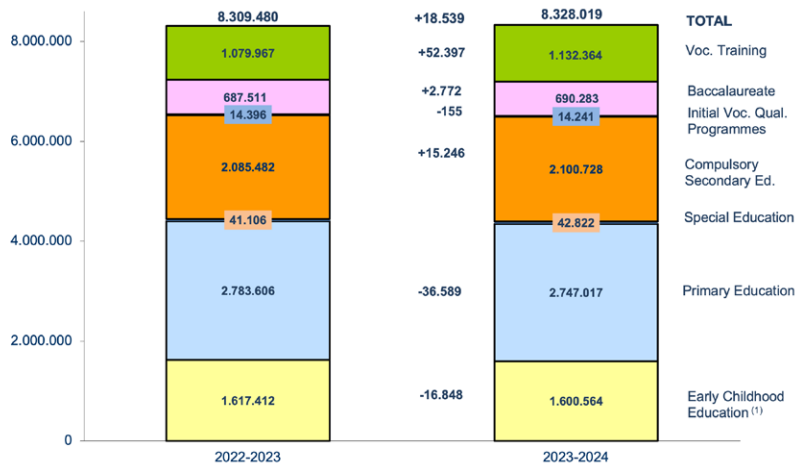
Facts and figures

2023/2024 School year

Students	5
Investment in education.....	12
The social dimension of education: scholarships and student grants.....	14
Teachers.....	16
Schools	19
Levels of education.....	20
Educational attainment. Outcomes and returns	31
Information and communication technology in education and training	36
Foreign language learning.....	39
Educational action abroad	40
International mobility in education	41
Explanatory Notes	42
Structure of the spanish education system.....	45

Forecast students. 2023-2024 school year

Forecast students in non-university general education for the 2023-2024 school year



(1) Students enrolled at schools authorized by the education authorities.

Variation in the number of students in non-university general education compared with the previous school year, by education level/programme

	Forecast	Change over previous school year	
	2023-2024	Absolute	%
TOTAL	8,328,019	18,539	0,2
Early childhood education	1.600.564	-16.848	-1,0
Early childhood education, first cycle ⁽¹⁾	490.308	21.797	4,7
Early childhood education, second cycle	1.110.256	-38.645	-3,4
Primary education	2.747.017	-36.589	-1,3
Special education	42.822	1.716	4,2
Compulsory secondary education	2.100.728	15.246	0,7
Baccalaureate	690.283	2.772	0,4
Baccalaureate - face to face education	665.162	3.554	0,5
Baccalaureate - distance education	25.121	-782	-3,0
Vocational training	1.132.364	52.397	4,9
Basic vocational training	81.983	3.612	4,6
Intermediate vocational training ⁽²⁾	454.869	17.311	4,0
Advanced vocational training ⁽²⁾	589.461	29.731	5,3
Specialization courses for Intern. and Advan. graduates	6.051	1.743	40,5
Other training programmes	14.241	-155	-1,1

(1) Students enrolled at schools authorized by the education authorities.

(2) Face to face education and distance learning students are included. Students in distance education have been estimated at 61.140 students on intermediate level and 151.361 on advanced level.

Students

Students in the non-university education by sex and school type. 2022-2023 school year

	Students	Sex		Owned/financed by		
		% Male	% Female	% Public	% Gov.dep. private inst. ⁽¹⁾	% Gov.dep. private inst. ⁽¹⁾
General education system	8.309.480	51,5	48,5	66,9	24,6	8,5
Early childhood education	1.617.412	51,6	48,4	63,5	25,4	11,1
Early childhood education, first cycle ⁽²⁾	468.511	51,9	48,1	53,1	17,8	29,0
Early childhood education, second cycle	1.148.901	51,5	48,5	67,7	28,4	3,8
Primary education	2.783.606	51,5	48,5	67,7	28,3	4,0
Special education	41.106	66,1	33,9	62,9	36,9	0,2
Compulsory secondary education	2.085.482	51,5	48,5	67,0	29,0	4,0
Baccalaureate	687.511	46,3	53,7	72,3	10,8	16,8
Baccalaureate - face to face education	661.608	46,1	53,9	71,4	11,2	17,3
Baccalaureate - distance education	25.903	49,8	50,2	96,0	0,0	4,0
Vocational training	1.079.967	53,8	46,2	66,5	13,7	19,9
Basic vocational training	78.371	69,8	30,2	76,3	23,6	0,1
Interm. vocational training (face to face education)	380.627	57,4	42,6	71,6	20,1	8,3
Adv. vocational training (face to face education)	422.984	55,0	45,0	70,0	12,4	17,6
Specialization courses for Interm. and Advan. Graduates	4.308	83,8	16,2	95,0	..	..
Distance vocational training	193.677	37,1	62,9	43,9	0,0	56,1
Other training programmes	14.396	67,6	32,4	74,7	24,6	0,7
Specialised education system	731.434	39,9	60,1	90,3	-	9,7
Arts and design	31.045	30,7	69,3	85,4	-	14,6
Intermediate vocational training	3.696	39,7	60,3	90,8	-	9,2
Advanced vocational training	15.026	32,2	67,8	94,4	-	5,6
Higher studies	12.323	26,1	73,9	72,7	-	27,3
Music	310.607	46,8	53,2	84,5	-	15,5
Elementary education	40.562	45,1	54,9	89,9	-	10,1
Professional education	45.329	47,2	52,8	90,5	-	9,5
Higher studies	9.358	57,7	42,3	72,7	-	27,3
Non-formal studies ⁽³⁾	215.358	46,5	53,5	82,7	-	17,3
Dance	31.443	7,5	92,5	65,4	-	34,6
Elementary education	4.014	7,1	92,9	74,7	-	25,3
Professional education	4.887	10,3	89,7	82,8	-	17,2
Higher studies	902	17,6	82,4	94,3	-	5,7
Non-formal studies ⁽³⁾	21.640	6,5	93,5	58,5	-	41,5
Drama	2.890	31,2	68,8	79,2	-	20,8
Master in arts	801	49,4	50,6	41,1	-	58,9
Official schools of languages	344.056	36,3	63,7	100,0	-	0,0
Sport studies	10.592	81,8	18,2	39,4	-	60,6
Formal adult education	198.441	44,0	56,0	97,7	-	2,3
Non-formal adult education	313.929	30,5	69,5	99,1	-	0,9

(1) The distribution of private education with and without government financing is estimated on the basis of data for the 2021-2022 school year.

(2) Students enrolled at schools authorized by the education authorities. In government dependent private education, this refers to subsidized education.

(3) Education not leading to certificate, provided in schools regulated by the education authorities.

Students by autonomous community

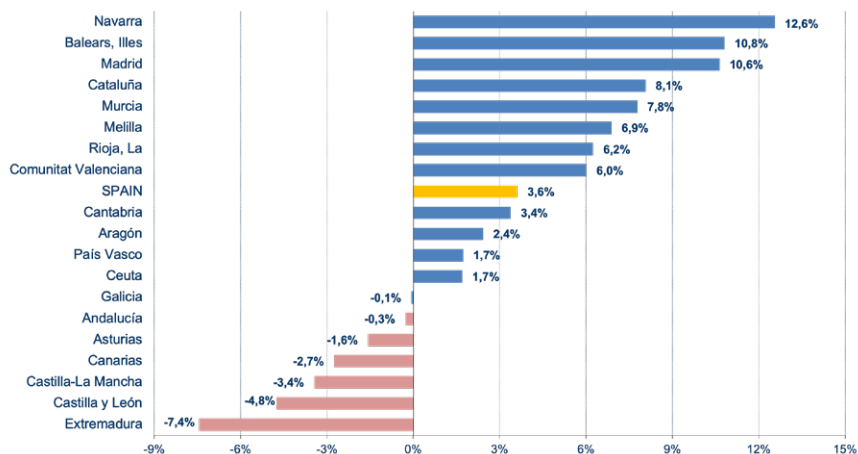
Distribution of students in non-university general education by autonomous community. 2022-2023 school year

	Total	1st. cycle early childhood educ.	2nd. cycle early childhood educ.	Primary educa- tion	Special educa- tion	Compulsory secondary education	Bacca- laureate	Basic and interme- diate voc. Training ⁽¹⁾	Advanced vocational training ⁽²⁾	Other training progr.
TOTAL	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
Andalucía	19,3	22,6	19,2	19,0	22,4	19,7	19,5	17,7	17,2	3,4
Aragón	2,6	2,3	2,7	2,7	2,4	2,6	2,5	2,6	2,6	1,3
Asturias, Principado de	1,6	0,9	1,6	1,6	1,2	1,7	1,9	1,6	1,8	0,1
Balears, Illes	2,4	2,0	2,6	2,5	2,3	2,4	2,0	2,3	1,4	1,0
Canarias	4,1	2,3	3,9	3,9	6,4	4,2	5,3	4,2	4,7	3,2
Cantabria	1,1	0,8	1,1	1,1	1,4	1,1	1,2	1,4	1,3	1,4
Castilla y León	4,2	3,8	4,1	4,2	3,4	4,2	4,6	4,3	3,8	0,0
Castilla-La Mancha	4,4	3,5	4,5	4,5	3,5	4,5	4,3	4,5	3,7	1,2
Cataluña	17,0	16,5	16,9	16,6	14,9	16,7	15,0	18,3	21,0	61,3
Comunitat Valenciana	10,9	10,2	10,9	11,0	11,2	11,1	9,7	12,2	10,1	4,5
Extremadura	2,1	1,8	2,1	2,1	1,6	2,1	2,2	2,1	1,8	1,2
Galicia	4,8	5,5	4,6	4,7	3,1	4,6	5,3	5,3	5,5	1,6
Madrid, Comunidad de	15,0	18,3	15,0	15,0	14,4	14,5	15,5	13,2	15,7	10,3
Murcia, Región de	3,7	2,1	4,0	3,9	4,8	3,8	3,7	3,6	3,0	4,5
Navarra, Com. Foral de	1,4	1,1	1,5	1,5	1,9	1,4	1,3	1,3	1,1	2,0
Pais Vasco	4,4	5,2	4,3	4,5	4,1	4,3	4,7	4,1	4,3	0,0
Rioja, La	0,7	0,8	0,7	0,7	0,6	0,6	0,6	0,8	0,8	0,2
Ceuta	0,2	0,1	0,2	0,2	0,3	0,2	0,2	0,4	0,2	1,4
Melilla	0,2	0,2	0,3	0,3	0,3	0,2	0,2	0,3	0,2	1,4

(1) Includes students of Specialization courses for Intermediate VET graduates.

(2) Includes students of Specialization courses for Advanced VET graduates.

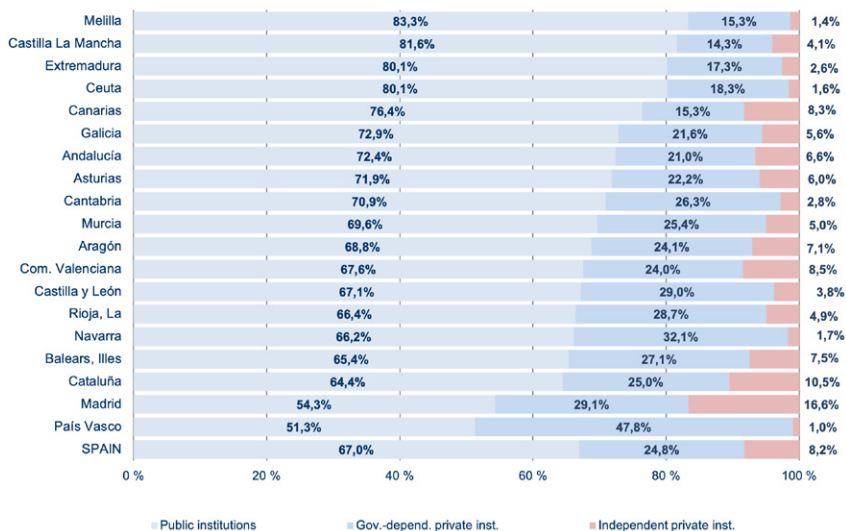
Percentage variation of students in non-university general education between the 2012-2013 and the 2022-2023 school year, by autonomous community



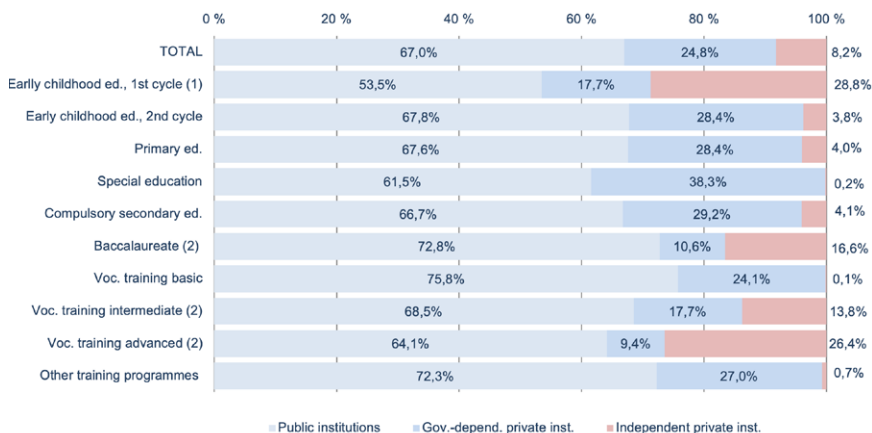
Students

Public and private institutions

Distribution of students in non-university general education by school type and autonomous community. 2021-2022 school year



Distribution of students in non-university general education by school type and education level/programme. 2021-2022 school year



(1) In government dependent private education, this refers to subsidized education.

(2) Considering both face and face education and distance learning.

Specific educational support needs

Percentage of students with special educational needs ⁽¹⁾. 2021-2022 school year

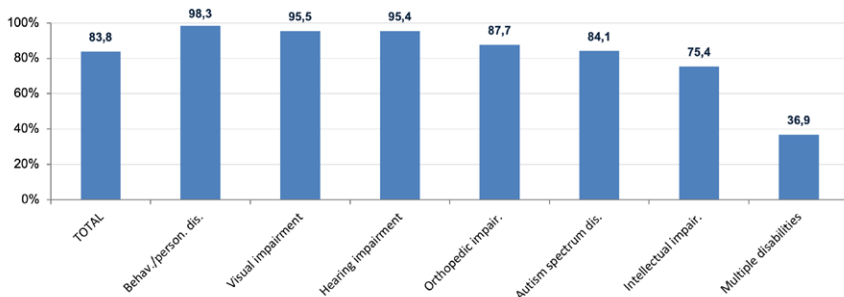
	Total (2)	Early childhood education	Primary education	Compulsory secondary education	Baccalaureate	Vocational training	Other training programmes
Special Educational Needs							
TOTAL	3,1	1,3	3,2	3,3	0,9	2,0	42,1
Public Institutions	3,3	1,5	3,7	3,5	0,9	2,0	41,5
Government - Dependent private education	3,1	1,0	2,4	3,1	0,6	2,7	42,2
Independent private education	0,7	0,3	0,8	1,0	0,9	1,0	-
Male	4,1	1,8	4,5	4,5	1,3	2,4	38,9
Female	1,9	0,7	1,9	2,0	0,5	1,4	48,9
Other Specific Needs ⁽³⁾							
TOTAL	6,9	2,7	9,3	10,0	2,7	2,7	47,6
Public Institutions	7,7	3,3	10,7	10,9	3,8	2,7	46,5
Government - Dependent private education	6,1	2,2	7,0	8,8	2,8	3,3	49,0
Independent private education	1,8	0,2	2,2	3,4	3,0	1,5	-
Male	8,0	3,7	10,7	11,3	3,4	3,0	44,7
Female	5,7	1,6	7,8	8,6	2,1	2,2	53,7

(1) Percentage of students with special educational needs in relation to the total number of students enrolled in each type of education.

(2) The total includes students of specific special education.

(3) See in Explanatory Notes the specific needs considered in this category.

Percentage of students with special educational needs in an inclusive setting by type of disability. 2021-2022 school year

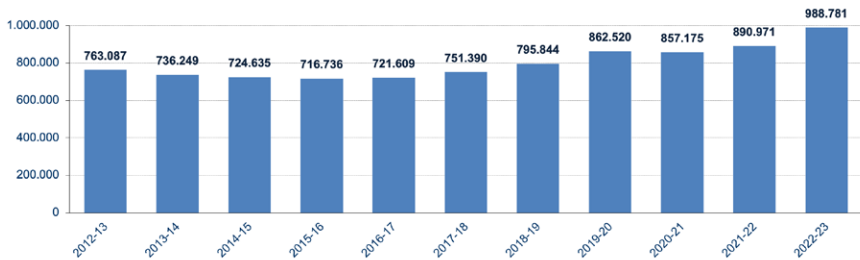


Students

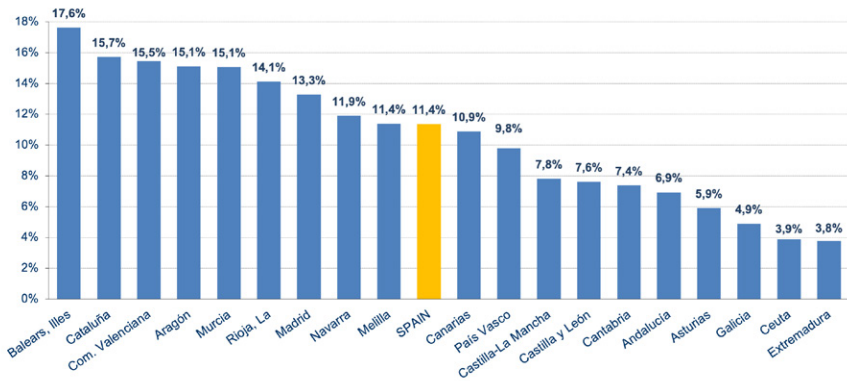
Foreign students

Trends in foreign students. Non-university education system

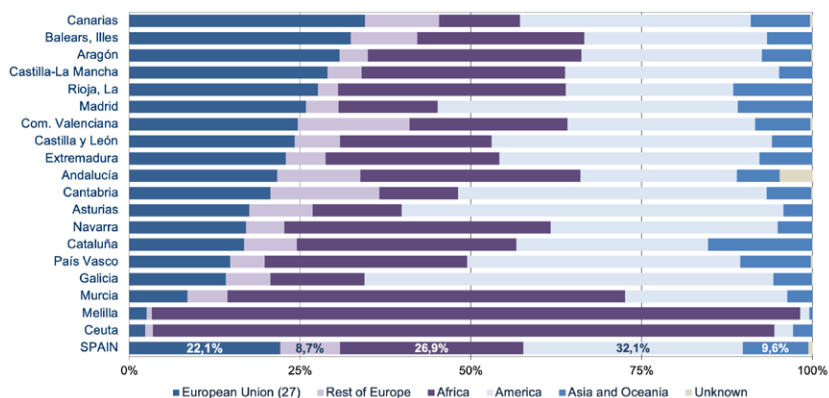
	2012-13	2017-18	2021-22	2022-23
TOTAL	763.087	751.390	890.971	988.781
General education system	732.665	718.190	854.121	944.992
Early childhood education	151.206	152.187	164.167	174.725
Primary education	257.158	284.717	346.546	380.787
Special education	3.974	4.184	5.328	5.903
Compulsory secondary ed.	205.128	167.107	202.269	240.156
Baccalaureate	47.991	43.412	46.457	48.452
Basic vocational training	-	10.807	11.952	12.629
Intermediate vocational training	31.530	29.553	36.689	39.379
Advanced vocational training	18.171	23.427	36.812	39.154
Initial vocational qualification programmes	17.507	-	-	-
Other training programmes	-	2.796	3.901	3.807
Specialised education system	30.422	33.200	36.850	43.789



Percentage of foreign students by autonomous community. Non-university general education system. 2022-2023 school year



Distribution of foreign students by geographic origin. Non-university education system. 2022-2023 school year (in percentage)



Distribution of total and foreign students by school ownership/financing. Non-university general education system. 2021-2022 school year

	% Public institutions		% Gov.-Dep. private institutions		% Indep. private institutions	
	Total students	Foreign students	Total students	Foreign students	Total students	Foreign students
TOTAL	67,0	77,3	24,8	15,4	8,2	7,3
Andalucía	72,4	80,8	21,0	9,2	6,6	10,1
Aragón	68,8	79,9	24,1	17,7	7,1	2,4
Asturias, Principado de	71,9	80,3	22,2	16,5	6,0	3,1
Balears, Illes	65,4	68,7	27,1	18,5	7,5	12,8
Canarias	76,4	85,7	15,3	6,3	8,3	8,1
Cantabria	70,9	73,0	26,3	25,8	2,8	1,2
Castilla y León	67,1	80,4	29,0	17,1	3,8	2,5
Castilla-La Mancha	81,6	91,2	14,3	7,5	4,1	1,3
Cataluña	64,4	73,9	25,0	17,9	10,5	8,2
Comunitat Valenciana	67,6	79,4	24,0	11,6	8,5	9,0
Extremadura	80,1	87,9	17,3	10,6	2,6	1,5
Galicia	72,9	78,9	21,6	18,5	5,6	2,6
Madrid, Comunidad de	54,3	72,1	29,1	18,3	16,6	9,6
Murcia, Región de	69,6	86,9	25,4	10,6	5,0	2,6
Navarra, Comunidad Foral de	66,2	85,0	32,1	13,8	1,7	1,2
Pais Vasco	51,3	67,7	47,8	31,7	1,0	0,6
Rioja, La	66,4	79,4	28,7	19,2	4,9	1,4
Ceuta	80,1	85,7	18,3	14,3	1,6	0,0
Melilla	83,3	95,5	15,3	4,5	1,4	0,0

Investment in education

Public expenditure on education ⁽¹⁾

Year	Financial chapters included ⁽²⁾ (€ million)	Financial chapters not included ⁽²⁾ (€ million)
2013	44.958,5	44.475,4
2014	44.789,3	44.461,7
2015	46.597,8	46.262,4
2016	47.609,6	47.219,9
2017	49.416,9	48.938,7
2018	50.685,3	50.455,0
2019	53.111,0	52.856,0
2020	55.175,6	54.970,5
2021 ⁽³⁾	59.657,2	59.425,4
2022 ⁽⁴⁾	63.675,2	63.330,9
2023 ⁽⁴⁾	67.253,7	66.993,2

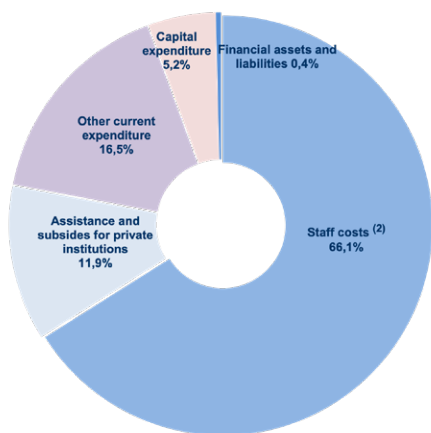
(1) This refers to total expenditure on education (expended budget) by all government authorities and agencies, including universities. Source: Estadística del Gasto Público en Educación. S.G. de Estadística y Estudios - Secretaría General Técnica - M^o. de Educación y Formación Profesional.

(2) The financial chapters are chapters 3 (financial expenses of continuing operations), 8 and 9 (financial assets and liabilities of capital operations). See Explanatory Notes.

(3) Provisional data.

(4) Estimated figures for 2022 based on the available executed budgets and for 2023 based on initial budgets.

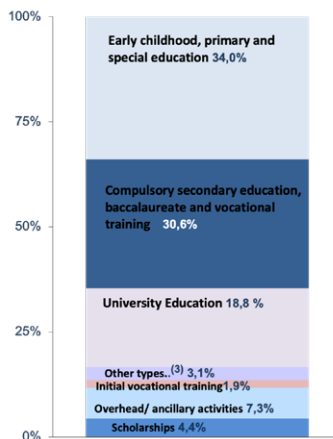
Distribution of public expenditure on education ⁽¹⁾ by economic nature. 2021



(1) Financial chapters included.

(2) Imputed social contributions are included.

Distribution of public expenditure on education ⁽¹⁾ by activity. 2021



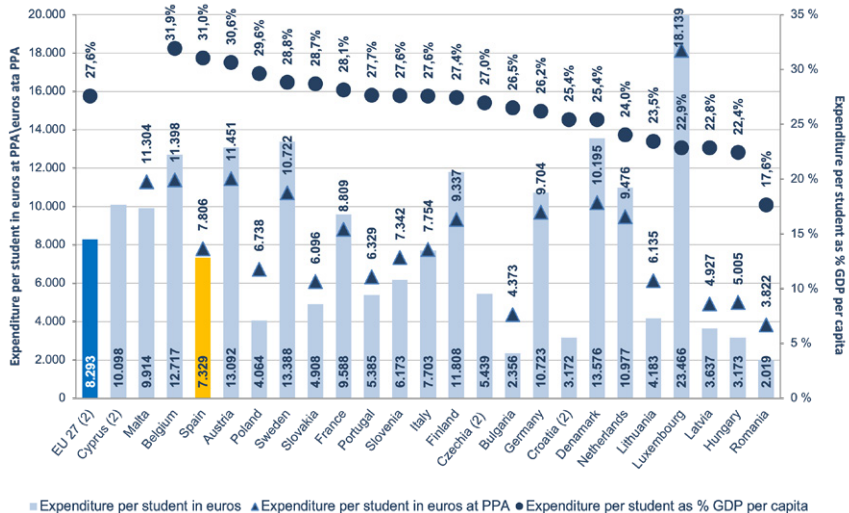
(3) Specialised ed., adult ed. and other types.

Annual expenditure per student in public institutions of education (absolute values and as % of GDP per capita), by education level. 2020

	In euros at PPA	% GDP per capita
TOTAL ⁽¹⁾	7.329	31,0
Early childhood education (ISCED 0)	6.148	26,0
Primary education (ISCED 1)	6.085	25,8
Lower secondary education (ISCED 2)	7.375	31,2
Upper secondary and post-secondary non-tertiary education (ISCED 3-4)	8.128	34,4
Tertiary education (ISCED 5-8)	9.512	40,3

(1) All education levels are considered with the exception of early childhood educational development (ISCED 01).
Source: Eurostat. The expenditure per student in relation to GDP per capita has been calculated based on GDP per capita data published by Eurostat (25th August 2023).

Annual expenditure per student in public institutions of education ⁽¹⁾ and as percentage of GDP per capita. European Union Countries. 2020



Note: Data not available for Estonia, Greece and Ireland. Annual expenditure per student in relation to GDP per capita in Cyprus is 41.1% and in Malta it is 38.8%.

(1) All education levels are considered with the exception of Early childhood educational development (ISCED 01)
 (2) Expenditure per student in euros - PPS is not available.

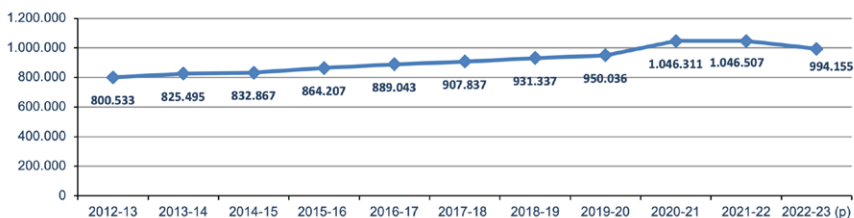
Source: Eurostat. The expenditure per student in relation to GDP per capita has been calculated based on GDP per capita data published by Eurostat (25th August 2023).

The social dimension of education: scholarships and student grants

Trends in total budget appropriations (in thousands of euros) for MEFP general scholarships and study grants for non-university and university students ⁽¹⁾

	Initial budget				Executed budget	
	Total	Annual rate change	University and non-university scholarships and student grants	Fee compensation for scholarship students and for students from 3-child families	Total	Annual rate change
2013	1.161.024,6	-	952.950,6	208.074,0	1.196.316,3	-
2014	1.411.024,6	21,5%	1.060.360,1	350.664,5	1.446.131,0	20,9%
2015	1.413.524,6	0,2%	1.095.451,0	318.073,6	1.441.125,6	-0,3%
2016	1.416.524,6	0,2%	1.098.451,0	318.073,6	1.441.618,2	0,0%
2017	1.420.326,2	0,3%	1.102.252,6	318.073,6	1.463.649,0	1,5%
2018	1.470.326,2	3,5%	1.152.252,6	318.073,6	1.525.699,4	4,2%
2019 ⁽²⁾	1.470.326,2	0,0%	1.152.252,6	318.073,6	1.542.334,5	1,1%
2020 ⁽²⁾	1.470.326,2	0,0%	1.152.252,6	318.073,6	1.644.722,4	6,6%
2021	1.984.326,2	35,0%	1.534.526,2	449.800,0	2.060.677,9	25,3%
2022	2.084.326,2	5,0%	1.584.526,2	499.800,0	2.536.452,8	23,1%
2023	2.474.326,2	18,7%	1.757.526,2	516.800,0	..	..

Trends in the number of beneficiaries of MEFP general scholarships and student grants for non-university and university students ⁽¹⁾



(1) General and mobility scholarships and student grants are included along with grants for students with special needs and fee compensation for three-child families officially recognized as large families.

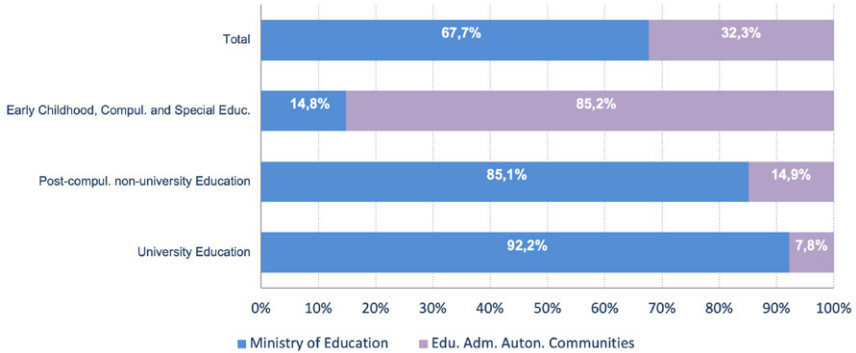
(2) Extended budget.

(p) Provisional data.

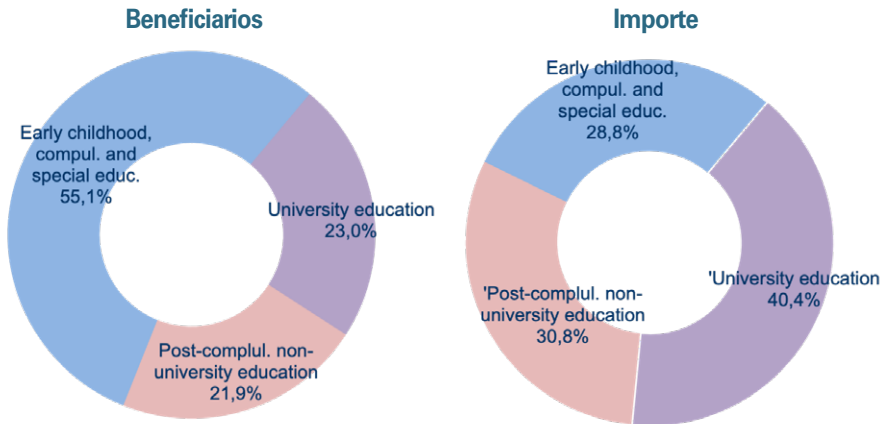
Source: Secretaría de Estado de Educación

The social dimension of education: scholarships and student grants

Distribution of expenditure on scholarships and student grants by financing administration ⁽¹⁾. 2021-2022 school year



Distribution of the number of beneficiaries and expenditure on scholarships and student grants ⁽¹⁾, by education level. 2021-2022 school year



(1) All transfers from the Ministry of Education and from the Education Administrations in Autonomous Communities to students and households, whether directly or through educational institutions, payments in kind and price cuts, which have as an aim to encourage the initiation or the continuation of education by paying their related expenses or reward an outstanding academic performance. There has to be a previous application; the grant is subjected to the compliance with academic or/and socio-economic requirements.

Source: Estadística de Becas y Ayudas al Estudio. Ministerio de Educación y Formación Profesional.

Teachers

Trends in teaching staff⁽¹⁾ in the non-university general education system

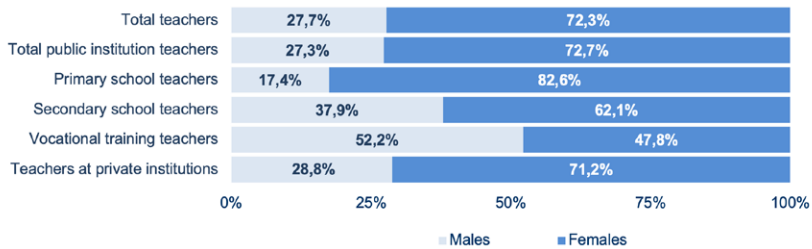
	2012-2013	2017-2018	2021-2022	2022-2023 ⁽²⁾
Total	664.494	701.385	758.594	770.018
Public schools	471.980	495.876	548.880	556.171
Primary school teachers	231.870	243.466	255.458	254.397
Secondary school teachers	166.595	187.759	221.101	225.582
Vocational training teachers	27.384	27.195	32.254	34.008
Other teachers ⁽³⁾	46.131	37.456	40.067	42.184
Private schools	192.514	205.509	209.714	213.847

(1) "Teachers" include all staff engaged directly in teaching at schools during schools hours.

(2) Preliminary data.

(3) This includes other teachers who provide student care in cycle 1 early childhood education, religion teachers and other categories not included in the teacher groups listed above.

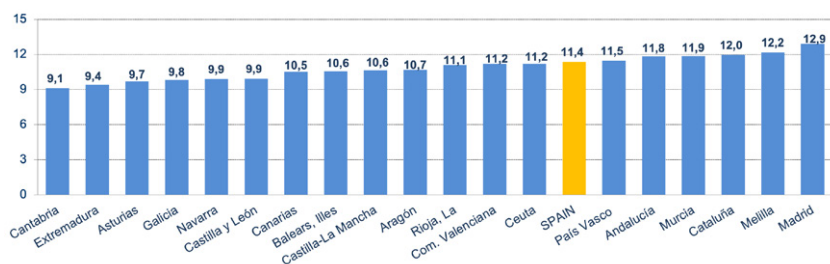
Distribution of non-university general education system teachers by sex. 2021-2022 school year



Distribution of non-university general education system teachers by age. 2021-2022 school year

	Total	Under 30	30 to 39	40 to 49	50 to 59	60 and more
Total teachers	100,0	8,0	24,5	34,5	26,7	6,3
Total public institution teachers	100,0	6,4	23,4	35,9	28,3	5,9
Primary school teachers	100,0	6,5	27,5	36,5	24,0	5,6
Secondary school teachers	100,0	5,6	19,2	36,5	33,6	5,2
Vocational training teachers	100,0	3,2	18,0	38,4	32,9	7,5
Teachers at private institutions	100,0	12,2	27,2	30,7	22,3	7,5

Ratio of students to teaching staff ⁽¹⁾ by autonomous community.
Non-university education system. 2021-2022 school year



(1) Calculated full-time equivalent students and teachers.

Ratio of students to teaching staff ⁽¹⁾. EU Countries. 2020-2021 school year

	Primary and Secondary Ed.	Primary Ed.	Lower Secondary Ed.	Upper Secondary Ed.
European Union (27)	12,1	13,4	11,6	11,1
Austria	10,1	12,0	8,7	10,0
Belgium	9,3	12,1	8,3	7,0
Bulgaria	11,1	10,4	10,5	12,1
Croatia	9,1	12,2	8,1	8,2
Cyprus	10,1	11,9	9,2	8,3
Czech Republic	13,2	17,5	12,4	10,4
Denmark	11,8	11,9	10,8	12,8
Estonia	12,5	12,2	10,0	16,2
Finland	12,8	13,4	8,5	16,9
France	14,9	18,3	14,5	11,3
Germany	13,2	14,8	12,8	12,1
Greece	8,2	8,0	7,8	9,1
Hungary	10,6	10,3	11,3	10,2
Ireland	13,4	14,3	..	12,4
Italy	10,6	11,0	10,7	10,1
Latvia	11,4	12,3	9,6	11,8
Lithuania	11,0	14,2	10,0	9,5
Luxembourg	9,3	9,0	10,1	9,1
Malta	8,7	12,8	6,7	7,0
Netherlands	16,4	16,2	15,7	17,4
Poland	10,9	11,6	9,9	11,3
Portugal	10,6	11,9	9,0	10,5
Romania	14,1	18,7	11,1	13,6
Slovak Republic	14,3	17,3	12,9	13,3
Slovenia	11,0	10,3	..	13,4
Spain	11,3	12,2	10,8	10,3
Sweden	12,7	13,0	11,3	13,4

(1) Calculated full-time equivalent students and teachers.

Source: Eurostat

Teachers

Percentage of women in management teams of the non-university educational schools, by type of school and position

	2011-2012				2021-2022			
	School head	Secretary	Head of studies	Total teaching staff	School head	Secretary	Head of studies	Total teaching staff
Todos los centros	59,8	61,5	61,4	70,7	67,8	68,7	68,2	72,3
Public schools	56,2	59,7	61,6	70,1	66,7	67,8	69,5	72,7
Early childhood education schools	93,8	94,5	92,6	97,2	94,5	95,0	96,2	97,3
Primary schools ⁽¹⁾	56,1	65,2	71,3	79,7	66,0	74,0	77,9	81,8
Secondary schools	31,8	41,3	47,3	56,2	44,3	50,5	58,7	60,6
Private schools	66,8	69,0	61,1	72,1	69,8	72,1	64,4	71,2

(1) All public centers that teach E. Primary are considered.

Students in initial teacher training

	Primary school teacher training - Bachelor's degree ⁽¹⁾		Master's degree for teachers of secondary and vocational training schools and language schools ⁽¹⁾		Advanced vocational training in early childhood education	
	Enrolment ⁽²⁾	Graduates ⁽³⁾	Enrolment ⁽²⁾	Graduates ⁽³⁾	Enrolment ⁽³⁾	Graduates ⁽⁴⁾
TOTAL	133.364	26.360	36.075	27.037	37.498	13.640
Andalucía	23.970	4.980	3.425	3.428	6.632	2.955
Aragón	3.511	690	811	643	797	256
Asturias, Principado de	2.028	371	228	188	681	215
Balears, Illes	1.402	270	399	256	825	245
Canarias	6.399	1.150	1.632	1.433	2.365	800
Cantabria	1.552	273	298	234	469	179
Castilla y León	8.811	1.983	1.262	1.127	1.579	545
Castilla-La Mancha	3.888	759	587	516	1.372	367
Cataluña	9.939	2.155	2.433	1.726	8.243	2.804
Comunitat Valenciana	11.615	2.376	3.419	2.589	3.910	1.404
Extremadura	3.305	586	482	435	793	257
Galicia	4.903	1.018	872	616	2.084	701
Madrid, Comunidad de	20.781	4.573	5.867	4.559	4.559	1.653
Murcia, Región de	4.804	1.339	1.611	1.327	1.018	447
Navarra, Comunidad Foral de	1.614	319	235	154	459	137
País Vasco	6.398	1.331	753	575	1.005	469
Rioja, La	885	171	183	168	319	94
Ceuta	x	x	x	x	202	51
Melilla	x	x	x	x	186	61
Univ. non presencial	17.559	2.016	11.578	7.063	-	-

(1) Source: Estadística de Estudiantes Universitarios. Ministerio de Universidades.

(2) Preliminary data 2022-2023 school year.

(3) 2021-2022 school year.

(4) 2020-2021 school year.

Forecast number of schools, classified by type of school. 2023-2024 school year

	Total	Public schools	Private schools
Schools in the non-university general education system	28.735	19.247	9.488
Early childhood education schools ⁽¹⁾	9.169	4.620	4.549
Primary schools ⁽²⁾	10.030	9.548	482
Primary and compulsory sec. schools ⁽²⁾	2.241	756	1.485
Secondary and voc. training schools	5.148	4.103	1.045
Primary, secondary and voc. training schools ⁽²⁾	1.625	12	1.613
Special education schools	477	199	278
Distance education schools	45	9	36
Specialised education school system⁽³⁾	2.101	1.493	608
Schools of Arts and Schools of Higher Studies in Arts and Design	144	105	39
Music schools	461	292	169
Dance schools	71	33	38
Music and dance schools ⁽⁴⁾	961	703	258
Drama schools	20	13	7
Official schools of languages	340	340	0
Sport schools	104	7	97
Adult education schools⁽³⁾	1.448	1.418	30

(1) Schools authorized by the education authorities.

(2) These schools can also teach early childhood education.

(3) Data from the 2022-2023 school year.

(4) Schools whose graduates obtain no academic or vocational certificate, in studies regulated by the education authorities.

Percentage of schools that offer ancillary services, by type of school. 2021-2022 school year

	Schools canteen			School transport		
	Public	Private		Public	Private	
		Gov.-depend. private ed.	Independent private ed.		Gov.-depend. private ed.	Independent private ed.
Total	58,8	86,8	59,6	31,9	14,2	11,1
Early childhood education schools ⁽¹⁾	68,6	98,1	69,2	1,1	0,7	2,2
Primary schools ⁽²⁾	74,8	86,3	56,7	31,3	10,9	27,6
Primary and compulsory sec. schools ⁽²⁾	70,9	89,5	70,6	48,3	11,4	43,5
Secondary and voc. training schools	8,7	15,9	8,8	55,7	9,7	5,1
Primary, secondary and voc. training schools ⁽²⁾	66,7	94,2	77,8	44,4	23,8	64,6
Special education schools	95,4	82,2	22,2	92,9	81,1	22,2

(1) Schools authorized by the education authorities.

(2) These schools can also teach early childhood education.

Levels of education

Early childhood education

Trends in early childhood education

	2012-2013	2017-2018	2022-2023
Number of pupils	1.912.324	1.767.179	1.617.412
First cycle (0-3 years)	449.406	473.207	468.511
Second cycle (3-6 years)	1.462.918	1.293.972	1.148.901
Number of schools first cycle	9.094	10.154	10.960
Public	4.208	4.813	5.619
Private	4.886	5.341	5.341
Number of schools second cycle	14.324	14.122	14.059
Public	10.660	10.472	10.417
Private	3.664	3.650	3.642

Early childhood education pupils by cycle and autonomous community. 2022-2023 school year

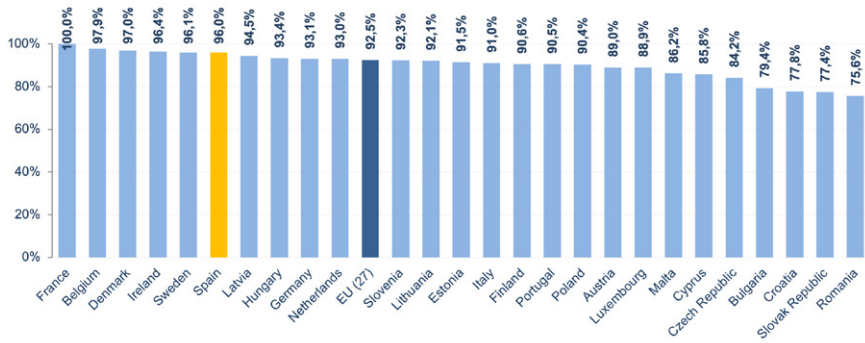
	Total	% Female	First cycle	% Female	Second cycle	% Female
TOTAL	1.617.412	48,4	468.511	48,1	1.148.901	48,5
Andalucía	326.360	48,5	106.080	48,0	220.280	48,7
Aragón	41.554	48,4	10.610	48,6	30.944	48,3
Asturias, Principado de	21.844	48,4	4.024	48,5	17.820	48,4
Balears, Illes	39.500	48,4	9.454	47,9	30.046	48,5
Canarias	55.451	48,6	10.761	48,4	44.690	48,6
Cantabria	15.787	48,7	3.569	48,6	12.218	48,7
Castilla y León	65.044	48,6	17.981	48,4	47.063	48,6
Castilla-La Mancha	68.148	48,3	16.346	47,9	51.802	48,4
Cataluña	271.277	48,7	77.339	48,2	193.938	48,8
Comunitat Valenciana	172.720	48,2	47.986	47,8	124.734	48,4
Extremadura	32.729	47,6	8.247	47,1	24.482	47,8
Galicia	78.767	48,3	25.772	48,5	52.995	48,3
Madrid, Comunidad de	257.846	48,4	85.551	48,1	172.295	48,6
Murcia, Región de	55.470	47,0	10.020	48,7	45.450	46,6
Navarra, Comunidad Foral de	22.635	48,7	5.351	48,1	17.284	48,9
Pais Vasco	73.683	48,2	24.248	47,7	49.435	48,4
Rioja, La	11.375	48,3	3.650	48,6	7.725	48,1
Ceuta	3.133	48,5	533	48,4	2.600	48,6
Melilla	4.089	47,8	989	49,8	3.100	47,1

Trends in early childhood education net enrolment rates⁽¹⁾ (Children up to age 3)

	2012-2013	2017-2018	2022-2023
Less than one year old	9,8	12,3	14,7
Age 1	32,6	40,2	49,6
Age 2	51,8	60,0	71,3
Age 3	95,7	96,5	95,0

(1) Special education pupils are included.

Net enrolment rate from age 3 to the starting age of compulsory education at primary level. European Union countries. 2020-2021 school year



Note: Data not available for Greece.
Source: Eurostat

Compulsory education

Basic education students by autonomous community. 2022-2023 school year

	Primary education	% Female	Compulsory secondary ed.	% Female
TOTAL	2.783.606	48,5	2.085.482	48,5
Andalucía	529.707	48,5	411.790	48,5
Aragón	75.061	48,5	54.512	48,5
Asturias, Principado de	44.697	48,5	35.108	48,8
Balears, Illes	70.209	47,4	50.754	47,5
Canarias	108.710	49,0	87.531	48,3
Cantabria	30.749	48,5	23.674	49,1
Castilla y León	117.721	48,3	86.650	48,6
Castilla-La Mancha	126.205	48,2	93.377	48,4
Cataluña	462.888	48,8	348.234	48,3
Comunitat Valenciana	305.603	48,4	231.706	48,6
Extremadura	58.000	48,3	43.386	48,6
Galicia	130.196	48,2	96.716	48,7
Madrid, Comunidad de	416.904	48,7	301.641	48,6
Murcia, Región de	107.179	46,5	78.665	47,7
Navarra, Comunidad Foral de	42.408	48,7	29.686	48,8
Pais Vasco	124.142	48,6	88.883	48,4
Rioja, La	19.111	48,1	13.516	48,5
Ceuta	6.492	47,6	4.792	48,9
Melilla	7.624	48,0	4.861	49,6

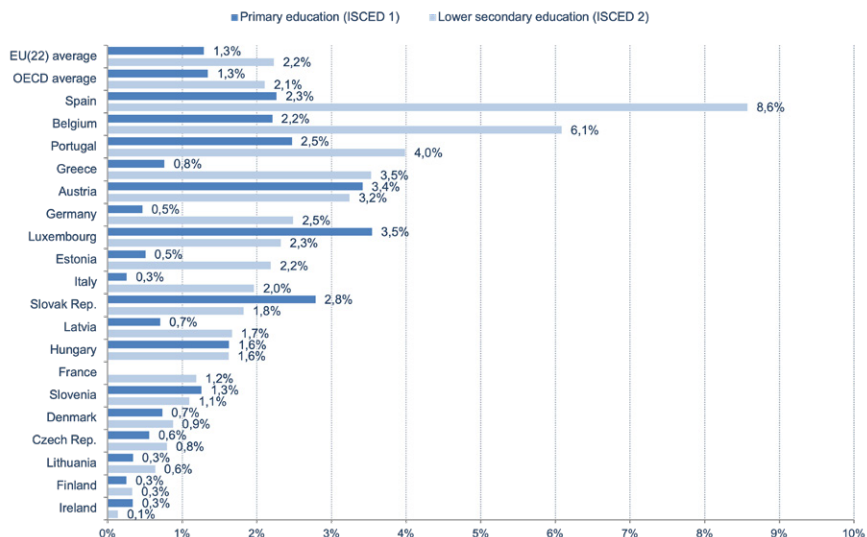
Levels of education

Repetition rate ⁽¹⁾ by sex, school type and grade

	2011-2012	2016-2017	2021-2022					
			Total	Males	Females	Public institutions	Gov.-depend. private inst.	Independent private inst.
1st primary education	.	2,6	2,6	2,9	2,2	3,3	1,2	0,4
2nd primary education	4,5	3,0	2,9	3,2	2,6	3,6	1,6	0,5
3rd primary education	.	2,3	1,9	2,1	1,7	2,3	1,1	0,3
4th primary education	4,1	2,4	1,8	2,0	1,6	2,2	1,2	0,3
5th primary education	.	2,1	1,6	1,8	1,4	1,8	1,2	0,4
6th primary education	4,7	2,7	1,9	2,2	1,6	2,2	1,6	0,6
Total primary grades	2,4	2,5	2,1	2,4	1,9	2,5	1,3	0,4
1st compulsory secondary educ.	13,9	9,7	7,3	8,6	5,9	9,0	4,2	0,6
2nd compulsory secondary educ.	12,4	8,3	8,4	9,7	7,0	10,2	5,2	0,9
3rd compulsory secondary educ.	12,6	10,1	8,0	9,2	6,9	9,7	5,3	1,3
4th compulsory secondary educ.	10,5	6,7	6,4	7,6	5,2	7,8	4,2	1,1
Total comp. second. grades	12,4	8,8	7,6	8,8	6,3	9,2	4,7	1,0

(1) Percentage ratio between repeaters and total enrolment in this grade in the previous school year.

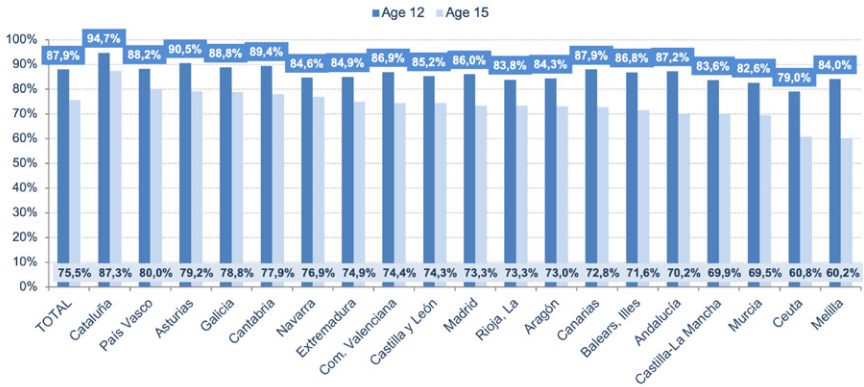
Repetition rate in primary and lower secondary education. EU countries ⁽¹⁾. 2020 year



(1) Percentage relationship between the number of repeaters in the 2019-2020 school year and the corresponding total enrolment in the previous school year, 2018-2019. Data not available for Netherlands, Poland and Sweden, nor for France in Primary Education.

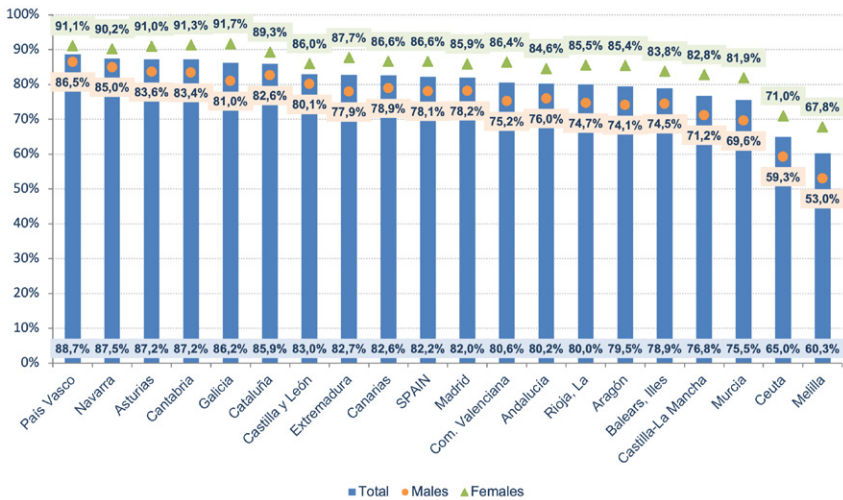
Source: OECD - UOE Questionnaire

Enrolment suitability rate with theoretical age ⁽¹⁾ at 12 and 15, by autonomous community. 2021-2022 school year



(1) Percentage ratio between students of the age considered to be enrolled in the grade that theoretically corresponds to that age or higher and the total enrolment of that age.

Compulsory secondary gross graduation rate ⁽¹⁾ by sex and autonomous community. 2020-2021 school year



(1) Percentage ratio between the compulsory secondary fourth grade students who achieve the diploma of *Graduado en ESO* and the population aged 15 on January 1st, 2021.

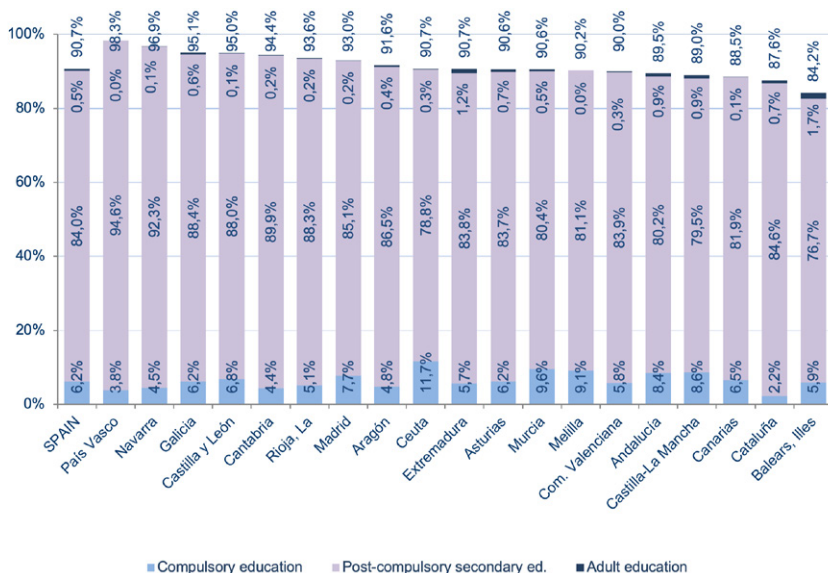
Levels of education

Transition after compulsory school

Net enrolment rates for ages 16 to 18 by sex

	Total		Males		Females	
	2016-2017	2021-2022	2016-2017	2021-2022	2016-2017	2021-2022
Age 16	95,9	95,7	95,0	95,2	96,9	96,2
Compulsory education	28,0	22,0	30,6	24,3	25,3	19,6
Post-compulsory secondary ed.	67,6	73,5	64,0	70,7	71,4	76,5
Adult education	0,3	0,2	0,4	0,2	0,2	0,1
Age 17	89,7	90,7	88,0	89,2	91,4	92,4
Compulsory education	9,4	6,2	10,3	6,9	8,4	5,5
Post-compulsory secondary ed.	79,2	83,7	76,5	81,4	82,2	86,2
Tertiary education	0,1	0,3	0,1	0,3	0,1	0,2
Adult education	1,0	0,5	1,2	0,7	0,8	0,4
Age 18	79,3	80,9	77,2	78,1	81,5	83,7
Compulsory education	1,1	1,0	1,3	1,2	1,0	0,9
Post-compulsory secondary ed.	35,3	31,2	38,5	34,5	31,9	27,7
Tertiary education	38,9	46,0	32,9	39,5	45,3	52,9
Adult education	4,0	2,6	4,6	2,9	3,3	2,3

Net enrolment rate at age 17 by education type and autonomous community. 2021-2022 school year

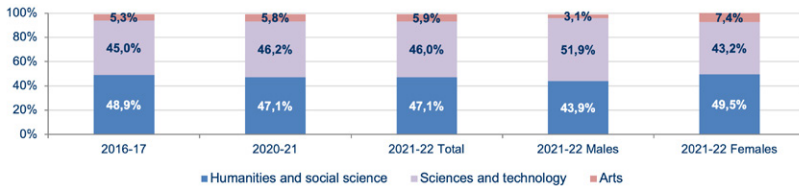


Baccalaureate

Baccalaureate students by autonomous community. 2022-2023 school year

	Total	Regular ed.	Distance ed.	% Females
TOTAL	687.511	661.608	25.903	53,7
Andalucía	134.000	125.427	8.573	53,4
Aragón	17.231	16.773	458	54,1
Asturias, Principado de	13.169	12.819	350	52,3
Balears, Illes	14.065	13.575	490	54,6
Canarias	36.519	32.794	3.725	52,9
Cantabria	8.503	8.056	447	52,3
Castilla y León	31.648	30.541	1.107	53,5
Castilla-La Mancha	29.894	29.248	646	54,1
Cataluña	103.183	101.864	1.319	54,8
Comunitat Valenciana	66.497	65.875	622	55,1
Extremadura	15.138	14.708	430	54,3
Galicia	36.424	33.911	2.513	53,0
Madrid, Comunidad de	106.885	104.029	2.856	52,6
Murcia, Región de	25.745	24.551	1.194	53,6
Navarra, Comunidad Foral de	9.276	9.128	148	55,5
País Vasco	32.499	31.960	539	53,9
Rioja, La	3.790	3.617	173	55,7
Ceuta	1.523	1.311	212	54,4
Melilla	1.522	1.421	101	54,6

Distribution of baccalaureate students by modality (trends and situation by sex)



Percentage of baccalaureate students passing grade. 2020-2021 school year

	TOTAL	Public	Private	Males	Females
First grade	86,4	83,4	94,4	83,9	88,6
Second grade	85,2	81,9	93,3	82,7	87,3

Baccalaureate assessment for University access. 2022

	Enrolled	Pass	% pass/enrolled		
			Total	Males	Females
Ordinary call	250.433	233.457	93,2	93,5	93,0
Extraordinary call	44.324	32.644	73,6	74,8	72,8
Univ. access exam. - over age 25	20.887	6.846	32,8	33,3	32,3
Univ. access exam. - over age 45	5.197	1.656	31,9	29,1	34,2

Source: Estadística de la Evaluación del Bachillerato para el acceso a la Universidad. Ministerio de Universidades.

Levels of education

Vocational training

Trends in student enrolment in vocational training

	2012-2013		2017-2018		2022-2023	
	Total	% Female	Total	% Female	Total	% Female
TOTAL	661.047	46,6	815.354	44,0	1.079.967	46,2
Basic vocational training	-	-	72.180	29,2	78.371	30,2
Intermediate vocational training-Total	332.495	43,9	344.266	43,3	437.558	45,6
Intermediate vocational training (face to face)	317.365	43,4	319.269	42,1	380.627	42,6
Distance intermediate vocational training	15.130	56,0	24.997	58,3	56.931	65,9
Advanced vocational training-Total	328.552	49,3	398.908	47,4	559.730	49,1
Advanced vocational training (face to face)	300.321	47,7	348.715	45,4	422.984	45,0
Distance advanced vocational training	28.231	66,4	50.193	61,0	136.746	61,7
Specialization courses for Intern. and Advan. Graduates	-	-	-	-	4.308	16,2

Vocational training students by autonomous community. 2022-2023 school year

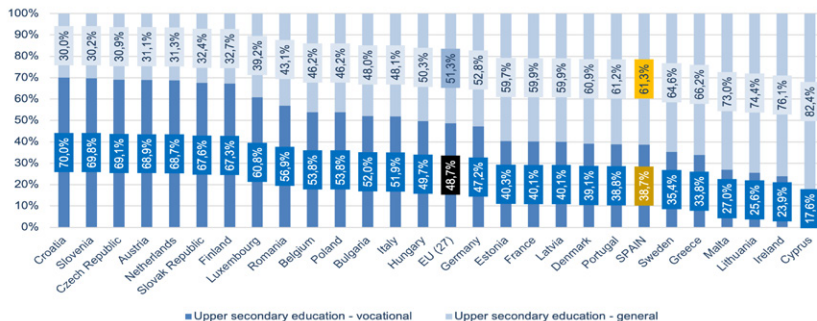
	Total	Basic voc. Training	Intermediate voc. Training		Advanced voc. Training		Specialization courses
			Face to face	Distance	Face to face	Distance	
Andalucía	188.437	14.463	73.334	3.373	78.693	17.525	1.049
Aragón	28.232	2.675	9.611	1.372	11.060	3.362	152
Asturias, Principado de	18.528	883	6.131	1.341	8.063	2.033	77
Balears, Illes	19.864	2.054	8.673	1.264	6.219	1.568	86
Canarias	47.985	3.443	13.395	4.636	16.892	9.381	238
Cantabria	14.323	877	4.973	1.119	5.809	1.493	52
Castilla y León	43.457	4.260	16.131	1.664	17.942	3.211	249
Castilla-La Mancha	43.895	5.268	14.911	2.922	15.712	4.887	195
Cataluña	212.722	467	73.830	20.144	68.454	49.453	374
Comunitat Valenciana	119.957	11.725	51.164	0	55.573	937	558
Extremadura	20.937	2.213	7.881	973	7.806	1.901	163
Galícia	58.239	4.739	19.271	3.178	24.028	6.663	360
Madrid, Comunidad de	156.479	12.358	44.747	10.946	61.483	26.841	104
Murcia, Región de	35.349	4.697	11.390	2.483	13.182	3.470	127
Navarra, Comunidad Foral de	12.802	1.146	4.993	461	5.028	1.093	81
País Vasco	44.953	4.905	15.489	540	22.687	1.019	313
Rioja, La	8.484	1.141	2.872	155	2.779	1.461	76
Ceuta	3.107	506	1.106	310	899	257	29
Melilla	2.217	551	725	50	675	191	25

Students enrolled in vocational training ⁽¹⁾ by vocational family, sex and form of admission. 2021-2022 school year

	Basic vocational training			Intern. vocational training			Adv. vocational training		
	Total	% Female	% Public schools	Total	% Female	% Public schools	Total	% Female	% Public schools
TOTAL	75.276	29,5	75,8	420.227	45,1	68,5	531.864	48,9	64,0
Physical and athletic activities	216	12,5	85,6	15.777	20,6	51,9	28.839	21,4	54,8
Administration	12.182	51,2	66,8	55.465	58,5	69,1	70.386	62,4	72,8
Agricultural activities	4.659	19,5	86,8	8.103	19,1	82,4	9.184	26,7	78,5
Graphic arts	806	46,0	82,5	3.436	43,7	76,7	2.611	54,6	81,7
Crafts	-	-	-	-	-	-	103	46,6	100,0
Sales and marketing	4.697	52,1	73,9	18.654	1,0	69,8	41.521	48,5	62,1
Building and civil engineering works	658	8,2	77,1	1.276	28,4	96,6	4.322	35,3	92,7
Electricity and electronics	9.768	3,6	73,9	29.144	3,6	77,4	26.089	6,3	80,2
Energy and water	-	-	-	365	5,2	100,0	3.613	9,9	90,9
Mechanical manufacturing	4.815	2,9	67,5	12.723	3,7	76,1	9.732	9,3	73,5
Hospitality and tourism	6.573	41,2	77,2	16.595	39,9	84,7	22.126	56,0	82,7
Personal image	7.091	79,6	79,2	19.243	87,2	74,0	9.367	93,0	77,0
Communication, audiovisual media	-	-	-	4.358	25,4	56,6	20.312	33,8	54,4
Food industries	496	35,3	95,0	4.768	57,4	91,4	2.767	51,2	88,6
Extractive industries	-	-	-	213	9,4	75,1	-	-	-
Computer science	12.748	17,1	78,8	44.020	7,9	75,2	74.472	14,3	67,7
Maintenance and production services	625	2,6	67,4	12.830	2,3	83,3	10.842	4,5	80,2
Wood and furniture	1.596	9,0	84,1	2.756	12,3	89,8	1.112	26,3	98,2
Marine and fishing activities	44	2,3	100,0	1.595	6,7	91,7	1.925	9,8	95,3
Chemistry	-	-	-	3.654	57,6	94,0	7.504	56,1	92,3
Health	-	-	-	107.047	76,4	48,4	90.474	76,4	31,5
Safety and environment	-	-	-	1.811	8,1	53,2	8.075	42,8	92,0
Social, cultural and community services	543	52,5	72,6	25.217	86,7	83,5	70.671	86,6	65,8
Textiles, garment making and leather/fur	476	57,8	86,1	1.799	78,0	83,6	2.077	81,0	82,0
Automobile maintenance	7.208	2,7	78,3	29.300	3,5	79,0	13.661	4,7	77,3
Glass and ceramics	75	41,3	100,0	78	34,6	100,0	79	39,2	100,0

(1) Considering both face to face education and distance learning

Students enrolled in Upper Secondary Education: Percentage distribution in Vocational Training and General Education. European Union Countries - Year 2021



Source: Eurostat

Levels of education

Percentages of VET graduates who are affiliated ⁽¹⁾ to Social Security and who continue studying in subsequent years. 2018-2019 academic year

	Basic vocational training		Intermediate vocational training		Advanced vocational training	
	Registered worker ⁽²⁾	Studying	Registered worker ⁽²⁾	Studying	Registered worker ⁽²⁾	Studying
	1 YEAR LATER					
TOTAL	15,5	64,1	37,5	47,8	50,5	29,2
Physical and athletic activities	..	..	23,1	72,9	47,1	40,5
Administration	12,1	67,7	30,6	59,6	53,5	25,3
Agricultural activities	17,4	54,1	27,8	52,4	43,3	23,2
Graphic arts	..	80,4	25,9	52,3	48,9	23,2
Sales and marketing	15,0	59,6	30,4	56,2	49,6	31,8
Building and civil engineering works	..	55,7	..	57,8	49,5	32,8
Electricity and electronics	15,6	67,4	32,3	57,4	58,5	21,8
Energy and water	..	..	..	..	57,7	25,5
Mechanical manufacturing	19,5	63,0	46,7	48,8	66,3	18,7
Hospitality and tourism	19,3	58,6	37,5	40,3	47,5	23,8
Personal image	13,9	57,8	35,1	35,2	49,3	14,3
Communication, audiovisual media	..	..	15,2	72,7	34,6	21,2
Food industries	..	60,9	39,1	37,0	52,3	19,4
Computer science	12,0	68,4	20,8	73,2	66,8	23,3
Maintenance and production services	-	61,3	42,0	54,5	64,6	17,8
Wood and furniture	18,8	61,2	43,3	39,3	..	12,4
Marine and fishing activities	..	..	35,0	42,6	53,3	15,6
Chemistry	..	..	31,1	64,9	60,8	24,8
Health	..	..	50,6	26,9	43,3	33,5
Safety and environment	..	..	33,6	34,9	43,5	34,0
Social, cultural and community services	..	65,5	35,5	58,1	44,7	42,4
Textiles, garment making and leather/fur	..	60,9	..	54,6	..	18,9
Automobile maintenance	21,8	66,4	47,1	38,5	61,5	10,9
	3 YEARS LATER					
TOTAL	40,2	35,2	59,0	27,9	62,7	28,9
Physical and athletic activities	..	..	52,2	35,5	58,2	43,9
Administration	34,6	40,0	54,8	33,1	65,6	21,7
Agricultural activities	43,2	25,8	57,1	25,0	58,8	19,9
Graphic arts	..	48,6	44,0	31,8	62,0	17,5
Sales and marketing	38,2	33,4	50,9	34,3	63,2	28,2
Building and civil engineering works	..	15,0	..	32,8	61,8	29,6
Electricity and electronics	43,0	37,2	59,0	30,5	68,7	18,9
Energy and water	..	..	..	..	68,7	18,1
Mechanical manufacturing	49,6	34,4	68,0	25,9	74,4	15,3
Hospitality and tourism	43,0	32,3	59,2	24,8	62,5	24,0
Personal image	37,0	30,8	56,2	20,4	64,7	19,6
Communication, audiovisual media	..	..	39,8	37,5	51,9	25,2
Food industries	..	35,7	57,4	24,6	64,9	18,9
Computer science	34,7	40,7	49,6	45,6	75,7	17,4
Maintenance and production services	..	29,8	68,1	25,1	73,3	14,2
Wood and furniture	40,1	29,7	61,6	19,1	..	8,4
Marine and fishing activities	..	..	55,6	22,9	61,4	15,5
Chemistry	..	..	55,4	43,3	71,0	24,4
Health	..	..	64,2	19,3	55,9	35,8
Safety and environment	..	..	56,5	19,1	55,6	33,4
Social, cultural and community services	..	38,1	58,9	35,1	57,9	45,5
Textiles, garment making and leather/fur	..	36,1	..	36,0	..	22,0
Automobile maintenance	51,4	29,8	70,4	17,6	70,4	10,4

(1) Some Social Security affiliates could continue studying, not being disjoint groups. Only vocational families with statistically representative information are presented.

(2) Provisional data, adjusted to job placement in the 3 years after graduation.

Source: Estadística de Inserción laboral de los graduados en enseñanzas de FP y Estadística de Seguimiento educativo posterior de los graduados en FR MEFP.

Lifelong Learning

Participation in educational activities, by age group and sex. 2022 year⁽¹⁾

	% Participants	% Parts. in formal ed. ⁽²⁾	% Parts. in non-formal ed. ⁽²⁾
Young population (age 16 to 24)	73,2	66,9	12,9
Males	70,5	63,9	12,5
Females	76,0	70,1	13,4
Adult population (age 25 to 64)	15,3	4,0	11,7
Males	13,5	3,3	10,6
Females	17,0	4,6	12,8
Age			
25 to 34	25,0	10,8	15,1
35 to 44	16,8	4,0	13,3
45 to 54	13,6	2,0	11,8
55 to 64	8,1	0,9	7,3

(1) People in the stated age groups are counted if when interviewed they claimed to have engaged in some kind of formal or non formal educational activity, inside or outside the education system, in the four weeks prior to the survey .

(2) People participating in formal and non-formal education at the same time are counted under both headings.

Source: Labour Force Survey, Eurostat.

Enrolment in Adult education ⁽¹⁾. 2022-2023 school year

	Total	% Public school	% Females
TOTAL	512.370	98,7	64,3
Formal education	198.441	97,4	56,0
Initial studies	50.918	99,6	61,4
Secondary education for adults	98.003	95,4	53,1
Preparation for compulsory secondary ed. diploma test	12.277	100,0	56,5
Preparation for baccalaureate diploma test	174	100,0	62,6
Preparation for university admissions test for adults	11.725	98,3	60,7
Preparation for vocational training diplomas test	18.766	98,6	48,6
Other programs ⁽²⁾	6.578	100,0	69,6
Non-formal education	313.929	99,5	69,5
Spanish languages for immigrants	97.626	99,4	58,5
Other non-formal studies	216.303	99,6	74,4

(1) Specific adult education conducted within the education system is included, regardless of student age. Enrolment refers to one school year.

(2) Includes "Professional Certificate Courses" and "Preparation Courses for the B1 English Level Certificate Test".

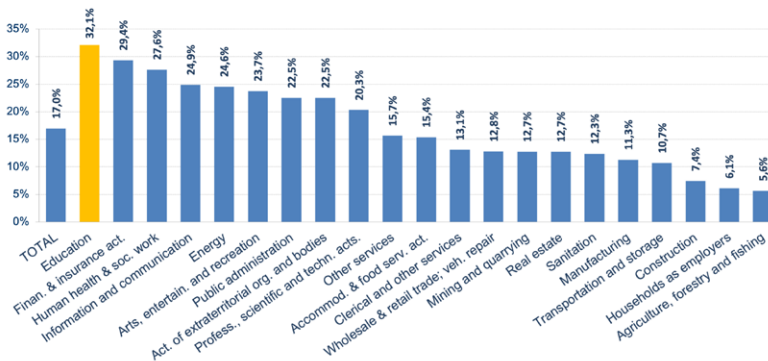
Levels of education

Lifelong Learning (Percentage of population aged 25 to 64 that participates in education and training). **European Union countries. 2022**

	Total	Sex		Ed. Level		
		Males	Females	Lower sec. ed. and below	Upper secondary education	Tertiary education
EU (27 countries)	11,9	10,8	12,9	4,7	9,0	19,8
Austria	15,8	14,4	17,2	6,2	10,9	26,4
Belgium	10,3	9,7	10,9	3,9	6,5	15,7
Bulgaria	1,7	1,6	1,8	..	1,5	2,8
Croatia	4,4	3,9	5,0	0,5	3,3	9,0
Cyprus	10,5	10,4	10,5	1,5	7,4	15,6
Czech Republic	9,4	9,3	9,4	2,9	7,0	16,8
Denmark	27,9	23,6	32,2	18,3	26,0	33,8
Estonia	21,1	16,7	25,5	10,7	14,7	30,8
Finland	25,2	20,9	29,7	16,3	22,1	30,9
France	13,3	11,4	15,1	5,3	9,7	20,1
Germany	8,1	7,9	8,4	4,0	6,6	12,8
Greece	3,5	3,2	3,8	0,4	3,4	5,4
Hungary	7,9	6,7	9,2	3,4	6,2	13,4
Ireland	11,8	10,3	13,2	4,2	8,5	15,7
Italy	9,6	9,4	9,9	2,5	9,9	22,2
Latvia	9,7	6,6	12,5	..	5,0	17,7
Lithuania	8,5	6,8	10,2	3,5	3,9	14,0
Luxembourg	18,1	16,9	19,3	6,9	12,6	24,5
Malta	12,8	12,1	13,6	3,7	13,5	22,3
Netherlands	26,4	25,2	27,5	13,9	24,2	33,7
Poland	7,6	7,0	8,3	1,2	4,1	15,1
Portugal	13,8	13,2	14,2	5,4	14,0	24,0
Romania	5,4	5,6	5,2	1,3	5,0	10,6
Slovak Republic	12,8	12,9	12,8	3,2	10,2	20,6
Slovenia	21,6	20,1	23,2	5,9	14,4	34,2
Spain	15,3	13,5	17,0	5,7	14,6	24,0
Sweden	36,2	29,4	43,2	25,1	29,9	44,0

Source: Labour Force Survey. Eurostat.

Percentage of employees participating in lifelong learning, by economic activity. 2022



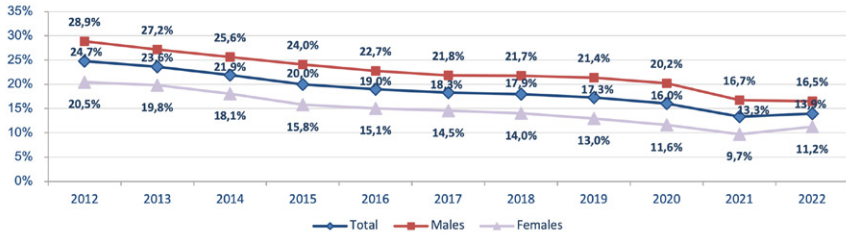
Source: Labour Force Survey. Eurostat.

Educational attainment. Outcomes and returns

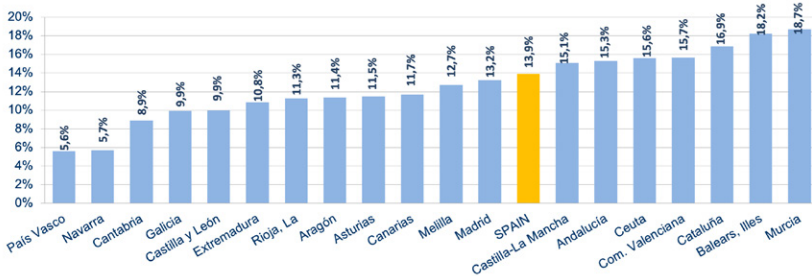
School leaving after compulsory education

Early leavers from education and training: *Percentage of the population aged 18 to 24 having attained at most lower secondary education and not being involved in further education or training*

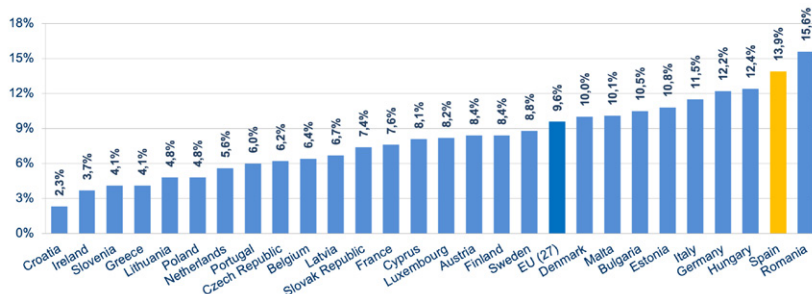
Trends in early leavers from education and training by sex



Early leavers from education and training by autonomous community. 2022



Early leavers from education and training. European Union countries. 2022

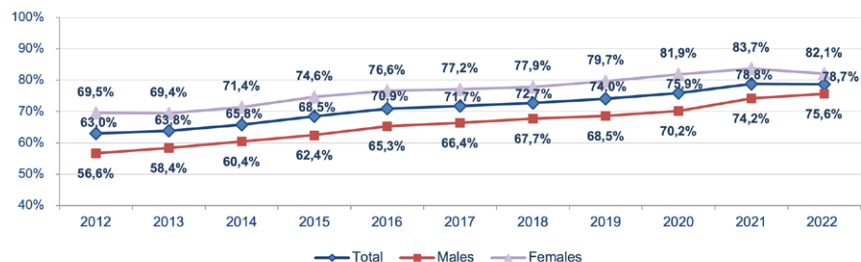


Source: Labour Force Survey . Eurostat.

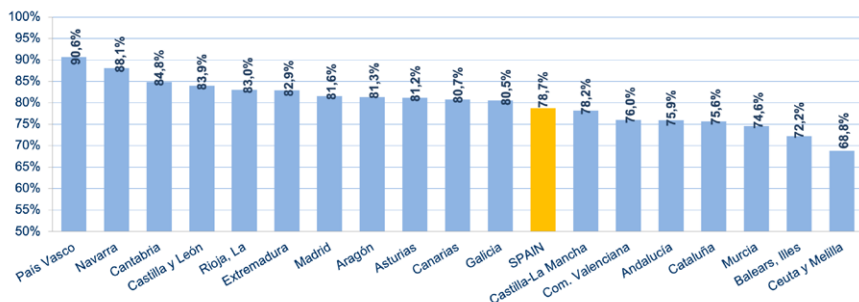
Educational attainment. Outcomes and returns

Upper secondary education attainment level

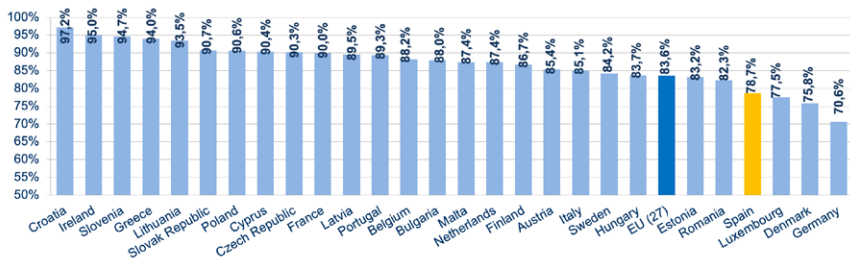
Trends in percentage of population aged 20-24 with at least an upper secondary qualification (ISCED 3)



Percentage of population aged 20-24 with at least an upper secondary qualification (ISCED 3) by autonomous community. 2022



Percentage of population aged 20-24 with at least an upper secondary qualification (ISCED 3). European Union countries. 2022

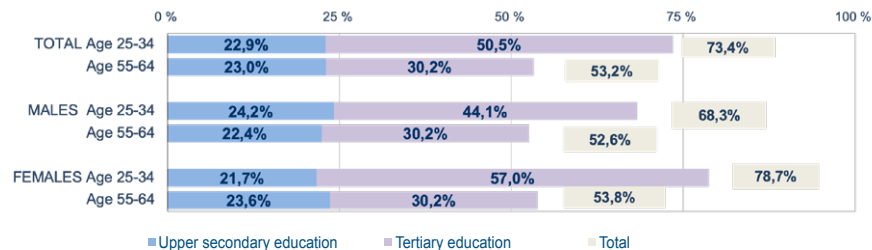


Source: Labour Force Survey. Eurostat.

Educational attainment. Outcomes and returns

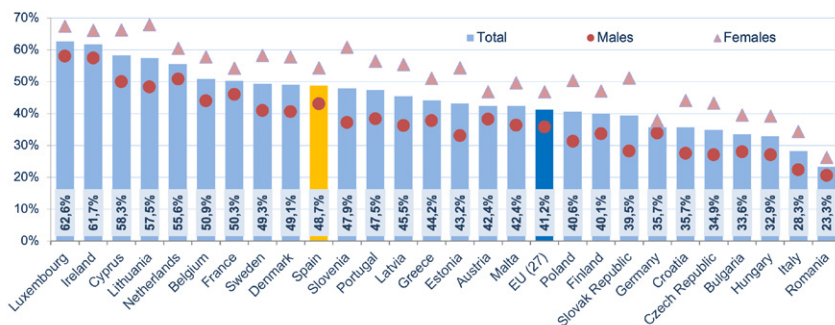
Population with post-compulsory educational attainment

Percentage of the population aged 25-34 and 55-64 with upper secondary or tertiary educational attainment. 2022

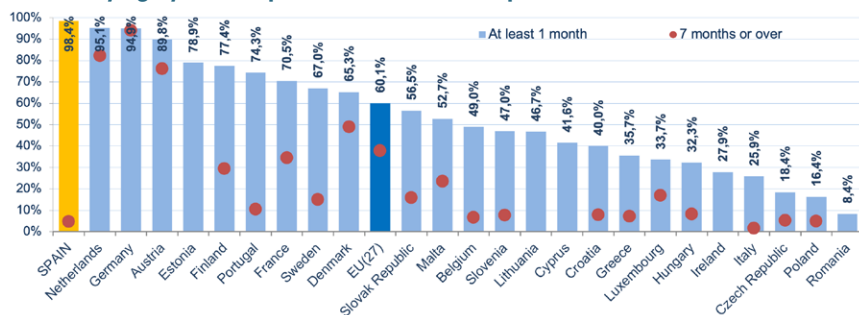


Source: Encuesta de Población Activa. INE.

Percentage of the population aged 25-34 with tertiary educational attainment. European Union countries. 2022



Population aged 20-34 graduated in Vocational upper secondary and post-secondary non-tertiary education (levels 3 and 4 - VET) in the last 3 years, with work experience while studying by work experience duration. European Union countries. 2022

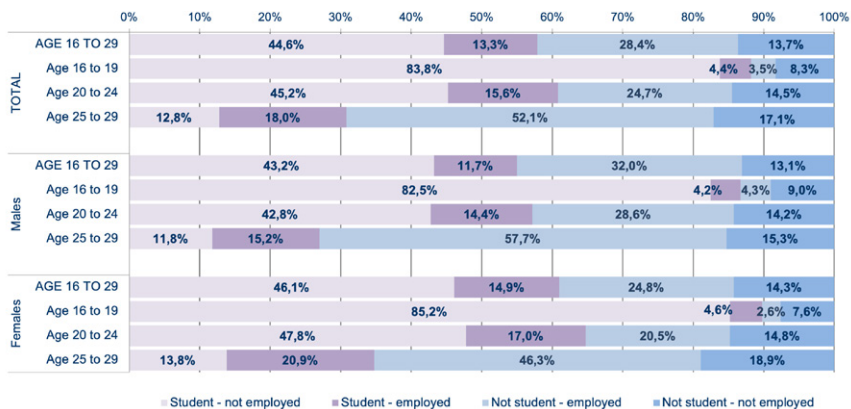


Source: Encuesta Europea de Población Activa (Labour Force Survey). Eurostat.

Educational attainment. Outcomes and returns

The relationship between education and employment

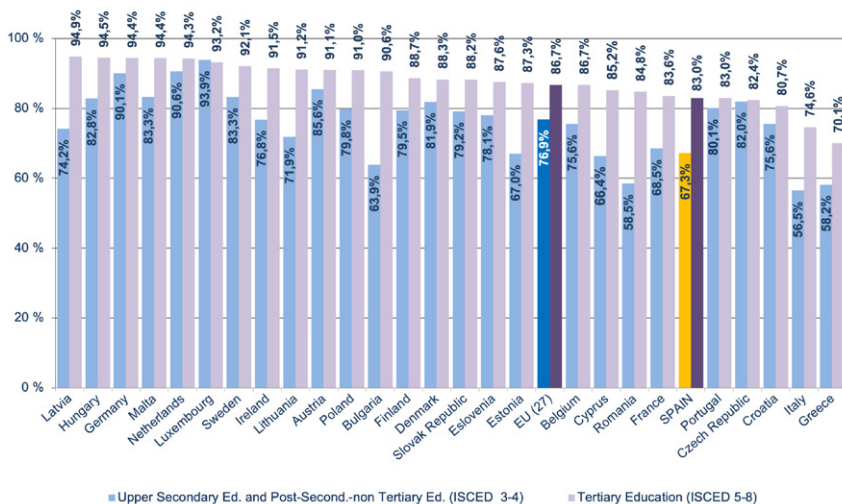
Young people by educational and labour status, by age group and sex ⁽¹⁾. 2022



(1) A person is considered a student if he or she has engaged in some kind of education (formal or non-formal) in the last four weeks. A person is considered employed if during the reference week was employed by others, wage-earners, or performed freelance work pursuant, freelance workers.

Source: Encuesta de Población Activa. INE.

Employment rates of population aged 20-34 and graduated in the last 3 years ⁽¹⁾, by educational attainment level. EU countries. 2022



(1) Percentage of graduates at upper secondary education, post-compulsory secondary education or tertiary education (CINE 3-8) between 20 and 34 years old, not involved in further education, graduated between 1 and 3 years before, and employed.

Source: Labour Force Survey. Eurostat.

Educational attainment. Outcomes and returns

Activity and unemployment rates of the population aged 25 to 34, by educational attainment

	Activity rates			Unemployment rates		
	2012	2017	2022	2012	2017	2022
TOTAL	89,0	87,0	86,3	27,6	19,5	14,5
Primary and lower education	76,1	72,5	66,7	46,5	37,0	28,1
Lower secondary education	89,5	87,7	84,8	36,0	25,9	21,0
Upper secondary education	88,1	84,8	83,5	27,2	18,4	16,1
Tertiary education	91,7	89,9	90,2	19,3	13,9	10,2

Source: Encuesta de Población Activa. INE.

Distribution of employed population, by occupation and educational attainment. 2022

	Total	Lower secondary education	Upper secondary education	Tertiary education
TOTAL	100,0	100,0	100,0	100,0
Business and government administration	4,4	2,0	3,4	6,4
Technical trades and professions	19,3	0,3	1,6	40,6
Technical support professions	11,7	4,3	11,7	16,6
Accounting and administration and others	10,4	4,1	12,7	13,2
Clerical work, work in services and sales	21,1	25,9	32,8	11,9
Skilled Agricultural, Forestry and Fishery Workers	2,2	4,5	2,2	0,7
Craft and Related Trades Workers ⁽¹⁾	10,5	17,8	12,5	4,9
Machinery operation and assembly	7,9	15,4	9,0	2,5
Manual labour	12,0	25,6	13,3	2,7
Armed forces	0,5	0,3	0,9	0,5

(1) Except machinery operation and assembly.

Source: Encuesta de Población Activa. INE.

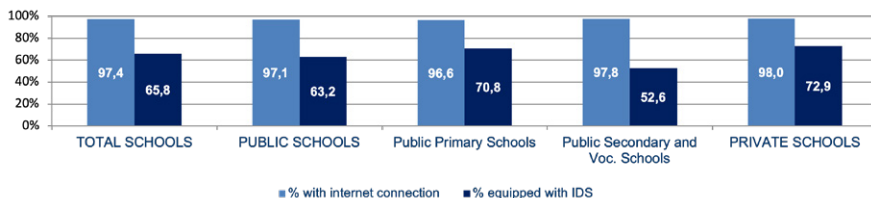
Relative hourly wage by educational attainment. 2021

	Total wage earners			Wage earners aged 25 to 34		
	Total	Males	Females	Total	Males	Females
TOTAL	100,0	105,1	93,0	100,0	101,1	98,6
Primary and lower education	57,7	64,1	42,9	66,0	65,3	67,9
Lower secondary education	68,7	73,6	55,9	72,1	76,3	59,2
Upper secondary education	80,9	88,1	69,3	77,8	84,2	68,9
Tertiary education	123,7	136,2	111,3	115,6	120,0	111,4

Source: Encuesta de Condiciones de Vida. INE.

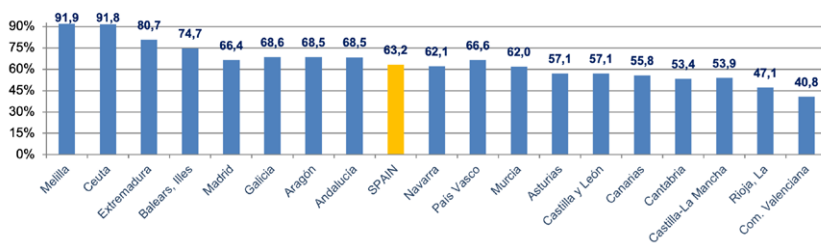
ICT in non-university educational centers

Percentage of regular classrooms with Internet connection and equipped with IDS ⁽¹⁾. School year 2020-2021



(1) Interactive digital systems: interactive digital boards, projectors and panels, multi-touch tables, interactive TV...

Percentage in public centers of regular classrooms equipped with IDS ⁽¹⁾⁽²⁾ by autonomous community. School year 2020-2021



(1) Interactive digital systems: interactive digital boards, projectors and panels, multi-touch tables, interactive TV...

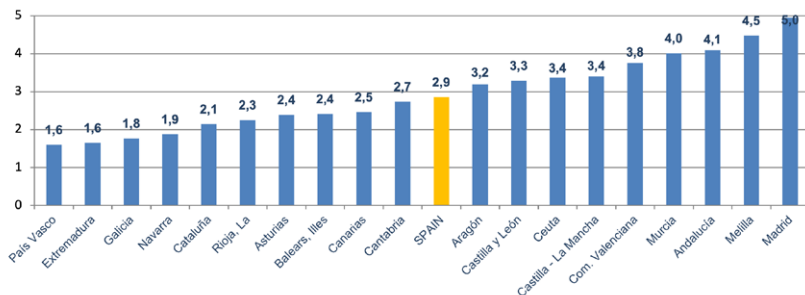
(2) Data not available for Cataluña

Percentage of schools with digital services. School year 2020-2021

	Virtual learning environment	Cloud computing
TOTAL	68,6	71,5
PUBLIC SCHOOLS	67,9	68,8
Primary Schools	61,2	67,3
Secondary and Voc. Schools	85,4	72,7
PRIVATE SCHOOLS	71,0	80,3

Information and communication technology in education and training

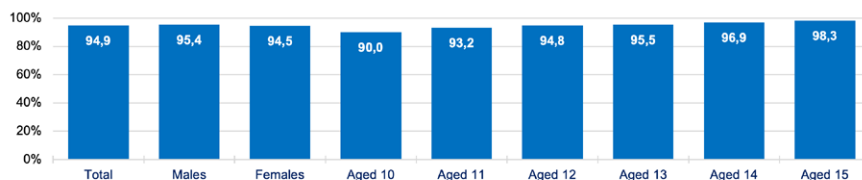
Average number of students per computer ⁽¹⁾ in public schools, by autonomous community. 2020-2021 school year



(1) They are considered computers dedicated preferably to teachers and to teaching with students.

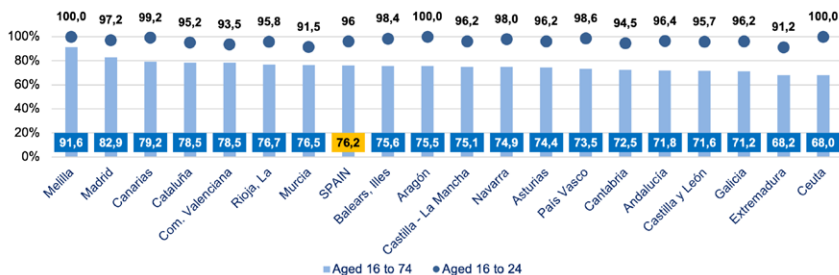
Information and communication technology skills

Children (aged 10 to 15) Internet users in the last 3 months. Year 2022



Source: Encuesta sobre equipamiento y uso de tecnologías de información y comunicación en los hogares - INE Information and communication technology statistics - Eurostat.

Percentage of population that in the last 12 months has used some computer skill ⁽¹⁾, by age group and autonomous community. Year 2021

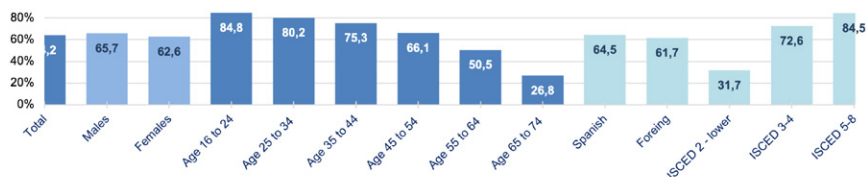


(1) Collected computer skills: download a software or change its settings; transfer files between the computer and other devices; create presentations that integrate text, images or tables; program in a programming language; copy or move files or folders

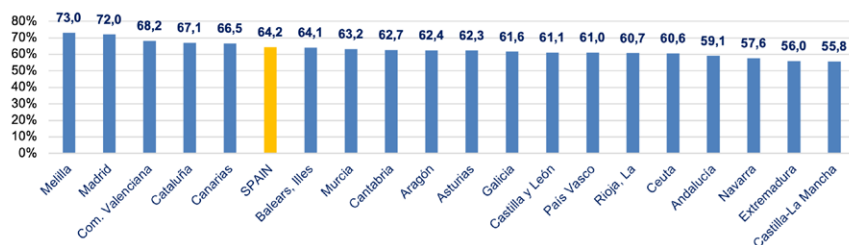
Source: Encuesta sobre equipamiento y uso de tecnologías de información y comunicación en los hogares - INE.

Information and communication technology in education and training

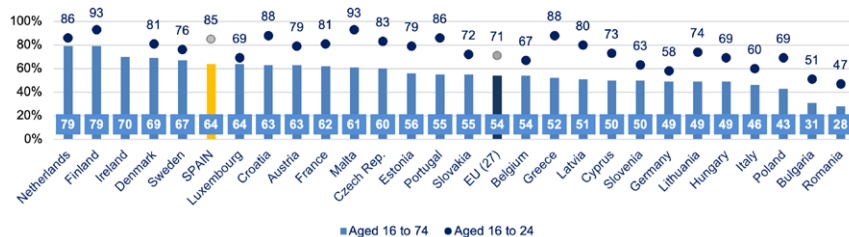
Percentage of population aged 16 to 74 with at least basic digital skills ⁽¹⁾, by demographic and socioeconomic variables. Year 2021



Percentage of population aged 16 to 74 with at least basic digital skills ⁽¹⁾, by autonomous community. Year 2021



Percentage of population with at least basic digital skills ⁽¹⁾, by age group and country. European Union. Year 2021



(1) Eurostat establishes four types of skills: no skills, low skills, basic and advanced; built from the degree of skill in the fields of Information, Communication, Problem solving and Computer skills."

Source: Encuesta sobre equipamiento y uso de tecnologías de información y comunicación en los hogares - INE Information and communication technology statistics - Eurostat.

The study of foreign languages as a subject

Percentage of students who study foreign languages. 2021-2022 school year

	Total	English	French	Other Languages
First foreign language				
Early childhood ed. second cycle	85,9	85,1	0,5	0,3
Primary education	100,0	98,9	0,7	0,4
Compulsory secondary education	100,0	98,3	1,4	0,4
Baccalaureate	96,7	94,8	1,4	0,4
Second foreign language				
Primary education	14,9	0,7	13,1	1,1
Compulsory secondary education	40,6	1,3	34,5	4,8
Baccalaureate	22,5	1,4	18,9	2,2

Use of foreign languages as teaching languages

Percentage of students who are experiencing the use of a foreign language as their teaching language. 2021-2022 school year

	Integrated learning of content and foreign language ⁽¹⁾		Other experiences ⁽²⁾		Foreign schools	
	Primary education	Compulsory secondary education	Primary education	Compulsory secondary education	Primary education	Compulsory secondary education
TOTAL	40,9	31,3	4,2	3,8	1,6	1,3
Andalucía	45,5	49,3	0,0	0,0	1,3	1,0
Aragón	53,1	32,5	10,6	3,7	0,0	0,0
Asturias, Principado de	40,7	25,6	4,5	1,1	0,7	0,6
Balears, Illes	1,4	1,3	7,5	4,0	3,3	3,1
Canarias	53,0	27,4	0,9	1,9	3,0	2,2
Cantabria	33,9	20,5	0,0	0,8	0,0	0,0
Castilla y León	56,3	30,9	4,5	3,7	0,1	0,1
Castilla-La Mancha	37,1	21,3	2,7	1,6	0,0	0,0
Cataluña	..	..	..	..	1,3	1,2
Comunitat Valenciana	2,1	2,3	4,2	7,1	3,1	2,7
Extremadura	35,1	27,2	0,0	0,0	0,0	0,0
Galicia	42,6	16,6	16,3	11,1	0,7	0,2
Madrid, Comunidad de	52,2	44,5	7,3	5,2	3,0	2,5
Murcia, Región de	89,8	47,3	0,0	0,4	1,0	0,7
Navarra, Comunidad Foral de	63,2	3,7	0,0	24,6	0,3	0,2
País Vasco	26,4	31,8	2,8	3,2	0,8	0,7
Rioja, La	20,3	5,3	20,4	16,6	0,0	0,0
Ceuta	26,7	3,2	0,4	0,0	0,0	0,0
Melilla	35,7	6,4	4,9	0,5	0,0	0,0

(1) This includes the range of programmes that guarantee teaching of this type in every grade of each cycle of compulsory education (primary school and/or compulsory secondary school) at least and may also include second cycle of early childhood education and/or post-compulsory education.

(2) This includes experiences that include the use of a foreign language as the teaching language for one or more areas or subjects other than foreign language class, as a means of gaining a deeper knowledge of the foreign language. These experiences are not generally oriented toward continuing throughout every grade of the compulsory cycles and may sometimes even depend on the availability of teaching staff who can participate at the school.

Educational action abroad

Main figures of Educational Action Programmes Abroad ⁽¹⁾. 2022-2023 School year

	Schools / Sections	Locations	Students	Staff ⁽²⁾
Total Educational Action Programmes Abroad	289	662	134.578	10.740
Total Educational Action and Technical Advisors	76	449	42.661	1.296
Spanish government-owned schools	18	18	8.192	690
Dual ownership schools	2	2	2.010	218
Spanish sections in schools owned by other countries	29	56	10.508	78
Spanish sections in European schools	13	13	6.328	99
Spanish heritage schools	14	360	15.623	136
Education Technical Advisors	-	-	-	75
Other Educational Action Programmes Abroad	213	213	91.917	9.444
International Spanish Academies (ISA) ⁽³⁾	126	126	46.564	135
Bilingual sections	74	74	30.657	120
Schools under special agreements	13	13	14.696	-
Language and Culture Assistants ⁽⁴⁾	-	-	-	8.041
Visiting Teachers ⁽⁵⁾	-	-	-	1.283

Students in international educational programmes abroad by education level/programme ⁽¹⁾. 2022-2023 school year

	Total	Total Regulated studies ⁽⁶⁾	Early childhood and primary education	Compulsory secondary ed., Baccalaureate and Vocational training	Spanish as a second language ⁽⁶⁾
TOTAL	134.578	86.773	45.424	41.349	47.805
Spanish government-owned schools	8.192	8.192	4.771	3.421	-
Dual ownership schools	2.010	2.010	872	1.138	-
Spanish sections in schools owned by other countries	10.508	10.508	3.408	7.100	-
Spanish sections in European schools	6.328	2.474	891	1.583	3.854
Spanish heritage schools	15.623	-	-	-	15.623
International Spanish Academies (ISA)	46.564	36.144	25.923	10.221	10.420
Bilingual sections in Eastern European countries, Russia and China	30.657	12.749	1.824	10.925	17.908
Schools under special agreements	14.696	14.696	7.735	6.961	-

(1) See definition of programs and initiatives of the International Education Unit (UAEE) in the section of explanatory notes.

(2) Includes the total number of teachers, technical advisors and language assistants.

(3) The 135 ISA teachers are also part of the Visiting teacher program, so they appear in both categories.

(4) Includes the total number of Language and Culture Assistants (854 Spaniards abroad and 7.187 foreign participants in Spain)

(5) Studies pursuant to the education system.

(6) Spanish language and culture and Spanish as a second language.

Source: Unidad de Acción Educativa Exterior. Ministerio de Educación y Formación Profesional

European Programs

Erasmus+ Programme: Participants and mobility. Call 2022 ⁽¹⁾

	Projects	Participating staff in mobility	Participating students in mobility	Total amount (thousand euros)
SCHOOL EDUCATION	1.407	7.525	18.323	45.528,2
Staff and students mobility (key action 1)	1.337	7.525	18.323	34.558,2
Strategic partnerships toward Primary Education (key action 2) ⁽²⁾	70	-	-	10.970,0
VOCATIONAL TRAINING ⁽³⁾	715	2.811	9.445	46.468,4
Staff and students mobility (key action 1)	666	2.811	9.445	38.208,4
Strategic partnerships toward Vocational Training (key action 2)	49	-	-	8.260,0
HIGHER EDUCATION ⁽⁴⁾	1.075 ⁽⁷⁾	10.622	52.544	164.962
Student mobility for studies financed with domestic policy funds ⁽⁵⁾ (key action 1)	210	0	34.562	104.248,1
Student mobility for traineeships financed with domestic policy funds ⁽⁵⁾ (key action 1)	910	0	10.968	21.043,7
Staff mobility for teaching Financed with domestic policy funds (key action 1)	238	3.642	0	4.334,5
Staff mobility for teaching financed with domestic policy funds (key action 1)	832	4.661	0	5.779,8
Blended Intensive Programmes ⁽⁶⁾ (key action 1)	86	-	4.380	1.752,0
Student mobility for studies and traineeships financed by foreign policy funds ⁽⁸⁾ (key action 1)	64	0	2.634	14.340,2
Staff mobility for teaching and training financed by foreign policy funds ⁽⁸⁾ (key action 1)	66	2.319	-	5.794,0
Strategic partnerships in the field of Higher Education (key action 2)	24	-	-	7.670,0
ADULT EDUCATION ⁽⁶⁾	209	1.050	854	18.637,2
Staff and students mobility (key action 1)	120	1.050	854	3.267,2
Strategic partnerships toward Adult Education (key action 2) ⁽²⁾	89	-	-	15.370,0
TOTAL	2.331	22.008	81.166	275.596,0

(1) Provisional Data.

(2) Cooperation Partnerships include Cooperation Partnerships and Small-Scale Partnerships.

(3) Organizations and individuals from the countries of the Program in the field of basic and intermediate vocational training can participate.

(4) Organizations and individuals from all over the world in the field of advanced vocational training, university education and advanced arts can take part

(5) It includes MUNI co-funding amounting to 38 million euros.

(6) Organizations and individuals from the countries of the Program in the field of adult education can take part.

(7) Total is not the sum of the different actions, since one institution (project) can take part in more than one action.

(8) Participants in the BIP who receive training can also be teaching or non-teaching staff of Higher Education institutions.

(9) It includes MUNI co-funding amounting to 2 million euros for region 10 Latin America.

Note: See the programme definitions in the Explanatory Notes.

Source: Servicio Español para la Internacionalización de la Educación (SEPIE). Ministerio de Universidades

📎 The sources of data used in this publication are explained below:

- Most of the information in “Students”, “Teachers”, “Schools”, “Levels of education” “Foreign language learning” and part of “Information and communication technology in education” is drawn from statistics on non-university education prepared by the Unit of Statistics and Studies (General Technical Secretariat- MEFP), under a statistical cooperation framework with the autonomous communities through the Education Sector Conference. Data are generally drawn from the definitive data of several school years, the 2022-2023 data are preliminary and 2023-2024 are estimates. These statistical sources are not expressly cited in the tables presented here.
- The rest of the sources used are mentioned at footnotes, especially in “Investment in education”, “The social dimension of education: scholarships and student grants”, “Educational attainment; outcomes and returns”, “Educational action abroad” and “International mobility in education”.

📎 Different school and calendar years are used in the sections of the publication, depending on the information available. Forecasts of the basic variables students and schools for 2023-2024 have been made. For the rest of the information, the latest available statistical data have been used. For trends data, five and ten-year comparisons are generally presented, together with comparisons with the previous school year. Note that for the Statistics of Information and Communications Technologies in Schools, the data for the 2020-2021 school year are maintained, given that it is carried out biennially, as is the case with the digital skills data referring to 2021.

📎 This publication does not cover university education, except in sections concerning the education system as a whole (e.g. investment in education, scholarships and aid, data on population educational attainment level).

📎 Students with a specific need for educational support include students who require and receive attention different from ordinary care due to special educational needs, developmental delays, language and communication development disorders, learning disorders, serious lack of knowledge of the language of learning, being in a situation of socio-educational vulnerability, due to their high intellectual abilities or due to having joined the educational system late.

📎 Trends on “Public expenditure on education” are presented in two columns, with financial chapters included and excluded. Data excluding financial chapters leave out a spending component that introduces a high degree of fluctuation in the series that hampers analysis of the development of real expenditure on education and its associated indicators. It also enables the presentation of figures more in line with international indicators, since the international education statistics methodology shared by the OECD, Eurostat and UNESCO does not take into account the financial expenses that Spain classifies into chapters 3, 8 and 9 when recording public expenditure on education.

📎 Net enrolment rates are defined as the ratio between the number of students of a certain age or age group that is enrolled for the studies at issue and the total population of that age or age group. The following programmes from the Education System are included for the calculation of rates: non-university General Education System programmes, University education, Professional studies of Music and Dance (students aged 16 and over), Vocational training in Arts and Design, Higher studies in Arts and Design, Levels B2, C1 and C2 Languages programmes (students of 16 and more), Sport studies of the Specialised Education System and Initial and Secondary education for adult people. The source of population data is Estadística Continua de Población of INE.

Activity rates are defined as the percentage of the population aged 16 or over that meets the conditions for inclusion among employed or unemployed people. Unemployment rates are defined as the percentage of active population that is not employed, seeking a job and available for working.


Annual wage indexes are calculated considering the average annual wage of total population (men and women as a whole) to be equal to 100, and all other wages are expressed as ratio to this average.

Educational activity conducted by the Ministry of Education and Vocational Training abroad (see page 40) is designed to address the needs of the Spanish population residing abroad and to promote and spread Spanish language and culture in other countries. This activity covers the following:

- *Spanish government-owned schools*, whose objective is to provide services for Spanish people residing outside Spain and to extend Spanish language and culture and our education system in the countries where the schools are located.
- *Dual ownership schools*, where the Spanish government is one of the owners and an integrated curriculum is taught to students who obtain a double certificate.
- *Spanish sections in schools owned by other countries*, where certain areas of learning from the Spanish education system (Spanish Language and Literature, and Geography and History of Spain) are taught to Spanish and foreign students.
- *Spanish sections in European schools*, where the regulated content of the schools' specific programme is taught in the Spanish language.
- *Spanish heritage schools*, which are specific programmes for the children of Spanish people residing abroad.
- *Schools under special agreements enabling Latin-American and Spanish students residing outside Spain* to obtain the academic certificates of their place of residence and Spanish academic certificates, by adding supplementary studies in Spanish language, Literature, and Geography and History.
- *Bilingual sections in schools owned by governments of countries in central and eastern Europe and China*, in which, depending on the country, Spanish Language and Literature, Spanish Foreign Language, and Geography, History and Culture of Spain are taught, as well as various non-linguistics subjects in Spanish. Its students have the possibility of obtaining the Spanish Baccalaureate Degree.
- *International Spanish Academies (ISA)*, in non-university formal education institutions in Australia, Canada and the United States where an integrated language and content curriculum is taught in Spanish.


International educational mobility section (see page 41) presents information from the Erasmus+ program which in its first period covered from 2014 to 2020 and in its continuation from 2021 to 2027, presenting provisional results for the 2022. It is the European Union programme supporting actions in the fields of education and training, youth and sport. The program is part of the idea that education, training and formal and non-formal learning beyond the borders of the EU, with a clear vocation for internationalization, opening up to third countries, being the key to job creation and improving the competitiveness of Europe. Actions managed from the national agencies in a decentralized way in the fields of education and training are the following (Call 2022):

- *Mobility of people based on learning (Key action 1):*
 - Staff mobility, especially teachers, trainers and managers in all sectors of education and training (school education, vocational education and training, higher education and adult education).
 - Mobility of students of vocational training and higher education.
- *Cooperation for innovation and exchange of good practices (Key action 2):*
 - Strategic partnerships between organizations of education, training and other relevant actors.

 Some sections of this document also present data on the situation of education in Spain within the European framework, as published fundamentally by Eurostat and calculated using the international methodology.

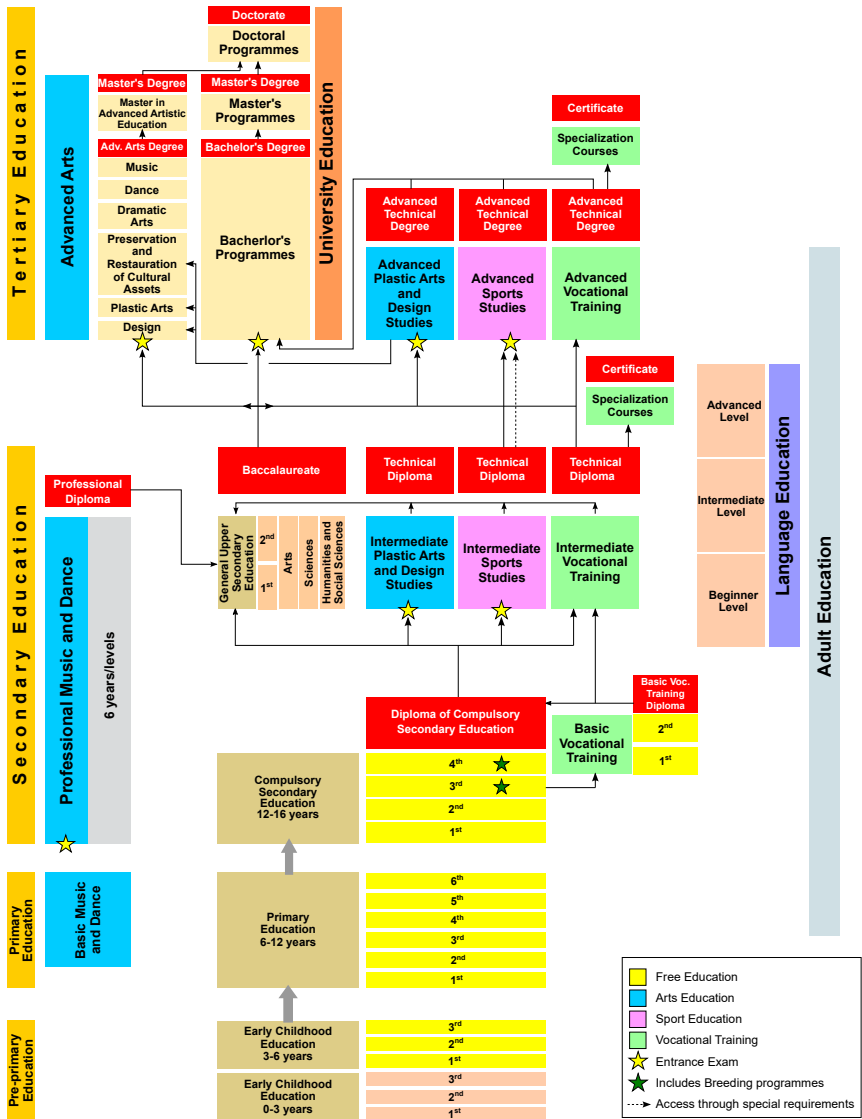
This information is presented using the education levels established in ISCED 2011 (International Standard Classification of Education 2011):

- ISCED 0: Early childhood education
- ISCED 1: Primary education
- ISCED 2: Lower secondary education
- ISCED 3: Upper secondary education
- ISCED 4: Post-secondary non-tertiary education
- ISCED 5: Short-cycle tertiary education
- ISCED 6: Bachelor's or equivalent level
- ISCED 7: Master's or equivalent level
- ISCED 8: Doctoral or equivalent level

 The symbols used in this publication are:

- «..» Data not available.
- «-» Null value.
- «X» Data included under another heading.

Structure of the Spanish Education System





GOBIERNO
DE ESPAÑA

MINISTERIO
DE EDUCACIÓN
Y FORMACIÓN PROFESIONAL