

REVIEW “PANORAMA DE LA EDUCACIÓN. INDICADORES DE LA OCDE 2022. INFORME ESPAÑOL

RESEÑA “PANORAMA DE LA EDUCACIÓN. INDICADORES DE LA OCDE 2022. INFORME ESPAÑOL”

Vicente Alcañiz Miñano.

Education Inspector. Madrid.

DATA SHEET

Publication: Education at a Glance. OECD Indicators 2022. Spanish report (*Panorama de la educación. Indicadores de la OCDE 2022. Informe español*).

Author: Ministry of Education and Vocational Training. Secretary of State for Education. General Directorate of Evaluation and Territorial Cooperation. National Institute for Educational Evaluation.

Year of publication. October 2022

Edited by: General Technical Secretariat. Subdirección General de Atención al Ciudadano, Documentación y Publicaciones.

Edition: 2022

NIPO IBD: 847-22-106-8

NIPO line: 847-22-107-3

IBD ISBN: 978-84-369-6068-6

ISBN line: 978-84-369-6067-9

214 pages

Each year, the Organisation for Economic Co-operation and Development (OECD) publishes *Education at a Glance*. OECD Indicators, a source of statistics and indicators on the education systems of the member states of this organization, 38 of the most developed countries in the world, as well as other associated countries. This publication enlightens education professionals by providing key information, with objective data, on the evolution of the different education systems; on access, participation, and progression in education; on the financial resources invested in education; and on teachers, the learning environment, and the organization of schools. The 2022 edition focuses on tertiary education, which is the cross-cutting theme running through the book.

Taking as a starting point the international publication of the OECD, in Spain, the National Institute for Educational Evaluation and the Subdirector General of Statistics of the Ministry of Education and Vocational Training prepared a Spanish report, in which the data of the most important indicators for Spain are developed in comparison with the average of the OECD countries and the 22 countries of the European Union that belong to this organization. It also provides information of several countries for their interest in comparison with Spain. France, Greece, Italy, and Portugal (Mediterranean countries), Germany and the Netherlands (Central European countries), Finland, Norway and Sweden (Nordic countries), Brazil, Chile and Mexico (Latin American countries), the United States, Ireland and the United Kingdom (Anglo-Saxon countries) and Japan (Asian countries).

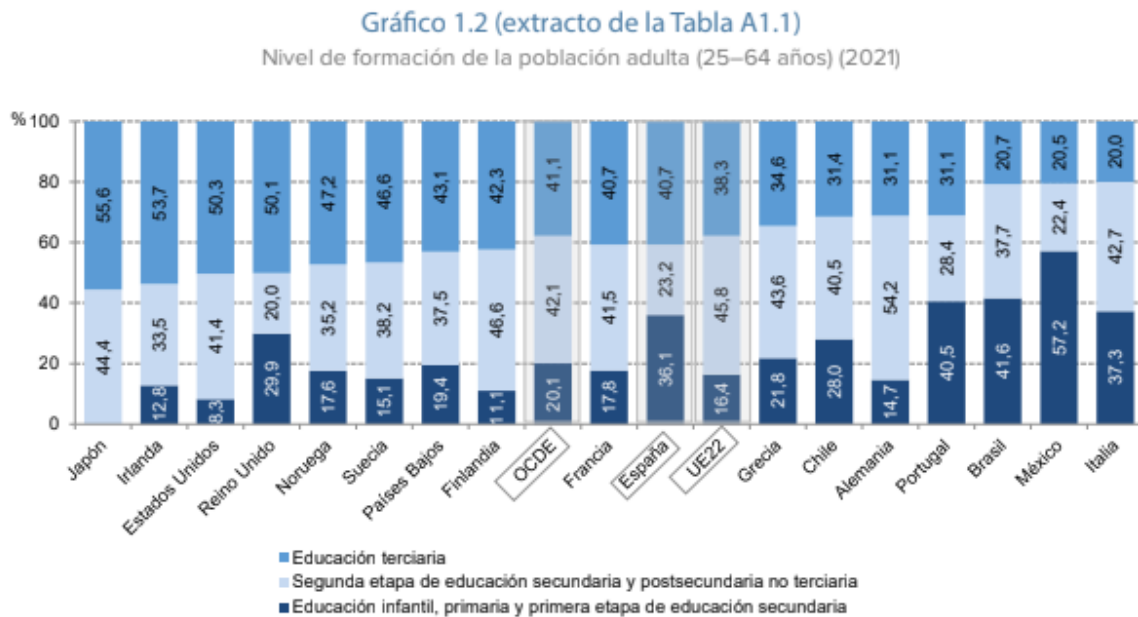
The Spanish report is divided into three chapters. The first is entitled "The expansion of education", and analyzes the education of the adult population, its evolution and the contrast with the level of education attained by the young population in the 25-34 age range. The second chapter, entitled "The results and financing of education", studies education and employment, the transition from

education to the labor market and the relationship of employment rates with the different levels of education, with attention to the population that does not continue training and is unemployed or inactive. Education financing is analyzed from several perspectives: annual public and private spending per student in primary to tertiary educational institutions and the variation in this spending between 2011 and 2019; education spending in relation to GDP and to public spending, both in Spain and in OECD and European Union countries. The third chapter, entitled "The environment of educational centers and learning", analyzes the working hours of teachers and principals, the hours they devote to teaching and the percentage of time these hours represent with respect to total working hours. Initial training and professional development opportunities are discussed.

We will now focus on some of the most salient aspects of this publication, from which conclusions can be drawn for the improvement of education.

Education level of the adult population

- During the period 2010-2021, the percentage of the Spanish adult population aged 25 to 64 years with less than upper secondary education has decreased by 11 percentage points, from 47.1% to 36.1%; however, it is 16 points above that of the OECD (20.1%) and is more than double that of the EU (16.4%).
- In Spain, only 23.2% have upper secondary education as their highest qualification, while the OECD average is 42.1% of the population, reaching 45.8% in the European Union.



Nota: el año de referencia de Chile es 2020.

- In Spain, the level of education of the population aged 25 to 34 years improves with respect to the population aged 25 to 64 years, with the percentage of the population with basic education decreasing and that of the population with tertiary education increasing. For the 25-34 age group, the proportion of women with tertiary education is higher than that of men in all the countries analyzed, with Spain being the country with the second highest percentage of women between 25 and 34 years of age with a bachelor's, master's, or doctoral degree, reaching 60.5% of the total.
- The percentage of young adults aged 25-34 with tertiary education increased from 34% in 2000 to 49% in 2021. However, 28% of 25-34-year-old do not have an upper secondary education, double the average for OECD countries.

Educational and employment situation

- In Spain, 62.1% of young people aged 18 to 24 are in education (54.3%, OECD average); 17.6% are not, but are employed (29.8% OECD), and 20.3% are neither employed nor in education or training (16.1%, OECD average).
- The probability of obtaining employment increases with the higher the level of education attained, but it should be noted that there are wide differences

depending on the field of study attained. Graduates with tertiary education in a STEM field have the highest employment rates. Particularly in the field of information and communication technologies (ICT), the employment rate in Spain is 88%, in the OECD 90% and in the EU22 it is 91%. However, ICT students represent only 6% of new enrolments in tertiary education in Spain and the OECD.

Compensation benefits of education

- Tertiary graduates in Spain earn 41% more than upper secondary graduates, who in turn earn 19% more than those who have only completed lower secondary education or lower. The wage advantage increases with the level of tertiary qualification. In Spain, holding a master's or doctoral degree gives an average wage advantage of 68% over those with an upper secondary education degree.

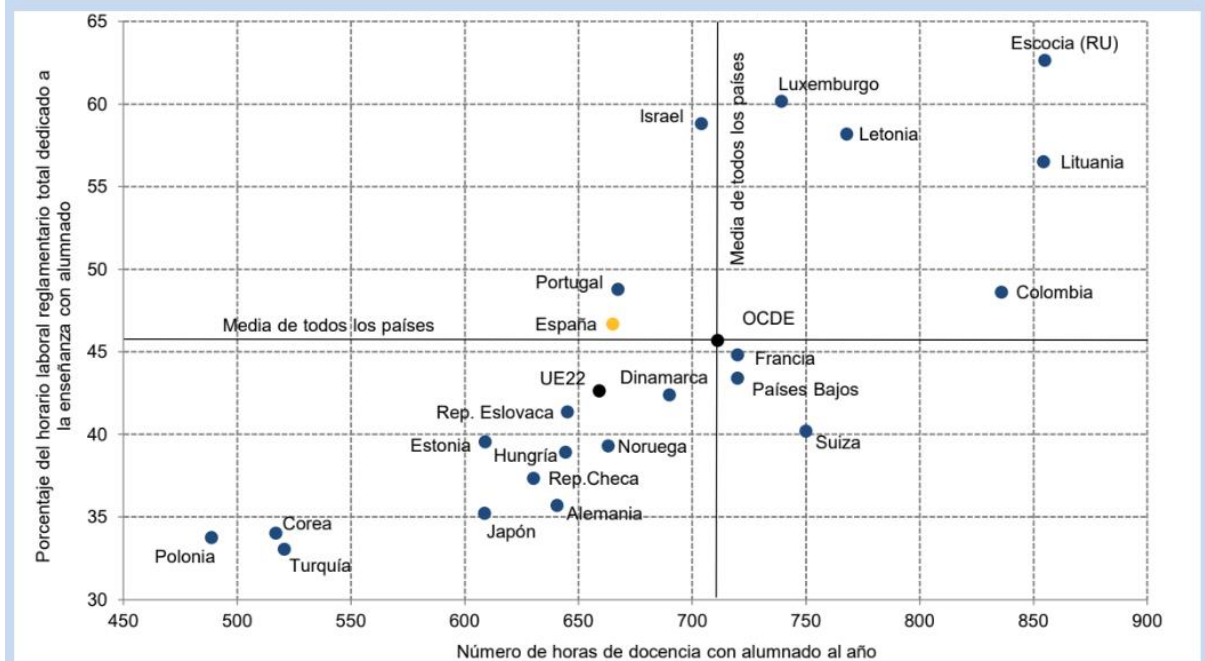
Education financing

- España Spain presents in 2019 a total expenditure per student in educational institutions lower than the average of OECD countries that spend 1.1 times more. However, spending per student as a percentage of GDP per capita was in Spain like that of the OECD. Spending increases according to the level of education. Thus, for Spain, in primary education, it was US\$8580; in secondary education, US\$10,706; and in tertiary education, US\$14,237. Therefore, spending was 1.25 times higher in secondary education than in primary education, while, in tertiary education, it amounted to 1.66 times that of primary education.
- Spain invested 4.3% of its gross domestic product (GDP) in institutions from primary to tertiary education in 2019. The average in OECD countries was 4.9%.

Working hours and direct teaching of teachers

- The number of hours of direct teaching by teachers decreases as the level of education increases. In Spain, infant and primary school teachers dedicate 31% more hours to direct teaching than secondary school teachers.
- In primary education, Spain devotes more hours to teaching (871 h.) than the OECD average (784 h.). The average number of teaching hours per day for primary education in Spain is 4.9 hours, above the OECD average of 4.3 hours.
- Spain is one of the OECD countries with the highest percentage of teachers' working time devoted to direct teaching. In Spain, 46.7% of the working time of teachers in lower secondary education is dedicated to teaching, one point above the OECD average (45.7%) and more than 4 points above the European Union average (42.6%).

Gráfico A. Tiempo de enseñanza neto (número de horas anuales) como porcentaje del horario laboral reglamentario total en programas generales en instituciones públicas (2021)



Teachers' salaries

- For all levels of education, teachers' salaries in Spain are higher than the average salary in OECD and European Union countries. However, the time

needed to reach the highest salary on the scale is, in Spain, one of the longest in the OECD: 39 years.

Ongoing teacher training

- In Spain, as in most OECD countries, in-service teacher training is a mandatory requirement at all educational levels. In the OECD, the agents most involved in decision making with respect to compulsory in-service training for teachers in lower secondary education are the teachers themselves (in proposing and deciding on activities) and school management (in validating these activities).

Tertiary education academic staff characteristics

- Almost half of the academic staff in tertiary education in Spain is at least 50 years old, about 7 percentage points above the OECD and EU22 averages. In terms of people under 30 years of age, Spain does not reach 3%, a percentage lower than international averages by approximately 5.5 percentage points.
- The percentage of women among academic staff in tertiary education in Spain and in the OECD and EU22 averages is lower than the proportion of men.

Therefore, the compendium of comparative educational indicators offered by this publication presents a valuable snapshot, with quality and reliability, which allows us to identify strengths and areas for improvement in education.

It can be seen how the second stage of secondary education (middle-level training cycles or baccalaureate) is considered the minimum qualification for successful participation in the labor market. The dropout rate from education in Spain without having passed the second stage of secondary education is a cause for concern, although it is slowly improving, going from 35% in 2011 to 28% in 2021 in this indicator. In this sense, strengthening the prestige and attractiveness of

Vocational Education and Training is essential. In Spain, 35.3% of upper secondary school graduates are obtained in vocational training, below the average for OECD countries, which is 37.3%, and for the European Union, which is 43.7%.

It is positive that Spain is one of the 24 OECD countries where tertiary level is the most common educational level attained by people aged 25 to 34. But it should be noted that the national averages present an average picture of the situation in the country, but there are important differences between sub-national regions. In Spain, in 2021, the difference between the community with the highest percentage of people aged 25 to 64 with tertiary education (Basque Country, with 56%) and the one with the lowest percentage (Ceuta, with 25%) is 31 percentage points.

It is highlighted in this publication that despite the growing need for digital skills and the good employment prospects of students with degrees in the field of information and communication technologies (ICT), only a small portion of students choose this field.

During their working hours, teachers perform many tasks that are not specifically about teaching students directly, such as planning and preparing classes, correcting students' work, communicating with parents or tutors, coordinating with other teachers, guidance and management teams, etc. Strengthening the time and space for teachers to cooperate, exchange ideas and practices and carry out their work as a team in an adequate and positive manner is key to improving learning processes.

The approach of teachers, management teams and education inspectors to the comparative data offered by this publication can be very enriching and give rise to reflections and debates with the aim of continuous improvement, in addition to having a global perspective of educational aspects that transcend the classroom-classroom space and have an important impact on education.